



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference

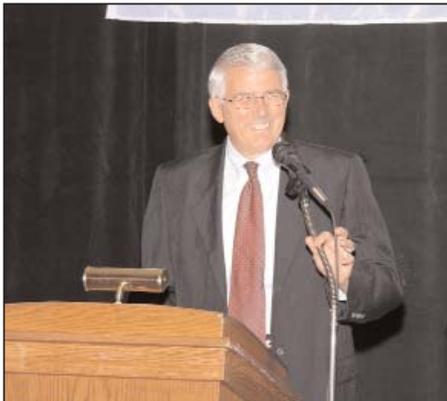


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OCTOBER 2008

DECORATED BRISTOL PRINCIPAL TO LEAD CAS



Everett Lyons, CAS President

Dr. V. Everett Lyons, principal of Bristol Eastern High School, has taken office as the 33rd president of the Connecticut Association of Schools. A 37-year veteran educator, Ev has served as principal of Bristol Eastern since 1985. "I feel that it is an honor and privilege to represent my colleagues in educational leadership throughout Connecticut by serving as

the president of CAS," said Ev upon his appointment. "I hope in some small way to return the countless benefits I have received from CAS by serving in this leadership role within the association."

Ev earned a bachelor's and master's degree from Central Connecticut State University, a certificate of advanced study from Southern Connecticut State University, and a doctorate from the University of Connecticut. He began his professional career in 1972 as a teacher at Catherine McGee Middle School in Berlin. In 1978 he became assistant principal at Newington High School where he worked for seven years before assuming the position he now holds.

A dedicated member of CAS-CIAC since 1986, Ev is currently serving his second "tour of duty" on the CAS Board of Directors. He completed a term as Class L representative in 2003 and was re-appointed to a new term one year later. He is also chair of the nominating and awards and recognition committees and is a member of the

CAS Financial Development Committee.

A decorated administrator, Ev has been recognized for his contributions to public education at the local, state and regional levels. Bristol Eastern was named a Blue Ribbon School in 2000 and a Vanguard School in 2007. Ev was named High School Principal of the Year in 2000; and, in 2001, he received the Outstanding Alumni Leadership Award from the CCSU Department of Educational Leadership. Ev was awarded a CAS Letter of Commendation in 1992 and a CAS Citation, its highest honor, in 1994.

"The board of directors is in excellent hands," says Executive Director Mike Savage. "Ev's long and rich history with the association has bred a deep understanding of its inter-workings, a keen awareness of its mission and purpose, and an abiding respect for the importance of its work. Ev has been one of the foremost leaders in the association's history and is one of the finest administrators in the state of Connecticut."

Ev began his two-year term on July 1.

NEW HIRES AND CHANGING ROLES IN CENTRAL OFFICE

CAS is pleased to announce that Stephanie Ford joined the central office staff in July as the director of marketing. This is a new position created in an effort to expand the association's marketing activities and, in turn, generate resources to enhance and promote association programs and services. In addition to working to develop corporate partnerships, Stephanie will serve as the association's media liaison and will be working to improve the association's image and name recognition among its members and the general public.

Stephanie is a graduate of Salve Regina University where she earned a degree in English/Communications. After graduation, Stephanie worked at John Blair Television in New York before settling in Connecticut. Once in Connecticut, Stephanie went to work for WTX-TV in Waterbury as an account executive before being promoted to local sales manager there. Later, Stephanie signed on with WTIC-TV, the Fox affiliate, where she continued her sales career as part

of a job share team so that she could spend more time with her growing family. For the past 5 years, Stephanie has worked very closely with Bob Ford to develop corporate sponsors for CAS-CIAC's many sports tournaments, banquets, and workshops.

The hiring of Stephanie Ford is one of several recent staffing changes. Following the retirement of Ann Malafronte in June, Lou Pear was appointed the new director of Unified Sports®. Lou was previously serving as an assistant executive director for elementary education. A former physical education teacher and high school soccer coach, Lou has a rich athletic background which will serve him well in his new position.

As director of Unified Sports™, Lou is responsible for the overall administration and operation of the CIAC/Special Olympics Unified Sports® Program. His responsibilities include coordinating all Unified Sports® events/tournaments; preparing and administering the overall budget; working in the area of public relations to recruit new schools



Stephanie Ford, Director of Marketing

into the program; training all Unified Sports® coaches and volunteers; and providing leadership and direction to the volunteer committees that help administer the program. He will be working alongside assistant directors Bob Deasy and Ken Bragg and Young Athlete Program Coordinator Beth Rasmussen to build on the successes that Ann achieved over the past thirteen years.

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: We do our best here, but sometimes that is not good enough. Some of our students are barely literate, even though they are in our high school. The problem lies not with us, but rather with parents who do not take an interest in their children's education. My concern is that some hotshot lawyer may get involved and bring a class action against our school district, claiming malpractice or something. More litigation is the last thing we need. Should I be worried, and what should we do to avoid such a lawsuit?

- *Sitting Duck*

A. Dear Sitting: While you are right to be concerned for your students who are not learning, that concern need not be fueled by fear of litigation. Malpractice is well-established in various settings, but the courts have ruled that such claims may not be made against teachers and administrators. The concept of malpractice is based on the fact that there are standards of care, for doctors and lawyers for example, and that a failure to meet those standards is negligence. However, the expectations for educators are not so well-defined. Moreover, if a doctor forgets to remove a sponge after surgery, any harm will be causally connected. By contrast, a student's poor achievement can be caused by any number of factors, including lack of parent involvement or student motivation. Accordingly, when asked to hold school officials liable when students do not achieve, the courts have rejected such claims as against public policy.

Q. Dear Mailbag: One of the teachers in my school is a big Obama supporter. While I do not necessarily agree, I understand that the teacher is free to support whom he wants. My concern, however, is that this teacher takes a lot of class time talking about the election and the importance of electing Obama next month. I have cautioned him to avoid such discussion during class, but he pushes back, claiming that I am violating his free speech rights. I would be surprised if he were right about that, but sign me .

- *Better Safe Than Sorry*

A. Dear Better: The teacher should read the recent ruling of the United States Supreme Court in *Garcetti v. Ceballos* (2006). There, the Court clarified that public employees may not make First Amendment claims regarding statements they make while they are performing their public duties. Since teaching is largely speech, this ruling is of special importance to school officials. In brief, the Court ruled twenty years ago that teachers and other public employees are protected in their speech if (1) the speech relates to a matter of public concern, and (2) the importance of the speech outweighs any disruptive impact of the speech. In *Garcetti*, the Court clarified that this protection does not apply to speech arising in the course of one's job. Therefore, it is clear that school officials can direct teachers to refrain from political activity in the classroom.

Q. Dear Mailbag: My head is spinning. Where, oh where, do we stand on in-school suspension?

- *Getting Dizzy*

A. Dear Dizzy: In 2007, the suspension statute was amended to provide that, commencing January 1, 2009, all suspensions should be in-school suspensions unless the student being suspended "poses such a danger to persons or property or such a disruption to the educational process that the student shall be excluded from school during the suspension." The latest is that this new presumption in favor of in-school suspension (over out-of-school suspension) will be postponed, and it will now take effect July 1, 2009. The General Assembly also clarified that school districts may assign students who have received in-school suspension to any building within their jurisdiction. We continue to struggle, however, with the scope of the presumption. Given how vague that standard is, the 2008 statute directs the commissioner to develop guidelines by October 1, 2008, to aid school officials in complying with the statute. By the time you read this, you will likely also be able to review that guidance. Let us hope that it will be simple and straight-forward.

ct news & notes

■ The Connecticut State Department of Education (CSDE) is collecting information on the professional development needs of paraprofessionals in order to better coordinate training at the state level. The results of this survey will be used only within the Connecticut Department of Education for program planning and development purposes. We encourage you, your school administrators, teachers and paraprofessionals to complete the survey at: www.sdecali.net. The survey should take fewer than five minutes. Your name and contact information is only requested to enable CSDE to follow up on your responses.

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 support service educators
- ◆ **Outstanding Kinesiology Professional** - An educator, researcher, or health/fitness advocate
- ◆ **Outstanding Physical Therapy Professional** - A physical therapist leader in education, research or clinical practice
- ◆ **Outstanding Professional** - A professional working within the public or private sector

Nominees should meet these 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_09.pdf. The deadline for all nominations is December 30, 2008.

... more ct news & notes



Sheryl Kempain, principal of Killingly Intermediate School, was selected as one of the three finalists for the 2008 MetLife/ NASSP National Middle Level Principal of the Year award. This is only the second time

in the history of the National Principal of the Year awards program that a Connecticut administrator has achieved this distinction.

Sheryl was selected from a pool of all of the state principals of the year from across the nation. As a finalist, Sheryl received a \$1,500 grant, which is to be used to promote the advancement of learning opportunities for students and/or for funding specific educational programs.

SDE Releases 2008 AYP Data

According to the Connecticut State Department of Education, about 60 percent of Connecticut's schools met this year's higher performance standards required under the federal *No Child Left Behind Act* (NCLB). The results are based on student performance in reading and mathematics on the 2008 Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). A total of 415 schools did not make Adequate Yearly Progress (AYP) this year; that is about 40 percent of Connecticut schools and about 100 more schools than last year.

In addition to assessing more students, schools had to meet higher standards that increased in 2008 as required by law:

- Mathematics: The CMT math standard increased from 74 percent of students scoring at or above proficient to 82 percent, CAPT increased from 69 percent to 80 percent;
- Reading: CMT Reading increased from 68 percent proficient to 79 percent, CAPT Reading increased from 72 percent proficient to 81 percent proficient;
- Test Participation: 95 percent of students enrolled in the tested grades must participate in CMT and CAPT Testing;
- Other: 70 percent must be at or above the basic performance in writing on CMT, and 70 percent of high school students must graduate.

AYP Status for 2008:

- Of 805 elementary and middle schools, 355 did not make AYP – an increase of 90 over last year's 265.
- Of Connecticut's 182 public high schools, 60 did not make AYP – 10 more than last year.
- Of the state's 171 school districts, 45 did not make AYP – 13 more than last year.

IMPORTANT REMINDER

All member schools are 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. **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 2008-2009 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. Principals who did not receive this message should contact Karen Packtor at kpacktor@casciac.org.

Do you know an outstanding middle or high school principal?

The Connecticut Association of Schools has opened nominations for the **2009 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 an online nomination form or have it completed by someone within the district who knows the candidate. All nominations must be submitted at www.casciac.org/nominate_POY.shtml no later than 5:00 p.m. on **November 14, 2008**. Specific award criteria can be found at http://www.casciac.org/pdfs/criteria_POY_09.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. 3910 or kpacktor@casciac.org) if you have any questions.

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

CONNECTICUT FACTS

- 2000 state population: 3,405,565
- Total 2006 public school enrollment: 574,749
- Percentage of students enrolled in public schools: 89.3
- Public school population as a percentage of state population: 16.9
- Percentage of state population that is nonwhite: 18.4
- Percentage of persons 25 and older who are high school graduates: 84.0
- Percentage of persons 25 and older with a bachelor's degree or higher: 31.4
- Percentage of persons 5 and older with a language other than English spoken at home: 18.3

(Source: *The Condition of Education in Connecticut 2008*)

national news & notes

■ A recent report by the Foundation for Child Development compares the well-being of today's teens with that of 1970s' teens. In its analysis, the report finds that today's youth have slightly better educational outcomes than did those of thirty years ago. Today's teens are also less likely to participate in risky behavior. For example, they are less likely than their counterparts in the mid-1970s to smoke cigarettes (24.2 percent to 38 percent), binge drink (28.1 percent to 37.8 percent), and use drugs (23.5 percent to 34.2 percent). They are also less likely to be teenage parents (22 percent to 34.7 percent) and victims of violent crime (15.2 percent to 33 percent). However, today's teens are more likely to live in poverty (16.3 percent to 15.5 percent) and three times more likely to be overweight (17.6 percent to 5.7 percent). The 2008 Foundation for Child Development Child and Youth Well-Being Index (CWI) Report can be downloaded at http://www.fcd-us.org/usr_doc/2008AnnualRelease.pdf.

■ A new report from the Schott Foundation for Public Education examines the disturbingly large gaps in graduation rates between black males and white males. The report, *Given Half a Chance: The Schott 50 State Report on Public Education and Black Males*, also highlights the resource deficiencies that exist in schools that black males attend. In examining graduation rates, the report finds a national graduation rate for black males (47 percent) that is 28 percentage points lower than the graduation rate for white males (75 percent). In ten states, the difference in graduation rates for black males and white males is 30 percentage points or more, as noted in the table below.

Largest Gaps in Black Male and White Male Graduation Rates

State	Black Male Graduation Rate	White Male Graduation Rate	Difference
Wisconsin	36%	87%	51%
Nebraska	44%	87%	43%
Illinois	40%	82%	42%
Michigan	33%	74%	41%
New York	39%	75%	36%
Connecticut	51%	83%	32%
Wyoming	41%	72%	31%
Oregon	58%	89%	31%
Indiana	43%	73%	30%
Ohio	49%	79%	30%

■ A survey by the Woodrow Wilson National Fellowship Foundation shows that 42% of college-educated 24- to 60-year-olds would consider teaching as a career. The finding comes as the nation anticipates needing 2.9 million to 5.1 million new teachers between now and 2020 because of retirements, turnover, and enrollment increases. Of those who responded positively about trying a career in teaching, nearly half would consider switching careers within five years and three out of 10 would find it very appealing to work with children from disadvantaged backgrounds or in a low-performing school.

■ According to a new report by the Census Bureau, the latest kids-in-poverty figure (for 2007) comes to 13.3 million children younger than 18, or 18% of the population in that age group. That's about half a million more than in the previous year. Nearly 40% of black children were below the poverty line, compared with 28.6% of Hispanic youths, 14.9% of whites, and 11.9% of Asians.

■ Offered up to \$1,000 for scoring well on Advanced Placement exams, students at 31 New York City high schools took 345 more of the tests this year than last. But the number who passed declined slightly, raising questions about the effectiveness of increasingly popular pay-for-performance programs in schools here and across the country. Students involved in the program, financed with \$2 million in private donations and aimed at closing a racial gap in Advanced Placement results, posted more 5's but fewer 4's and 3's. At the 31 schools, the number of exams taken rose to 4,620 from 4,275. The number of tests passed fell to 1,476 from 1,481. A total of \$960,000 was distributed to students this year. The 31 participating schools included six Roman Catholic and 25 public schools. (Source: *nytimes.com*, August 19, 2008)

“ I have not failed. I've just found 10,000 ways that won't work. ”
 – Thomas Edison, inventor and businessman (1847-1931)

CAS OFFICERS: 2008-2009

President.....V. Everett Lyons, Bristol Eastern H.S.
 President-Elect.....Katharine Bishop, Daisy Ingraham School
 Vice President (H).....Donald Macrino, Waterford H.S.
 Vice President (M).....David Russell, John Winthrop M.S.
 Vice President (E).....Loraine Giannini, Elmer Thienes-Mary Hall School
 Treasurer.....Janet Garagliano, Jonathan Law H.S.

CENTRAL OFFICE STAFF

Michael Savage.....Executive Director
 Earle Bidwell.....Asst. Executive Director
 Regina Birdsell.....Asst. Executive Director
 Ken Bragg.....Asst. Director of Unified Sports®
 Michael Buckley.....Director, Principals' Center
 Dennis Carrithers.....Asst. Executive Director
 Bob Deasy.....Asst. Director of Unified Sports®
 Matt Fischer.....Director of Information Services
 J. Robert Ford.....Director of Development
 Stephanie Ford.....Director of Marketing
 Paul Hoey.....Assoc. Executive Director
 Dr. Robert Lehr.....CIAC Executive Staff
 E. Patricia Llodra.....Asst. Executive Director
 Lou Pear.....Director of Unified Sports®
 David Maloney.....Asst. Executive Director
 Karen Packtor.....Editor, Asst. Executive Director
 Beth Rasmussen.....Young Athlete Program Coordinator
 Joseph Tonelli.....Director of Officials

THE BULLETIN

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... more national news & notes

■ A recent study by British scientists found that an average child who has attended preschool will score 27 percent higher on a standard math test than a comparable pupil without such early preparation. The research covered data on more than 2,500 children who attended preschool for 18 months on average and had five years of elementary education by age 10. Unlike the United States, where the federal government supports preschool programs only for children from low-income families, the United Kingdom has been providing government-backed preschool for all 3- and 4-year-olds, regardless of parental income, since 2004. (Source: PEN Weekly *NewsBlast*)

■ The number of students taking the high-stakes SAT for college admissions has registered its highest total ever, 1,518,859, the College Board reports. But test results for the high school graduating class of 2008 show that two closely watched indicators have remained fairly constant. Overall, average scores on various portions of the test (critical reading, math, and writing) were unchanged, in contrast to slight fluctuations in recent years. Meanwhile, differences in test results by ethnic group persist, with black and Hispanic students attaining considerably lower scores on average than white and Asian students. Still, with increasing numbers of minority and low-income students among those taking the SAT, the fact that overall scores did not go down this past year is seen by some educators as an encouraging sign. (Source: PEN Weekly *NewsBlast*)

CEP RELEASES REPORT ON IMPACT OF NCLB

Last year, the Center on Education Policy (CEP) undertook a study to answer the question: has student achievement increased since NCLB? The results of that study have been released in a report outlining the trends in student achievement that have been tracked in all 50 states since NCLB was enacted in 2002. The main conclusions of the report are as follows.

1. Since 2002, reading and mathematics achievement on state tests has gone up in most states according to the percentages of students scoring at the proficient level. Gains tended to be larger at the elementary and middle school grades than at the high school level. Achievement on state tests has also risen in most states according to effect sizes, a statistic based on average test scores. These findings are drawn from states with at least three years of comparable test data.
2. Trends in reading and math achievement on the National Assessment of Educational Progress (NAEP) have generally moved in the same positive direction as trends on state tests; although gains on NAEP have tended to be smaller than those on state tests. The exception to the broad trend of rising scores on both assessments occurred in grade 8 reading, where fewer states showed gains on NAEP than on state tests, especially in terms of effect sizes.
3. In states with sufficient data to determine achievement gap trends on state tests, gaps have narrowed more often than they have widened since 2002, particularly for African American students and low-income students. Gap trends were also largely positive for Latino students, but this finding is less conclusive because in many states the Latino subgroup has changed significantly in size in recent years. On the whole, percentages proficient and effect sizes revealed similar trends of gaps narrowing or widening, although percentages proficient gave a more positive picture of achievement gap trends than effect sizes.
4. Gaps on NAEP have also narrowed more often than they have widened in states with sufficient data to determine gap trends. The exception was in grade 8 math, where gaps on NAEP widened more often than they narrowed for most subgroups. In general, NAEP results painted a less positive picture of progress in narrowing gaps than state tests did.
5. It is impossible to determine the extent to which these trends in test results have occurred because of the *No Child Left Behind Act* (NCLB). Since the act took effect in 2002, many different but interconnected policies and programs have been undertaken to raise achievement - some initiated by states or school districts and others implemented in response to federal requirements. Moreover, all public school students have been affected by NCLB, so there is no suitable comparison group of students to show what would have happened without NCLB.

The full report, *Has Student Achievement Increased Since 2002?*, can be downloaded at www.cep-dc.org.

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IT'S THE REFLECTION THAT REFRESHES

By Paul A. Berkel

Under the protocols for Critical Friends Groups (one form of a professional learning community from the National School Reform Movement) a group of seven principals meet for two uninterrupted hours once a month to review dilemmas that have taken significant time to address at their schools. One principal details the dilemma he/she has experienced and outlines the steps taken to resolve it. Others listen and at a designated point the trained coach for that session requests that all principals reflect on the issue and offer observations and alternatives. The presenting principal listens and later identifies the strategies that she/he heard. In this case the "inward review" is shared with colleagues and the requisite listening and spontaneous analysis leads to suggestions that will inform future decisions.

At the heart of a professional learning community (PLC) is the notion of reflection, the art of taking the time to slow down and look discerningly at what is going on. In order to take full advantage of PLCs or even that occasional "right moment" at a meeting, professional educators must have opportunities to reflect. When assessing what happened in class or in a conference, an educator must look within, reflect, and then express those observations to others. There is a need to sort through details that place light on key elements of the lesson, the job or the issue at hand in order to benefit from the insights of a colleague. For purposes of this article the reflection process is best defined as an inward review of events, passed and/or to come, that are then revealed to others. It is a process and not an end. The product is a decision that is driven by the results of the inward review and the sharing.

What Gets in the Way

The literature provides multiple sources as to what impedes educators from engaging in greater amounts of reflection. The pace in education over the ten month school year has only become more frenetic in recent years and the accountability placed upon all educators adds to that sense of rush throughout the year. These are factors no doubt when identifying things that get in the way. But it can be argued that five basic factors interfere with moving educators toward increased and improved reflection (not in any particular order).

1. A reflective environment is not in place.
2. There is not enough time available for reflection.
3. Educators (administrators and teachers) are resistant to change and that is what time for reflection represents.
4. Leaders in districts/schools set multiple priorities, losing focus.
5. Teamwork still does not receive the emphasis it deserves in education.

Many authors have provided considerable depth to each of these potentially interfering factors. Thus there would be little purpose to repeating that research here. Instead, it is the intent of this article to explore some of the best approaches school leaders can take to tackle the things that get in the way of improved reflection.

This entire article is posted on the CAS website at http://www.casciac.org/pdfs/Reflection_Refreshes.pdf. The author discusses what leaders can do to address these five factors that interfere with reflection among educators. Through (1) modeling reflection, (2) providing time for it, (3) being a change agent, (4) maintaining the proper focus, and (5) encouraging the value of teamwork a building leader can enhance the effectiveness of all teachers. Specific examples and recommendations are provided, many of which are "ready to use".

Paul Berkel is currently supporting other principals in Connecticut as an Executive Coach through the CAS collaborative with the SDE and the Connecticut Assessment for Learning Initiative (CALI). He has been a principal at all levels of the public schools in Connecticut and a middle level principal in Massachusetts. He provides educational consultation to schools and principals through his business, Compass Bearing Associates of Mystic, Connecticut.

Sixteen Trends that Will Profoundly Impact Education

- For the first time in history, the old will outnumber the young.
- Majorities will become minorities, creating ongoing challenges for social cohesion.
- Social and intellectual capital will become economic drivers, intensifying competition for well educated people.
- Standards and high stakes tests will fuel a demand for personalization in an education system increasingly committed to lifelong human development.
- The Millennial Generation will insist on solutions to accumulated problems and injustices, while an emerging Generation E will call for equilibrium.
- Continuous improvement and collaboration will replace quick fixes and defense of the status quo.
- Technology will increase the speed of communication and the pace of advancement or decline.
- Release of human ingenuity will become a primary responsibility of education and society.
- Pressure will grow for society to prepare people for jobs and careers that may not currently exist.
- Competition will increase to attract and keep qualified educators.
- Scientific discoveries and societal realities will force widespread ethical choices.
- Common opportunities and threats will intensify a worldwide demand for planetary security.
- Understanding will grow that sustained poverty is expensive, debilitating, and unsettling.
- Polarization and narrowness will bend toward reasoned discussion, evidence, and consideration of varying points of view.
- As nations vie for understanding and respect in an interdependent world, international learning, including diplomatic skills, will become basic.
- Greater numbers of people will seek personal meaning in their lives in response to an intense, high tech, always on, fast-moving society!

- Gary Marx

Gary Marx is president of the Center for Public Outreach, an organization that provides counsel on future-oriented leadership, communication, education, community, and democracy.

MIKE SAVAGE HONORED AT CAS/CAPSS CONVOCATION



NEASC Executive Director Jacob Ludes III (l) presents the Richard Bradley Award to CAS Executive Director Mike Savage.

The 10th Annual Fall Convocation, co-sponsored by the Connecticut Association of Public School Superintendents and the Connecticut Association of Schools, was held on September 16th. More than 500 superintendents, principals, district administrators, guidance counselors, and teachers gathered at the Aqua Turf Club in Southington to "kick-off" the new school year.

Education Commissioner Dr. Mark McQuillan addressed the crowd of enthusiastic educators, praising their hard work and commitment to improving the lives of Connecticut's children. Guest speaker Dr. Steve Sobel shared his unique ideas to bringing more laughter, joy and optimism into one's life, reminding guests that "those who laugh, will last, especially when life becomes most challenging."

Prior to the speeches, Executive Director Mike Savage was honored with the New England Association of Schools and Colleges' Richard J. Bradley Award. This prestigious award is given annually to an individual who has made significant contributions to the work and purpose of the NEASC. In presenting the award, NEASC Executive Director Jake Ludes said, "Mike Savage has been a champion for the cause of accreditation for all schools K-12 and he upholds NEASC standards and protocols as the "gold standard" in the field of school evaluation. NEASC has been honored by the support of this universally respected educational leader."

Many thanks to our program sponsors: Horace Mann and Anthem Blue Cross Blue Shield.

CAS LEADERSHIP ATTENDS NATIONAL LEADERS CONFERENCE

By Regina Birdsell, Assistant Executive Director

The 2008 NAESP-NASSP National Leaders Conference was held in Washington D.C. from July 23 to July 26, 2008. The Connecticut delegation included Don Macrino, principal of Waterford High School; Everett Lyons, principal of Bristol Eastern High School; Katharine Bishop, principal of Daisy Ingraham School, Westbrook; Rosie O'Brien-Vojtek, principal of Ivy Drive School, Bristol; Michael Savage, executive director of CAS; and, Regina Birdsell, assistant executive director of CAS. The delegates spent a day on Capitol Hill visiting legislators and encouraging them to increase federal funding for education. In addition to meeting with Joseph Courtney, Rosa DeLauro, John Larson, Christopher Murphy, and Christopher Shays, the delegation also had the opportunity to share their views and concerns with Mary Ellen McGuire from Senator Chris Dodd's office and Michael Murakami from Joseph Lieberman's office.

As part of the conference, U.S. Secretary of Education Margaret Spellings spoke to over 400 K-12 principals and thanked them for their role in raising student achievement. "Show me a great school and you'll see a great principal," Spellings said. She discussed "No Child Left Behind" and the dramatic role it has played in the nation's schools despite the major opposition. Changes and reauthorizations to NCLB may come as "NCLB 2.0."



The Connecticut delegation met with Congresswoman Rosa DeLauro during the National Leadership Conference to express principals' priorities in federal education funding. From left: Don Macrino, Regina Birdsell, Everatt Lyons, Rosa DeLauro, Kit Bishop, Rosie O'Brien Vojtek and Mike Savage

CL&P offers incentives for schools to "go green"

How "green" is your school? Connecticut Light and Power (CL&P) is sponsoring "Live Green - Win Green," a unique competition designed to encourage high school students to conserve energy and protect the environment. Plus "Live Green - Win Green" offers a chance to win a \$20,000 grant to make a substantial "green" project a reality for your school. CL&P wants to educate future generations about using energy wisely and being environmentally conscious. The contest requires students to produce a two-minute video showcasing how they're making their school a greener place and to tell CL&P about more significant improvements they'd like to see happen but lack the financial resources to do. Submissions must include a written proposal on how the school would use the prize money to go "green." Online entries will be accepted from November 3 through November 25, with finalists announced in December and winners notified in January. For more information visit www.livegreenwingreen.com.

CAS HONORS 2008-2009 EXEMPLARY EDUCATORS

The Connecticut Association of Schools (CAS) is proud to proclaim Marilyn Brenning, Hayestown Elementary School in Danbury, Diane Marinaro, Hamden Middle School and David Shaffer, New Milford High School as its 2008-2009 Exemplary Educators for the elementary, middle level and high school divisions respectively. Each of the candidates was chosen for demonstrating excellence in teaching, involvement with students, staff, and parents in and out of the classroom, and leadership within the profession. Each was nominated by a principal or colleague, endorsed by colleagues, students or parents and interviewed by a panel of distinguished CAS educators before being selected for the top honor. They truly symbolize the high quality of Connecticut educators and will represent their respective divisions in professional activities during the school year.



Elementary Exemplary Educator of the Year

Marilyn Brenning, a grade 5 teacher at Hayestown Elementary School in Danbury, has been selected as the CAS Exemplary Elementary Educator for

2008-2009. William Glass, Ed.D., associate superintendent, describes Marilyn as a "teacher's teacher, a master of her content. She brings out the best in each child." Her accomplishments are many as evidenced by her selection as Danbury's 2006 Teacher of the Year. Marilyn was also selected as the Teacher of the Year for Longbranch Elementary School where she taught in New York.

Marilyn is the web master for her school and is also the liaison for the Danbury School and Business Collaborative, the system's mentoring program that pairs professionals from the business community with needy children. She was the recipient of one of the inaugural Danbury Education Foundation Grants that allowed her to establish a Virtual Author's Visit program for students. Additionally, Marilyn is the school's Elementary Science and Technology Leader, which involves serving as a trainer for all the district's fifth grade teachers. Marilyn initiated the Substitute Training effort designed to provide substitutes with support and guidance to assure the best possible learning experience for students during the

absence of their teachers. Devoted to her students both in and out of the classroom, Marilyn is also the school's advisor for the basketball team and served as the team's volunteer coach.

Despite all of the aforementioned responsibilities, Marilyn has somehow found time to return to academia for yet another master's degree in American History. Why? "It's the right thing to do for my students-I need to keep current in my content and in my practice".

In the application for this award it was stated, "Mrs. Brenning's actions speak volumes. She is not just a great teacher; she is an extraordinary educator and a remarkable human being with boundless energy, a huge heart and that wonderful magic that makes her the kind of teacher that her students will remember the rest of their lives."



Middle Level Exemplary Educator of the Year

"Energetic and motivated, Diane never stands still. Her core beliefs include continuous self reflection and self-improvement."

These words by Hamden Middle School (HMS) Principal James O'Connor epitomize the esteem in which administrators, board of education members and colleagues hold CAS Middle Level Exemplary Educator, **Diane Marinaro**. A twenty-year veteran social studies teacher in the Hamden Public Schools, Diane has taught every level of learner and challenges her students with innovative strategies and culturally responsive teaching and learning.

Diane is a highly prized colleague who shares her considerable abilities through co-teaching with special education teachers and reading specialists and as a leader in the HMS initiative for the National Urban Alliance.

According to team leader Lisa Peccini, "...her leadership could not be more evident than in her role as union president. It is a tribute to her dedication and professionalism that Diane is equally respected by the teachers she represents, the district administration and the board of education. She is constantly attending and speaking at meetings including the PTA, the board of education and the Hamden Town Council."



High School Exemplary Educator of the Year

When Gregory Shugrue, principal of New Milford High School, announced over the school public address system that **David Shaffer** had

been selected the CAS High School Exemplary Educator of the Year, hundreds of students and staff flocked to his office to congratulate him. A math teacher in the school for nearly 25 years, Dave has built an extraordinary reputation as an outstanding teacher and member of the school community. Principal Shugrue notes, "Dave is totally committed to our students, in and out of the classroom. . . .He has passion, commitment to teaching and learning, and a desire to help both teachers and students achieve their goals."

Dave is also mathematics department head and is highly successful as a teacher of AP Calculus. A colleague in the math department, William Knipple, commented that Dave "has more students keep in touch with him after graduation than any other teacher I know." Perhaps the most telling tribute to him that goes beyond mathematics instruction is found in a letter that a former student sent from Iraq. The Marine Corps officer expressed his appreciation to his teacher: "The time and effort you put into your students does not go unappreciated. I owe my success as a professional person to you. Know that you have my friendship and gratitude."

David Shaffer's influence transcends his own classes. Members of his department visit his classes to benefit from his experience. He is the advisor to the New Milford High School Math Team that attracts some 80 students a year. He is the school liaison to the PTO, regularly attends board of education meetings, and has been actively involved in the NEASC accreditation process within the school and as a member of visiting committees to other schools. His own words quoted in the Litchfield County Times provide insight to his success after 40 years of teaching: "I still look forward to coming to work every day. I enjoy challenging the kids, having them take on those challenges in the classroom, interacting with them and watching them taste some success. That's the joy of the job, that's what I like best."

middle school news

IMPACT Sets New Course

By Earle G. Bidwell
Assistant Executive Director

“IMPACT,” Connecticut’s Journal for Middle Level Educators, is embarking on a new and exciting direction under new leadership. Beginning with the fall 2008 edition, IMPACT will be published online. The new look will bring several benefits. First and foremost, it will be available to a wider audience. Rather than receiving two hard copies of each issue, principals and teacher representatives in member schools will receive email links that they can share with their entire faculty and staff. This will increase potential readership exponentially. Secondly, in addition to the obvious savings in production and mailing costs, an online publication can be published more frequently with more pictures and graphics in full color.



Norma-Jean Possoco

An editorial assistant since 2002, Norma-Jean Posocco has accepted the top spot as editor of IMPACT. Mrs. Posocco is an eighth grade language arts teacher at Mansfield Middle School and has an impressive record of service to the Connecticut Association of Schools. In addition to her work on the journal, she chairs the Middle Level Honors and Awards Committee that is charged with selecting the school of the year and the educator of the year, and is a member of the Center for Early Adolescent Education Advisory Board and its past chair. In 1993 Mrs. Posocco was recognized as Vernon’s Teacher of the Year and was a finalist in Connecticut’s Teacher of the Year Program. In 2005 she received a Letter of Commendation from CAS in recognition of her contributions to the association.

Layout and design of IMPACT will be accomplished by Janice Grecco, administrative assistant for middle schools at CAS. Mrs. Grecco has extensive experience in design work for the association and previous experience in the newspaper industry.

The focus topic for the first electronic edition of IMPACT will be curriculum, instruction and assessment. The anticipated date for the inaugural publication is November 2008.

A TENANT FOR DISTRICT LEADERSHIP IN CREATING EFFECTIVE MIDDLE LEVEL SCHOOLS

By Troy A. Monroe & Robert C. Spear, Ed.D

As one begins to assess the effectiveness of middle schools in districts, it is critical that district leadership understand what makes an effective middle school. At the middle level, effective educational programming is synonymous with education for adolescents that is developmentally appropriate. District leaders must have the capacity to understand what makes effective middle schools in our school districts. If they do not, building capacity of leaders must be a pre-requisite.

The researched based recommendations offered in *Turning Points 2000*, *BRIM*, and *This We Believe*, should help build the capacity of school leaders looking to establish or protect effective middle level programs. A summary of those recommendations are as follows:

- Development of rigorous curriculum grounded in standards and that reflects the developmental needs of adolescents. The incorporation of mixed assessments as evaluative tools on student’s learning should be implemented.
- Instructional methodology should meet the needs of all students in diverse learning settings. These settings should be representative of all levels of achievement and purposeful planning should be done so that all learning styles are met. Instruction should be differentiated.
- Hire faculty and staff who are experts on understanding and working with adolescents and adolescent needs. Careful strategic planning should be done to ensure professional development that speaks to the middle school child and how best to teach and support his learning. Strategic efforts should be made to retain effective middle level teachers through new teacher induction programs and assignment of mentors. Commit to instructional facilitators who design middle level specific professional development.
- Organize learning environments to promote community and teaming practices. Specific attention and thought should be given to the assignment of teachers and students when teaming as so to promote the best cooperative and collaborative experiences for all involved.
- Promote shared governance and ownership in school improvement processes. Involve all stakeholders in planning for the success for all students and make data based decisions in the school improvement process.
- Promote an environment that provides community service opportunities, wellness and

safety for all.

- Engage parents in effective partnerships that result in their input for school improvement and decision making processes.

As examples of the previously mentioned standards for effective middle schools, district leaders should consider the following list of initiatives and programs consistent with the recommendations in *Turning Points 2000*. Some of the following exist in many middle schools deemed “effective”.

- Periodic reviews of curriculum measured against state and national standards; establishment of strategic middle level curriculum committees; develop curriculum inclusive of alternative assessments that offer students multiple ways to demonstrate learning.
- Consideration should be given to professional development incorporating the work of Robert Marazano’s, *The Art and Science of Teaching*.
- New hires should have student teaching experiences at the middle school level if they have not had coursework on adolescents or middle level characteristics. Coursework should also focus on effective instructional methodologies for the adolescent. If this experience is absent, schools should commit to monthly teacher induction programs that incorporate review of effective instructional pedagogy for middle level students.
- Consider teaming configurations representative of effective veteran middle level educators and new faculty to build a mentor experience on a team. Assignment of students should be reviewed by administration and designated schedulers prior to distribution to teachers and parents. A commitment to team names, spirit competitions, and regular town meetings to celebrate academic progress and/or reinforce expectations should be a regular occurrence in middle schools. Instruction should always involve students working cooperatively.
- Weekly team leader meetings should occur with the administrative team to promote the school improvement process and its goals. Administrators should plan strategic middle school leaders retreat meetings for purposes of setting the stage for meeting school goals, operating consistently, and understanding day to day operations. Middle level meetings should include the regular team, faculty, grade level, and content area. Regular review of student work compared to standards

continued on page 10

...more middle school news

Effective middle schools, cont'd from page 9 should occur on a weekly basis between administrators and teachers. Feedback to students, review of subgroup performance, student products, and outcomes compared to standards should be assessed during this dialog.

- Assess the schools lunch, fundraiser, and vending programs for consistency with local, state, and national wellness programs. Consider promoting wellness and awareness of healthy lifestyles during the Month of the Young Adolescent. Commit to a school wide climate model aimed at teaching and re-teaching behavioral expectations and rewarding students to promote a safe educational environment. An example of such an initiative is the Positive Behavior Support (PBS) model.
- The establishment of a parent advisory committee will help to inform school faculty and administration of the parent perspective when discussing policy and decisions impacting the middle school child. This results in the engagement of all stakeholders in the decision making process. Parent and faculty representatives should be a part of all subcommittees.

District leadership must understand these concepts and realities in a deep and profound way in order to provide clear direction for renewal and to deflect unfair criticism. When issues and problems are identified, the lens used must be able to visualize the full spectrum of all that it takes to educate young adolescents effectively. Without this perspective, the vision is stunted which can lead to implementing programs that run counter to full implementation of effective middle level practices.

To ensure that this deep understanding is in place, a purposeful effort should be made to identify central office leaders with either the knowledge and experience at effective middle level schooling or the willingness to undertake a rigorous professional development experience to correct these deficiencies. Doing so will protect the integrity of existing effective middle level programs and help ensure that for schools that need new direction, the road map for success will be clear and direct.

Resources:

Turning Points 2000, Jackson & Davis, New York: Teachers College Press. 2000.

This We Believe in Action, Erb, Editor Westerville, Ohio: National Middle School Association, 2006.

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- Troy A. Monroe is a principal at the Illing Middle School in Manchester Connecticut and is a Board Member of NELMS and the CAS Middle Level Board of Control

- Robert C. Spear Ed.D. is the executive director of the New England League of Middle Schools

elementary school news

NATIONAL ELEMENTARY HONOR SOCIETY™ LAUNCHED BY SECONDARY AND ELEMENTARY SCHOOL PRINCIPALS ASSOCIATIONS

The National Association of Secondary School Principals (NASSP), in cooperation with the National Association of Elementary School Principals (NAESP), has launched the National Elementary Honor Society™ (NEHS). NASSP, which administers the National Honor Society™ (NHS) and the National Junior Honor Society™ (NJHS), created the new program in order to help schools give students in grades 4-6 national recognition for their accomplishments.

NEHS is designed to recognize the accomplishments and academic achievements of the whole child—including the ability to be a responsible student at school, at home and in the community. The program is also designed to foster leadership development and to encourage the participation of elementary-aged students in service activities. “The National Honor Society and the National Junior Honor Society have done a tremendous job of giving outstanding students the recognition they deserve for excellence in some of the most important aspects of their lives. We are confident that the National Elementary Honor Society will enrich the education and the educational experience of younger students as well,” stated NASSP Executive Director Gerald N. Tirozzi.

“Whole child development is imperative for our schools to be effective,” said NAESP Executive Director Gail Connolly. “The National Elementary Honor Society is a great way for schools to focus on this development and to recognize our young students for their accomplishments in leadership and service. We are excited about providing schools with the opportunity to participate in such a prestigious program and to help develop our nation’s future leaders.”

Currently, students in grade 6 can become members of NJHS in the second semester of a school year, but NEHS would expand their ability to participate in an Honor Society program for an entire school year. Any school containing grades

CAS CELEBRATES ELEMENTARY SCHOOLS' SUCCESS

By Regina Birdsell, Assistant Executive Director

The elementary division of the Connecticut Association of Schools is pleased to announce that the 15th Annual Elementary Program Recognition Banquet will take place on Monday, **November 24, 2008** at the Aqua Turf Club in Southington. This important evening publicly acknowledges exemplary programs and dedicated staff that have brought about significant school improvement, promoted school success or have had a positive impact in their school. We encourage all principals, administration and staff to join us in celebrating their school programs and staff contributions. The evening's format will include dinner and slide show recognizing each school. Information for registration is available online at: www.casciac.org/.



Pictured above are the delegates representing Connecticut at the NAESP Northeast Regional Conference in Portland, ME, last month. Standing from left to right are Dick Durost, Executive Director of the Maine Principals' Association, Regina Birdsell, Rosie O'Brien-Vojtek, and Bill Birdsell. Seated from left to right are Jack McLeod, Business Development Manager, Horace Mann, Mike Savage and Kit Bishop.

4-6 can establish an NEHS chapter. NASSP has begun taking applications from schools which will be designated as “Founding Chapters if they are established before June 30, 2009.

For more information on NEHS, visit www.nehs.org where you will find a list of Frequently Asked Questions with answers for school administrators, students, parents and the general public.

WHAT MAKES UNIFIED SPORTS® SPECIAL?

By Lou Pear
Director of Unified Sports®

For the past 16 years, Special Olympics Connecticut and the Connecticut Association of Schools have been partners in providing interscholastic athletic opportunities for the special athlete and his or her partner. This year is no exception as athletes and their partners from across the state will participate in soccer, basketball, track, volleyball and bowling tournaments.

So what makes this so special for our Unified Sports® athletes? If you have never seen a Unified Sports® event, I recommend that you do so. In each of these tournaments, athletes and their partners compete with pride in themselves and respect for each other; and, in their hearts, they believe that they are varsity athletes competing for their school. And they are!

Unified Sports® is a uniquely enriching experience for the partners. Unified partners learn first hand how hard the athletes work to compete and feel indescribable joy as they watch their teammates progress and succeed. Each year student partners submit essays for the Michael's Cup competition where they describe their special experience working with their athlete and how this experience has made them a better person, a more compassionate citizen and a respected student. Many students include their experiences as a partner in their college entrance essays. Since there is this special bond that has been formed, students are passionate about what they have experienced and will hold this special feeling close to their hearts forever.

To expand opportunities for middle level and elementary athletes and their partners, additional tournaments have been added at these levels. We have also begun to encourage teachers and occupational and physical therapists in our early childhood education programs to join a new and exciting athletic program called *Young Athlete*. To find out more about the Unified Sports® and Young Athlete opportunities, visit <http://www.casciac.org/ciacunifiedsports.shtml>. Through your effort, you will make the lives of your students enriched as you become a special person in their hearts.

HIGH SCHOOL SPORTS PARTICIPATION INCREASES FOR NINETEENTH CONSECUTIVE YEAR

For the 19th consecutive year, the number of student participants in high school athletics increased in 2007-08, according to the National Federation of State High School Associations (NFHS).

Based on figures from the NFHS' 50 member state high school athletic associations, plus the District of Columbia, participation for the 2007-08 school year set an all-time high of 7,429,381. In addition, boys and girls participation figures reached all-time highs, with 3,057,266 girls and 4,372,115 boys participating in 2007-08. The girls figure surpassed the total of 3,021,807 set last year, while the boys figure eclipsed the former record of 4,367,442 set in 1977-78.

Through the survey, it was also determined that 54.8 percent of students enrolled in high schools participate in athletics.

Competitive spirit squads gained the most female participants in 2007-08 with 16,130, followed by soccer with 8,913 and cross country with 6,973.

Lacrosse gained the most participants among boys sports in 2007-08 with 11,336, followed by soccer with 5,562, swimming and diving with

5,158 and cross country with 5,042.

In terms of combined participation, the emerging sports of bowling and lacrosse continued their rise in popularity with significant percentage increases. Overall participation in bowling increased 17 percent, while lacrosse participation was up 14 percent.

Texas held its title as having the most sports participants with 779,049, followed by California (735,497), New York (380,870), Ohio (346,571), Illinois (336,646), Michigan (315,734), Pennsylvania (286,992), New Jersey (256,837), Minnesota (230,068) and Florida (227,157).

In Connecticut, football and outdoor track remained the most popular sports for boys and girls, respectively. The sport of girls' volleyball gained enough participants to knock basketball out of its long-held ranking in the top five most popular girls' sports.

The high school athletics participation survey has been compiled since 1971 by the NFHS through numbers it receives from its member associations. The complete results of the 2007-08 survey can be viewed at http://www.casciac.org/pdfs/2007-08_Participation_Survey.pdf.

5 MOST POPULAR BOYS' SPORTS: 2007-2008

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Football (11-player)	1,108,286	1. Football	10,228
2. Basketball	552,935	2. Outdoor Track	7,067
3. Outdoor Track	548,821	3. Soccer	7,047
4. Baseball	478,029	4. Baseball	6,207
5. Soccer	383,561	5. Basketball	5,181

(Source: National Federation)

5 MOST POPULAR GIRLS' SPORTS: 2007-2008

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Basketball	449,450	1. Outdoor Track	6,172
2. Outdoor Track	447,520	2. Soccer	5,831
3. Volleyball	397,968	3. Indoor Track	4,703
4. Softball (fast-pitch)	371,293	4. Softball	4,616
5. Soccer	346,545	5. Volleyball	4,330

(Source: National Federation)



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■ **IMPORTANT:** New procedures have been put in place to streamline payment of tournament fees. Athletic departments will be invoiced for tournament fees electronically via the online eligibility center once per season. The invoice will show all fees due based on number of qualifiers and other variables which affect the fees in various sports. Invoices will be available for download as soon as the qualifiers in all sports for the season have been determined. Please wait for this invoice before submitting payment for any tournament fees.

■ Two recent incidents of college level hazing had drastically different outcomes. 1. After freshmen members of the University of Tampa (FL) women's national championship soccer team were dressed up in embarrassing clothes, written on with markers, and paraded in public, the institution ruled that "no hazing" had occurred because "all activities were voluntary and no individual or group was forced, expected, or pressured to participate." This ruling was in spite of the university's zero-tolerance hazing policy, which stipulates that any such activity "shall be presumed to be forced activity, the willingness of an individual to participate in such activity notwithstanding." 2. After rookie members of the St. Lawrence University (NY) rugby team were hazed at an "unofficial gathering" off campus, resulting in one student being hospitalized for alcohol poisoning, SLU President Daniel Sullivan issued a statement: "Hazing will not be tolerated at St. Lawrence University. Hazing is a serious threat to the well-being of individuals, and it contradicts the values we hold as a community." Then he banned both the men's and women's teams from competing for four years. *See related item page 14.*

■ According to NCAA statistics, the percentage of male and female international student-athletes has risen steadily from 1999-00 to 2006-07. The overall percentage of male nonresident alien student-athletes increased from 1.8 to 4%, and the percentage of female international student-athletes jumped from 1.5 to 4.5%. Overall, the recent figures indicate that white males and females continue to compose the largest percentage of student-athletes by a wide margin at 72.2 and 78.8%. Black males and females are the second-largest group of student-athletes at 18.3 and 11.2%.



More than thirty athletic administrators - some new, some experienced - attended the 23rd Annual New Athletic Directors' Workshop held on September 20th.

COACHES' CORNER

News from the National Federation



■ **Basketball Rules Changes:** The National Federation (NFHS) Basketball Rules Committee approved three rules changes which will be in effect for the 2008-2009 high school basketball season. In an effort to reduce rough play in free-throw situations, Rule 8-1-4 was modified to stipulate that the two marked lane spaces closest to the end line will be vacant. Beginning next season, all players will move up one lane space during a free-throw attempt. A new mark will be applied to the lane line near the free-throw line to designate the last 3-foot marked lane space. Another significant change approved by the committee affects high school coaches. If a player is wearing an illegal jersey, illegal pants/skirt and/or an illegal number, a technical foul will be charged directly to the head coach. Previously, one technical foul was assessed to each improperly uniformed player per team. Interestingly, after much debate, the committee voted against the use of instant replay to review specific situations during state tournaments. For more information on the newly adopted basketball rules changes, visit www.nfhs.org/sports.aspx and click on "Basketball."

■ **Wrestling Rules Changes:** The National Federation (NFHS) Wrestling Rules Committee adopted 16 wrestling rules changes for the 2008-09 school year. With an emphasis on sportsmanship, two of the rules changes were designed to encourage sportsmanlike conduct by wrestlers and coaches. An addition to Rule 6-7-1c6 states that an unsportsmanlike act that occurs at anytime during the match shall take precedence over the first points scored in the regulation match in determining choice of position in the ultimate tiebreaker. So the wrestler whose opponent has received an unsportsmanlike conduct penalty at any time during the match will now have choice of position in the ultimate tiebreaker. The committee also addressed the issue of skin conditions. A revision to Rule 4-2-3 allows an on-site physician to examine a wrestler with a particular skin condition without a physician's release form immediately after the weigh-in. A new Rule 4-2-5 allows a physician's release form for a non-communicable skin condition, such as a birthmark or eczema, to be valid for the duration of the season, with some stipulations. For more information on these and other wrestling rules changes, visit www.nfhs.org/sports.aspx and click on "Wrestling."

■ **Ice Hockey Rules Changes:** Beginning next season, all goalkeepers will be required to wear a flapper-style throat protector to reduce exposure to the throat if a goalkeeper is knocked down during play. This is one of six changes approved by the National Federation Ice Hockey Rules Committee. The committee also revised three rules to reinforce sportsmanship by creating tougher team penalties. For more information on the new ice hockey rules changes, visit <http://www.nfhs.org/sports.aspx> and click on "Ice Hockey."

■ **Swimming/Diving Rules Changes:** A new penalty for wearing jewelry and/or illegal attire was one of the seven rules changes approved by the National Federation (NFHS) Swimming and Diving Rules Committee. Rule 3-3-4 was revised to penalize a competitor for a subsequent violation of wearing jewelry and/or illegal attire through "disqualification in the heat/round and ineligibility for the remainder of the meet if not corrected." The committee also clarified Rule 6-3-4 to state "there must now be a difference of more than 0.3 seconds between automatic and backup times" in order to consider a potential timing system malfunction. For more information on these and other swimming/diving rules changes, visit <http://www.nfhs.org/sports.aspx> and click on "Swimming and Diving."

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THE CURIOUS CASE OF ELENA DELLE DONNE

By Rick Collins, Correspondent

Reprinted from *The Farmington Post*, August 22, 2008

What must be swirling through our minds with the news that Elena Delle Donne, prized recruit for the UConn women's basketball team, has decided not to accept her basketball scholarship to UConn and is, if you can believe it, considering ending her basketball career. I'm sure there are many UConn fans that are stunned and upset by this unexpected turn of events. But why are we that surprised?

For those of us paying attention, Elena had been sending signals about her restlessness regarding her participation in elite level youth sports. Last summer, after years of intense recruiting by all the major college programs in the country, and after years of full-time playing of elite level basketball, Elena sent out a loud and clear message to every college coach in the country. Leave me alone. Do not recruit me. She said she was sick of the pressure, and if college coaches didn't back off, they would be struck from her list of schools. She then chose to, can you believe this, take the summer off from sports. She gave up the chance to play internationally with the elite U.S.A. U-18 team. She said the entire process had made basketball, a game she had loved playing, a "total business". She wanted time to herself, time with her friends, and time with her family, especially, her younger sister who has cerebral palsy and is blind and deaf.

Elena Delle Donne decided to be a kid and focus on what was important to her. She drew a line in the sand and said that basketball was a game to be played and to enjoy. She told the adults who were involved in her basketball life that it wasn't about them anymore. It was about her being a kid.

Elena is a hero to me. She is also an honest hero. She has acted upon what she knew to be an ugly truth. Youth sports has become an industry, a business of making money off the backs of the egos of parents looking to fulfill their dreams or live their lives through their children. How many personal trainers, sports psychologists, or all-year corporate sports youth training facilities do we need to spring up in order to realize that exploiting children and their dreams of sports glory is an easy way to make money? It's exploitation, pure and simple, and if we're honest with ourselves, we'd admit it.

Most youth sports are all about winning. If youth sports aren't about winning, why does just about every youth sport cut kids or select them out by establishing travel teams? A youth board that says it's all about the kids but then goes ahead and cuts kids to create travel teams is a board of phonies. They can prove me wrong by ending the practice of elite travel teams and setting up in-town programs where everyone gets equal opportunities to play, learn from the game, and have fun, at least up until puberty. Then cuts can begin. But they won't do it because adults want to win, and they have no problem putting kids in this corrosive environment to demonstrate it. Kids aren't wired for this the way adults are. Too many adults view their status in the world with whether they win, how much money they make, and how they gain competitive advantage over other adults or businesses. How does this translate into making good kids into great adults? It only translates into making kids into adults that will perpetuate the problem. Remember, if you're willing to admit it, kids do sports because they all want to play and they all want to have fun, at least until we as adults corrupt it for them.

Elena Delle Donne is the product of the culture adults forced kids to live with. The pressure all kids are under is intense. It carries over to every aspect of their lives. Kids need to make elite teams or they'll get left behind. They need to pay big bucks to carpetbaggers who blow smoke at them that hiring them will give kids a "competitive edge" or gain them all-important exposure to college coaches. They live under

the yoke of too many high school coaches who preach specialization in order to make their varsity teams. It impacts the social atmosphere of all schools in a negative way; it flies in the face of most school districts' mission statements; and it destroys the social fabric of towns and turns us all into people who are out to get theirs.

How does it translate to parent behavior? If you ask most youth boards, they'll tell you, straight faced, that if the adults would just leave the kids alone, everything would be fine. That's bunk, and we all know it. Adults lose their minds over youth sports because of the system of elite team selection we have allowed to grow and fester in our youth sports culture. Parents would chill out if the system were changed, starting with the elimination of elite travel teams at the youth level. By the time puberty hits, the kids who have the gift of determination and natural ability would continue in sports, but at least, no young kid would have to deal with the psychology of being told they stink, or that they might never cut it if they don't make it now. Don't you think elimination of this insidious practice would calm parents down? What ever happened to we as adults encouraging all our children into believing they could all become successful. Or is the dirty secret that making elite teams is as much about eliminating the competition as soon as possible as it is about gaining access to the athletic pipeline? Anyone involved willing to admit that?

Perhaps youth boards might be willing to make changes if school districts came out and stated emphatically that the culture of youth sports is caustic to the educational mission of our schools and negatively impacts a school's ability to educate the whole child.

Elena Delle Donne has done us all a favor. From the mouth of babes comes wisdom, if we are willing to listen and understand.

KEY DATES FOR EVENT PLANNING

2008-2009 SAT, PSAT AND ACT TEST DATES

TEST DATE	TEST	CIAC ACTIVITIES
OCT 15	PSAT	
OCT 18	PSAT	
OCT 25	ACT	CROSS-COUNTRY CLASS MEET
NOV 1	SATs	CROSS-COUNTRY OPEN (OCT 31) BOYS' SOCCER TOURNAMENT BEGINS
DEC 6	SATs	FOOTBALL PLAYOFFS
DEC 13	ACT	
JAN 24, 2009	SAT	
FEB 7	ACT	
MAR 14	SAT	GYMNASTICS NEW ENGLANDS BOYS' BASKETBALL TOURNAMENT GIRLS' BASKETBALL FINALS BOYS' SWIMMING - QUALIFYING
APRIL 4	ACT	
MAY 2	SAT	
JUNE 6	SAT	BASEBALL PLAYOFFS SOFTBALL PLAYOFFS BOYS' AND GIRLS' LACROSSE BOYS' AND GIRLS' TENNIS
JUNE 13	ACT	BOYS' VOLLEYBALL FINALS BASEBALL AND SOFTBALL FINALS TRACK - NEW ENGLANDS

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The letter below by Shelton Athletic Director John Niski was written to Major League Baseball Commissioner Bud Selig and New Haven Register Sports Editor Sean Barker following the publication of some seemingly harmless photographs of professional baseball players. As John explains in the letter, the photographs have the powerful, albeit unintended, consequence of promoting the practice of hazing among the New Haven Register's readership, which likely includes high school student-athletes. John reminds us of the dangers of hazing and the importance of remaining vigilant in our efforts to protect athletes against these harmful practices.

Dear Commissioner Selig and Mr. Barker:

For the second year in a row, Major League Baseball, the Associated Press and the New Haven Register have prominently promoted a photograph that glorifies the practice of hazing in sports. This year's picture depicts rookie members of the San Diego Padres baseball team dressed in "Hooter's Girls' uniforms" after being subjected to public humiliation on the field as a part of their joining a professional baseball team.

While this practice and the eventual promotion of this activity can easily be written off as "harmless fun" by most fans, I can assure you that it clearly sends the wrong message to every young student athlete who reads your paper or lives and breathes professional baseball.

As an athletic administrator, it is my responsibility to teach our young men and women about the dangers of these types of illegal activities and it is a task that my fellow athletic directors and I take very seriously. We spend a great deal of time, effort, and energy to protect our student athletes from any activity which poses the dangers which are inherent to hazing. Most school systems have policies and Connecticut state law strictly prohibits the participation in hazing practices.

The CIAC definition of hazing is paraphrased as "any activity that humiliates, degrades, abuses, or endangers a person's physical or emotional health for the purpose of initiation or membership in an organization, regardless of the person's willingness to participate." The act portrayed in this photo clearly fits the definition of hazing.

If this activity involved high school or college students, you could guarantee that coaches, athletic directors, principals, and team captains would all be arrested and most would lose their jobs. Parents would be mortified if their sons or daughters were the victims of any type of hazing activity.

It is completely irresponsible for Major League Baseball and the "media" to promote these types of archaic "traditions". Each year across our nation, thousands of young athletes are subjected to hazing rituals - most with devastating consequences. The physical and emotional damage that is inflicted by these types of acts is devastating. The message that professional athletes and their organizations send to our youth is wrong and should be stopped immediately. It is amazing that this practice is strictly forbidden at the high school and college levels, yet glorified and promoted at the professional level.

I respectfully request that Major League Baseball, the Associated Press, and the New Haven Register do whatever they can do to stop the promotion of hazing within your respective organizations.

Respectfully,
John Niski
Director of Athletics
Shelton Public Schools

The letter below was written by Dr. Thomas Neagle upon the completion of his term as a member of the CIAC Board of Control in June. His letter offered gratifying testimony to the value of the association's work and to the benefits that can be derived from serving. We felt it was worth sharing. Dr. Neagle is also the long-time chair of the CIAC Ice Hockey Committee.

GLASTONBURY HIGH SCHOOL

330 Hubbard Street, Glastonbury, CT 06033

June 2008

Mr. Michael Savage
Executive Director
CAS-CIAC
30 Realty Drive
Cheshire, CT 06410

Dear Mike,

Last month's meeting brought to a close my tenure as a member of the CIAC Board of Control, an association that began in 1994. Except for a brief hiatus, the experience of the past 14 years has been one of the highlights of my professional career.

I have been fortunate to serve with some of the most gifted and dedicated educators in our state as the Board of Control has steadfastly supported and protected our thousands of student-athletes, their coaches and officials. Athletics was once a reflection of the ideals embodied in the ancient Olympians. In my opinion, today's athletes are threatened at every level by those who would abuse them for their own gain or who misunderstand the role athletics should play in a scholastic environment. I am truly proud to have been part of a team of professionals devoted to the highest ideals of sportsmanship and to the young people of Connecticut. That team includes my colleagues on the CIAC Board of Control, as well as you, Mike, and the staff at CAS-CIAC.

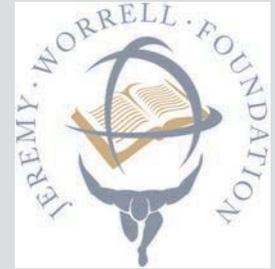
Though I will continue to serve the organization in other capacities, this is an opportune time for me to extend my thanks to you for offering me the chance to serve young people in a meaningful way. Best wishes to you, the office staff and the members of the Board of Control as you continue to serve our schools and their student-athletes.

Sincerely,

Thomas H. Neagle, Ed.D.
Assistant Principal

CAAD PROCURES GRANT MONEY TO HELP IMPROVE ATHLETIC FACILITIES

The Connecticut Association of Athletic Directors has entered into an agreement with the Jeremy Worrell Foundation to provide schools and organizations with grant money for the purpose of deferring design and consultation costs associated with improving athletic facilities. A school can apply for a grant if it is in the preliminary design or construction stage or if it needs forensic assistance for a facility that was constructed unsatisfactorily. More information and a grant application can be found by visiting www.caadinc.org and clicking on the Jeremy Worrell Foundation logo.



CAAD President's Message, 2008

AD's Helping AD's

Welcome back to all AD's, both at the high school and middle school level. I hope that your summer of rest and relaxation will energize you to have a great year. After reading *The Soloist* by Steve Lopez, I now have a renewed sense of purpose in reaching out to people as Lopez did in helping a struggling violinist regain his self-worth.

As I begin my two-year position as your CAAD President, I would like to recognize that we, as AD's, do support each other. CAAD is always available to answer questions at any time. This year CAAD's 25th annual state conference in March will be a fantastic opportunity to network with other AD's.

Athletic Directors are awe-inspiring leaders of their athletic departments. In David Halberstam's book, *The Coldest Winter, America and the Korean War*, Sargent Gino Piazza remarked about being a good leader. He stated, "They have a feel for it, they anticipate well and they respond well. They see danger points before it happens. You have a feeling that what they do is not just about themselves."

The stress of balancing our job vs. family can be overwhelming. Athletic directors face daily challenges of finding solutions to problems. Remember to take control of your own health. Your fellow athletic director is always there for you. When in doubt, relax, take a deep breath and maybe just go and pass a ball with your son or daughter.

Now that our year is upon us, in the words of a big sport fan, the late Tim Russert, "Let's go get'em!"

Enjoy your year!

Ray DeAngelis
CAAD President
O'Brien Tech. High School, Ansonia

CAAD 2008-2009 BOARD OF CONTROL

PRESIDENT	Ray DeAngelis	O'Brien Tech, Ansonia
President-Elect	Trish Witkin, CAA	Glastonbury
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NVL	Joe Monroe	Wolcott High School
FCIAC	Chris Manfredonia	Fairfield High School
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SWC	Joe Tonelli, Jr.	Lauralton Hall, Milford
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AT-LARGE DISTRICT REPRESENTATIVES

District #1	John Krot 2009	Killingly High School
District #2	Ginny Mislick, 2012	Valley Regional High School
District #3	Jeanne Cooper 2011	Hamden High School
District #4	Brian Fell, 2010	Woodland High School

CONSULTANTS

Awards	David Johnson, CAA	Bunnell, Stratford
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Season Limitations	John Shukie, CAA	
Sports Consultants	Barbara Startup, CAA	
Public Relations	Judy Samaha, CAA	
NIAAA Liason	Joe Tonelli, CAA	

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C.A.A.D. GOALS

2008-2009

1. Develop a strategic plan of action to improve the status of athletic directors
 - Annual update (via on-line) of the AD survey
 - Refine AD survey questions
 - Create a position statement - "What is an Athletic Director?"
2. Clarify league rep duties and responsibilities
 - Encourage new athletic directors to join CAAD and attend the new AD August orientation session
 - Review new coaching education website - www.ctcoachinged.org
 - Actively support CAAD Sportsmanship Award
3. Support middle school athletic programs
 - Have CAAD conference programs specific to middle schools
4. Help promote and support various CIAC programs
 - Annual CIAC Sportsmanship Conference
 - CIAC sportsmanship rating survey form
 - Understand the role of the CIAC Unified Sports® program
5. Continue to assist the CHSCA
 - Have coaches join CHSCA
 - Support CHSCA all-star games and banquets
 - Nominate coaches for various CHSCA awards

CAAD MEETING DATES: 2008-09

Wed, November 5	Board of Control	12:00 p.m.	CIAC
Wed, December 12-17	National Conference		San Diego, CA
Wed, January 7	Board of Control	12:00 p.m.	CIAC
Wed, March 4	Board of Control	12:00 p.m.	Rocky Hill Marriott
Thur/Fri, March 26-27	CAAD Conference	8:00 a.m.	Rocky Hill Marriott
Wed, April 29	Board of Control	12:00 p.m.	CIAC
Wed, May 20	General Meeting	8:00 a.m.	Rocky Hill Marriott



INVESTORS IN CT YOUTH



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- ★ Bearingstar™ Insurance ★
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- ★ Dick's Sporting Goods ★
- ★ Dove Soap ★
- ★ eEsMarts ★
- ★ Grynne & Barrett Studios ★
- ★ Horace Mann ★
- ★ IGA / Bozzutos ★
- ★ Konica ★
- ★ Liberty Mutual ★
- ★ Macy's ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ NBC-30 ★
- ★ Nationwide Insurance ★
- ★ N.E. Fitness Distributors ★
- ★ PureTech Water ★
- ★ Rawlings ★
- ★ The Republican-American ★
- ★ Spalding ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Army ★
- ★ U.S. Marine Corp ★
- ★ Westfield Corporation ★
- ★ Wilson Sporting Goods ★

The Connecticut Association of Schools
30 Realty Drive
Cheshire, CT 06410

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