



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

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CAS HOSTS "CELEBRATION OF THANKS" FOR CT STUDENTS

President Bill Clinton is Featured Speaker

Earlier this month, President Bill Clinton entered a packed auditorium at the William O'Neill Athletic Center in Danbury where he was greeted with a standing ovation and resounding cheers from the more than 2,500 students, educators and dignitaries in attendance. The former president was the featured speaker at the CAS-sponsored "Celebration of Thanks" held at Western Connecticut State University (WCSU) on October 3rd.



Former President Bill Clinton addresses a packed auditorium at WCSU on October 3rd.

Clinton made a special trip to the state to personally thank Connecticut students for their fund-raising efforts on behalf of those affected by the December tsunami disaster in Southeast Asia. Through the CAS Tsunami Relief Effort, 325 pre-K-12 schools across Connecticut collected more than \$300,000 in donations for the tsunami victims. With the help of the Pittsburgh-based Brother's Brother Foundation, which matched the schools' contributions dollar-for-dollar, the relief effort raised enough money to fund the construction of a new school in Sri Lanka, one of the areas most heavily damaged by the tsunami.

The "celebration" began with a warm welcome from CAS Assistant Executive Dr. Robert Carroll, who coordinated the statewide relief effort. Dr. Carroll gratefully acknowledged the many local and national dignitaries who were in attendance, including U.S. Sen. Christopher Dodd (D-CT), U.S. Rep. Nancy Johnson (R-CT), U.S. Rep. Christopher Shays (R-CT), State Sen. Thomas Gaffey (D-13th), State Rep. Andrew Fleishmann (D-18th), Attorney General Richard Blumenthal, and Commissioner of Education Dr. Betty Sternberg.

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Partnership with Liberty Mutual Brings Benefits to CAS Members

Since 1996, the Connecticut Association of Schools has endorsed Liberty Mutual's Group Savings Plus® program, and the response from members has been tremendous. Members greatly value Liberty Mutual's competitive, discounted rates, and exceptional service and claims handling.

CAS members receive an additional 10 percent discount on car insurance and 5 percent on home or renters insurance. That's almost a \$100 savings on your car insurance alone, if you're paying the average premium

in Connecticut. Auto policyholders also can receive multi-car, safe driver, passive restraints and anti-theft device discounts, while home insurance customers can also get discounts for new home credits, burglary alarm systems and other protective devices. And you qualify for even greater discounts if you insure both your home and auto with Liberty Mutual.

For more information, or a no-obligation quote, call 1-800-225-8281 or visit www.libertymutual.com/lm/cas.

FORMER MADISON PRINCIPAL JOINS CENTRAL OFFICE STAFF



Regina Birdsell is the newest addition to the CAS central office staff.

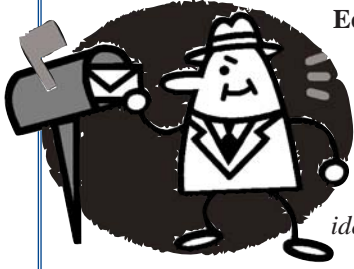
CAS is pleased to announce that Regina Birdsell, former principal of Academy School in Madison, has joined the central office staff as a coordinator for the University of Connecticut Administrator Preparation Program (UCAPP). The additional staffing is the result of CAS' new partnership with the University of Connecticut Neag School of Education. As of this month, CAS has assumed responsibility for the administration of the internship portion of the UCAPP. This incipient partnership has the association poised to become a prominent agent in the state's efforts to address one of its most critical challenges: reducing the growing administrator shortage.

Regina, who retired from school administration in June of last year, was a loyal and active member of CAS and the former Elementary and Middle School Principals Association of Connecticut (EMSPAC). A key member of the transition committee following the CAS-EMSPAC merger in 2000, Regina is one of a handful of individuals who is responsible for the founding of the Connecticut Principals' Center. A member of the board of directors of the Connecticut Association of Elementary School Principals at a time of unprecedented growth, she is

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LEGAL MAILBAG

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



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

[<legalmailbag@casciac.org>](mailto:legalmailbag@casciac.org)

Q. Dear Mailbag: After a mini-crime wave involving "youth," the local police department wants us to provide information about a number of high school students they are investigating. Frankly, I hope that they put some of these kids away, and I have no problem sharing information with the police. However, one of our teachers has claimed that we cannot provide confidential student information without a release, and she has threatened to file a complaint if we cooperate. I seriously doubt that the parents (or the students themselves - some are eighteen and older) will give us permission to provide information to the police. Are we stuck?

- *Ready to Drop a Dime*

A. Dear Ready: You have significant discretion in deciding what information to share with police. If information is recorded in a student's file, generally you need either written consent, a subpoena or some other FERPA-compliant reason to disclose the information to the police. If information is not recorded in the student's file, however, it is pretty much up to you. In fact, school officials regularly share information with the police. For example, any time school officials report a crime involving a student, they are sharing information about a student. There's nothing wrong with that.

Q. Dear Mailbag: I was recently told that the law restricts a teacher's ability to limit student access to lavatory facilities. In other words, teachers cannot just refuse to write lavatory passes or to deny a student the use of the lavatory, especially after the student tells the teacher that "it is an emergency." Assuming the legislation exists, would you be able to provide me with either the text of the law or tell me the Public Act number so that I can look it up?

- *Just Skeptical*

A. Dear Skeptical: I cannot. Despite an encyclopedic knowledge of school law, Legal Mailbag is not aware of any such law. Since we are all constantly learning and growing, however, we invite any reader who has information otherwise to share it with us. In the meantime, we must consider such matters an issue of judgment. Since nobody wants to be responsible for student discomfort or worse, presumably we would all want to err on the side of letting students go to the lavatory. However, with cell phones and text messaging, there is significant potential that some students will abuse this privilege, and therein lies the need for judgment. If this problem is significant, you might even consider adopting a rule whereby students must inform you of "special circumstances" before class begins.

Q. Dear Legal Mailbag: On the last day of school, a student told a teacher, "What are you going to do? You can't suspend me because it is the end of the school year." The student then promptly turned over a desk and told the teacher, "You are a joke . . . **** this school. I am out of here." Can I suspend this miscreant up to 10 ten days on the first day of school the following year? If not, what recourse does a school administrator have?

- *Ready for Action*

A. Dear Action: The relevant statute curiously provides that a suspension "shall not extend beyond the end of the school year in which such suspension was imposed." However, since the young man apparently left the premises and it was the last day of school, you can simply impose the suspension at the beginning of the next school year (after an informal hearing of course). In addition, you could consider this conduct so egregious that you recommend an expulsion for some period of time. While expulsion proceedings are time-consuming, I would expect members of the board of education to be very supportive of the administration in such a case.

ct news & notes

Are you interested in hearing about new position vacancies???

Sign up for CAS's new e-mail notification service. Every time a new job opening is posted on the CAS website, you will receive a copy of the posting via e-mail. CAS currently allows postings for position vacancies in seven categories: (1) Principal Vacancies; (2) Assistant Principal Vacancies; (3) Teacher Vacancies; (4) Athletic Director Vacancies; (5) Boys Coaching Vacancies; (6) Girls Coaching Vacancies; and (7) Other/Miscellaneous Vacancies. Sign up to receive notification of openings in any or all of these categories. Visit:

<http://www.casciac.org/postingupdates.shtml>

■ At a meeting of the National Middle School Association's executive directors this summer in Nashville, CAS Assistant Executive Director Earle Bidwell was elected chairman of the group. The executive directors from fifty states, Europe, Africa and the Pacific rim, meet twice yearly to discuss common issues, share strategies for improving their organizations and advocate for middle level education. Bidwell will preside over a meeting of the group at the NMSA convention in Philadelphia this month and another at the Summer Summit in Austin, Texas in July. Bidwell succeeds Deb Schrock, executive director of the Association of Illinois Middle Level Schools.

■ For a second year in a row, more than 80% of Connecticut's elementary and middle schools achieved adequate yearly progress (AYP) under the federal *No Child Left Behind* (NCLB) Act, according to results of the 2004 Connecticut Mastery Test (CMT). A total of 653, or 82%, of the 798 schools analyzed met the AYP standards. Under NCLB criteria, standards must be met by the whole school and also by each subgroup of 40 or more students, including white, black, Hispanic, students with disabilities, English language learners, and economically disadvantaged. Of the 145 elementary and middle schools that did not make AYP last year, 37 made AYP this year. This year 145 schools were identified as not making AYP, including 41 new schools that previously made AYP. There are 103 schools that were identified in the past as not making AYP and again this year and are therefore "in need of improvement." For additional information, including a list of all schools not making AYP for 2004-2005 as well as the AYP history of all CT's elementary and middle schools, visit www.casciac.org/pdfs/AYP_2004-05_elem&middle.pdf.

ct news & notes

URGENT REMINDER

To Member School Principals

All member schools were required to update their school information in the online CAS membership database by **October 15th**. It is vital that we keep our membership data as current as possible. This allows member schools to take full advantage of the benefits of CAS membership and ensures that our online membership directory information is up-to-date. **Please keep in mind that if we don't have the correct e-mail address on file for the building principal, he/she will miss out on important news and announcements.**

Visiting the on-line membership database also provides principals with an opportunity to review and sign off on the CAS membership agreement for the 2005-2006 year. Acceptance of this agreement is a requirement of CAS membership.

All member school principals should have received an e-mail containing their school number and login ID for accessing the on-line membership database. If you did not receive a message or if you have any questions, please contact Karen Packtor at 203-250-1111, ext. 3010 or kpacktor@casciac.org.

■ According to projections released from the U.S. Census Bureau, Connecticut, like several other states in America, will be transforming into a society dominated by an older population. By 2030, the number Connecticut residents over the age of 65 will grow by 69%, while the number of people 85 or older will double. Even as the state's total population grows by 8.3%, Connecticut will have 17,000 fewer school-age children than it had in 17,000. Furthermore, the median age of Connecticut's population goes from people in their mid-30s to people in their early 40s. Because older people are more likely to vote, and because there are soon to be a lot more of them, they will soon make up a formidable political bloc with the state.

■ Attorney Tom Mooney of Shipman and Goodwin LLP has prepared an education legislation summary which provides a synopsis of the most important education bills passed during the 2005 legislative session. The summary also outlines several recent judicial decisions which will have a direct impact on schools and school districts. To download the summary, visit www.casciac.org/pdfs/Mooney_legal_update_05.

■ Connecticut's 2005 high school graduates recorded the highest combined average SAT scores in 31 years. The state's combined average score was up four points from last year to 1034, six points above the national average. Connecticut's 86-percent participation rate earned it second place among the fifty states (tied with Massachusetts and New Jersey)

national news & notes

■ School and district leadership has been the focus of intense scrutiny in recent years as researchers try to define not only the qualities of effective leadership but the impact of leadership on the operation of schools, and even on student achievement. A literature review titled *How Leadership Influences Student Learning* contributes to this growing body of knowledge by examining the links between student achievement and educational leadership practices. The authors make two important claims. First, "leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school." Second, "leadership effects are usually largest where and when they are needed most." The review, which was published in September 2004 by the Wallace Foundation, can be downloaded by visiting www.wallacefoundation.org/WF/ and clicking on "Education Leadership" under "Knowledge Topics."

■ According to Mobile Youth, a firm that tracks technology issues, about 200,000 children between the ages of 5 and 9 are carrying cell phones in the U.S., and in 2006 that number is expected to nearly double. In addition, more than 7 million U.S. children between 10 and 14 have cell phones, a number expected to increase to 11 million within the next 2 years.

Many educators spend their days complying with burdensome regulations and dodging lawsuits. So, for those teachers and principals heading back to school this fall, *Common Good* has put together a list of ten new school rules to help them stay compliant and lawsuit free.

Technology Costs Including Hardware by Industry

Government	9.7%
Telecommunications	8.4%
Finance	4.9%
Health Care	4.8%
Services/Consulting	4.5%
Transportation	3.8%
Manufacturing	3.3%
Utilities	3.0%
Retail/Wholesale	2.4%
Education	1.9%

(Information Technology Management Web 2003)

■ The National Education Data Partnership has launched a Web site, www.schoolmatters.com, that offers information and analysis about public schools in all 50 states, the District of Columbia, and Puerto Rico. This easy to search Web site allows the public, as well as school administrators, to compare student test results with districts as well as states. Information is also provided on the schools' enrollment and staffing trends, NCLB data, and community demographics. State information related to education spending budgets is also listed.

Top Ten New School Rules

10. A student may challenge any grade he or she receives.
9. No valedictorian shall be named without due process of the law.
8. The assignment of homework shall be subject to judicial review.
7. The allocation of funds shall not be done according to common sense and need—thus, teachers must purchase their own supplies.
6. Since merit pay would violate teacher-tenure rules, the best and most dedicated teachers will be awarded gold stars.
5. Students who chronically disrupt class will be asked kindly to stop. (But students may be expelled for possession of kitchen utensils, scissors, sunscreen, or other items that vaguely resemble weapons or drugs.)
4. Since legal constraints don't allow principals to use their judgment, they shall fill staff positions by closing their eyes and pointing.
3. Teachers found guilty of criminal behavior shall be immediately transferred to another school.
2. To avoid lawsuits and injury, students will take virtual field trips and no running will be tolerated during recess.
1. Teachers must devote equal time to instruction and paperwork.

more national news & notes

■ The American public believes that improving the nation's high schools should be the country's number one education priority, according to a poll released by the Alliance for Excellent Education. According to the poll, 83 percent of Americans believe there is an "extremely urgent" or "very urgent" need to improve the nation's high schools, compared with 79 percent for middle schools and 76 percent for elementary schools. African-American respondents, in particular, indicate that the need for high school reform is urgent, with 94 percent calling it very or extremely urgent; 81 percent of whites and 82 percent of Hispanics agree with this assessment. For more information, visit www.all4ed.org/publications/StraightAs/Volume5No16.html#Poll.

■ This year's 406-member graduating class at Seattle's Garfield High School features 44 valedictorians. Forty-four students with perfect 4.0 grade-point averages who, over seven semesters of mostly honors and Advanced Placement classes, have never earned less than an A. Even for a school with a reputation as an academic powerhouse, it's a record number: Last year Garfield had 30 valedictorians; the year before, 27. Skeptics say that so many students with perfect 4.0 GPAs is evidence of grade inflation; admirers say it's the product of smart, hard-working students at a school that encourages academic success.

■ The U.S. Department of Education (ED) has extended the deadline for paraprofessionals to become "highly qualified" under the No Child Left Behind Act (NCLB) one additional semester because the previous deadline, January 8, 2006, falls in the middle of the school year. Paraprofessionals with instructional duties now will have until the end of the 2005-06 school year to demonstrate that they are "highly qualified" under NCLB. In a press release, Deputy Secretary of Education Ray Simon says that the change was made because "[i]t's unusual to have a deadline in the middle of the school year, and we believe that the paraprofessional and highly qualified teacher provisions should be consistent." The deadline for teachers is the end of the 2005-06 school year.

Governor Rell and Connecticut Association of Schools Ask Kids and Parents to Support Hurricane Relief

Governor M. Jodi Rell and the Connecticut Association of Schools have joined forces to sponsor a statewide relief effort on behalf of the victims of Hurricanes Katrina and Rita. This recent initiative is directed at Connecticut school children and their parents, encouraging them to contribute small change and checks of any size to be used specifically for school-related expenses.

"This is about kids helping kids. I know our children have been touched and moved by the crisis in the Gulf States, especially when they see the images of other kids their age, and I know they want to help," Governor Rell said. "We have heard from many, many Connecticut families looking for ways to become involved in the relief effort. I am grateful to the Connecticut Association of Schools for agreeing to help us coordinate this new appeal. The people of Connecticut have been so generous already, and I know we can count on our children to bring in their pennies, nickels, dimes and quarters, and checks from their parents."

The governor noted that the Connecticut Association of Schools (CAS) had organized a fabulously successful appeal after the tsunami last Christmas, raising more than \$300,000 from school children and their parents (*see related item page 1*).

"Connecticut school children have stepped up to the plate before, and I know they will do it again," said Dr. Robert F. Carroll, assistant executive director of CAS. "The lives of thousands of children in the Gulf States have been totally disrupted, and every penny we raise in this appeal will go toward helping as many as possible to get their lives back together. This drive is every bit as important as our tsunami effort, and the

results will be seen much closer to home."

The governor's office has set up a special account through the Bank of America in Connecticut. The bank will also accept coins and sort and roll them at no charge.

Parents can make checks payable to the Connecticut Association of Schools and bring them, or have their children bring them, to their local schools. CAS will then deposit them in the governor's account. Coins collected at schools will be handled by the Bank of America. Local schools will provide details.

CAS and the governor's office will identify specific uses for the funds, but they will be directed exclusively at school-related expenses, such as back packs and school supplies for local school districts in the affected area. Some of the money will also be designated to assist Connecticut schools that take in children from the Gulf Coast region. For example, the money could be used to buy computers for those schools. Not one cent of donated money will go toward overhead expenses.

"Disasters like Hurricane Katrina have a way of bringing Americans together and helping them show their love and support for fellow citizens, no matter where they are," Governor Rell said. "I am confident that by joining forces with the Connecticut Association of Schools, Connecticut can make an even greater contribution toward restoring some degree of normalcy to the lives of parents and children in Louisiana, Mississippi and Alabama."

**SEND CHECKS TO:
CAS HURRICANE RELIEF EFFORT, 30
REALTY DRIVE, CHESHIRE, CT 06410**



Whisoconier Middle School students and their principal present a \$10,380 check to CAS Associate Executive Director Mike Buckley (right). The students raised money for Hurricane Katrina victims by organizing a very successful walk-a-thon. Pictured here are (left to right): Chitra Chelladurai, WMS Principal Genie Sloan, Emily Sands, and Mitchell Fenton.

Clinton visits Connecticut to thank students for their efforts in helping tsunami victims, *continued from page 1*



Three students whose schools raised money for the CAS Tsunami Relief Effort presented President Bill Clinton with a check for \$600,000. From left are Tyler Spano from D.C. Moore Elementary in East Haven; Chris Smith from Daniels Farm School in Trumbull and Sydney Dawson from Tinker School in Waterbury. The dignitaries in the top row are (left to right): CAS Assistant Executive Director Bob Carroll; Brother's Brother Executive Director Luke Hingston; Nagen Suriya of the Sri Lankan Assn. of Western Pennsylvania; Sen. Chris Dodd; President Clinton; WCSU President James Schmutter; Rep. Nancy Johnson; CT Education Commissioner Betty Sternberg; and CAS Executive Director Mike Savage.



Avon M.S. Principal Jody Goeler and his daughter Emily, an 8th grader at Canton M.S., pose for a picture before the big event.

Before turning the podium over to the former president, Senator Dodd offered fervent praise to the students in attendance. "Through your efforts, you have come to represent the best in humanity," he cheered. "You have seen those like you struck by misfortune, lacking that which others take for granted. And you have sacrificed so they are no longer wanting."

During his speech, which lasted just under fifteen minutes, Clinton focused primarily on the students, applauding them for taking action and making a difference in the lives of children on the other side of the world. "This is an astonishing achievement by young people," Clinton rejoiced. "I promise you, you changed their lives...You gave them a chance to be part of the future you want for yourself."

Clinton commented on the important role that the Internet now plays in imbuing the average citizen with the power to make a difference. "Ordinary citizens like you have more power than ever before in human history to build a future that you want," Clinton said. He also urged the students to continue their efforts to help the victims of Hurricane Katrina and Hurricane Rita.

After concluding his remarks, Clinton was presented with a "check" for \$600,000 and a gift from the students of Connecticut.

Every school that contributed to the CAS Tsunami Relief Effort was invited to participate in this unprecedented and unforgettable event.

Photos courtesy of The Greniers, CAS' official photographer.



Matthew Boillard from Bristol Eastern High School; Rachel Matthias, from RHAM Middle School in Hebron; and Kristina Melvin from the Cooperative Arts & Humanities Magnet School in New Haven present the president with a centennial lithograph of the Statue of Liberty signed by the artist.

Following welcoming remarks from WCSU President Dr. James Schmutter, CAS Executive Director Mike Savage offered his congratulations to the students of Connecticut, whose selfless efforts in the wake of the devastating tsunami resulted in an historic act of charity. "What awesome power resides in the collective efforts of young people to do good and charitable things," he said. "The Connecti-

cut Association of Schools is very proud of the work that you and those who you represent have been able to accomplish through your leadership, your caring attitude and your hard work."

The president's arrival was delayed; and, as he finally entered the auditorium, the energy and anticipation were palpable. Senator Chris Dodd took the stage to introduce his long-time friend and political ally.

"A JOURNEY TOWARDS RIGOR AND RELEVANCE": THE 13TH ANNUAL MODEL SCHOOLS CONFERENCE

By Robert Pitocco, Principal, Rocky Hill High School

What are the essential ingredients of highly successful schools? Which practices and characteristics exist in these schools that ensure the achievement of their students? What separates these schools from the rest and how can their "best" practices be replicated in other schools?

Since its inception in 1991, the International Center for Leadership in Education has been committed to finding the answers to these questions. Under the leadership of Dr. William R. Daggett, the center has embarked upon a journey to find the most successful practices in existence in our most successful schools - practices that expose all students to a rigorous and relevant curriculum. In partnership with the Center of Chief School Officers, Dr. Daggett's group has identified a diverse group of the nation's most successful high schools and reached out to elementary and middle schools and K-12 districts that are experiencing similar successes. Many of these schools were brought to this year's Thirteenth Annual Model Schools Conference in Nashville, Tennessee. More than 5000 educators, which included a delegation from Connecticut, were exposed to four inspiring days of successful school presentations, featured speakers, and an abundance of resource materials - all of which focused on rigor, relevance, and high achievement.

Dr. Daggett noted in his opening remarks that "districts and schools need a coherent and sustained plan of action and technical assistance if they are going to be successful in moving all students to higher performance levels." Dr. Daggett challenged participants to embrace and understand four major trends that must be addressed "to assure that our nation and our students are prepared to meet the challenges of the near and distant future." He continued on and discussed the four trends of globalization, changing demographics, technology, and changing values and attitudes. He framed these trends in the context of a "perfect storm" that will threaten the middle class American lifestyle unless our nation and our schools meet the challenges of these trends.

Dr. Daggett's group has done an incredible amount of research on successful schools and has completed several meta-analyses in an attempt to identify and consolidate the findings of hundreds of projects. As a result, they have found that successful schools can be identified by the following criteria:

1. High academic performance in core

areas as measured on state and national tests.

2. Programs that stretch students well beyond the core academic skills measured by state and national tests.
3. Community involvement.
4. Social and personal development.

They have also found seven central actions that schools must take if they are to improve the academic success of all students:

1. Creating a culture that supports change.
2. Focusing on instruction rather than structure.
3. Developing relationships within the building.
4. Developing curriculum that meets the needs of Special Education and English as a Second Language students first.
5. Employing data-based decision making in all aspects of school life.
6. Creating smooth and efficient transition years from PK-K, K-1, elementary - middle, and middle-high school.
7. Providing support systems that assist teachers rather than regulate them.

Within this context of research-based practices and findings, this year's conference exposed educators to a myriad of workshops, presenters, and case studies that represented the best from elementary, middle, and high school programs. A key theme that flowed throughout the four days was the need to focus on rigor, relevance, and the application of knowledge. In other words, it is instruction and not structure that is important. Too often schools become immersed in making structural changes (block scheduling, smaller learning communities) instead of first focusing on those instructional strategies that are necessary if students are to achieve at higher levels.

As a high school principal who constantly struggles with the everyday challenges of limited resources, disconnects in our local, state, and federal systems, and the ever expanding call to be "all things to all people," this conference provided me with the knowledge, resources, and inspiration to focus on that which is truly essential if we are to ensure success for all of our students.

Robert Pitocco is the chair of the Connecticut Association of High School Principals and is the 2005 High School Principal of the Year.

IMPORTANT NOTICE FROM THE SDE

Due to restrictions by Connecticut General Statutes, out-of-state teacher preparation programs (including online teacher preparation programs) are NOT authorized to place students in Connecticut to complete student teaching, clinical practices or other field placements, unless the institution has been approved to do so by the Connecticut Department of Higher Education (DHE).

In extenuating circumstances (such as medical need, unexpected family circumstances or other emergencies), the Connecticut DHE may grant approval for an individual from an out-of-state program to complete student teaching provided the student's out-of-state institution has formally requested that an accredited Connecticut educator preparation program provide on-site supervision and meet all specified conditions. The formal written agreement between the institutions must be approved by the Connecticut DHE prior to placement.

School district staff is responsible for ensuring that all student teachers are appropriately placed within their district. Please be sure that you know the name of the institution where the candidate is completing the actual teacher preparation program, not just the supervising institution. If the teacher preparation program is located out-of-state, the candidate must show evidence of the DHE waiver prior to beginning the student teaching placement. For additional information, please contact the Connecticut DHE: 61 Woodland Street, Hartford, CT 06105-2326, (860)947-1800, www.ctdhe.org.

Nancy L. Pugliese, Chief

Bureau of Educator Preparation, Certification Support and Assessment

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Assistant Principals Plan Topical Meetings

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

The Assistant Principals' Committee met on September 19, 2005, to share successful strategies and to plan future meeting topics for the school year. Assistant principals shared with each other at least one beneficial practice in their schools. These included orientation programs for 9th graders, academic assistance programs for failing or underachieving students, mentoring programs for new teachers, transformed opening of school faculty meetings, substance abuse initiatives, activities fairs and block parties, Awareness week, and staff development on special needs students.

The AP Committee is an active group of enthusiastic colleagues who want to support each other by offering regular meetings for all assistant principals. The committee is open to all assistant principals in CAS member schools. Anyone who attends completes information that enables email communication on future meetings and activities.

Please, also, if you are an assistant principal, plan on attending one of our upcoming meetings:

- **October 24 -Legal Issues** with Attorney Thomas Mooney of Shipman and Goodwin LLP: Tom will focus on student issues of electronic devices, search and seizure, student behavior outside of school that affects school, distribution of literature, instant messaging issues, equal access, and suspension and expulsion.
- **November 28 -Student Advisory Groups:** A panel of speakers from schools that have instituted advisory or mentor groups as a means of personalizing the educational experience for students.
- **January 23 -High School Graduation Requirements:** Each assistant principal will bring his/her set of high school requirements that go into effect for the class of 2006.

The committee meets six times a year, always with a focus topic, and organizes a statewide 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. Meeting dates for 2005-2006 are as follows: 10/24, 11/28, 1/23, 3/22, 4/10. The annual AP conference is planned for March 20, 2006.

CASA: 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)** has been serving Connecticut Administrators for over twenty-five years? **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, who are volunteers. 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 for administrators. In the upcoming year, for instance, a **CASA** website will be launched and will feature both member and non-member resources to administrators, and will include 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 school administrators throughout the state, and annual membership dues remain at \$50.00. For additional information, write casamail@comcast.net or call Francis Kennedy, Chairperson, at 860-684-2355.

CAS and NASSP Offer *Breaking Ranks II* Training for Connecticut Educational Leaders

CAS is pleased to announce that it will once again offer two separate training sessions for school leaders to learn more about *Breaking Ranks II: Strategies for Leading High School Reform*, the National Association of Secondary School Principals' publication.

There are two-day "Beginning the Conversation" training sessions on November 9 and 10, 2005, and again on February 14 and 15, 2006. The training will be from

8:30 a.m. to 4:30 p.m. at the CAS office in Cheshire. The cost for either two-day session is \$250 per participant and includes all materials, refreshments and lunches. CEUs will be awarded to program participants.

NASSP has certified CAS as a state association provider of training for high school principals, assistant principals, school district administrators, and other school leaders who want to develop further

their understanding and use of the recommendations in *Breaking Ranks II*.

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

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

CAS/ARC High School Luncheon

By Joan Bennett, Account Executive, American Red Cross

The first annual High School Advisory Committee luncheon was a huge success. More than 60 guests attended the event hosted by Dr. Betty Sternberg, Commissioner of Education and Paul Sullivan, CEO American Red Cross. Michael Savage and Bob Carroll, the driving forces behind the creation of this committee, were honored guests. An incredible lunch was prepared and served by students from the EC Goodwin Technical High School Culinary Arts program under the direction of Chef Reiner.

The following high schools were recognized for their outstanding commitment to saving lives through blood donations:

- ★ Bolton High School
- ★ Branford High School
- ★ Derby High School
- ★ E.C. Goodwin Technical High School
- ★ East Granby High School
- ★ East Hampton High School
- ★ Ella Grasso Technical High School
- ★ Haddam Killingworth High School
- ★ Howell Cheney Technical High School
- ★ J.M. Wright Technical High School
- ★ Nonnewaug High School
- ★ Norwich Technical High School
- ★ Valley Regional High School
- ★ Vinal Technical High School
- ★ Westbrook High School
- ★ Wheeler High School
- ★ Windham High School

Congratulations to all of these outstanding high schools! Your high school can be recognized next year. Contact your American Red Cross Account Manager to find out how.



Left to right: Commissioner Betty Sternberg, Amy Cimino from J.M. Wright Technical H.S. in Stamford, and Paul Sullivan, C.E.O. , American Red Cross , CT Region

K-12 Arts Scholarship Contest Sponsored by Bob's Discount Furniture

Dr. Robert F. Carroll, Assistant Executive Director

Bob's Discount Furniture will once again sponsor its Art Scholarship Contest which will allow three winning students to obtain a \$5000 scholarship towards college. This year's art contest themes are as follows.

- Age group 7-10: "My Favorite Animal"
- Age group 11-14 "My Special Vacation Spot"
- Age group 15-18 "My Favorite Spot to Hang Out"

Only one-dimensional art work will be accepted. Any art medium may be used (i.e. pencil, watercolor, crayons, oil etc.). All art work must be done on 9x12 paper. Pictures need to be mailed to: Art Scholarship Contest, Bob's Discount Furniture, 428 Tolland Turnpike, Manchester, CT 06040.

Students may register online from October 1, 2005 through November 1, 2005. All artwork is due by December 1, 2005 at the above address. Artwork sent must be postmarked no later than November 29th.

Please make sure all artwork is well-protected. Bubble wrap is a wonderful tool to use. If students would like their artwork mailed back, they should include a self addressed envelope and correct postage. The artwork must be mailed in with online registration form from www.mybobs.com. Please make sure all information is clearly filled out (e.g., title of artwork, child's name and age group). Artwork that does not comply with the requirements will be disqualified.

There will be one \$5000 scholarship awarded for each age group. Winners will be based on two rounds of judging. The first round will be judged solely by a panel of selected artisans. The second round of voting will be judged by the general public voting online. The top 60 finalists will be treated to an all-day workshop that will be held at Wesleyan University in Middletown.

Birdsell, continued from page 1

also credited with reshaping the elementary division to meet the diverse and changing needs of its expanded membership. Ever sensitive to the professional needs of her colleagues, Regina helped to design new programs in critical areas such as diversity, NEASC evaluation standards, and instructional leadership.

Commenting on Regina's appointment to the central office staff, CAS Executive Director Mike Savage said, "This is indeed a stroke of luck for CAS. Regina will bring a wealth of talent and experience to our association. She has an intimate knowledge of the organization and its mission, which, coupled with her 30-plus years of experience in education, provide her with the proper background and knowledge to advance the interests of CAS and of public education in Connecticut."

Regina graduated from Sacred Heart University (Fairfield, CT) with a degree in psychology and pursued her graduate studies at Southern Connecticut State University where she earned a master's degree in special education and a sixth-year certificate in educational

administration. She began her professional career in 1969 in Monroe, CT, where she worked as a special education teacher, first at Monroe Elementary School and later at Masuk High School. In 1973, Regina relocated to Naugatuck, where she served as a special education teacher at both the middle and high school levels before being appointed to coordinator of learning disabilities for the district. After five years in that position, Regina was named principal of Naugatuck's Central Avenue School, a position she held for seven years. In 1989, she assumed the principalship of Madison's Academy School, from which she retired last June.

In addition to her UCAPP-related responsibilities, Regina is also working alongside Dr. Robert Carroll as an assistant executive director for elementary education. Regina and Bob are jointly overseeing the delivery of CAS programs and services at the elementary level. For the present, Bob is focusing his efforts on student-oriented activities while Regina is working predominantly in the area of professional development.

New England Leaders Proclaim October "Month of the Young Adolescent"

By Earle G. Bidwell, Assistant Executive Director

In a reception / media event attended by middle level educators and media representatives on October 1, 2005 at Old Saybrook Middle School, Earle Bidwell, assistant executive director of the Connecticut Association of Schools (CAS), and Rochelle Schwartz chairperson of the CAS Honors and Awards Committee and principal of Northeast Middle School in Bristol officially announced that October has been designated as the *Month of the Young Adolescent* (MOYA) in New England. Old Saybrook Middle School is the 2005-2006 Connecticut Association of Schools' Middle School of the Year.

Initiated by the National Middle School Association (NMSA) and endorsed by 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 and social-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.

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; and
- parental and community support.

During the *Month of the Young Adolescent*, New England 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.

CAS is proud to join the National Middle School Association (NMSA) and middle level leaders from all the New England states in recognizing October as the "Month of the Young Adolescent" in Connecticut.

Old Saybrook Garners "Middle School of the Year" Honors

By Earle G. Bidwell, Assistant Executive Director

The Middle Level Honors and Awards Committee of the Connecticut Association of Schools has selected Old Saybrook Middle School (O.S.M.S.) as its 2005-2006 Middle School of the Year. O.S.M.S. holds the distinction of being the only school to win the honor twice, having first been the recipient of the award in 1996-1997. Under the leadership of principal Michael Rafferty, the school has continued to improve on its already stellar performance as an exemplary middle school.

Having emerged on top from a rigorous paper screening, Old Saybrook was visited by a trained team of evaluators that included chairperson Rochelle Schwartz from Northeast School in Bristol, Jan Tirinzonia from Timothy Edwards in South Windsor, Norma Posocco from Mansfield Middle School in Storrs, Henry Coe from Durham and Earle Bidwell from the CAS staff. The visiting team completed an exhaustive document examination and met with representative groups of students, parents, community leaders, faculty and school administration. Finally, they visited classes and observed school activities.

O.S.M.S. is clearly a school that lives its theme, "School and Community United In Excellence." It is a cutting edge school that is exemplary in every way, consistently scoring at the top of its education reference group (ERG), and in some cases the entire state. Its successes are testament to the high level of instruction provided by a committed faculty and staff who go to great lengths to insure that all children's affective needs are met as well. Finally, the show of support by the community and the knowledge of the parents about the programs at the school are very impressive.

No stranger to accolades and awards, Old Saybrook Middle School was a U.S. Department of Education Blue Ribbon School in 1998, CAS' Arthur Director Student Leadership Award winner in 2000, the New England League of Middle Schools (NELMS) Parent/ Community Award winner in 2001 and a NELMS Spotlight School in 2003.

A celebration to commemorate the event was held at the school on September 30, 2005 where the entire school community was honored by

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Michael Cronin, Student Council President as he addresses the assembly.

TIME FOR ADVISORY IS TIME WELL SPENT!

By Paul Freeman and Robert C. Spear Ed.D.

In an era when high stakes testing and accountability have been receiving so much focus, there seems also to be a rekindled interest in the practice of advisory programs in middle schools. To some it is both surprising and heartening that schools are taking the time to revisit, renew and rejuvenate, and for some to initiate, an advisory in this current climate. Some advocates would contend that this trend not only illustrates the value of advisories for the overall development of young adolescents, but it also highlights the growing understanding that advisories are tools for the improvement of student performance.

As NCLB first took shape, some educators feared that schools across the country would do the simple arithmetic of subtracting the advisory period from their daily schedule in the mistaken belief that increasing direct instructional time in the core content areas, at any cost, would increase test scores. Experience does not support this and this thinking is contrary to the evidence as indicated by research.

In fact, advisories are becoming more popular and drawing greater interest than they have in a decade. The National Middle School Conference has continued to schedule sessions presenting advisory as a viable and appropriate tool for middle level educators, and these sessions are full. The New England League of Middle Schools offered several advisory sessions at the recent annual conference this year in Providence. It is experiencing heightened interest in the topic and plans to schedule an "advisory strand" at the Summer NELMS conference for the first time in years. Also, middle level schools continue to contact NELMS with questions about establishing, reinvigorating, and learning about exemplary advisory practices.

It would seem that educators are recognizing and embracing, what many at the middle school have been shy to admit: an advisory program is an academic structure, social skills are academic skills; and young adolescents learn much from an advisory program. While it may be hard to quantify, advisory has a direct and significant result on learning, on student performance, and even on test scores.

For too long, advisory programs have worn the stigma of not contributing to a vigorous academic climate, and for too long, middle level educators have allowed the time committed to advisory to be seen as a reduction of instructional time. Our schools are first and foremost institutions of learning and of academic vigor, and it is important that our communities understand that a well articulated advisory model is a tool in the service of learning.

William Glasser may provide the clearest path to understanding the importance of advisory

in his discussion of "Choice Theory." The advisory structure, providing time for teachers and students to interact in a setting that builds relationships while focusing on social rather than academic concerns, creates an opportunity for teachers to connect with students in a personal, in a human, way. Glasser would say that it increases the likelihood of a teacher being able to enter into a child's "quality world." Once that teacher is there, and established as someone whose expectations and whose opinions matter, then that child is much more likely to work to meet that teacher's expectations, to make an honest effort to succeed. When the relationship component of an advisory is paired with any type of social skill building, whether it is based on the work of the Northeast Foundation's Responsive Classroom, or whether it is conversation and discussion about how to work together as a team and resolve conflicts, then we are going to find that students are both motivated and better prepared to achieve great things in school and on standardized tests.

An advisory program is a commitment of time that each school makes to put students and teachers together in a way that is welcoming and not threatening. It is a way to foster that positive and supportive relationship for every child with at least one significant adult. When an advisory structure is scheduled, it creates the opportunity for all to have the type of relationship that happens naturally for many young adolescents in our schools, but not for all. Some students naturally form relationships with significant adults in the schools who then come to know and to advocate for those children. These students in essence are "too big" to fall through the cracks. An advisory is an intentional and conscious effort to make every child "too big" to fit through the cracks.

O.S.M.S., continued from page 9

CAS and local dignitaries. Among those who addressed the assembly were Board Chairwoman, Jan Murray, Superintendent of Schools Salvatore Pascarella, Teacher of the Year Tim Wood and Principal Michael Rafferty.

The award was presented on behalf of CAS by Honors and Awards Chairperson Rochelle Schwartz who praised the staff for living "... the mission statement-respecting the individuality of students, encouraging them to meet their full potential-as evidenced by what [the committee saw in the classrooms, the hallways, and the small group meetings. Perhaps most noteworthy is the authentic bond between this middle school and Old Saybrook-the business people, social services, and the parents who are united in an effort to make the middle school years the best they can be for these young people, academically, socially and emotionally."

Principal Rafferty stated that "a school is not about winning awards; a school is about student learning and student success. It is through this success that we find the true understanding of each other's worthiness and find happiness in each other.

In accepting the award for O.S.M.S., Student Council president Michael Cronin said "...with all of us working together to make this school the best it can be (referring to students teachers PTO and administration), I'm not surprised that CAS has given us the honor of calling ourselves this year's Connecticut Middle School of the Year."

As schools come to terms with the long-held dichotomy between advisory and vigorous learning, it can only be hoped that school districts will continue to recognize and support the investment of time that it takes to do advisory well.

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Paul Freeman is Principal of East Lyme Middle School (A NELMS Spotlight School) in Niantic, Connecticut.

Dr. Robert C. Spear is Executive Director of the New England League of Middle Schools, Topshfield, Massachusetts.

elementary school news

Energy Efficiency Science Workshops Offered At CAS

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

eemarks™, in partnership with The Connecticut Association of Schools, is offering workshops for Connecticut teachers who have received the free **eemarks™** curriculum. Teachers will receive .5 CEU credits for attending a two-part workshop series.

The workshops will be held at the Connecticut Association of Schools Conference Center (30 Realty Drive, Cheshire) and will run from 4 P.M.-7 P.M. The session dates are as follows:

- October 25 and November 1st - for K-5th grade teachers
- October 27 and November 3rd - for 6-8th grade teachers

The first workshop in each series will feature Gary Frumento, professor of science education at Southern CT State University and consultant for the Connecticut Academy of Education in Math, Science and Technology. Gary will review the new CT Science Frameworks and lead a discussion on inquiry-based teaching. The second session in each series will provide participants with an opportunity to engage in hands-on activities directly linked to the **eemarks™** curriculum, which supports the new frameworks.

The workshops will be offered free of charge and will include a complimentary dinner. Please be sure to bring your curriculum with you! Space is limited so register early by using the contact information below.

Karen Calechman, eemarks™ Program Coordinator
 1-877-514-2594 phone / 1-888-214-5732 fax / karen-cri@sbcglobal.net



To: All K-8 Teachers
 From: **eemarks™** Representative
 Re: **eemarks™** Curriculum and Evaluations

Summer flew by and we are entering a fresh new school year! What a perfect opportunity this is to implement your **eemarks™** energy education curriculum in your classroom. Whether you are teaching about shelters to kindergarten classes; conservation of materials to 3rd grade classes; electricity and magnetism to 4th grade classes; or energy transfer and transformation to middle grade classes, **eemarks™** can assist you in teaching the skills mandated by the new CT Science Frameworks. Not only can it help you with science lessons, but with the other skill frameworks as well! **eemarks™** is a dynamic, free educational program, sponsored by The United Illuminating and Connecticut Light and Power Companies that was developed by a group of Connecticut teachers. **eemarks™** offers teachers a great way to teach their grade K-8 students about energy and conservation while developing their Connecticut Mastery Test skills and preparing them for the Connecticut Academic Performance Test. The curriculum is a hands-on, activity-, literacy-, inquiry- and experiment-based interdisciplinary program including lessons in reading comprehension, math, science, social studies and language arts.

In exchange for this free curriculum, you are asked to complete an evaluation once you have implemented the program. If you do so, you get a free gift for your class! You can evaluate whatever portions of the curriculum you use in class. You do not have to use the curriculum in its entirety. The evaluation process is ongoing. We hope to hear from you often, every fall and/or spring if possible.

We want to be your partners in teaching energy efficiency. Remember that there are lessons on fossil fuels, electricity, recycling and acid rain, to name a few. The lessons are wonderful for science fairs, Earth Day or other special school events. In addition, we offer workshops and presentations to classes who are using the **eemarks™** curriculum. Most important, the program's continuation is dependent upon your evaluations. The Department of Public Utilities Control will continue to fund the program only if they see these measurable results.

You should have received your free curriculum by now. For more information, or to receive more evaluation forms, please phone us at 1-877-514-2594 or fax us at 1-888-214-5732. Show us your **eemarks!** Take advantage of this noteworthy curriculum, (praised by a State Department of Education Science Consultant), and turn in your evaluations now!

Thank You!

NAESP RESOLUTIONS COMMITTEE SEEKS INPUT

By Dr. Gary Rosato, Principal
 Mill Hill School, Southport

I am currently serving on the NAESP Resolutions Committee representing principals from Zone 1. The Resolutions Committee is comprised of one representative from each of the nine zones in the association. Resolutions are the belief statements that form the platform for our national association. This platform is presented for action to the delegate assembly each spring at the national convention.

In addition to presenting resolutions for action by the delegate assembly, the Resolutions Committee annually reviews the entire NAESP platform, with special attention to all resolutions that are 5 or 10 years old, suggesting editing changes where appropriate and new or revised resolutions when needed. This review will take place this November at the NAESP headquarters in Virginia.

Below is the list of resolutions to be reviewed this year. To read these resolutions, simply visit www.naesp.org/client_files/NAESP-Platform05-06.pdf.

If you would like to comment on any of the resolutions that are being reviewed, please feel free to send your thoughts to me at grosato@faifield.k12.ct.us before November 11. I will be sure to include your thoughts and suggestions at our annual work session later in November.

Thank you.

Resolutions to be reviewed in November:

Crisis and Disaster Plans	p. 4
The Assistant Principals	p. 11
Legal Status and Rights of the Principal	p. 13
School and Class Size	p. 17
Improving English Proficiency	p. 19
Technology in Education	p. 22
Assessment	p. 24
Retention and Social Promotion	p. 25
Principal's Role in Developing State and Federal Policies	p. 29
Excessive Paperwork	p. 29
Administrative Team	p. 32
Higher Education	p. 33
Media	p. 34
Legal Protection for School Personnel	p. 42
Professional Negotiations	p. 42
Financial Support for Education	p. 44
Educational Equity	p. 44
Tax Referenda	p. 45

ciac news briefs

CIAC launches www.ciacsports.com

Accessing sports schedules and results is now a simple, one-step process -- go to www.ciacsports.com!

This newly registered url will automatically re-direct visitors to the area of the CAS-CIAC website where they can view schedules and results.

When parents and community members ask how to access high school sports information, just tell them to visit . . .

www.ciacsports.com!

FIELD HOCKEY ALERT: During an emergency meeting convened by the NFHS Field Hockey Rules Committee in August, the following was unanimously passed: "Each state association member school is responsible for making sure that if their players choose to wear protective eyewear that it meets the ASTM F08 standard and the coach certifies that compliance when requested by the official prior to the start of the contest." This will address the eye protection products that exist that do not have the ASTM standard nomenclature applied or embossed on the actual product.

IMPORTANT NOTICE: Coaches Recertification Interpretation

Please be advised that the American Heart Association (AHA) issues a CPR certification card that is good for two years. The regulations for a five-year coaching permit indicate that CPR certification must be continually maintained. When working under a five year permit, the two-year card from the AHA is acceptable, as long as it is current. However, when working under a temporary emergency coaching permit, the regulations require that both CPR and first aid courses be completed no earlier than one year prior to the date of application. Therefore, in most cases, the two-year CPR card would not be accepted for issuance of a temporary permit as the course would most likely not have been completed within one year prior to the application.

WEBSITE UPDATE

By Matt Fischer, Director of Information Services

The fall sports season is in full-swing and, overall, the transition to the new on-line scheduling system has been very smooth. Furthermore, schools have made impressive efforts to comply with the weekly results submission regulation which was implemented last year. As of the fourth week of the fall season, 70% of our member schools and over 80% of all fall sports teams were in full compliance with the regulation.

The new scheduling system is still a "work in progress;" and we will continue to modify and expand the system based on the feedback we receive from our members.

Please take note of the following updates and reminders.

- We have been contacted by some officials assignors regarding schools that have agreed on changes to games among themselves without making prior contact with their assignors. In some cases, games have been changed to dates where the assignor does not have officials available. It is imperative that schools remain in contact with their assignors. While they will be notified of changes that are made via the system, members should not finalize any changes unless they are certain their assignors will be able to accommodate them.
- Schools are also reminded that they should make their assignors aware that the schedules and updates are available to them. If your assignors contact the central office or e-mail <mfischer@casciac.org> we can set them up to receive your information automatically.
- Several schools have contacted us asking how to enter wrestling duals with more than four opposing schools on their schedules. The best way to accomplish this is:
 - 1) select "Tournament or Invitational Event" as the only opponent (in the first opponent slot);
 - 2) enter the names of the schools, and/or a name for the overall event (i.e. "Jonathan Law Duals") in the box for the name of the tournament.
 Your printed/web schedules will then display the info you have entered in the box.
- The option which allows the general public to sign-up for e-mail notifications of scheduling changes is now available via the CIAC website. Over 2500 people have signed up to receive updates on at least one school or sport. People signing up for this free service can select the school(s) and/or sport(s) for which they wish to receive information. Updates will be sent whenever an event is added to a schedule, or when the date, time, site or facility of an existing event is changed. To subscribe, users should visit www.casciac.org/scheduleupdates.shtml where they can register their e-mail address for the updates they wish to receive.
- We have added a report to the eligibility center which will allow schools to view any events for which there are pending changes (either a school or its opponent has submitted a request to change a contest date, time, site or facility). If an event shows on this report, it means that the school that received the request has not yet acted on it. The report can be accessed from the main eligibility center page using the link which says "View Games With Pending Changes Report" under the "Schedules/Results" heading in the right hand column.
- The system is ready to accept spring sports schedules. While the deadlines for entering spring schedules is not until February 1, 2006 (for initial schedule entry), we want to give schools the option of entering their information earlier if they so choose.
- The ability to export any schedule list to an Excel .csv file was activated in early July. To export scheduling data, go to the list-view schedule via the eligibility center, click on the "Change Criteria" link near the top, then click on the "Export For Excel" checkbox at the bottom of the lefthand column in the criteria choices.
- In response to requests from several schools, the bus time column has been added to the schedules for all sports shown in the publicly accessible area of the website. Bus times will also appear on the schedules when displayed from the menus in the eligibility center (you can hide them if you choose by using the "Change Criteria" links on those versions).
- For schools that use LeagueMinder, the import process has been changed. It is now similar to importing from ScheduleStar or Excel, in that it must be done one sport at a time. For detailed instructions, select any of the options under the "Import Schedule Data From LeagueMinder" menu in the right-hand column of the main eligibility center page.
- When using calendar view schedules, there are now more criteria choices available for determining which information you want to display on the schedule.

... more ciac news

News from CIAC Sports Committees

WRESTLING

■ The CIAC Wrestling Committee has endorsed a request from the National Federation to experiment with a tie breaking rule for all 2005-2006 varsity matches, both regular season and tournament matches (*see Rule 6-7 below*)

■ A meeting for wrestling coaches will be held at the CIAC office on Monday, November 21st at 7:00 PM. All CIAC rules and National Federation game rules will be reviewed at that time. The attendance of all wrestling coaches is strongly urged. Also, the wrestling tournament seeding meeting will be held Sunday, Feb. 12th from 11:00 AM to 8:00 PM at the CIAC office. All coaches must attend this meeting.

GIRLS/BOYS SOCCER

■ The CIAC Soccer Committees are asking coaches and ADs to please review the new TEAM RED/YELLOW CARD Rule in Appendix F (page 18) of the soccer tournament packet. This new regulation outlines the penalties for TEAMS that accumulate excessive numbers of red or yellow cards.

■ Coaches and ADs should also pay close attention to the ALERT on page 2 of the tournament packet regarding the reporting of penalty cards. These new policies will allow the soccer committees to collect valid data on all penalty cards from all participating teams. The soccer committees will then review this data next year and will be able to make any necessary changes to the penalty card and other rules.

■ CIAC soccer rules require a player who receives a yellow card to be removed from the game for a period of ten (10) minutes. This 10-minute rule established by the CIAC extends upon the National Federation yellow card rule.

BOYS LACROSSE

■ The Boys' Lacrosse Committee has ruled that all CIAC lacrosse games -- home and away -- played during the regular season SHALL count toward qualification for the CIAC tournament. Teams that play an opponent twice during the regular season shall count each of these games toward CIAC tournament qualification. This is a change from the previous regulation.

ICE HOCKEY

The annual ice hockey coaches/officials meeting will be held at the CIAC office in Cheshire on Tuesday, November 15th at 7:30 PM. The event is co-sponsored by the ice hockey officials' association and the CIAC Ice Hockey Committee. All game and CIAC rules will be reviewed. Team captains are invited.



Executive Director Mike Savage discusses CIAC eligibility rules at the annual workshop for new athletic directors held on August 24th.

Wrestling Rule 6-7 (Overtime):

Art 1 ... When the contestants are tied at the end of the three regular periods, they will wrestle an overtime period. The procedure will be:

- a. No rest between the regulation match and the overtime period;
- b. A maximum of one minute;
- c. Wrestlers in the neutral position;
- d. The wrestler who scores the first point(s) will be declared the winner; if no winner is declared by the end of the overtime period then the following procedure will be used:
- e. Two 30-second tiebreaker periods will be wrestled to completion and score kept as in the regular match.
- f. The choice of position in the first tiebreaker period will be granted to the wrestler who scored the first point(s) in the regulation match (points for double-stalling or simultaneous penalties shall be considered as no points for the purpose of the tiebreaker choice);
- g. If no points were scored in the regulation match, the referee shall flip a disk to determine which wrestler has the choice of starting position for the first tiebreaker period;
- h. The wrestler who has choice in the first tiebreaker period may select top, bottom, or defer the choice to the opponent;
- i. At the conclusion of the first 30 second tiebreaker period, the opponent will have the choice of positions as stated in h;
- j. Whichever wrestler has scored the most points in the two 30-second tiebreaker periods will be declared the winner;
- k. Should the score be tied at the end of the two 30-second tiebreaker periods, the referee shall flip a disk to determine which wrestler has the choice of starting position for the third and final tiebreaker;
- l. The wrestler who has choice may select top, bottom, or defer the choice to the opponent;
- m. The wrestler who scores the first point(s) during the third and final tiebreaker will be declared the winner. If no scoring occurs in the 30-seconds, the offensive wrestler will be declared the winner and one match point shall be added to the offensive wrestler's score.
- n. A fall terminates the overtime or tiebreaker period.

No sports for home-schooled kids

Wire reports

The West Virginia Supreme Court affirmed last month the right of West Virginia education officials to bar home-schooled children from public school sports.

The 3-2 decision upholds the constitutionality of the West Virginia Secondary Schools Activities Commission rule that limits interscholastic athletics to students enrolled full time. Among other findings, the opinion said allowing home-schooled students to take part in sports would undermine the academic requirements for school sports.

"Specifically, a parent could withdraw an academically struggling child from the public school system in order to maintain his or her athletic eligibility, thereby thwarting the efforts of the public school system to promote academics over athletics," Justice Robin Davis wrote for the majority.

The decision reversed a lower court ruling that said a home-schooled child in Marion County could wrestle on a public school team.

High school sports in proper perspective

Courtesy of the Waterbury Republican-American
September 13, 2005

By Mark Jaffee, Staff writer

On the eve of another high school sports season, it's time for a little refresher course on what sports is supposed to be about:

It's about teamwork and true friendship, and not about cliques and dissension.

It's about picking up your teammates when they are down, and not simply about cheering for them when they succeed.

It's about learning discipline and responsibility, and not about erratic behavior and poor attendance at practice.

It's about listening to your coaches on how to improve, instead of thinking that you already know more than they do.

It's about remembering from past miscues, and figuring on a way to improve the outcome without dwelling on them.

It's about saying thank you to the people who make it possible for you to have those brand new cleats, sneakers and equipment when the school funds or your own are not available.

It's about appreciating the opportunities to simply be able to play when there are others less fortunate who are either sick, injured or need to work after school to support their families.

It's about respecting the rules, and abiding by the Code of Conducts that many schools and leagues adhere to instead of thinking you can get away with criminal mischief, disorderly conduct or any unethical issues without paying the consequences.

It's about understanding that wins, championships and postseason honors are nice, but that a select few actually receive them.

It's about looking at yourself in the mirror and asking if you gave it an honest effort instead of making excuses and trying to point blame at someone else for your own misgivings.

It's about enjoying a game, like when you were playing in your backyard when there was no scoreboard clock, and not about the outside pressures that force athletes to hate what they do.

We, as a society, need to get it better. We need to look at sports and realize that we are lucky to play, coach and watch our favorite athletes and activities.

We need to stop internal tugs-of-war among teammates and so-called rivals, similar to what local, state and national politicians do on a daily basis, even during our war in Iraq and Afghanistan, or the misery in hurricane stricken Louisiana, Mississippi, Alabama and Florida.

We said four years ago following the 9-11

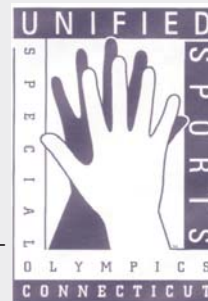
continued on page 16

Bring Unified Sports™ to Your School!

By Ann Malafronte, Director of Unified Sports™

The State Department of Education has released grant money to initiate new Unified Sports® programs in schools. Unified Sports® brings together mentally challenged students with non-disabled peers to learn the skills of sports. Through the learning process, friendships are made, barriers are removed and confidence grows. It is a learning experience for all involved in this wonderful program! Competition is introduced at the middle school grades. We encourage our parochial schools to join us in this experience!

If your school does not yet participate in Unified Sports®, contact Ann Malafronte, (203) 250-1111 or amalafrente@casciac.org, for information on how to get a program started. Unified Sports® events are offered regionally across the state in elementary sport skills, soccer, basketball, volleyball and track. Make a difference in the life of a child! We do!



Obesity rates in CT

- Approximately 9% of Connecticut students in grades 9 through 12 are overweight
- In some Connecticut communities, 25% of children are overweight
- More than 3,000 in Connecticut die each year from obesity and its complications
- In Connecticut, obesity-related health problems cost at least \$856 million in 2003.

(Source: Connecticut Commission on Children)

CIAC FOOTBALL PROGRAMS AID HURRICANE VICTIMS

Last month, the CIAC asked its member schools to help the victims of Hurricanes Katrina and Rita by donating one dollar from every ticket sold at their first home football game to the relief effort. We were gratified to see the number of schools who responded to our "call to action." Many thanks to the following:

- ★ Bloomfield High School, Donald Harris, Principal
- ★ Bristol Central High School - Dennis Siegmann, Principal
- ★ Bristol Eastern High School - V. Everett Lyons, Principal
- ★ East Catholic High School - Manchester, Sister Betty Gould, Acting Principal
- ★ Glastonbury High School - Matt Dunbar, Principal
- ★ Ledyard High School - Marsha Griffin, Principal
- ★ New Britain High School - Thomas Reale, Principal
- ★ Northwest Catholic High School - West Hartford, Margaret Williamson, Principal
- ★ Norwalk High School - Anthony Daddona, Principal
- ★ Old Saybrook High School - Scott Schoonmaker, Principal
- ★ Pomperaug High School, Southbury - James Agostine, Principal
- ★ Putnam High School - Linda Joyal, Principal
- ★ Rocky Hill High School - Bob Pitocco, Principal
- ★ Sheehan High School, Wallingford - Rosemary Duthie, Principal
- ★ Staples High School - John Dodig, Principal
- ★ Valley Regional High School - Deep River, Alan Frishman
- ★ Weaver High School - Paul Stringer, Principal
- ★ Wethersfield High School - Tom Moore, Principal
- ★ Wilton High School - Timothy Canty, Principal
- ★ Trinity-Catholic High School, Stamford - Robert D'Aquila, Principal
- ★ Windham High School - Gene Blain, Principal
- ★ The Connecticut Association of Athletic Directors - John Shukie, President

caad news

**C.A.A.D. GOALS
2005-2006**

- 1. To complete a revision of the CAAD Bylaws to reflect the changes recommended by the Long Range Planning Committee**
- 2. To continue the evaluation and implementation of a program for new Athletic Directors**
- 3. To finalize the new CAAD Board of Control structure so that it can be in place for the 2006-07 year**

**CAAD MEETING DATES
2005-06**

November 2	Board of Control	12:00 p.m.	CIAC Office
December 14-18	National Conference		Orlando, Florida
January 4	Board of Control	12:00 p.m.	CIAC Office
March 1	Board of Control	12:00 p.m.	Rocky Hill Marriott
March 23-24	CAAD Conference	8:00 a.m.	Rocky Hill Marriott
April 26	Board of Control	12:00 p.m.	CIAC Office
May 17	General Meeting NIAAA LTC Training	8:00 a.m. 9:00 a.m.	TBA

HOW SAFE ARE YOUR BLEACHERS?

There's a very good chance that if a spectator falls and is injured while using the bleachers at your school, the incident is going to trigger a lawsuit. The big question for athletic directors is how can they act to avoid future liability? By taking steps to ensure bleachers are inspected and maintained, they can minimize their districts' vulnerability to related lawsuits. It's also a good idea to put safety ahead of budget concerns when purchasing new bleachers and moving older ones to different locations on campus.

CT SUPREME COURT RULING-In *Prescott v. City of Meriden, et.al.*, 105 LRP 22882 (Conn. 5/31/05), a parent's negligence suit for personal injuries, following his fall from a high school's bleachers, was dismissed on grounds the school district was shielded by governmental immunity based on state law. As the parent descended the bleacher stairs, he slipped on the wet surface and fell on his back, leaving him disabled. He asserted the district was negligent because it allowed the bleachers to be used during heavy rains, failed to postpone the game and failed to provide a nonskid surface, handrails or stairs. The father argued that as a parent attending his son's event, he was a member of an "identifiable class of foreseeable victims subject to imminent harm" for the purpose of creating an exception to the school's governmental immunity. The Connecticut Supreme Court dismissed the injured father's negligence action against the district because he did not meet any of the exceptions to the governmental immunity doctrine. The court observed only students attending public schools during school hours were recognized as falling within this "identifiable class."

WEB RESOURCE-To learn more about bleacher safety and how to retrofit existing bleachers, read the U.S. Consumer Product Safety Commissions' Guidelines for Retrofitting Bleachers online at www.cpsc.gov.

Excerpted from Managing School Athletics, Volume 7, Issue 6, September 2005

CAAD President's Message

Fall, 2005
John Shukie, CAA, Northwest Catholic H.S.

“Change seems to take place on a daily basis. The CIAC website is a reality and schools, athletic directors, officials, and parents are now closer than ever. CAAD and the CIAC worked together not only in this venture, but in a two day workshop in August for new athletic directors that hopefully helped them get started in our profession in a most positive manner.

As I begin the second year of my term as CAAD president, I look forward to continued cooperation among CIAC, CAAD, and the CHSCA. We are truly all in this together.

It is my sincere hope that the 2005-2006 school year will bring the changes to our CADD board structure that we have planned. Now, more than ever, I believe the athletic directors of Connecticut need CAAD and the services and enrichment it provides to its membership. Now, more than ever, CAAD needs its experienced members to step forward from their individual leagues and become part of a state wide effort to promote and enhance the position of athletic directors throughout Connecticut.

Best wishes to all for a great school year.”

F.Y.I.

An updated LTC database has been posted on the CAAD website at:

<http://www.caadinc.org/lts.pdf>

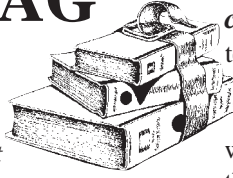
Please check over your information and let Pam Goodpaster know if there are any problems.



Thirty athletic directors -- some new and some "old" -- attended the CIAC's annual new athletic directors workshop in August.

... more caad news

C.A.A.D. BOOK BAG



Coaching For Safety: A Risk Management handbook for High School Coaches
by Dr. Richard P. Borkowski, CMAA

This most recent book on risk management by Richard Borkowski is specifically written for high school coaches, but is also most appropriate for athletic administrators. The author reviews 11 legal duties of coaches and offers suggestions or examples of each of them.

The duties of the athletic administrator are also addressed. A month-by-month calendar of duties is provided. Also included is a risk management defense game plan for coaches, as is a "Daily Dozen Safety Checklist." The author addresses concerns such as student-athletes' rights (Title IX and A.D.A.), hazing, and harassment, transportation, using volunteer coaches, locker room issues, crowd control, lightning, eligibility, insurance coverage and health issues (concussions, heat injuries, nutrition and food supplements, communicable diseases and blood-borne pathogens, drugs and alcohol, and athletes with asthma).

The author also provides checklists for specific sports as well as 15 sample forms. This publication was provided by an insurance company for coaches, but it has been posted on the company's Website for download by professionals interested in improving safety and reducing risks in athletic programs. To view or download this document, visit www.wesd112.org and click on Athletic Handbook.

The insurance company and the author are to be commended for making this 41-page publication with additional pages of checklists and sample forms available for coaches and athletic administrators.

Reviewed by Dr. John Foley, CAA
*NIAAA*Volume 31, Number 4, Summer 2005*

Perspective,
continued from page 14
terrorist attacks in New York, Washington, D.C., and Pennsylvania that all Americans would be allies. But eventually that took a backseat and sports became our end-all once again.

We need to take a look at what good sports does bring us and enjoy the game-winning goals, the record-setting swims and cross country runs and the four-touchdown efforts and cheer. But we can't frown and be upset with a last-second loss, a missed stroke or fumble and let it affect our lives, even for a second.

We can't act in an unsportsman-like fashion, regardless of the outcome, especially in defeat. This reminder is not strictly for players and coaches, but for referees, sideline volunteers and spectators, too.

It's about human decency, instead of sheer disdain and detachment from what is clearly right.

It's only a game, and it can be a great one, at any venue, if everyone can just enjoy it a bit more.

Staff writer Mark Jaffee covers local sports for the Republican-American since 1996. His e-mail address is mjaffee@rep-am.com.

INVESTORS IN CT YOUTH



- ★ Arbella Insurance Group ★
- ★ Baden Sports ★
- ★ Big Y Supermarkets ★
- ★ Bob's Discount Furniture ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Dove Soap ★
- ★ Horace Mann ★
- ★ IGA Supermarkets ★
- ★ Kaestle-Boos ★
- ★ Konica ★
- ★ Kukulski Bros ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ NBC-30 ★
- ★ Rawlings ★
- ★ Spalding ★
- ★ Sports Image ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Army ★
- ★ U.S. Marines ★
- ★ Verizon Wireless ★
- ★ Westfield Corporation ★