

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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OCTOBER 2006

THE CAS FALL CONFERENCE

Changes in Technology and the "Flattening" Global Economy: Implications for School Leaders!

Featuring:



★ Christopher Dede ★

Timothy E. Wirth Professor in Learning Technologies,
Harvard Graduate School of Education

November 16, 2006

Farmington Marriott

See page 5 for details!

OLD SAYBROOK PRINCIPAL TO LEAD CAS



MIKE RAFFERTY

Michael J. Rafferty, principal of Old Saybrook Middle School, has taken office as the 32nd president of the Connecticut Association of Schools. A 38-year veteran educator, Mike has served as principal of O.S.M.S. since 1990. "I am deeply honored to be elected as president of the Connecticut Association of Schools," said Mike upon his appointment. "I look forward to working with my fellow school leaders to provide meaningful educational and extra-curricular opportunities for all of Connecticut's children."

Mike earned bachelor of science and master's degrees from the University of Wisconsin and a certificate of advanced study from the University of Massachusetts. He began his professional career in 1968 as a communications teacher in Darlington, Wisconsin. After relocating to Massachusetts in 1973, he served as a guidance counselor at Clarke Jr. High School in Lexington and then as an assistant principal at Austin Middle School in Lakeville. Mike worked as a principal in Massachusetts for eight years before assuming his current position of principal of Old Saybrook Middle School.

A decorated administrator, Mike is a former Milken Award recipient and was the 2000 CAS Middle School Principal of the Year. Under his leadership, O.S.M.S. was named Middle School of the Year - TWICE! It is the only school to have achieved this distinction.

AT&T PARTNERSHIP BENEFITS SCHOOLS

CAS is pleased to announce that a new partnership with AT&T will result in a major fund-raising opportunity for member schools. CAS has just entered into a two-year sponsorship agreement with AT&T which provides support for several CAS conferences and CIAC sports tournaments AND extends benefits directly to member schools. Through the AT&T Affiliate Network, schools can take advantage of an exciting, no-cost fund-raising initiative.

AT&T believes that math, technology, science and reading provide the skills and knowledge that help students succeed in an ever-expanding global economy. We are proud to offer an effective, simple-to-implement fundraising vehicle for schools and ancillary organizations, the AT&T Web Affiliates program. Principals are urged to distribute the following information to their various club leaders and advisors.

How AT&T Can Help Your School

The AT&T Affiliate Network is a Web-based program that pays participating schools for every qualified purchase of an AT&T product or service ordered on www.att.com by visitors arriving from the school's Web site. Your school can earn money simply by placing a text or banner link on your Web site and communicating the program to your community members.

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NEW YEAR BRINGS NEW CENTRAL OFFICE STAFF

Change is an inevitable part of every new school year. The 2006-07 year is no different, with two prominent educators joining the central office staff. Lou Pear, recently retired principal from Rocky Hill, has been hired as an assistant executive director for elementary education. Joe Tonelli, long-time athletic director at Notre Dame High School in West Haven, has been appointed as the new director of the CIAC Officials Association.

Lou Pear

Lou Pear, a veteran educator with seventeen years experience as an elementary school principal, will assume many of the responsibilities of former Assistant Executive Director Robert Carroll, who passed away in May. He will be working with Regina Birdsell to jointly oversee the delivery of CAS programs and services at the elementary level. He will also serve as a clinical supervisor for the University of Connecticut Administrator Preparation Program (UCAPP).

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LOU PEAR



JOE TONELLI

LEGAL MAILBAG

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



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

Q. Dear Mailbag: Our elementary school would like to encourage positive bus behavior by recognizing students who do not receive bus "tickets." We want to create a hallway bulletin board displaying rosters of the 13 respective buses that carry students to our school, including the names of all the students who have not received tickets at the start of the new school year. Our plan is then to white-out the names of the students whose inappropriate behavior earns them a bus ticket as the year goes on. We think that this approach may provide an effective incentive. But we are worried that the whiting out of a name on Wednesday when it appeared on Monday's list would disclose confidential student information by effectively informing the public of the student's disciplinary offense. Are we OK?

- Looking for Options

A. Dear Looking: You'd better modify the plan, because even a third-grader could figure out who to tease for being taken off the list. Rather than taking that chance, how about this? Post the lists each month, and if a student receives a ticket, he or she would not be on the list posted in the following month. Those on the list would be "honored." That approach is consistent with the FERPA provision that permits disclosure of "honors and awards received," which is "directory information" that may be disclosed without parent consent.

Q. Dear Mailbag: Recently, we had a situation where two students were fighting in the hallway and a teacher jumped between the students and grabbed one of them by the arm. Her actions stopped the fight with no further injuries, but now she has come to me with worries that she may be sued by the parents or accused of child abuse. Is there a law that protects teachers who use reasonable physical force? Thanks.

- Looking Out For My

Teachers

A. Dear Looking: The teacher is protected in two separate ways. First, Conn. Gen. Stat. § 53a-18 defines assault specifically to exclude the use of reasonable physical force in such situations: "A teacher or other person entrusted with the care and supervision of a

minor for school purposes who uses reasonable physical force is not guilty of assault only if that person reasonably believes that such force is necessary to (1) protect himself or others from immediate physical injury, (2) to obtain possession of a dangerous instrument or controlled substance, (3) to protect property from physical damage, or (4) to restrain a minor student or to remove a minor student to another area to maintain order." That was certainly the case here. Moreover, even if parents made a claim against the teacher, the district would protect her from financial loss. The indemnity statute, Section 10-235, protects teachers against claims for actions taken within the scope of employment, including any necessary legal fees, as long as the teacher's actions were not wanton, willful or malicious. There is a strong public policy in favor of protecting teachers, and I am not aware of a single case in which a teacher intervened in a fight and was not fully protected.

Q. Dear Legal Mailbag: Our high school handbook allows students who are of majority age to sign themselves in and out of school. The problem is that these students are abusing the privilege and signing in and out for every little thing. Are we obligated to honor these "excused" absences? Do we as the school have the right to deem these excuses invalid and not permit the student to leave or issue a consequence for an unexcused absence? What can be done legally?

- Frustrated With 18 Year Olds!

A. Dear Frustrated: We could hope that students of majority age would show maturity and only request excusal where appropriate. However, even parents can abuse the privilege of having their children excused from school, and sometimes we have to draw the line. You cannot prevent an adult student from signing out and leaving. However, you have the right beforehand and afterwards to inform the student that you do not buy the excuse and that he or she will suffer the same consequences as any other student who leaves school without permission. The key point is that no student, with parent support or unilaterally as an eighteen year old, has the right to come and go as he or she pleases.

ct news & notes

■ On August 19th, CAS partnered with NBC-30 to sponsor a school supply drive for needy schools. Hundreds of notebooks, pencils and other much-needed items were collected at designated locations in West Hartford and New Haven. All contributions were delivered free of charge via Dattco buses to four area schools -- Betances and Milner Schools in Hartford; and King/Robinson Magnet School and Roberto Clemente Leadership Academy in New Haven.

■ According to Connecticut Mastery Test results released in August by the state department of education, approximately 3 out of 5 Connecticut students in grades 3-8 met the state goal in reading, writing and mathematics. The No Child Left Behind Act required Connecticut to add for the first time tests in Grades 3, 5 and 7, in addition to the tests in Grades 4, 6 and 8, which have been administered since 1986. The number of students tested doubled to about 250,000. In another first, students took the CMT in the spring rather than the fall. For more information on this year's CMT results, visit http://www.casciac.org/pdfs/CMT_2006.pdf

■ A state department of education report released in August revealed that, of 806 elementary and middle schools in Connecticut, 290 did not make Adequate Yearly Progress (AYP) as defined by the federal *No Child Left Behind* act. The 2006 AYP results were based upon CT students' performance on the 2006 CMT. Last year 145 schools did not make AYP. While the increase in the number of schools not making AYP was significant, it could be explained in part by the fact that more students were assessed and by the fact that the required percentage of students who must be proficient in mathematics and reading was greater than in previous years. Of the 290 schools that were identified as not making AYP, 125 have not made AYP for the first time. Of the 290 schools, there were 121 schools that were identified in the past as not making AYP again this year and are therefore "in need of improvement." Of the 121 schools identified as "in need of improvement," 97 are Title 1 schools. The 2006 AYP results were based upon students' performance on the 2006 CMT. For further information on the 2006 AYP results, please visit www.casciac.org/pdfs/AYP_2006.pdf.

... more ct news & notes



At the National Leaders' Conference this summer, CAS received the award for the largest increase in NASSP membership among the Region I states. CAS President Mike Rafferty (center) was present to accept the award from NASSP Executive Director Gerry Tirozzi (l) and NASSP President Joe Militello (r).

■ Connecticut's 2006 public school graduates had a strong showing on the SAT writing test, while their performance in reading and math declined from 2005. Connecticut's average in math decreased by 2 points in the past year to 510. It is 4 points below the national public school average score in math. Connecticut's average of 505 on the reading section (formerly called verbal) declined by 5 points in the past year but remained 5 points above the national public school average. This was the first time the SAT included a writing component and Connecticut's 2006 public school graduates scored 504. This was 12 points above the national average for public school students. A total of six students scored an 800 on all three tests. The state's 77% participation rate among public school students was fourth in the nation. For more information, visit www.casctiac.org/pdfs/SAT_2006.pdf

■ The Connecticut Science Center has released the first of a series of online, educational videos for teachers, students and families. The Science of Building, a new series of digital videos that can be viewed on the Center's website at www.CTScienceCenter.org, are available to students, teachers and parents. The videos use the construction of the new facility to demonstrate how science and math are used in everyday life activities, such as construction; and its lessons are directly tied to the state's new Connecticut Science Framework. Each video is accompanied by a classroom activity, which can easily be incorporated into a teacher's lesson plan. For more information visit, www.casctiac.org/pdfs/CT_Science_Center_videos.pdf.

national news & notes

■ Results of a survey of physicians suggest that parents often request a "behavioral drug," such as Ritalin, with the goal of enhancing their child's academic performance rather than treating an illness. The survey, conducted by HCD Research and Muhlenberg College Institute of Public Opinion, involved 634 physician respondents, about two thirds of whom were primary care physicians and one third were pediatricians. The survey results showed that, in the last year, physicians on average have seen 11 parents who requested Ritalin or other related drugs, even though their child was not diagnosed with attention deficit disorder/attention disorder hyperactivity syndrome for which the drugs are approved. Moreover, respondents say that about 16% of parents to whom they have denied requests for behavioral drugs are obtaining them elsewhere. Results of the survey also suggest that a third of the inappropriate requests are made by schools and the rest by a parent. The physicians who were surveyed do acknowledge that 58% of the time, a prescribed behavioral drug does positively affect the child's academic performance. (Source: *Reuters Health*, 9-14-06)

■ The latest effort by schools to boost budgets by hooking up with corporate sponsors got started last month when school buses in 11 states began airing commercial radio with ads targeted at kids. Bus Radio, a Massachusetts-based company, is broadcasting age-appropriate ads and music by pop singers such as Kelly Clarkson. Content varies by riders' ages. Bus Radio says the broadcasts entertain children, curb rowdiness, and prevent students from hearing the typical FM radio broadcasts that include commercials for beer and R-rated movies. Opponents of advertising to children object to the programming, saying that more ads are not the solution to inappropriate radio or misbehavior on buses. Bus Radio's 1-hour broadcasts contain 6 minutes of public service ads and 8 minutes of commercials. The schools are in 11 states: California Georgia, Indiana, Massachusetts, Michigan, New Jersey, Ohio, Oklahoma, Pennsylvania, Tennessee and Washington.

■ U.S. Centers for Disease Control and Prevention announced last month that everyone in the U.S. between the ages of 13 and 64 years should undergo routine screening for HIV infection. Furthermore, CDC officials reported that all health-care providers should incorporate routine, voluntary HIV screening into their daily practice. The announcement was made as part of an update on their guidelines for HIV testing.

■ Leading child development experts are challenging the popular notion that today's children are "over-scheduled" as a result of their hurried and stressful lives from participating in too many organized activities. In fact, an analysis of new data from a national study and a review of the scientific evidence by three scientific experts, as well as commentaries by three top child development experts, concludes that children participate in organized activities because they enjoy them, they are exciting; they provide encouragement and support from friends and peers; they are challenging; and they increase self worth. (Source: *Child Development Research*, 9-19-06)

Study Shows GDL Programs Reduce Teen Automotive Fatalities

The concept of graduated driver licensing (GDL) is becoming more popular in an effort to reduce the number of accidents and fatalities involving 16-year-old drivers. A recent study by the Center for Injury Research and Policy at Johns Hopkins University utilized national crash data in an attempt to estimate the overall national benefit of GDL programs and to determine which components of the various programs had the most promise for reducing crashes in young drivers. The authors evaluated 10 years of crash data, from 1994-2004, from 43 state GDL programs. The 7 components of GDL programs evaluated in the study were:

- minimum age for learner permit;
- mandatory waiting period after receiving learners permit before intermediate licensure;
- minimum number of supervised driving hours before intermediate licensure;
- minimum age for intermediate licensure;
- minimum age for full licensure;
- nocturnal driving restriction; and
- passenger restriction.

The authors then assessed automotive fatality rates in each state before and after initiation of various components of GDL programs. The analyses accounted for differences among states, among seasons, and across years. Over all states during the 10-year analyses period, GDL programs were associated with an 11% decrease in fatal crashes where 16-year-olds were drivers. Further analyses demonstrated that while individual components of GDL programs appeared to be additive in their protection, there was not a statistically significant reduction in fatalities involving 16-year-old drivers until at least 5 components were in place. When states had 6 or 7 components in place, the reduction in fatalities was 21%. The more critical components appeared to be a minimum waiting period before intermediate licensure (minimum time having a "learner's permit"), restrictions on nighttime driving plus restrictions on passengers, or a requirement of a minimum number of supervised driving hours during the learner period. (Source: *Medscape Pediatrics*)

... more national news & notes

■ Demands for more tests and more academic rigor are spurring schools to consider something that makes most students shudder: more time in class. Massachusetts is paying for longer days at 10 schools this year. Minnesota is considering whether to add five weeks to the school calendar. A smattering of schools around the country, including schools in Iowa, North Carolina and California, already have increased the time some students spend in class. The argument that students should spend more time in school isn't new. But the argument is gaining support as increased math and English testing required by the federal *No Child Left Behind* law have forced schools to focus on the basics at the expense of the arts, physical education and recess. "The things that excited students about school were essentially stripped to their bare bones," said Nancy Mullen, principal of Kuss Middle School in Fall River, Mass. "How does an art teacher teach art when she's teaching once a week?" Kuss is adding eight hours over each week. That extra time is being used not only to provide direct instruction but also to give students a chance to pursue more entertaining interests, such as cooking, theater and karate, where academic concepts can be woven in. In Minnesota, school superintendents want to make more class time mandatory. They've proposed gradually extending the current school year in the state (174 days on average) by 25 more days, bringing it more in line with many European and Asian nations. "We're looking around the world and saying: 'Holy smokes!'" There are other societies that are much more dedicated to creating knowledgeable workers of the future," said Charlie Kyte, director of the Minnesota Association of School Administrators. (Source: Ledyard King | Gannett News Service)

U.S. Lags

The average public school in the United States requires 180 days of instruction time, less than what many developed nations require:

Country:	School days
Australia	210
Japan	210
Denmark	200
Netherlands	200
France	195
Ireland	195
Germany	190-195
Norway	190
United Kingdom	190
Switzerland	190
Sweden	180
United States	180

(Source: School Calendar Reform - Learning in All Seasons (2006), Rowman and Littlefield)

■ A new study illustrates the misperception that more money buys more happiness. Researchers from several of the nation's top universities collaborated on a study which found that higher income played a relatively small role in people's daily happiness. Although income is widely assumed to be a good measure of well-being, the researchers found that its role is less significant than predicted and that people with higher incomes do not necessarily spend more time in more enjoyable ways. "The belief that high income is associated with good mood is widespread but mostly illusory," the researchers wrote. "People with above-average income are relatively satisfied with their lives but are barely happier than others in moment-to-moment experience, tend to be more tense, and do not spend more time in particularly enjoyable activities." (Source: www.princeton.edu)

■ Research shows that children who study languages are more imaginative, better with abstract ideas and more flexible in their thinking. Students of foreign languages also score statistically higher on standardized tests, such as the SAT. Consistently, students who have taken four or more years of a foreign language have scored higher on the SAT's verbal section than those who have studied four years of any other subject, according to the College Entrance Examination Board.

CAS OFFICERS: 2006-2007

President: Michael Rafferty, Old Saybrook Middle Sch.
 President-Elect: V. Everett Lyons, Bristol Eastern HS
 Vice President: Robert Pitocco, Rocky Hill HS
 Vice President: Preston Shaw, Griswold Middle School
 Vice President: Katharine Bishop, Daisy Ingraham Sch.
 Treasurer: Janet Garagliano, Jonathan Law HS

CENTRAL OFFICE STAFF

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 Earle Bidwell.....Asst. Executive Director
 Regina Birdsell.....Asst. Executive Director
 Michael Buckley.....Director, Principals' Center
 Dennis Carrithers.....Asst. Executive Director
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 George Hall.....Asst. Director of Unified Sports®
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THE BULLETIN

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legal news & notes

■ Last month, a federal district court dismissed three of the four claims in Connecticut's suit challenging the No Child Left Behind Act (NCLB). The ruling did not address the merits of any of the claims, only whether the court had jurisdiction to hear the claims. While the court rules that it lacked subject matter jurisdiction to hear the state's first three claims, it denied the U.S. Department of Education's motion to dismiss count four. This count asserted that the department of education arbitrarily and capriciously denied the state's requests for plan amendments in violation of the federal Administrative Procedures Act (APA) because the department failed to provide an adequate hearing prior to rejecting the state's requests. While the court dismissed that portion of the state's claim alleging that department provided an inadequate hearing, because that part of the claim was now moot, it denied the motion to dismiss the part of the claim alleging that the department's denial of the plan amendments violated the APA.

■ An audit by the U.S. Department of Education's (ED) Office of Inspector General (IG) of the *No Child Left Behind Act's* (NCLB) Reading First initiative has concluded that federal officials violated conflict of interest rules when awarding grants to states under the reading program and steered contracts to favored textbook publishers. The IG's report found that the program is awash with conflicts of interest and willful mismanagement. It also suggests that ED violated the law by attempting to dictate which curriculum schools must use. The report states program review panels were stacked with people who shared the Reading First director's views and that only favored publishers of reading curricula could obtain program funding.

“America obviously believes in education as evidenced by the fact that the average professor earns more money in a year than a professional athlete earns in a whole week.”

—Evan Esar (1899 - 1995)

CAS FALL CONFERENCE - NOVEMBER 16, 2006

by Mike Buckley, Director, Connecticut Principals' Center

What are the implications for school leaders of rapid changes in technology and the "flattening" global economy? And how can school leaders pay attention to what's happening "out there" anyway when the immediate concerns of AYP are consuming most resources? This disconnect frames the theme of the **CAS Fall Conference** to be held November 16, 2006 at the Farmington Marriott. CAS believes it is important for school leaders to be able to connect the present drive for students to know more and do more to the realities of our rapidly changing world.

What are the changes impacting the ways we live and learn? Keynote speaker Christopher Dede, Timothy E. Wirth Professor in Learning Technologies at the Harvard Graduate School of Education, will share his ideas and stimulate your thinking about this "brave new world." His fundamental interest is the expanded human capabilities for knowledge creation, sharing, and mastery that emerging technologies enable. His teaching models the use of information technology to distribute and orchestrate learning across space, time, and multiple interactive media. Chris is currently conducting funded studies to develop and assess learning environments based on modeling and visualization, online teacher professional development, wireless mobile devices for ubiquitous computing, and multi-user virtual environments.

What are the prerequisite skills for students to graduate as contributing citizens prepared for college and work in global society? Chris Brown, Director of Market and Developmental Research, Pearson Education and Member, Partnership for 21st Century Skills, will address this question. The Partnership for 21st Century Skills has emerged as the leading advocacy organization focused on infusing 21st century skills into education. The organization brings together the business community, education leaders, and



Christopher Dede
Professor in Learning
Technologies,
Harvard Graduate
School of Education

policymakers to define a powerful vision for 21st century education to ensure every child's success as citizens and workers in the 21st century. The Partnership encourages schools, districts and states to advocate for the infusion of 21st century skills into education and provides tools and resources to help facilitate and drive change.

And what about the more immediate concerns of AYP? AYP success stories from schools in Bristol, Hartford, Middletown, and Windsor will be featured covering all levels and a range of demographics. CSDE School Improvement Unit staff will also help to answer the question, "Okay, you've just been "identified" under NCLB; now what?"

Is there anything else on the program that speaks to the change theme? Breakout sessions are included on two reform documents that frame the changes necessary for the preparation of students for a rapidly changing world. Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform, released last spring by NASSP, is a forward looking "user's manual" for middle level leaders. The draft Framework for Connecticut's High Schools: A Working Guide for High School Redesign will also be featured, providing an opportunity for public comment and reaction. This document was developed with the realities of a "flattened world" at the center of the committee's deliberation.

Reform requires collaborative leadership that distributes responsibility for school improvement efforts beyond the principal. It is our hope that each school attending will be represented by a team. Please note that the conference has been priced to encourage teams from schools. The conference also qualifies for Priority School Funding and Title I Identified School funding.

Registration can only occur on line at www.casciac.org/register (select "CAS Fall Conference 2006 from the pull-down menu). The deadline for registration is November 3rd; no refunds given after November 10th.

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 kpactor@casciac.org.

NEW HIGH SCHOOL REPORT TO BE PRESENTED

By Dennis Carrithers, Ph.D.

Assistant Executive Director

The reform document "Framework for Connecticut's High Schools: A Working Guide for High School Redesign" has been released by the Commissioner of Education for public review. CAS has arranged to have high school principals and other interested school administrators hear presentations of the report on two occasions.

On October 23, 2006 from 3:00 p.m. to 5:00 p.m., in the CAS conference Center, Wayne and Annie Sweeney will lead a discussion of the report. In addition, at the CAS Fall Conference on November 16th at the Farmington Marriott, they will present a workshop on the report. The Sweeneys were the facilitators for the state committee of public school educators, higher education representatives, business leaders, and state department of education officials who spent over a year writing the report.

The framework will potentially influence legislation, policy and practice for the next generation of the state's secondary students. Registration for the Fall Conference is available on the CAS website. No registration is needed for the October 23rd forum.

To download a draft of the report, visit http://www.state.ct.us/sde/whatsnew/HSFrameworksDRAFT8_21_06.doc

New Central Office Staff, *continued from page 1*

Lou had a long and distinguished professional career in Rocky Hill, having served as a physical education teacher at the elementary level, as a soccer coach at Rocky Hill High School, and as a building principal at each of the district's three elementary schools. During his thirty-two years as an educator, he garnered two "West Hill School Teacher of the Year" awards as well as the National Distinguished Principals Award.

Lou became active in the association in 1999 and was instrumental in the CAS-EMSPAC merger which was completed in 2000. He served in a number of leadership roles up until his retirement in June 2006. In addition to serving as chair of the Connecticut Association of Elementary School Principals Board of Directors, he was a member of the CAS Board of Director and Connecticut's state representative to the National Association of Elementary School Principals (NAESP). In May 2006, Lou received the prestigious CAS Citation, the association's highest honor.

Lou is a graduate of Central Connecticut State University where he earned his bachelor, master and sixth-year degrees.

Joe Tonelli

Joseph A. Tonelli, retired athletic director of Notre Dame High School in West Haven, now serves as director of the CIAC Officials' Association.

Joe is a 1962 graduate of Notre Dame High School and was a teacher, coach and athletic director at his alma mater for 39 years. Before becoming the school's athletic director, Joe was Notre Dame's basketball coach for 11 years. In addition, he served as the assistant baseball coach at the University of New Haven for 14 seasons. His coaching accomplishments earned him induction into the Connecticut High School Coaches Association Hall of Fame. Joe was a 1966 graduate of the University of South Carolina where he captained the baseball team. He received his master's degree from Southern Connecticut State University and he was among the first of the nation's athletic directors to achieve the status of Certified Athletic Administrator by the NIAAA.

Joe is a past president and "founding father" of the Connecticut Association of Athletic Directors. He became active in the work of the CIAC in 1979 and served the association in the following capacities:

- CIAC Board of Control (CAAD Consultant)
- Season Limitations Committee
- CIAC Eligibility Review Committee
- Officials Coordinator for Baseball
- CIAC Representative to the National Federation Athletic Directors Advisory Committee

Joe also served as a member of the CIAC Officials Committee for 27 years and was a liaison to the football, basketball and swimming officials. In 2000, he received the prestigious CAS Citation, the association's highest honor.

FREE COLLEGE PLANNING SEMINARS FOR CONNECTICUT FAMILIES

CHET: Connecticut's 529 College Savings Program and the Connecticut Student Loan Foundation (CSLF), would like to ask CT principals for their help in spreading the word about the Connecticut College Planning seminars being held throughout Connecticut this fall.

These free seminars, which are being held at public libraries throughout Connecticut during October and November, should be of particular interest to parents in all districts who wish to learn more about saving for and financing the higher education expenses of their family.

Due to legislation passed during the 2006 General Assembly session, CHET is the only 529 college savings plan that offers a state income tax deduction for Connecticut taxpayers, making it especially attractive for Connecticut families to save to meet the rising costs of higher education. In an effort to have as many parents as possible attend the seminars, CHET is also offering the Saving for College Family Activity booklet for children grades K-3 that include discount coupons for admission to the zoo, various museums and other cultural venues across the state. The booklets will also contain an invitation for parents to attend their local seminar.

Principals are asked for their assistance in distributing booklets and/or invitations in their schools. Furthermore, they are invited to deliver brief remarks at a seminar in support of the program's purpose

If you are interested in participating, please contact CHET representative Michael Hall at (203) 363-2220 or mhall@tiaa-cref.org for the date, time and location in your district and any additional information you may require. A calendar of seminars is also available by visiting http://www.aboutchet.com/news/event_calendar.html.

AT&T Partnership, *continued from page 1*

This initiative provides your school with a cost- and risk-free way to generate additional income. Any time someone clicks through to our site from yours and orders one or more qualifying services, a one-time donation will be made to your school. Here are just two examples:

- ❖ A customer order for new, local phone service routed from your Web site to ours will generate a \$25 payment.
- ❖ A customer who orders AT&T Yahoo! High Speed Internet service will generate a \$30 payment for you. Place just 5 new local phone orders with High Speed Internet service and earn \$275!

A host of other products and services ordered online also qualify for payments. For more information and applicable terms and conditions, surf over to www.att.com/affiliate.

AT&T Cares About Education in Connecticut

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

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

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

In 2005, AT&T and the AT&T Foundation provided more than \$25 million to support education initiatives across the nation, representing nearly 38 percent of foundation giving.

NO DENTIST LEFT BEHIND

My dentist is great! He sends me reminders so I don't forget checkups. He uses the latest techniques based on research. He never hurts me, and I've got all my teeth. When I ran into him the other day, I was eager to see if he'd heard about the new state program. I knew he'd think it was great.

"Did you hear about the new state program to measure effectiveness of dentists with their young patients?" I said. "No," he said. He didn't seem too thrilled. "How will they do that?" "It's quite simple," I said.

"They will just count the number of cavities each patient has at age 10, 14, and 18 and average that to determine a dentist's rating. Dentists will be rated as excellent, good, average, below average, and unsatisfactory. That way parents will know which are the best dentists. The plan will also encourage the less effective dentists to get better,"

I said. "Poor dentists who don't improve could lose their licenses to practice."

"That's terrible," he said.

"What? That's not a good attitude," I said. "Don't you think we should try to improve children's dental health in this state?"

"Sure I do," he said, "but that's not a fair way to determine who is practicing good dentistry."

"Why not?" I said. "It makes perfect sense to me."

"Well, it's so obvious," he said. "Don't you see that dentists don't all work with the same clientele, and that much depends on things we can't control? For example, I work in a rural area with a high percentage of patients from deprived homes, while some of my colleagues work in upper middle-class neighborhoods. Many of the parents I work with don't bring their children to see me until there is some kind of problem, and I don't get to do much preventive work."

Also many of the parents I serve let their kids eat way too much candy from an early age, unlike more educated parents who understand the relationship between sugar and decay. To top it all off, so many of my clients have well water, which is untreated and has no fluoride in it. Do you have any idea how much difference early use of fluoride can make?"

"It sounds like you're making excuses," I said. "I can't believe that you, my dentist, would be so defensive. After all, you do a great job, and you needn't fear a little accountability."

"I am not being defensive!" he said. "My best patients are as good as anyone's, my work is as good as anyone's, but my average cavity count is going to be higher than a lot of other dentists because I chose to work where I am needed most."

"Don't get touchy," I said.

"Touchy?" he said. His face had turned red, and from the way he was clenching and unclenching his jaws, I was afraid he was going to damage his teeth. "Try furious! In a system like this, I will end up being rated average, below average, or worse. The few educated patients I have who see these ratings may believe this so-called rating is an actual measure of my ability and proficiency as a dentist. They may leave me, and I'll be left with only the most needy patients. And my cavity average score will get even worse. On top of that, how will I attract

continued on page 8

CAS OFFERS NEAS&C ACCREDITATION ASSISTANCE

By Dennis Carrithers, Assistant Executive Director

CAS will again be offering assistance to high schools preparing for NEAS&C accreditation. A two day seminar for up to five members of a school team will be held on November 14 and 15, 2006, at the CAS office in Cheshire, from 8:00 a.m. to 3:00 p.m.

Scott Brown from LEARN and CAS Assistant Executive Director, Dennis Carrithers, will be leading the seminar. Both are experienced visiting committee chairs and have been working with high schools in Connecticut to prepare them to meet the NEAS&C standards. They work with the full cooperation and support of NEAS&C to further the school improvement goals of accreditation.

The seminar will feature extensive work on the mission-driven school, the main features of the revised standards and indicators, detailed information about the three phases of evaluation, assistance with implementation of rubrics, and guided work for school teams to enhance planning in their schools.

For further information about registering for the seminar, please call Dennis Carrithers at 203-250-1111. The session will be limited to ten school teams in order to give each maximum attention.

Do you know an outstanding middle or high school principal?

The Connecticut Association of Schools has opened nominations for the **2007 CAS Principal of the Year Awards**. The program is designed to recognize outstanding principals who have demonstrated extraordinary leadership, a passion for educational excellence, a commitment to their students and staff, and service to their communities.

If you feel that a middle or high school principal* that you know may be eligible for and worthy of this honor, please complete a nomination form, or have it completed by someone in his/her district, by **November 17, 2006**. Specific award criteria, program guidelines, and procedures for submitting a nomination can be found at http://www.casciac.org/pdfs/POY_2007.pdf.

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

Please contact Karen Packtor (203-250-1111, x. 3010 or kpacktor@casciac.org) if you have any questions.

** CAS sponsors a separate recognition program for elementary level principals.*

Dentist, continued from page 7

good dental hygienists and other excellent dentists to my practice if it is labeled below average?"

"I think you are overreacting," I said. "Complaining, excuse making and stonewalling won't improve dental health'...I am quoting from a leading member of the DOC," I noted.

"What's the DOC?" he asked.

"It's the Dental Oversight Committee," I said, "a group made up of mostly lay persons to make sure dentistry in this state gets improved."

"Spare me," he said, "I can't believe this. Reasonable people won't buy it," he said hopelessly.

The program sounded reasonable to me, so I asked, "How else would you measure good dentistry?"

"Come watch me work," he said. "Observe my processes."

"That's too complicated, expensive and time-consuming," I said. "Cavities are the bottom line, and you can't argue with the bottom line. It's an absolute measure."

"That's what I'm afraid my parents and prospective patients will think. This can't be happening," he said despairingly.

"Now, now," I said, "don't despair. The state will help you some."

"How?" he asked.

"If you receive a poor rating, they'll send a dentist who is rated excellent to help straighten you out," I said brightly.

"You mean," he said, "they'll send a dentist with a wealthy clientele to show me how to work on severe juvenile dental problems with which I have probably had much more experience? BIG HELP!" "There you go again," I said. "You aren't acting professionally at all."

"You don't get it," he said. "Doing this would be like grading schools and teachers on an average score made on a test of children's progress with no regard to influences outside the school, the home, the community served and stuff like that. Why would they do something so unfair

to dentists? No one would ever think of doing that to schools."

I just shook my head sadly, but he had brightened. "I'm going to write my representatives and senators," he said.

"I'll use the school analogy. Surely they will see the point."

He walked off with that look of hope mixed with fear and suppressed anger that I, a teacher, see in the mirror so often lately.

By John S. Taylor, retired superintendent of schools for the Lancaster County, S.C., School District.

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.casciac.org/pdfs/Neag_alumni_awards_07.pdf. The deadline for all nominations is December 30, 2006.

middle school news

AVON MIDDLE SCHOOL IS CAS MIDDLE SCHOOL OF THE YEAR

By Earle Bidwell, Assistant Executive Director



Left to right: CAS Assistant Executive Director Earle Bidwell, Assistant Principal Barbara Hartigan, Principal Marco Famiglietti, Assistant Superintendent Jody Goeler and Middle Level Honors and Awards Chair Rochelle Schwartz

At a celebration on September 25th Avon Middle School (AMS) was officially proclaimed as the 2006-2007 CAS Middle School of the Year. The award was presented by CAS Honors and Awards Chairperson Rochelle Schwartz to Principal Marco Famiglietti, Assistant Superintendent Jody Goeler and students Jade Jarrosiak and Aaron Witthohn. The celebration was part of a "Town Meeting" for the entire AMS community at the Avon Middle School 375 West Avon Road, Avon CT Connecticut.

A cutting edge middle level school in every respect, Avon Middle School is characterized by success for all students, a caring environment and committed faculty and administration. AMS students consistently perform at the highest levels on state assessments with well over ninety percent scoring above the proficient range in all areas tested. They also lead the way in academic success in state and national exams and competitions such the national French exams, word masters and the New England Math League.

A hallmark of their success is the commitment to shared decision-making and ownership for goals and objectives by all aspects of the AMS community including faculty, staff, students, administration and parents.

A highlight of the celebration was the reading of a proclamation by Governor. M. Jodie Rell declaring September 25th as Avon Middle School Day in Connecticut.

middle school news

"Breaking Ranks in the Middle"*Reform or Reprise?*

By Earle G. Bidwell, Assistant Executive Director

"The promise of Breaking Ranks in the middle reform is to promote a culture of continuous improvement to help each student become part of a community where all students have the opportunity to achieve at high levels." Middle level educators who have been on the scene for a decade or more and seen many school improvement models may legitimately ask, is this truly groundbreaking or just a restatement of the Carnegie Council's *Turning Points 2000* or National Middle School Association's *This We Believe*?

Amidst a publicity blitz reminiscent of that associated with "Breaking Ranks: Strategies for Leading High School Reform", NASSP unveiled their plan for middle level reform at the convention in Reno, Nevada. Copies of the book were sent to virtually all middle schools and the good news was proclaimed. Training sessions were scheduled and school leaders were challenged to break ranks with the way things have always been done to change and improve outcomes.

What is new and different about this effort is that for the first time in history, all of the major players in middle level education are using the same research findings and are exhibiting a united front in middle level reform. A reading of the acknowledgements in BRIM reveals a veritable "who's who" of middle level experts. Noted authorities such as J. Howard Johnston, Nancy Doda, Donald and Sally Clark, Carol Tomlinson and Ron Williamson are contributors. NMSA's Executive Director Sue Swaim and the National Forum to Accelerate Middle Level Reform's John Harrison are on-board, as is noted educator Theodore Sizer.

Utilizing the findings and recommendations of the Carnegie Council's *Turning Points 2000*, National Middle School Association's *This We Believe* and "Schools to Watch" criteria, BRIM is a blueprint for action. It not only provides the cornerstone strategies for successful change, it provides resources and instruments to collect meaningful data, facilitator training for principals and other school leaders, and ongoing support throughout the process. Furthermore, BRIM is perfectly aligned with Breaking Ranks II thus ensuring a purposeful, consistent, secondary school strategy for reform. School districts can now concentrate their school improvement efforts from grade six thru twelve on one research based model.

NASSP has certified CAS as a state association provider of training for school leaders who want to further develop their understanding and use of the recommendations in BRIM. Twice during this school year, CAS will be providing intensive two day training programs for middle school principals, assistant principals, school district administrators, and other school leaders

Participants will:

- deepen their knowledge of the BRIM core areas, the recommendations within them and the cornerstone strategies to assist them as they engage in conversations with stakeholders in their school community about improving student performance;
- increase their leadership capacity to collaborate and support the implementation of BRIM;
- explore BRIM tools and methods for collecting data to promote conversation and inform decision making;
- increase their knowledge of professional development resources and technical support services for implementing BRIM initiatives;
- build relationships for networking and support as their schools engage in efforts to improve student performance.

There are two-day training sessions; October 26 and 27, 2006 and again on April 9, and 10, 2007. Participants who complete the training will be certified as *Breaking Ranks in the Middle* facilitators and be fully qualified to lead *Breaking Ranks in the Middle* efforts in their schools. School leaders interested in BRIM training can find more information on the CAS website or contact Earle Bidwell ebidwell@casciac.org or Janice Grecco jgrecco@casciac.org at CAS.

With two years experience in *Breaking Ranks II* workshops and BRIM training, CAS sees this movement as much more than a reprise of previous work but a new opportunity for school districts to concentrate their school improvement efforts from grade six thru twelve on one research based model.

"IMPACT" STAFF CHANGESBy Earle G. Bidwell
Assistant Executive Director

For the first time in its ten-year history, IMPACT: Connecticut's Journal for Middle Level Educators will be headed by a practicing educator. After several years as editorial assistant, Mansfield Middle School teacher Norma Posocco will become the editor. An author in her own right, Mrs. Posocco has many years experience in reviewing submissions and editing manuscripts. She is also active in the leadership of the CAS Middle Level Division as the chairperson of the Center for Early Adolescent Educators and a member of the Middle Level Honors and Awards Committee.

CAS Administrative Assistant for Middle Level, Janice Grecco, will assume the position of editorial assistant. In this position, she will be responsible for layout, production and distribution of the journal.

Former editor Earle Bidwell will continue as a member of the editorial staff and will concentrate on seeking authors and promoting the publication.

The focus topic for the next issue of IMPACT is School Improvement and Closing the Achievement Gap. Every school in Connecticut has successful initiatives in these areas. Consider sharing one of yours by publishing an article in "IMPACT: Connecticut's Journal for Middle Level Educators."

Position statements, curriculum ideas and descriptions of successful classroom activities are most welcome.

Articles and manuscripts should be between one and five pages in length (10-point font) single-spaced and may include pictures, charts or graphs. Submissions should be emailed or mailed on disc in a Microsoft Word compatible format.

Deadline for the next issue is **January 1, 2007**. Send manuscripts or inquiries to:

Norma Posocco, Editor
PosoccoNJ@mansfieldct.org

or

Janice Grecco Editorial Assistant
jgrecco@casciac.org

elementary school news

CT VOICES HEARD ON CAPITAL HILL

By Lou Pear, Assistant Executive Director



Left to right: CAS Executive Director Mike Savage, Weaver H.S. Principal Paul Stringer, Darien H.S. Principal Jerry Auclair, Daisy Ingraham Principal Kit Bishop, Congresswoman Rosa DeLauro, CAS Assistant Executive Director Lou Pear, and Old Saybrook M.S. Principal Mike Rafferty

At the National Leaders Conference in July, our Connecticut delegation had the opportunity to listen to national speakers discuss topics such as early childhood education, “breaking ranks” and federal legislative initiatives. The highlight of the conference was the opportunity to don our lobbying hats and “storm” Capitol Hill in an attempt to convince congressmen and women that, despite rampant media reports to the contrary, public education is succeeding and there are many things which make us proud to be instructional leaders.

We were able to meet face-to-face with a number of our federal legislators and took the opportunity to share with them our concerns about the lack of full funding for federal education mandates. We may not succeed in getting them to act this year, but we plan to return again and again until our message is heard.

The following platform was the basis for our conversations: *Making No Child Left Behind Work for Students and Schools*.

In keeping with this platform, the National Association of Elementary School Principals is calling on Congress to:

- allow for students with disabilities to be tested on the grade level at which they are being taught, not on their chronological grade level;
- allow success in meeting Individualized Education Plan (IEP) goals to count toward a school's reaching

- Adequate Yearly Progress (AYP);
- eliminate the requirement that newly arrived English Language Learners be given any tests in English and allow local and state authorities to determine when and how ELL students should be tested;
- compare student achievement from year to year, tracking progress of the same students over time;
- fully fund the law.

As the implementation of *No Child Left Behind* (NCLB) enters into its fourth year, the challenges it poses for students

and schools have become clear. NAESP supports the law's very laudable goals of increased student achievement; elimination of the achievement gaps that exist among student subgroups; improvements in educator quality; and the increased use of instructional methods that are grounded in sound research. We also strongly support the provisions in Title II that authorize the School Leadership program and call for principals to be included in professional development.

Despite the positive elements, however, schools are struggling with some of the requirements of *No Child Left Behind* and are heavily burdened by the lack of adequate funding. The results of NAESP's recent survey of principals clearly indicate a need for making adjustments in the law's provisions on the testing of English Language Learners and students with disabilities, reducing the reliance on high-stakes testing, and changing the focus to a growth model that monitors from year to year the achievement of the same individual students and student groups. Principals also overwhelmingly support the full funding of NCLB.

The stakes are too high to wait for an arbitrary “official” reauthorization date for making crucial changes to the law. Principals and other educators are working every day to increase student achievement and implement positive reforms. We urge Congress to take action now.

The 1% rule may move to a 2% rule.

The National Leaders' Conference is hosted annually by NASSP and NAESP.



The CT delegation poses with Congresswoman Nancy Johnson

ciac news

A LONG-AWAITED MEDAL

By Tony Mosa, Assistant Executive Director

In August, I was contacted by Mr. Edward Drobish, a former CIAC student-athlete. He had competed in the Nineteenth Annual CIAC Swimming Championships held at the Yale Payne-Whitney Pool on March 17, 1945. Mr. Drobish, representing Hillhouse High School at the time, qualified and placed third in the 220-yard freestyle event and was a member of the 200-yard freestyle relay team that placed third.

Mr. Drobish received a "Certificate of Award" to recognize his swimming achievement. A note at the bottom of the certificate from the CIAC Swimming Committee stated: "Due to wartime conditions, medals could not be obtained for immediate presentation. Your award will be mailed to you at a later date."

Although Mr. Drobish anxiously awaited the medal that was promised, it never arrived! He graduated from Hillhouse and went on with his life.

Mr. Drobish, along with several of his classmates, joined the military service following graduation. He served honorably in the U.S. Army Medical Corps and, upon completing

his military obligation, entered Michigan State University. In 1956 he earned a doctor of veterinary medicine degree and he later established a veterinary clinic in Stanton, Michigan where he practiced for forty-one years.

During our conversation, Mr. Drobish focused on the wonderful experiences he had at Hillhouse and the memories of his participation in CIAC athletics. He "beams with pride" when recollecting his teenaged years in Connecticut and the all-important support he received from his teachers and coaches.

There is no information contained in the CIAC archives which establishes whether or not the 1945 swimming medals were ever sent to any of the recipients. Mr. Drobish had long abandoned hope of ever receiving his medal; but that hope was rekindled when he recently discovered the certificate.

After 61 years, Mr. Drobish will receive his official bronze CIAC boys swimming medals with congratulations and regrets from the CIAC for the delay.

Preparing for Sports . . . or Life?

By Robert Kanaby, Executive Director
National Federation of High Schools

EDITOR'S NOTE: The following item by NFHS Executive Director Bob Kanaby was written in response to an article called "An Endless Summer League" which appeared in the July 6, 2006 edition of the Washington Post.

In response to Eric Prisbell's Washington Post article "An Endless Summer League," a story about a young man who will bypass high school play and ride the AAU circuit to the pros, I offer this personal observation: High school sports programs are not bidding with other leagues (AAU) for high powered talent or recognition. Any suggestion to the contrary must be based on a misconception of high school athletics. Please allow me to explain my position and our role.

First, high school sports are not about winning "tournaments and rings and stuff like that." Trophies and victories are not of paramount importance in high school sports because there is more to education-based sports than those ultimate ends. In high school sports the preparation, practice, and process are as important as the competition. Any coach will tell you victories depend on the other team as much as theirs. However, the process of teaching within high school

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This is the time of year for setting goals/objectives. In our quest to bring and expand opportunities for students with intellectual and/or multiple disabilities into mainstream programs, Unified Sports offers a free or low-cost way to achieve our common goals.

The CAS Unified Sports program goals are to bring opportunities for friendship, self-esteem improvement and sports enjoyment through successful skill development, using the modified approach.

Special Olympics



UNIFIED SPORTS®

BOTH partners and special athletes share equally in the benefits! Unified Sports New Coaches Trainings are offered four times per year, starting October 20, at CAS in Cheshire.

Or, we can do a district training at your site. Fall event dates are as follows:

- 10/10/06: High School Soccer Tournament, Bristol Central H.S.
- 10/18/06: Middle School Soccer Tournament, Quinnipiac Park, Cheshire
- 10/25/06: Elementary Skills & Middle School Soccer at New Canaan Country
- 11/6/06: High School Soccer Tournament at Staples H.S., Westport
- 11/9/06: High School Soccer Tournament, East Hartford H.S.
- 11/13/06: High School Soccer Tournament, Conard H.S.
- 11/18/06: Elementary Skills at Haddam-Killingworth H.S.

Get started! Make a difference that will change a child's life forever! Bring all your schools on board. I am here to help you - Ann Malafronte, amalafronte@casciac.org.

> **From:** "Dennis Siegmann"
> **To:** <amalafronte@casciac.org>
> **Sent:** Thursday, June 08, 2006 11:52 AM
> **Subject:** Re: Initiating or Expanding Unified
> Sports Programs

>
>
> Thanks for all you do for Unified Sports. I can
> tell you my moments with our program this
> year have been some of my most enjoyable
> times in education. I have not been on a
> school bus with a team since leaving
> wrestling in 1999 to come to the administrative
> offices, but this year I rode the bus to the
> Manchester Basketball Tournament with our
> Unified Team - what enjoyment. I only have
> one more year until retirement, but I wish I
> was involved sooner with this program. Again
> many thanks for all you do.

>
>
>> Dennis Siegmann
>> Principal
>> Bristol Central HS

... more ciac news

alert!

Some member schools using various type of server-level anti-spam blocking have inadvertently blocked e-mails from the central office from reaching their users. CAS and CIAC rely heavily on e-mail for communication with their members, especially for notifications which will assist schools in not missing important events and/or deadlines. The best way to assure our e-mails get through is to have your server administrator "whitelist" the domain "casciac.org" and the three servers that deliver our outgoing mail (67.15.112.29, 67.15.112.56 and 68.15.54.61).

We are very cognizant of the spam problem suffered by schools and do our best to limit the number of messages we send. Individual users at schools may also choose to opt-out of receiving any messages from us (with the exception of official notifications regarding deadlines).

Any questions regarding e-mail issues can be directed to Director of Information Services Matt Fischer (mfischer@casciac.org or 203-250-1111).

2006-07 NEW ENGLAND TOURNAMENT DATES

- **Cross Country** Saturday, November 11, 2006
Ponaganset H.S., No. Scituate, RI
Boys: 11:30 a.m./Girls: 12:30 p.m.
- **Indoor Track** Friday, March 2, 2007
Reggie Lewis Center, Roxbury, MA
Time: 5:00 p.m.
- **Wrestling** Friday & Saturday, March 2 & 3, 2007
Hillhouse High School, New Haven
March 2nd: 5:00 p.m. / March 3rd: 10:00 a.m.
- **Gymnastics** Saturday, March 10, 2007
Jonathan Law H.S., Milford, CT
Time: 11:00 a.m.
- **Swimming** Saturday, March 10, 2007
Roger Williams University, Bristol, RI
- **Cheerleading** Saturday, March 17, 2007
Whittemore Center, UNH, Durham, NH
Time: 10:00 a.m. and 2:00 p.m.
- **Outdoor Track** Saturday, June 9, 2007
Fitchburg State, Fitchburg, MA
Time: 10:00 a.m.
- **Golf** Monday, June 18, 2007
Bretwood Golf Club, Keene, NH
Time: 8:00 a.m. (afternoon practice will be held on Sunday, June 17th)
- **Tennis** Monday, June 18, 2007
William Hall H.S., West Hartford, CT
Time: 9:00 a.m.

■ Giving up sports used to be inevitable when students enrolled in charter schools. But in recent years, more and more charter schools have been forming competitive teams and spending money on uniforms and gym rentals. In the past four years, sports in Massachusetts have become so popular that a third of the charter schools with high school students formed their own league, the Massachusetts Charter School Athletic Organization. The number of players has more than doubled to 389, and the competitive sports offered rose from one to four: soccer, baseball, basketball, and softball. Charter school officials say sports motivate students and keep them from leaving for regular high schools. Expanding sports beyond some non-league athletics can be tough for charter schools because of their limited gym space and budgets. Like regular public schools, some charter schools charge sports participation fees, and others don't. There are currently no charter schools competing in CIAC-sponsored sports. (Source: The Boston Globe, 9/17/06)

“ You are never really playing an opponent. You are playing yourself, your own highest standards, and when you reach your limits, that is real joy. ”

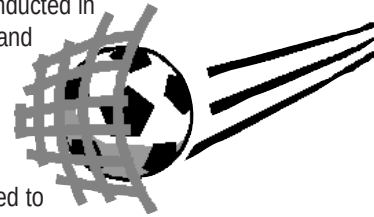
-- Arthur Ashe, American tennis star (1943-1993)

STUDY LOOKS AT SOCCER INJURIES

The following findings resulted from a study conducted in 2005 in Alberta, Canada. Researchers Emery and Hartmann evaluated 317 boy and girl soccer players ages 12-18 to assess the types of injuries sustained in the sport of soccer. The results were as follows:

- Most injuries occurred in games as opposed to practice.
- Sixty-one of the 317 players sustained at least one injury.
- Most of the injuries were to the lower extremities (ankle, knees, and groin and calf strains).
- The second most common type of injury for boys was concussion.
- Girls are prone to certain types of knee injuries.
- Proper conditioning and equipment may allow for a decrease in lower-leg injuries.
- Further research is needed on knee injuries for girls.

The number of concussions and the extent or severity was not reported.



Sports Stats

- 85: Number of scholarships allotted to each NCAA Division I football program
- 53: Number of players allowed to dress for each professional football team
- 58: Percentage increase in female participation at NCAA-member schools over the past decade

(Source: Athletic Business, August 2005)

... more ciac news

WHAT IS A COACH?

He must have the hide of an elephant, the fierceness of a lion, the pep of a young pup, the guts of an ox, the stamina of an antelope, the wisdom of an owl, the cunning of a fox, and the heart of a kitten. It will also be to his benefit to develop the acting ability of a poker player with a pat hand.

He must be willing to give freely of his time, his money, his energy, his youth, his family life, his health and sometimes even life itself. In return he must expect little financial reward, little comfort on earth, little privacy, little praise but plenty of criticism.

However, a good coach is respected in his community, is a leader in his school, is loved by his team, and makes lasting friends wherever he goes.

He has the satisfaction of seeing boys develop and improve in ability. He learns the thrill of victory and how to accept defeat with grace. His associations with athletes help keep him young in mind and spirit; and he, too, must grow and improve in ability with his team.

In his heart he knows that, in spite of the inconveniences, the criticism, and the demands on his time, he loves his profession, for he is **The Coach**.

NFHS RULE REMINDERS

Basketball – Beginning in 2007-08, the home team must wear white jerseys.

Field Hockey – 1) Eye protection permitted; if worn, it must meet the ASTM standard. 2) All tooth protectors must be colored, not white or clear.

Football – Effective in 2010, visiting jerseys must be white.

Ice Hockey – Goalkeeper's blocker glove and catching glove may not exceed 9 inches width and 17 inches length.

Lacrosse – Tooth protectors must be colored and not white or clear.

Boys Lacrosse – Effective in 2008, jerseys must be a single solid color with limited trim specifications and numbers must be at least 8 inches on the front and 12 inches on the back.

Soccer – 1) Beginning in 2007, shin guards must meet the NOSCAE standard. 2) A molded face mask is permitted for protection against facial injury.

Volleyball – The placement of the numbers on the center front of uniform top may be located no more than 5 inches below the bottom edge of any neckline, ribbing, placket, or seam. 2) The libero player's uniform number must not be a duplicate of a teammate's.

COACHES' CORNER

News from the National Federation of High School Associations



■ **Boys' Lacrosse Rules Changes:** Eleven new rules changes will be in effect beginning with the 2007 high school lacrosse season. One rule change dictates the circumstances under which a head coach may discuss a misapplication of a rule; another change clarifies that the use of video monitoring, replaying of equipment or personal wireless communication devices by the officials is prohibited. A third rule change (Rule 4-29) states that restarts following a time-out must be nearest to the spot where the ball was at the time the whistle was blown. A ball in the goal area shall be restarted closest to the spot, outside the goal area. A shot that has crossed the end line shall be restarted at that spot. The committee also identified Points of Emphasis for the 2007 season. Among those are crosse dimensions, mouthguards, risk minimization for defensive players, flagrant misconduct, revised jersey rules, NFHS authenticating mark on game balls, stick measurement and slashing by riding attack players. For more information on 2007 rules changes, visit http://www.casciac.org/pdfs/boys_lacrosse_rules_changes.pdf

■ **Baseball Rules Changes:** Effective with the 2007 high school baseball season, a team playing with fewer than nine players may return to nine players. In addition to this change, 12 other rules revisions were approved by the National Federation Baseball Rules Committee. A change in Rule 3-3-1n has resulted in revised penalties for initiating malicious contact on offense or defense. Transgressions will now result in the ball being immediately dead, and if on offense, the player is ejected and declared out, unless he has already scored. If the defense commits the malicious contact, the player is ejected; the umpire shall rule either safe or out on the play and award the runner(s) the appropriate base(s) he felt they would have obtained if the malicious contact had not occurred. Other rules pertaining to malicious contact were also revised, as were their corresponding entries in the base-running table and dead-ball table. For more information on these and other changes, visit www.casciac.org/pdfs/baseball_rules_changes.pdf

■ **Softball Rules Changes:** Effective with the 2007 high school softball season, new rules will dictate who has the right-of-way between a base runner and a fielder on a non-controlled batted ball. A revised definition of interference states that a fielder is considered to be making an initial play on a fair batted ball when she has a reasonable chance to catch or gain control of the ball that no other fielder, except the pitcher, has touched. The fielder is still considered to be making an initial play if she fails to gain control of the batted ball, but is within a "step and reach" of the ball. This rule clarifies that the runner is charged with interference if she makes contact while the fielder is attempting to make the initial play on a fair batted ball. In another change, Rule 3-6-17 expands the penalty when a player removes any lines of the batter's box or on the field of play. A team warning will be issued, with the next offense resulting in a strike for the offense or a ball for the defense. The change now restricts any subsequent offender to the dugout along with the head coach.

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

SPORTS PARTICIPATION CONTINUES 17-YEAR UPWARD TREND

According to the 2005-06 High School Athletics Participation Survey conducted by the NFHS, the number of students participating in high school athletics increased in 2005-2006, maintaining a 17-year trend. Based on figures from the 50 state high school athletic/activity associations, plus the District of Columbia, participation for the 2005-06 school year rose by 141,195 students to 7,159,904. Through the survey, it was also determined that 53.5 percent of students enrolled in high schools participate in athletics.

In addition to the overall numbers, the girls participation total of 2,953,355 set an all-time record. The boys total also increased, reaching 4,206,549, the highest participation in the past 28 years. This year's boys participation figure is second only to the record 4,367,442 in 1977-78.

Competitive spirit squads gained the most female participants in 2005-06 with 14,154, followed by outdoor track and field with 11,002, indoor track and field with 6,265 and cross country with 5,504.

Eleven-player football gained the most participants among boys sports in 2005-06 with 26,281, followed by outdoor track and field with 17,282, baseball with 10,954 and wrestling with 8,525.

Basketball remained the most popular sport for girls with 452,929 participants, followed by outdoor track and field (439,200), volleyball (390,034), fast pitch softball (369,094), soccer (321,555), cross country (175,954), tennis (173,753), swimming and diving (147,413), competitive spirit squads (98,570) and golf (64,195).

In boys sports, 11-player football once again topped the list with 1,071,775 participants, followed by basketball (546,335), outdoor track and field (533,985), baseball (470,671), soccer (358,935), wrestling (251,534), cross country (208,303), golf (161,284), tennis (153,006) and swimming and diving (107,468).

Texas held its title as having the most sports participants with 742,341, followed by California (678,019), New York (350,349), Illinois (323,703), Michigan (321,250), Ohio (316,529), Pennsylvania (267,147), New Jersey (243,260), Florida (214,023) and Minnesota (213,476).

The participation survey has been compiled since 1971 by the NFHS through numbers it receives from its member associations. The complete results of the 2005-06 participation survey can be viewed at http://www.nfhs.org/web/2006/09/participation_in_high_school_sports_increases_again_confirms_nf.aspx.

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sports is wholly theirs to control. And this process is what separates high school sports from other leagues. Other leagues appear to focus solely on the skill development of their athletes, while high school sports seek to develop the entire student, providing skills useful in the gym, in the classroom, and in the world.

Secondly, students in high school sports are treated as students, not commodities shuffled to the team with the best shoe deal. These students learn the game, as in other leagues, but they also learn to set priorities and accept responsibility in their lives. If a student's academic focus is too distracted by athletics, the high school sports process can effectively refocus that student's attention. In high school sports, students learn self-control and other skills necessary for dealing with people. Fighting, foul language, and other disrespectful behaviors, on or off the court, are regularly addressed by educators in the high school sports system. Most importantly, students in the high school system learn that there is a constant expectation for sportsmanship and the demonstration of good character. Jim Johnson, basketball coach at Greece Athena High School in New York, seized an opportunity to teach his students about sportsmanship and character when he recognized his autistic manager, Jason McElwain, for all his dedication by allowing him to play in the Senior Night basketball game. Johnson taught his students about determination, hope, grace, and humility: skills of character that will transcend the basketball court.

And finally, high school sports are about identity and camaraderie. Students identify with their high school team. These teams represent their school and their community. They can be together for years; they are not thrown together for single seasons, individual events, or some tournament this weekend. True friendships and long lasting memories are formed on these high school teams. Communities rally around them if they are undefeated or seeking their first victory. These are "out kids," known to everyone; and people in the stands rarely have to ask, "Where did he come from?"

The high school sports system was not designed to be a highway to the pros. Instead, it was designed to prepare students for academic, athletic, and societal success. For those desirous of learning more than sport skills, high school programs offer endless opportunities to learn life skills. Our message to all our students is a simple, yet sincere suggestion: TAKE PART. GET SET FOR LIFE

5 MOST POPULAR BOYS SPORTS: 2005-2006

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Football	1,071,775	1. Football	9,823
2. Basketball	546,335	2. Soccer	6,740
3. Outdoor Track	533,985	3. Outdoor Track	6,666
4. Baseball	470,671	4. Baseball	6,044
5. Soccer	358,935	5. Basketball	5,141

(Source: National Federation)

5 MOST POPULAR GIRLS SPORTS: 2005-2006

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Basketball	452,929	1. Outdoor Track	6,284
2. Outdoor Track	439,200	2. Soccer	5,365
3. Volleyball	390,034	3. Softball	4,637
4. Softball (fast-pitch)	369,094	4. Basketball	4,091
5. Soccer	321,555	5. Indoor Track	4,033

(Source: National Federation)

CAAD President's Message

Dear CAAD Colleague,

The relaxing pace of the summer has now given way to the frantic pace of a new school year and fall sports. Welcome back!!!! I hope the memories of the summer remain with you long into the school year.

CAAD is looking forward to an exciting new year as we begin several new initiatives. First has been the hiring of Fred Balsamo as our executive director. Fred brings a wealth of experience and a passion for working for CAAD. He is already working to expand our professional development activities, improving our annual conference and refining our coaching education offerings.

Our new association with Athletic IQ is another exciting undertaking upon which we are embarking. We have agreed to enter into a contract with AIQ to better serve our athletes while monitoring the testing activities. We are aware of the concerns many have expressed and we are working to create a positive association with AIQ, our membership and the athletes we serve. Our official position statement was emailed to all members over the summer. I hope you will join CAAD in our efforts to communicate this position to your coaches and athletes as we begin this new relationship.

The reorganization of our board of control that was approved by our membership last spring is an exciting new direction for our organization. Each league now has a representative to the CAAD Board of Control and they will have an opportunity at each meeting to relay to the rest of the board any information that is being discussed at league meetings. We encourage each league to make CAAD Updates a meeting agenda item.

We will also be introducing a new program for Future AD's. This initiative is directed to those professionals who are interested in becoming High School Athletic Directors. CAAD will be presenting a free introductory program to anyone interested which will give a brief overview of the role of the athletic director in today's society. Those attending will then be encouraged to become associate members of CAAD and will be given the opportunity to attend LTC courses. We hope this program will give a head start to those joining our ranks in the future and will strengthen our standing as a professional organization.

Finally, CAAD has been asked to work with the CIAC and CHSCA to review current certification regulations for coaches and athletic directors and to make recommendations to the state department of education for improvements as a part of their revision process. If you have any thoughts in this area please contact me or any other member of the board of control.

There is much going on and we will try to keep you informed as we strive to serve the needs of our membership and student athletes.

Best wishes for a great year!

Sincerely,

Chip Dorwin, CAA,
Guilford High School Athletic Director
President, CAAD

C.A.A.D. GOALS

2006-2007

1. **To implement the changes made to the CAAD By-Laws.**
2. **To review the financial status of the organization and implement plans to insure its continued financial well-being.**
3. **To provide educational opportunities and experiences for professionals interested in becoming high school athletic directors.**
4. **To help improve the existing coaching certification/education programs for coaches.**
5. **To work closely with AIQ and fulfill our contractual obligations.**
6. **To review and improve if necessary the CAAD Mission Statement and other operating procedures.**
7. **To assist the CHSCA and CIAC whenever possible.**
8. **To enhance the position of Athletic Director.**

CAAD ENDORSES ATHLETIC IQ

This past June the Connecticut Association of Athletic Directors (CAAD), following the lead of the National Interscholastic Athletic Administrators Association (NIAAA), entered into an agreement with Athletic IQ to finally recognize a legitimate alternative to the hundreds of recruiting services which attempt to entice our athletes. AIQ is very unique in that it provides a standardized evaluation for student athletes that electronically measures speed, power, flexibility, and reaction time. It is the athletic equivalent to the SAT test, and the best part is that the evaluation is fun for the athletes. It is an online database that enables athletes and their parents to compare results with a sampling of their peers. In addition, as the data base develops, high school athletes can see how they compare with Division I, II, and III college athletes in their sport, and search and connect with colleges that are well-matched to their abilities and aspirations.

In the short term, AIQ enables athletes and coaches to use the data to set goals for improving their strengths and weaknesses. This is not a recruiting service, but the colleges will have access

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... more caad news

CAAD MEETING DATES

2006-07

November 1	Board of Control	12:00 p.m.	CIAC Office
December 9-13	National Conference		Anaheim, CA
January 3	Board of Control	12:00 p.m.	CIAC Office
March 7	Board of Control	12:00 p.m.	Rocky Hill Marriott
March 22-23	CAAD Conference	8:00 a.m.	Rocky Hill Marriott
April 25	Board of Control	12:00 p.m.	CIAC Office
May 16	General Membership Meeting	8:00 a.m.	Rocky Hill Marriott

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to the accurate data on each participant, as well as their academic profile. The athletes in Connecticut are fortunate to be among the first group of participants to be offered the opportunity to benefit from this program.

Evaluations will be scheduled at regional locations in Connecticut high schools during 2006. The first evaluation date will take place in November. The date, time, location, registration information, and brochures will be available soon to all schools through their athletic administrators or by visiting the www.athleticiq.com website. Also, on the website, you can view a 7-minute DVD that provides an overview of the program, including a demonstration of the evaluation. This informative DVD should answer many of your questions.

For a limited time the total cost is \$99, which includes the evaluation, unlimited website access, and inclusion in the AIQ data base. In appreciation for the efforts of the school hosting the evaluation, as well as the schools sending their athletes for the program, there is a revenue

sharing formula that will generate some funds for their programs.

While we are excited about this new venture, we are working closely with AIQ to ensure that the program is conducted in a manner that best serves the interests of our student athletes and parents. Our official statement is as follows: "The Connecticut Association of Athletic Directors' (CAAD) is pleased to endorse Athletic IQ, Inc. (AIQ) as a legitimate athletic testing business that may help student athletes pursue their goals of playing intercollegiate athletics. CAAD will work with AIQ to provide information and opportunities to athletes and their parents to help them understand this program. CAAD recommends that parents and athletes carefully review this information before determining the merits of the AIQ program based upon their specific needs."

This program has many benefits to our student-athletes and you should seriously consider having your school participate. More information can be found at www.athleticiq.com.

INVESTORS IN
CT YOUTH

- ★ AT&T ★
- ★ Arbella Insurance Group ★
- ★ Baden Sports ★
- ★ Big Y Supermarkets ★
- ★ Bob's Discount Furniture ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Dove Soap ★
- ★ Grynn & Barrett Studios ★
- ★ Horace Mann ★
- ★ IGA Supermarkets ★
- ★ Kaestle-Boos ★
- ★ Konica ★
- ★ Kukulski Bros ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ NBC-30 ★
- ★ N.E. Fitness Distributors ★
- ★ PureTech Water ★
- ★ Rawlings ★
- ★ Spalding ★
- ★ Sports Image ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Army ★
- ★ U.S. Marine Corp ★
- ★ Verizon Wireless ★
- ★ Waterbury Republican-American ★
- ★ Westfield Corporation ★
- ★ Wilson Sporting Goods ★