



# 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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MARCH 2007

## DOVE®-CIAC PARTNERSHIP TO FOSTER SELF-ESTEEM AMONG YOUNG WOMEN

Dove®, the global beauty brand, has engaged in a partnership with the Connecticut Interscholastic Athletic Conference (CIAC) to help foster positive self-image among young women in Connecticut. Through the Dove Self-Esteem Fund, the brand will serve as the official sponsor of all female state athletic tournaments and championships for the 2006-2007 school year.

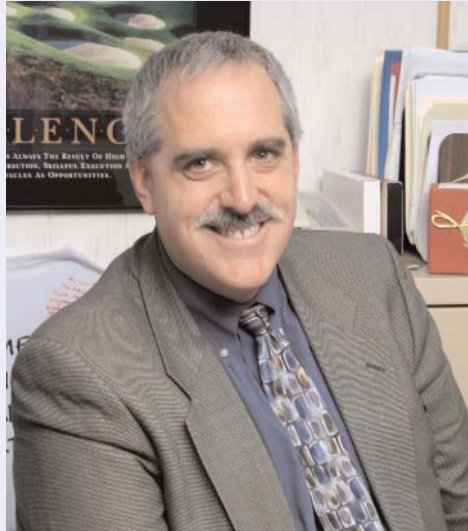
The CIAC partnership deepens the Dove commitment to helping youth reach their full potential by addressing self-esteem issues that impact them physically, emotionally and intellectually. In 2004, Dove launched the *Campaign For Real Beauty*, a global effort designed to widen the definition and discussion of beauty. A critical component of the *Campaign For Real Beauty* is the Dove Self-Esteem Fund, which funds mentoring and education programs that raise self-esteem in girls and young women.

"We are grateful to Dove for being committed to building self-esteem in women everywhere," said Executive Director Mike Savage of the CIAC. "The program Dove has created for CIAC will help inspire female student athletes in Connecticut to grow into confident and strong adults."

As part of the sponsorship, Dove will offer a special self-esteem workshop for educators - *see page 11 for details*. The workshop, aimed at helping educators build self-confidence in girls, will be held on April 26th. In addition, Dove's presence at every female sporting championship event during the 2006 - 2007 school year will serve to spread the message about the importance of helping young women to foster a healthy relationship with and confidence in their bodies and their looks.

For more information about the *Campaign for Real Beauty* and the Dove Self-Esteem Fund, visit <http://www.campaignforrealbeauty.com>.

## CAS NAMES 2007 PRINCIPALS OF THE YEAR



**PAUL NEWTON**  
High School Principal of the Year



**ENRICO BUCCILLI**  
Middle School Principal of the Year

The Connecticut Association of Schools is pleased to announce the selection of the 2007 high school and middle school principals of the year. Each year nominations are solicited for the middle and high school *Principal of the Year* awards. The winners are chosen by the CAS Awards and Recognition Committee, a selection committee consisting of active and retired principals and assistant principals. Congratulations to Dag Hammarskjold Middle School Principal **Enrico Buccilli**, the CAS Middle School Principal of the Year, and Enrico Fermi High School Principal **Paul Newton**, the CAS High School Principal of the Year! The 2007 National Distinguished Principal, which is the equivalent of the elementary principal of the year, will be named in April.

### Paul Newton, Enrico Fermi H.S.

A 28-year veteran educator, Paul was nominated for the award by Robert Hale, Jr., principal of Westbook High School, who praises Paul's "vision and commitment to the well-being of students not only at EFHS, but throughout the state and beyond."

Upon learning of his award, Paul remarked, "This award is truly humbling. I see it as validation to all of the members of our Enrico Fermi High School family for the work that we have accomplished together. Everyone at Enrico Fermi High School and the Enfield Public Schools deserve a part of this award. Without the support of the staff, students, and parents alike, we could not have accomplished all

*continued on page 6*

### Enrico Buccilli, Dag Hammarskjold M.S.

In his fourteenth year as a middle school principal, Rico still enjoys the challenges of trying to find ways to meet the unique needs of young adolescent learners.

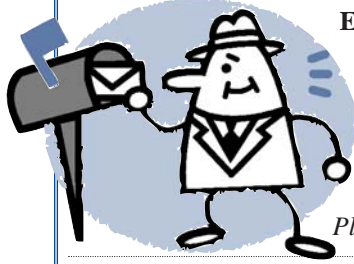
Upon notification of his award, Rico remarked, "I am honored to be selected as the 2007 Middle School Principal of the Year. This distinction is one that is also a tribute to my dedicated teachers and support staff who work tirelessly to educate and develop our students. They help me each day make positive differences in the lives of the young people who attend Dag Hammarskjold Middle School."

Since his arrival at DHMS in 1992, Rico has worked diligently to implement new programs, revise existing curricula,

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# LEGAL MAILBAG

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



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

**Q. Dear Mailbag:** Our school choir is outstanding, and it performs regularly for the school and the community. The choir is a competitive activity, and to be selected students must audition. Last week, a parent asked that her daughter, who supposedly has a voice "like a nightingale," be named to the choir. However, she also told me that she must insist that there be no audition because the student has an anxiety disorder and cannot deal with such stressful situations. I told her that under no circumstances could we waive the audition. But she said that the Americans with Disabilities Act gives her daughter the right to participate in the choir without an audition. Who is right here?  
- *Seeking Harmony*

**A. Dear Harmony:** Neither of you are. The ADA (and its cousin, Section 504) prohibits discrimination against otherwise qualified persons with disabilities, and that prohibition can make it necessary to provide accommodations. However, it can be difficult to know just how far to go in making accommodations so that disabled students can participate in extracurricular activities. In fairness to the other competitors and to the underlying purpose of the activity, there are limits. Modifications to the rules or activity need not be made if they fundamentally alter the nature of the activity. Here, the essential nature of the choir activity is performance at a high level. If there is a way to judge the student's singing ability without an audition, it is advisable to be flexible in this regard. However, the student must demonstrate that she meets the standards for the choir; it would fundamentally alter the nature of the choir to require that this student be accepted into the choir irrespective of the quality of her voice. I hope that, with this information, you and the mother will be singing the same tune.

**Q. Dear Mailbag:** I am sick and tired of parents who come in and bad-mouth teachers but want to stay "off-the-record." Finally, I just started telling parents to put their complaints in writing. That quieted them down for a while, but yesterday I was surprised to receive a petition with fifteen signatures, demanding that one of my teachers be fired for incompetence.

To make matters worse, shortly after I received the petition I received a call from a nosy reporter, who already had the teacher's name and part of the story. When I told the reporter that I was unable to comment on a personnel matter, she demanded to see any related documents. Can I tell her that those documents are confidential personnel records under the Freedom of Information Act?

- *Wishful Thinking*

**A. Dear Wishful:** I suspect that you already know that the petition is a public record. To be sure, "records of teacher performance and evaluation" are confidential by statute. However, that descriptor has been interpreted narrowly to refer only to records generated pursuant to the district's teacher evaluation program. Parent complaints about a teacher become public records as soon as they are reduced to writing and given to school officials. As my mother says, be careful what you wish for.

**Q. Dear Legal Mailbag:** A parent told me that a teacher in my school has a MySpace.com account, with the screen name PartyGurl. Without too much trouble, I found the MySpace.com page, and I was shocked to see a picture of the teacher, three sheets to the wind, holding up a bottle of Scotch. I know that teachers are role models, and I think that this teacher's conduct is outrageous. Sadly, she just received tenure last year. Can I fire her?

- *Ready to Fire*

**A. Dear Ready:** The teacher's judgment leaves something to be desired, but I am not convinced that you will be able to terminate her contract based on these facts. Teachers may be role models, but they have the right to live their lives. Generally, off-site conduct can be a basis for disciplinary action only where there is a nexus between the conduct and the teacher's ability to do his or her job. Here, there is no evidence so far that parents have lost confidence in the teacher. Accordingly, I suggest that you simply warn the teacher that her poor judgment in publishing such a photograph on MySpace.com puts her job at risk and that future incidents may result in termination.

## ct news & notes

■ The Bridgeport Public School System was one of four finalists for the prestigious 2006 Broad Prize for Urban Education, known as the Nobel Prize of education. As a finalist for the honor of being named the top urban school district in the nation, Bridgeport received \$125,000 in scholarships for city students. Among the reasons Bridgeport was chosen was that its low-income, African-American and Hispanic students outperformed their peers in other Connecticut districts in elementary, middle and high school reading and math. The broad Prize is an annual award that honors large urban school districts that demonstrate the greatest overall performance and improvement while reducing the achievements gaps for poor and minority students. The money goes directly to graduating seniors for college scholarships. Boston won the top prize, which includes \$500,000 in scholarships. The other three finalists were Jersey City, Miami-Dade County and the New York City Department of Education.

■ Connecticut students continued to make significant gains in taking and passing Advanced Placement (AP) examinations in 2006. Connecticut continues to be a national leader in the percentage of graduating seniors who have passed at least one AP exam in high school (a score of 3 out of a possible 5 is required to pass an AP exam). At 19.4%, Connecticut ranked eighth in the nation for the class of 2006. Nationally, 14.8% of graduating seniors scored 3 or higher on at least one AP exam taken during high school. Course participation and the number of exams taken by low-income, black and Hispanic students in Connecticut increased significantly from 2005 to 2006. In May 2006, 1,228 low-income students took an AP exam, an increase of 28.8% over the prior year. When compared to the 2005 data, Hartford schools doubled the number of students taking AP examinations and the number of students passing AP exams. New London schools doubled the number of students taking AP examinations and tripled the number of students passing. New Britain schools increased the number of students taking the examinations by 50% and increased the number of students scoring 3 or better by 67% across all AP examinations. New Haven schools increased the participation and achievement of students by 10% on both measures.

## national news & notes

■ Students are using MP3 players more to listen to downloaded books, textbook study guides, and language labs on-the-go. Books and personal stereos have always been portable, but audio books are easier to carry around in MP3 form. A typical 300-page novel might take up 12 CDs but only a tiny portion of an MP3 player's memory, and prices for audiobook downloads are mostly comparable to audio CDs. (*USA Today*, 2/6/07)

■ For more than a decade, the debate over high-stakes testing has dominated the field of education. A provocative new book by Sharon L. Nichols and David C. Berliner, "Collateral Damage: How High-stakes Testing Corrupts Schools," provides a fresh perspective on the issue and powerful ammunition for opponents of high-stakes tests. Drawing on their extensive research, the authors document and categorize the ways that high-stakes testing threatens the purposes and ideals of the American education system. Their analysis is grounded in the application of Campbell's Law, which posits that the greater the social consequences associated with a quantitative indicator (such as test scores), the more likely it is that the indicator itself will become corrupted -- and the more likely it is that the use of the indicator will corrupt the social processes it was intended to monitor. Nichols and Berliner illustrate both aspects of this "corruption," showing how the pressures of high-stakes testing erode the validity of test scores and distort the integrity of the education system. (*PEN Weekly Newsblast*, February 23, 2007)

■ In a new report called *Eight for 2008: Education Ideas for the Next President*, Education Sector offers eight recommendations that should be included in candidates' education platforms in the 2008 presidential campaign. One of those recommendations is the creation of a national corps of "SuperPrincipals." The report proposes that the nation's colleges of education and nonprofit groups should be invited to bid on a \$30 million annual contract to run a new National School Leadership Corps charged with producing exemplary principals for the country's toughest schools. The other ideas include: (1) Unlock the Pre-K Door; (2) Offer Teachers a New Deal; (3) Open New Schools in

Low-Income Neighborhoods; (4) Launch Learning into the 21st Century; (5) Reward Hard-Working Immigrant Students; (6) Give Students a Roadmap to Good Colleges; and (7) Help Students Help Others. To download the report, visit [http://www.educationsector.org/usr\\_doc/8\\_for\\_2008.pdf](http://www.educationsector.org/usr_doc/8_for_2008.pdf). (*PEN Weekly Newsblast*, February 23, 2007)

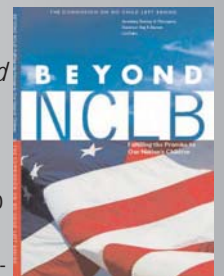
■ University of Maryland Professor David Marcotte, an economist who studies education, has researched the effect of snow days on testing and suggests that academic progress can be significantly hindered when snow interrupts class time. There's a "quite substantial difference" in testing scores between years when the winters are white and when they are warm, says Marcotte. His hypothesis is that time lost in the heart of the school year can never really be reclaimed and that schools pay the price in lower scores on all-important standardized tests. Snowy winters can skew test scores, Marcotte says, because the first tests are administered in mid-March, regardless of school closures in recent weeks. A few makeup

days tacked onto the end of the school year don't make a difference. His preliminary study, which was published in the August issue of the *Economics of Education Review*, analyzes Maryland test scores over a 12-year period. It shows that the average third-grade math score soared in 1995, a winter with little snow, only to dip a year later when a blizzard blanketed the region. His conclusions make sense to Don Morrison, spokesman for the Harford County (MD) school system. "You want continuity and a routine," he said. "We are kidding ourselves when we say that a day at the end of the school year is as productive as a day in February." (*PEN Weekly Newsblast*, February 23, 2007)

■ A majority of U.S. high school students say they get bored in class every day, and more than one out of five has considered dropping out, according to a recent survey. The survey of 81,000 students in 26 states found that two-thirds of high school students complain of boredom, usually because the subject matter was irrelevant or their teachers didn't seem to care about them. (*CNN.com*, 2/28/07)

### NCLB COMMISSION RELEASES LONG-AWAITED REPORT

On February 13, the Commission on *No Child Left Behind* released its long-awaited recommendations for the reauthorization of the *No Child Left Behind Act* (NCLB). The commission's charge was to identify the successes of NCLB as well as its challenges and problems and to develop solutions that will improve the law's impact on raising student achievement and closing these achievement gaps. The commission, a bipartisan independent effort to improve NCLB, spent the past year traveling across the country, listening to the stories and experiences of those affected daily by the law. The commission's report, *Beyond NCLB: Fulfilling the Promise to Our Nation's Children*, details 75 recommendations, covering most aspects of the law. Among the major recommendations are:



- Assessing the quality of our teachers and principals by their effectiveness in raising student achievement and ensuring they receive the support necessary to succeed.
- Developing voluntary national model standards and assessments that will help ensure all students are properly prepared for college and the workplace.
- Improving the quality of assessments to ensure all states have in place sound, high-quality assessments that provide valid and reliable information.
- Improving the accuracy and fairness of adequate yearly progress (AYP) calculations by allowing states to include student achievement growth in those calculations.
- More aggressive and effective interventions for chronically struggling schools.
- Providing better access to high-quality public school choice and supplemental educational services (SES or free tutoring) for students.
- Empowering parents and concerned citizens with the ability to enforce the law.
- Strengthening accountability for high schools.
- Developing data systems that provide information on student achievement and teacher and principal effectiveness over time.

The 220-page report can be downloaded at <http://www.aspeninstitute.org/>.

## ... more national news & notes

■ A Houston-area legislator wants to subject parents to criminal charges for skipping a scheduled meeting with their child's teacher. Rep. Wayne Smith, a Republican, said it is time for the state to crack down on Texans who are shirking their parental responsibilities by failing to meet with the teacher when their child is having academic or disciplinary problems. Under the bill, parents who miss a scheduled conference with a teacher could be charged with a Class C misdemeanor and fined up to \$500. Parents could avoid prosecution if they have a "reasonable excuse" for failing to show up. State education officials or school districts probably would be left to define what's reasonable.

■ The United States and Britain ranked as the worst places to be a child, according to a UNICEF study of more than 20 developed nations released Wednesday. The Netherlands was the best, it says, followed by Sweden and Denmark. UNICEF's Innocenti Research Center in Italy ranked the countries in six categories: material well-being, health, education, relationships, behaviors and risks, and young people's own sense of happiness. Some of the wealthier countries' lower rankings were a result of less spending on social programs and "dog-eat-dog" competition in jobs that led to adults spending less time with their children and heightened alienation among peers. The finding that children in the richest countries are not necessarily the best-off surprised many, said the director of the study, Marta Santos Pais. The Czech Republic, for example, ranked above countries with a higher per capita income, such as Austria, France, the United States and Britain, in part because of a more equitable distribution of wealth and higher relative investment in education and public health. (*Source: Los Angeles Times, February 15, 2007*)

### AP STATS REVEAL PERSISTENT ACHIEVEMENT GAP

A larger, more racially diverse pool of public high school students in the 2006 graduating class took Advanced Placement courses compared with the class of 2000, and more passed a standardized exam in at least one subject, a new report says.

Nearly 15% of 2006 public high school graduates earned a passing grade on an AP exam, compared with 14% in 2005 and 10% in the class of 2000. Other details from the report:

- Last year, 12,037 of the nation's more than 22,000 public secondary schools offered at least one AP course, up 5% from 2000. Schools on average offered eight AP courses.
- About 24% of last year's estimated 2.7 million public high school graduates participated in AP programs while in high school, up from 16% for the class of 2000.
- Black students make up 13.7% of the total student population but account for 6.9% of exam takers, and Native Americans represent 1.1% of the student population and 0.6% of exam takers.
- Latino students make up 14% of both populations but "remain under-represented in AP programs in many states." Only 13 states had achieved equity in the representation of Latino students.

(*USA Today, 2/7/07*)

## legal news & notes

■ School officials at some Denver, Colorado area high schools have been searching students' cellphone text messages when they suspect the students of cheating, drug abuse, or other school violations. Officials in the Douglas and Jefferson school districts contend policies that allow them to search lockers, backpacks, and cars parked on school grounds also authorize searches of cellphones when there is a "reasonable suspicion" of wrongdoing. "We have found instances of texts that revealed both drug transactions ... as well as pornographic material stored in pictures," says John Stanek, an attorney for Douglas County schools. However, an attorney from the Colorado chapter of the American Civil Liberties Union (ACLU-CO) decries the tactic as being a "dramatic and unprecedented invasion of students' privacy." According to Mark Silverstein, legal director of ACLU-CO, searching cellphone text messages "goes far beyond anything the Supreme Court has authorized." While principals concede that text message searches are rare, they insist they do produce results. According to Edna Doherty, principal of Douglas County High School, an assistant principal was able to verify that a drug sale had been attempted by reading cellphone text messages, which led to the student admitting guilt. Framingham High School in Massachusetts abandoned its plan to adopt a text message searching policy when it encountered overwhelming community opposition. According to Vice Principal Frank Rothwell, the school district decided that information gained from cellphones was not worth the loss of students' privacy. (*NSBA Legal Clips, March 1, 2007*)

■ In a unanimous decision, the New Jersey Supreme Court has ruled that a school district was liable under New Jersey's "Law Against Discrimination" (LAD) for student-on-student sexual harassment based on sexual orientation. L.W., who attended school in the Toms River Regional School District, suffered repeated physical assaults and verbal slurs over his perceived sexual orientation. His parents brought an administrative action against the school district, alleging peer sexual harassment. An administrative law judge (ALJ) found that he lacked authority to create a cause of action for peer harassment under LAD. Even if the cause of action was valid, the ALJ concluded, the appropriate liability standard would be the Title IX standard under which the district would not be liable unless the school officials had been deliberately indifferent to the harassment. Here, the school officials had responded immediately and appropriately to each incident that came to their attention. In overruling the ALJ, the state's Director of the Division of Civil Rights' (DDCR) instead imposed liability standards similar to those that apply to employers in the workplace, holding that Toms River school officials had allowed a "hostile school environment" to develop. As a result he ruled in favor of the student, awarding \$50,000. The Superior Court of New Jersey, Appellate Division, upheld the DDCR's ruling. The court agreed with the DDCR that the standard for determining whether there was unlawful sex discrimination under LAD where it involves student-on-student sexual harassment based on sexual orientation is the standard applied to workplace sexual harassment. The Supreme Court upheld the superior court ruling noting that, because Title IX's deliberate indifference standard was more burdensome than the LAD standard, it would be unfair, as a matter of state law, to place a more onerous burden on aggrieved students than on aggrieved employees under LAD. (*Source: NSBA Legal Clips - March 1, 2007*)

## THE DAY AFTER

By Michael Savage,  
Executive Director



It's the day after Valentine's day. I came into my office at 7:30 a.m. after spending yesterday with my wonderful wife, all by ourselves, doing nothing as a blizzard was occurring outside. I never did that before, and, while it was fun, I'm not sure I'm ready for such daily pleasures. When I arrived at my office and sat behind my desk, which contained nothing but my phone - something that has only occurred once before - a euphoria came over me like never before in my 27 years of work with CAS-CIAC. I sat there thinking about the many experiences, both good and bad, that impacted me during that time. I realized that while the bad times were not fun and I would not wish to do them again, they did make me, and hopefully the association, stronger and better. I felt grateful for having my health and a job I have always loved. I felt grateful that I had the opportunity to put together a staff that is unprecedented in its ability to serve our member schools and its administrators. I reflected on how talented and capable they are and how blessed I am to have them on staff. I observed a facility that serves our needs extremely well, is fun to work in, and, most importantly, is fully owned by the membership. I was also appreciative of the fact that we had no major issues to divert our time - no lawsuits, no legislative challenges to diminish our ability to regulate athletics like experienced in 14 other states, and no significant threats that would impede our efforts to continue to serve our membership. In fact, I realized I was experiencing a "high," and without the assistance of mood altering chemicals! Our CIAC Chemical Health policy, which we worked on so hard and long, is receiving strong support from all constituencies; the CIAC football mercy rule appears to have survived for another year suffering only minor massaging which will make it even better and more easily supported by coaches and athletic directors; the CIAC program evaluation model presently being piloted is on its way to being a national winning example of what every high school in the country should be doing to justify its purpose for existence; and the CAS-UCAPP partnership with the University of Connecticut couldn't be more successful. Another signed contract with UConn and an additional two cohorts added next year reflect the hard work, leadership and commitment of our staff and especially of the many principals who have assumed the mentorship role paramount to the programs' success.

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## CONNECTICUT RECEIVES MIXED SCORES ON EDUCATIONAL EFFECTIVENESS

The U.S. Chamber of Commerce has issued a state-by-state report card on educational effectiveness that shows America's K-12 schools are failing their students and putting America's future competitiveness at risk. The report graded all 50 states and Washington, D.C., on nine broad categories including academic achievement, return on investment, truth in advertising, rigor of standards, and data quality. The report and accompanying recommendations for reform were prepared with John Podesta, CEO of the Center for American Progress and former Clinton White House chief of staff, and Frederick M. Hess, director of education policy at the American Enterprise Institute. Here is a look at Connecticut's grades.

Academic Achievement - <b>A</b>	Postsecondary and Workforce Readiness - <b>A</b>
Achievement of Low-Income/Minority Students - <b>D</b>	21st Century Teaching Force - <b>A</b>
Return on Investment - <b>B</b>	Flexibility in Management and Policy - <b>C</b>
Truth in Advertising About Student Proficiency - <b>C</b>	Data Quality - <b>B</b>
Rigor of Standards - <b>D</b>	

### Academic Achievement

Student performance in Connecticut is very strong—the state ranks among the highest in the nation. Fourth graders stand 8 percentage points higher than the national average in the percentage at or above the proficient level on the NAEP reading exam.

### Academic Achievement of Low-Income and Minority Students

Connecticut posts low scores in this category. Only 15% of Hispanic 4th grade students score at or above the proficient level on the NAEP math exam. The national average for Hispanic 4th graders is 19%.

### Return on Investment

Student achievement in CT is solid relative to state spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This positive return on investment earns the state a B in our ranking.

### Truth in Advertising About Student Proficiency

CT gets mediocre marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state exams and the percentage identified as proficient on the NAEP in 2005.

### Rigor of Standards

CT receives a below average grade for the rigor of its standards. The state's English and math curriculum standards receive very poor marks. Connecticut also has yet to align its high school graduation requirements with college and workplace expectations or to enact a rigorous graduation exit exam.

### Postsecondary and Workforce Readiness

CT earns a high grade in this category. Seventy-nine percent of its 9th grade students receive a diploma within four years. The state's 11th and 12th graders perform very well on core Advanced Placement exams.

### 21st Century Teaching Force

CT earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

### Flexibility in Management and Policy

The state receives a middling score on how much freedom and flexibility it gives its schools and principals. While 91% of principals report a major degree of influence over new teacher hiring, the state has not established a virtual school.

### Data Quality

CT gets solid marks for its efforts to collect and report high-quality education data. Unlike most other states, Connecticut collects student-level college readiness test scores.

View the report, *Leaders and Laggards: A State-by-State Report Card on Educational Effectiveness*, at:  
[http://www.americanprogress.org/issues/2007/02/education\\_scorecard.html](http://www.americanprogress.org/issues/2007/02/education_scorecard.html).

SAVE THE DATE ❖ SAVE THE DATE ❖ SAVE THE DATE

## CAS SPRING CONFERENCE & 54<sup>TH</sup> ANNUAL MEETING

*Teaching the Skills of the 21st Century*

Thursday, May 10, 2007  
Connecticut Grand Hotel, Waterbury

**Steve Barkley**, the executive vice president of Performance Learning Systems Inc., and an internationally recognized teacher-educator will be the keynote speaker for the CAS Spring Conference and Annual Meeting, **May 10, 2007**. His expertise is in designing training programs to meet the criteria set by state departments of education and school districts and in helping district personnel develop staff development models.



As author of "Quality Teaching in a Culture of Coaching," he explains that as the world changes, so does teaching. Steve will present an overview of the skills and habits students need in the workplace of tomorrow. He'll explore issues of change and how they affect us as leaders and educators, and will discuss the prerequisite skills for students to graduate as contributing citizens prepared for college and work in global society.

Registration and more information is available online at <http://www.casciac.org>

SAVE THE DATE ❖ SAVE THE DATE ❖ SAVE THE DATE

### Day After, *continued from page 5*

And I could go on if it were not for the interruptions of my thoughts as the staff begins to seek me out as they enter the office.

And, yet, with all of those wonderful thoughts passing through my mind, I knew that our work will never be done; that our organization will always be a work in progress, as well it should be. There is so much more to do to make our schools better, to make our students achieve to their maximum potential, to recognize our administrators and teachers for their arduous work, to create ways to limit the potential harm caused by NCLB as needless testing foils creative and innovative teaching. William Haley, famous British author, wrote at the beginning of the last century that "education would be much more effective if its purpose was to ensure that by the time they leave school, every boy and girl should know how much they do not know and be imbued with a lifelong desire to know it." His quote remains meaningful to me and I hope with all of you as we continue to do "GOD'S" work.

### Paul Newton, *continued from page 1*

of the wonderful things that we have over the past 7 years. We have worked together to create a school environment that is positive, accepting, and welcoming to all."

Enfield Superintendent John Gallacher credits Paul with transforming Fermi into a cohesive school community which is responsive to the educational needs of all of its students. According to Gallacher, Paul has succeeded in raising the academic achievement of his students while at the same time enhancing the social and cultural climate of the school. "Upon assuming the position of principal of EFHS in 2000, Mr. Newton rekindled the spirit of the school community,...moving the school forward as a family, creating a positive student climate and a sense of belonging," says Gallacher.

Visitors to EFHS are immediately struck by the atmosphere of openness, caring, mutual trust and respect that Paul has fostered there. Highly visible and engaged, Paul can be found outside the building personally greeting students and visitors each morning, in the hallway giving "high-fives" to kids who share their good news with him, or on the sidelines at a sports event cheering on EFHS athletes. Mark Dube, a physical education and health teacher at EFHS and the district's teacher of the year in 2005, states that one of Paul's greatest strengths is his "highly contagious positive attitude." He is respected by his staff and students for his ability to humanize the school environment and to create an aura of goodwill among all those with whom he comes in contact. "Paul truly has a heart to serve others," says Dube. Adds Director of Curriculum and Instruction Dr. Mary Henderson, "There is nothing that Paul would not do to help a student, parent, colleague or the district."

A tireless and passionate leader, Paul has been the driving force behind a number of successful initiatives aimed at personalizing the school environment. Under his leadership, EFHS staff have been introduced to the Capturing Kids Hearts program which builds positive, affirming relationships between teachers and students. He also initiated the Teen Leadership course which provides students with skills and training in the areas of personal responsibility, principle-based decision-making, leadership, emotional intelligence and public speaking.

Dr. Henderson lauds Paul's collaborative approach to educational reform which involves empowering his staff to be partners in the decision-making process and working side-by-side with them to develop and implement a vision for improved educational opportunities. "Mr. Newton has consistently demonstrated excellence as a collaborative instructional leader with an unequivocal and unwavering focus on the learning and well-being of students," says Dr. Henderson.

Despite the myriad demands of the principalship, Paul still manages to coach his school's girls' lacrosse team and he gives generously of his time and considerable talents to numerous educational, professional and community associations. A respected leader in public education in Connecticut, Paul has been an active member of CAS and the Connecticut Interscholastic Athletic Conference (CIAC) since 1993. He currently serves as chair of the CIAC Eligibility Committee and the CIAC Girls' Outdoor Track Committee and is a prominent member of the Connecticut Interscholastic Athletic Conference (CIAC) Board of Control, the CIAC Wrestling Committee and the CAS High School Professional Studies Committee.

#### CAS OFFICERS: 2006-2007

President: **Michael Rafferty**, Old Saybrook M.S.  
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#### THE BULLETIN

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## PREJUDICE REDUCTION: MAKING A DIFFERENCE

By Vincent Iezzi

In the early 1970's a social studies teacher named Nick Collicelli, along with 15 students, started a social studies club at Hamden's Michael J. Whalen Junior School High to address issues of racism, prejudice and bigotry. Mr. Collicelli, who is currently the director of social studies for the Hamden Public Schools, says he started the club to "provide its members with an opportunity to develop leadership skills by encouraging them to create activities and programs designed to increase tolerance and understanding of these issues with the hope of reducing prejudice in our community and in our world."

While the club's goals were lofty, the focus of the group was narrow; their only purpose was to prepare activities for the school's Brotherhood/Sisterhood Week. From this modest beginning the club, now known as the Human Relations Club, has grown to more than 200 members who are active all year, including summer months, to promote their message of tolerance and understanding. The club has sponsored numerous community and civic events, including a haunted house and Halloween party for the neighborhood children. In addition, the students designed a prejudice reduction curriculum they teach to Hamden's elementary school children. The club's achievements have not gone unnoticed; they have received state and national recognition for their efforts.

The signature event of the club is a prejudice reduction conference held annually at Quinnipiac University. The event is attended by approximately 1,200 students each year. Previous keynote speakers have included Timothy Shriver, a spokesperson for Special Olympics (his mother, Eunice Kennedy Shriver, founded the Special Olympics in 1962); Erin Gruell whose book *Freedom Writers* was recently made into a movie starring Hilary Swank; Brad Cohen, a Georgia Teacher of the Year who has Tourette's syndrome (Brad was featured on the Oprah Winfrey show); and famed pathologist Dr. Henry Lee. This year's keynote speaker is Kip Fulbeck, a college professor who is multiracial. Kip uses comedy as a vehicle to deliver a personal and serious message about the insidiousness of racism and prejudice.

The club's 16th annual conference: "Branching Out: Understanding Multiculturalism and Identity" will be held on Wednesday, May 23 at Quinnipiac. This year's conference coordinators are Anna Rogulina, Almariet Palm and Megan Hochstrasser. The coordinators are excited about this year's offerings and think it will be one of their best ever. They feel the conference is special because it gives students an opportunity to interact and make connections with other students during the seminar sessions.

Reservations are still available for this year's conference. Any school interested in sending students to the conference should contact Mr. Collicelli at [nick.collicelli@hamden.org](mailto:nick.collicelli@hamden.org) or call 203-407-2212. The registration deadline is Friday, March 31st.

## CAS SPONSORS STUDENT LEADERSHIP CAMP

Dennis Carrithers, Ph.D., Assistant Executive Director

CAS will sponsor a summer leadership camp August 14-18, 2007. The camp is open to Connecticut high school students who are interested in expanding their knowledge and abilities in leadership skills.

The Connecticut Student Leadership Camp is designed to provide participants with the opportunity to acquire and develop leadership skills and processes through a variety of activities. Student leaders will also learn to apply and adapt this knowledge to the various groups within their schools and communities.

Directing the camp will be veteran leaders and advisors from Connecticut high schools who have experience working at national leadership camps that used to be available under NASSP sponsorship. With the demise of the national camps, the Connecticut Student Activities Conference Board of Control is pleased to offer summer leadership experiences right here in Connecticut.

Students will stay at Camp Laurelwood in Madison, which has facilities that feature swimming, boating, hiking, recreation, ropes course, and meeting rooms for activities. Based on the experiences in the camp, students will be able to begin their school year with increased skills for the leadership responsibilities in their high schools. Principals, assistant principals, advisors, and coaches should identify and encourage promising or current student leaders to attend the camp.

Information about the camp, registration forms, medical forms and camp goals will be available on the CAS website, <http://www.casciac.org>.

## middle school news

### THERE ARE NO SHORTCUTS TO THE PRINCIPALSHIP

By Earle Bidwell,  
Assistant Executive Director



Reflecting on more than forty years in public education, most of it as a school leader or working with school leaders, I am acutely aware of the changing nature of the principalship, and how much more complex the position has become. The modern day principal is expected to manage a building, create and administer a budget, hire and retain highly qualified teachers, be conversant with educational law at the national, state and local levels, be an expert in behavior management, and lead curriculum development in a variety of academic disciplines. Furthermore, the principal needs to be skilled in interpersonal relations, knowledgeable about developing positive school culture that is inclusive and recognizes diversity, capable of leading professional development activities, active in professional associations and acquainted with a myriad of special education topics. The principal is expected to create and implement a vision for learning, design comprehensive professional growth plans for staff based on research and reflective practice, manage a safe and effective learning environment and interact with parents and the community to positively impact student achievement. What's more, the principal is the public relations point-person, the community parenting expert, a lifelong learner and an astute supervisor; all the while acting with integrity and in an ethical manner.

Because many of the competencies listed above are management skills, there is tendency among some to believe that schools can be effectively run by highly skilled leaders from fields other than education. After all, administrators in the business world are accustomed to creating and managing large budgets, securing and retaining a competent workforce, scheduling businesses or plants, and interacting with the public and community at large. With this line of reasoning, it follows that clearly a large number of MBA trained business leaders might do well in the principalship and an alternate route to the principalship for business leaders could alleviate a critical shortage area in educational administration.

If management skills were determined to be the crucial skills for school leaders, this writer might agree; however, management skills are a very distant second in importance to those of instructional leadership. There is nothing more important to the success of students than high quality teachers, and nothing more important to the improvement of instruction than highly skilled instructional leaders to support and improve teaching and learning. When all is said-and-done, principals must be able to successfully supervise and evaluate instruction and instructors. This requires highly developed expertise to help marginal teachers become good, good teachers become great and poor teachers to leave the profession. This expertise is acquired in highly specialized graduate level courses and through supervised internships. Preparation to become highly skilled instructional leaders includes a rigorous academic experience grounded in adult and experiential learning theory, knowledge of effective teaching research, classroom observation skills, evaluation of instructional program know-how, clinical supervision proficiencies, curriculum development comprehension and familiarity with the culture of educational organizations. *continued on page 8*

## ... more middle school news

### Rico Buccilli, *continued from page 1*

enhance the instructional schedule, and strengthen the bond between the school and its community. Under his leadership, differentiated instruction strategies have been implemented to ensure maximum learning opportunities for all students; a collaborative teaching model has been employed to successfully transition to inclusive classrooms; a more flexible daily schedule has been established to allow teachers the autonomy to direct instruction to best meet students' individual learning needs; and, the PTO is actively involved in all facets of the school's operation.

Though nearly 800 students enter the doors of DHMS each day, Rico manages to maintain a warm, nurturing atmosphere where every student feels connected and engaged. Highly visible and wholly immersed in the life of the school, he is a constant presence in the corridors and classrooms. Language Arts teacher Patricia Stearns calls Rico an "inspiration" and praises his ability to foster a positive school climate with high staff and student morale. "His attitude of helping others permeates throughout our entire building," says Stearns. "His hand is on the pulse of the school, observing, supervising and evaluating student and teacher performance to ensure optimum learning for all."

DHMS's recent designation as a New England League of Middle Schools' Spotlight School is attributed in large measure to Rico's strong leadership skills. The "Spotlight Award" recognizes middle schools for developing strong, effective programs that provide powerful learning opportunities for young adolescents. Says Jay Cei, DHMS parent and member of the Wallingford Board of Education, "Rico is an extremely compassionate, committed and positive person whose everyday activities inspire staff, students and others to higher levels of achievement and continuous improvement."

Described by colleague Robert Cyr, principal of Moran Middle School, as an "educator and leader of compassion, talent and skill," Rico is credited with his school's rapid turnaround after not making adequate yearly progress (AYP) under the requirements of the federal No Child Left Behind Act (NCLB) two years ago. When a student subgroup did not achieve mathematics standards in the 2004-05 school year, Rico undertook a rigorous self-examination and swiftly engaged the entire school community in a collaborative journey toward improvement. He worked alongside the faculty and staff to establish and implement performance improvement plans. Thanks to his decisive and industrious leadership, the sub-group achieved safe harbor status in the following year.

According to Cyr, Dag is a deeply "child-centered school" due to Rico's "compassionate care for any and all children." Selfless and civic-minded, Rico has defined himself by his kindness, his work ethic, his enthusiasm for the teaching and learning process and, above all, his devotion to his students.

### Principalship, *continued from page 7*

For these, there are no shortcuts. There is nothing in a non-educator's background to prepare one to be an instructional leader. To think that one with credentials as a business leader in a Fortune 500 company could step in and be a principal is about as rational as believing that a pediatrician could perform open-heart surgery or that a surgeon could effectively treat schizophrenia after completing a few courses. In medicine, that would be considered malpractice. It should also be considered malpractice in education! Students deserve teachers who are trained to not only teach content but trained in the delivery of instruction. Similarly, teachers deserve leaders who are experts in the field of pedagogy and have highly developed skill as instructional coaches and trainers.

The culture of schools is quite different than the culture in the business world. There is a growing body of evidence that suggests that the most successful schools are those where adults are essentially in collegial rather than hierarchical relationships with supervisors. This is antithetical to most models in the business world. IBM boasts a five to one ratio of subordinates to supervisors. The ratio in schools is probably closer to twenty-five to one. What would prepare a business leader to work in this type of organization? The answer is, "nothing." Collegial relationships with subordinates and shared governance are not common in the business domain.

A prerequisite for successful educational leadership is successful classroom experience. One cannot adequately lead improvement of instruction if one has not been a highly successful teacher. Classroom teachers make hundreds of on the spot decisions every day that affect the lives of up to a hundred young people in their charge. It is this type of experience over several years that sets the stage for successful administrative experiences. There is no corollary in the business world.

In the current era of high accountability, pre-service experience is indispensable. Learning on the job is not an option. Teachers and students deserve administrators who are highly trained, even in their formative years. The best principal preparation programs provide pre-service experiences in the form of internships similar to those in the medical profession. Administrative interns work under the supervision of principals and clinical supervisors, who have many years of successful practice, before assuming administrative positions. This ensures a level of expertise that cannot be acquired on the job.

While there are several jobs related to public education that might benefit from the expertise gained in other professions, or through on the job training, the principalship is not one of them. It is arguably the most critical position in a school and demands a highly qualified, highly trained, experienced educator. This can only be accomplished through a rigorous academic experience and supervised pre-service experiences. There are no shortcuts to the principalship!

## elementary school news

### EARLY CHILDHOOD EDUCATION COMMITTEE

By Lou Pear, Assistant Executive Director

A newly established CAS committee has been formed to address the issues surrounding early childhood education in Connecticut. Members include leaders from the Connecticut State Department of Education, principals, program coordinators, and practitioners. This diverse group of educators will be focusing their efforts on the newest legislative initiative to go before our State's Appropriations Committee. This wide-sweeping plan is to help close the achievement gap in our priority school districts and enhance our early childhood education (pre-K to grade 3) programs throughout the state. Governor Rell, who is co-chair of the Connecticut Cabinet for Early Childhood Education, has endorsed three major goals to help insure that all of our state's young children, regardless of where they live, are "ready by five and fine by nine."

These goals are as follows:

- To reach appropriate developmental milestones from birth to age five.
- To begin kindergarten with the knowledge, skill and behaviors needed for success in school.
- To have K-3 education experiences that extend children's birth-to-five learning and ensure consistent progress in achieving reading mastery.

To address these goals, the Early Childhood Cabinet has established the following immediate priorities:

- Assure fiscal support for high-quality preschool for all 3 and 4 year olds in families at or below 185 percent of the federal poverty level, and increase this income eligibility standard as state resources permit.
- Address state reimbursement inequities for center-based preschool programs.
- Develop a multi-year early childhood work force professional development plan to assure compliance with state law and selected national certification programs.
- Provide health, mental health and education consultation to preschool programs to enhance the skills of directors and teachers for meeting the comprehensive needs of children.
- Support the design and implementation of the kindergarten assessment (statewide implementation due in fall 2009).
- Develop a comprehensive strategic plan for serving infants and toddlers.
- Ensure that the HUSKY children receive regular well-child visits and an annual developmental assessment.
- Provide all families and caregivers (including non-custodial parents) with information about child development, prenatal through age eight.
- Expand eligibility categories in the birth-to-three program to include mild developmental delays and environmental risks.
- Support local communities in developing birth-to-five councils (e.g., using school readiness councils) for planning and monitoring early childhood services.



## ... more elementary school news

### CAS OPENS NOMINATIONS FOR EXEMPLARY EDUCATOR AWARD

By Regina Birdsell, Assistant Executive Director

The CAS Elementary Division is pleased to announce that applications are available online at [www.casciac.org](http://www.casciac.org) for the **Elementary Level Exemplary Educator Award**. The purpose of this award is to give public recognition in Connecticut and nationally to a CAS member elementary level educator. Nominations may be made by any present or former member of the school staff or district central office personnel. The educator chosen will receive recognition in the media, in CAS publications and at a CAS-sponsored ceremony in her/his community.

CAS recognizes that outstanding elementary level educators create a classroom and school environment appropriate to the needs of the elementary child. Therefore, the following criteria will be used to determine the recipient of this award. Please note, however, that past recipients are not eligible.

1. The candidate must be a practicing educator of a CAS member elementary school who exhibits the following:
  - a. demonstrates excellence in education;
  - b. demonstrates involvement with students, staff, and parents in and out of the classroom;
  - c. demonstrates leadership within the profession.
2. The candidate should be in at least her/his fifth year as a practicing elementary school educator in Connecticut and in at least the third year in his/her present position.
3. Each of the three areas on the official nomination document must be addressed individually. The total response is limited to six pages (exclusive of Nomination Title Sheet).
4. Nominations must be accompanied by three (3) letters of recommendation, by any persons who are qualified to judge the professional performance of the candidate. Either the nomination or one of the three letters of recommendation must be from the building principal. Incomplete nominations will not be considered.
5. Finalists will be asked to write a one to two page reflective essay about his/her beliefs, motivations and/or experiences as an elementary level educator.
6. The successful candidate will also be invited to share her/his expertise through CAS sponsored workshops and/or programs.
7. Nominations must be postmarked or delivered to CAS no later than **April 23, 2007**.
8. Nominations should be sent to: Regina S. Birdsell, Assistant Executive Director, Connecticut Association of Schools, 30 Realty Drive, Cheshire, CT 06410

Nomination forms can be downloaded at [http://www.casciac.org/pdfs/el\\_toy\\_app.pdf](http://www.casciac.org/pdfs/el_toy_app.pdf).

### RETIRED ADMINISTRATORS' CORNER

By Lou Pear, Assistant Executive Director

Recently, several retired colleagues met to see how CAS could meet the needs of retired administrators. In doing so, they recommended that we survey fellow colleagues and receive feedback from principals who will soon be retiring. In addition, it was noted that there are many opportunities for retirees that should be posted in the CAS Bulletin. Some of these include:

- full or reduced tuition to all Connecticut Community Colleges;
- a need for administrators to be assessors for the Connecticut Administrators Test. Contact Debra Siegel, [dsiegel@eastconn.org](mailto:dsiegel@eastconn.org) or 860-455-0707;
- a need for administrators to administer the NAEP tests. Contact Armand Regalbuti at [ajr3164@aol.com](mailto:ajr3164@aol.com); and,
- a need for speakers to cover topics concerning the principalship for aspiring and newly-appointed principals in CAS' mentor/mentee program.

### CIAC EXPLORES YOUNG ATHLETES PROGRAM

By Ann Malafronte, Director of Unified Sports™

The CIAC Unified Sports™ Program is looking into creating a pre-kindergarten program which will allow youngsters with and without intellectual disabilities to engage in physical activities together. This innovative sports play program is designed to address two specific levels of play. Level 1 includes physical activities focused on developing fundamental motor tracking and eye-hand coordination. Level 2 concentrates on the application of these physical activities through a sports skill activity program consistent with Special Olympics sports play.

The goal of the program is to help young children with intellectual disabilities to improve physically, cognitively and socially. By integrating children without disabilities into these activities we hope to raise awareness about the diverse abilities of our special children, give them a role model for participating in the skills activities and help them to form friendships with many peers.

Early childhood is the time when research shows us that we can make the most strides in helping youngsters with disabilities to make progress in areas such as balance and coordination and the basic skills of running, jumping, throwing, catching, striking and kicking.

Southington public schools are reviewing the program and materials for possible initiation. The town currently has multiple schools with a population that would benefit from this program.

Pre-K schools interested in exploring the possibility of starting a Unified Sports™ program should contact Ann Malafronte at [amalafrente@casciac.org](mailto:amalafrente@casciac.org) or (203)250-1111.

### The Connecticut Association of Schools announces four new science workshops. . .

#### *Principals' Conversations About: Science for All Children; Preparing Our Students for Life, Careers and the New Science CMTs*

**Presenter:** Elizabeth Buttner, K-8 Science Consultant  
Connecticut State Department of Education

Each workshop will cover the following topics:

- ★ Framework, curriculum-embedded performance tasks and district science curriculum
- ★ Instructional & budgetary implications
- ★ Science CMT contents and format, followed by Q&A session

Locations for workshops:

Thursday, April 26, 2007 / Center School, Litchfield / 4:30 P.M. - 7:30 P.M.  
Monday, April 30, 2007 / CAS Office, Cheshire / 4:30 P.M. - 7:30 P.M.  
Monday, May 7, 2007 / Polson Middle School, Madison / 4:30 P.M. - 7:30 P.M.  
Monday, May 14, 2007 / Frenchtown Elementary, Trumbull / 4:30 P.M. - 7:30 P.M.

Register on-line at <http://www.casciac.org/register!>

## ciac news

**ATTENTION: FOOTBALL COACHES****Want to play golf with Randy Edsall?**

Football coaches interested in playing in Randy Edsall's four-some at the CIAC's 15th annual golf benefit on June 18th should contact Bob Lehr, AD at Southington HS. The UCONN football coach will be the honorary co chair of the event along with Pat Ryan, CEO of Ryan Marketing in Farmington. The tournament will once again be held at the Chippanee Golf Club in Bristol. Interested individuals can contact Bob at [lehrathletics@yahoo.com](mailto:lehrathletics@yahoo.com).

**Drug Testing in New Jersey:  
No Positives Seen as Positive**

New Jersey's first in-the-nation tests of high school athletes for steroid abuse showed no positive results among 150 random samples taken in the fall, according to the group that administered the tests. All tournament-bound high schoolers randomly sampled tested negative for performance-enhancing drugs, according to Bob Baly, assistant director with the New Jersey State Interscholastic Athletic Association. New Jersey became the first state to administer the test to athletes amid concerns that high schoolers might be bulking up to be more competitive. National studies have shown that about 2 percent of teenagers use steroids before graduating from high school. The scholastic association, which oversees high school sports, plans to test about 500 athletes during tournaments for various sports in the 2006-07 school year. The \$100,000 cost is split between the association and the state education department. Baly says the money is well-spent, even if every test is negative. "If we find out that people aren't doing something illegal because they're afraid to get caught, then we're successful," he told *The Philadelphia Inquirer* for Sunday newspapers. (Source: *The Kansas City Star*, February 18, 2007)

**LOCAL KNOWLEDGE****As heard through the golf grapevine**

by John Strege

*Maybe They'll Also Lose Weight:* The Connecticut State Golf Association, noting that most kids do not have an official USGA handicap, has developed a series of virtual golf clubs for schools designed to get students posting scores. The CSGA (whose executive director is former Callaway Golf CEO and president Ron Drapeau) hopes the program enhances students' interest in the game by enabling players of varying skill levels to compete against one another; to expose golfers to peer review; and, for better players, to ensure they have an established handicap needed to compete in USGA events. There is no cost to students under the age of 18.

(Reprinted from *GolfWorld*, February 9, 2007)

**MICHELE CORDEAU RECEIVES  
SECTION 1 SPIRIT AWARD**

Michele Cordeau, decorated Wolcott High School cheerleading coach, has been selected by the National Federation of State High School's Spirit Association as the recipient of the 2007 Section 1 Spirit Coach award. A longtime member of the CIAC Cheerleading Committee, Michele's dedication and commitment have helped to advance the sport of cheerleading and to protect the interests of the nearly ?? student-athletes who compete in cheerleading in Connecticut each year. In the award letter, NFHS Spirit Rules Liaison Susan Loomis wrote, "You are an outstanding role model for all spirit coaches in your state and section. Your cheer teams have learned far more than the excellent technique which made them successful in competition. They learned how to be good citizens and work together as a team." Congratulations, Michele!

**FORMER CIAC STAFF MEMBERS HONORED**

The 2007 CIAC Ice Hockey Tournament has been dedicated to former CIAC

Assistant Executive Director Al Cramer. The dedication reads:

*"For his thoughtful initiatives, unselfish service, and enduring humor, the CIAC Ice Hockey Committee is honored to dedicate the 2007 Connecticut High School Ice Hockey tournament to Al Cramer. Thanks, Al. Your legacy of helping students lives on today and for tomorrow."*

The 2007 CIAC Boys' and Girls' Basketball Tournaments have been dedicated to recently retired CIAC Assistant Executive Director Tony Mosa. The dedications reads:



*"Tony's contributions to athletics in the state of Connecticut and indeed throughout New England are legendary. The CIAC Girls' and Boys' Basketball Committees are proud and pleased to dedicate the 2007 CIAC tournaments to Tony, in recognition of his support, dedication and untiring commitment to athletics and the youth of Connecticut."*

**NFHS RELEASES ANNUAL DATA ON FOOTBALL INJURIES**

The 2006 Annual Survey of Football Injury Research reported one direct fatality in the 2006 high school football season, the lowest number since 1994, when there were no direct fatalities. In the report, football fatalities are classified as either direct or indirect. Direct fatalities are those which result directly from participation in the fundamental skills of football. Indirect fatalities are those which were caused by systemic failure as a result of exertion while participating in football activity, or by a complication which was secondary to a non-fatal injury. During the 2006 football season, there were twelve (12) indirect fatalities at the high school level, the highest number of indirect deaths recorded since 1966 (there were also twelve (12) indirect fatalities in 1970). Indirect fatalities are often heart-related or caused by heat stroke. Of the indirect fatalities in 2006, three (3) were due to heat stroke. The one direct fatality resulted from a spinal cord injury. A 17 year-old high school football player was injured while being tackled in a practice defensive drill. He was 5' 11" and weighed 185 pounds. The injury took place on 8/30/06 and he died on 9/5/06.

## COURTNEY MACAVINTA TO PRESENT WORKSHOP ON SELF-ESTEEM

On April 26, 2007, the Dove Self-Esteem Fund, in cooperation with the CIAC, will host a workshop designed to guide educators in working with young women to foster healthy attitudes about their bodies and their looks. Courtney Macavinta, an award-winning journalist, author, speaker and teen coach, will be the workshop presenter. Courtney has reached more than a million girls and women through her work, including her blog [RespectRx.com](http://RespectRx.com) and best-selling book, RESPECT: A Girl's Guide to Getting Respect and Dealing When Your Line Is Crossed, which has won both IPPY and iParenting awards.

Throughout her tumultuous teens, Courtney dealt with many of the same issues girls face today, from self-doubt and body hatred to risky choices and confusion about her multi-racial identity. Her hard-working family also struggled for respect amid substance abuse, incarceration, violence, poverty and racism. Like many, she fought to find respect without a compass or clue—then discovered it was within her all along. Today that is her message to girls and women everywhere: Respect is always within reach because true respect starts on the inside.

As an expert on teens and women, Courtney has been featured on CNN, Fox, National Public Radio, and in *USA Today*, *CosmoGirl!*, *Teen People*, *Teen Vogue*, *The Seattle Times*, and numerous other media. She also has been featured as role model in the books The Quarterlifer's Companion, and Cool Women, Hot Jobs. Having been in online media for more than a decade, Courtney formerly was editorial director of the groundbreaking and Webby-nominated online and radio network ChickClick. Additionally, her articles have been published by *The Washington Post*, *The Associated Press*, *Daughters*, *Common Sense Media*, *Wired News*, *Business 2.0*, *The Sacramento Bee*, CNET News.com and others.

Teachers, coaches, nurses, ADs -- don't miss this opportunity to learn more about the self-esteem issues facing today's youth and to develop the tools to help them cope. Visit the CIAC website for more information - [www.casciac.org](http://www.casciac.org).



## NCAA STUDIES SHOW VALUE OF ATHLETICS

(Excerpted from "Research validates value, and values, of athletics, by Gary T. Brown, "The NCAA News")

The percentages speak for themselves: Eighty-eight percent of student-athletes earn their degrees.

Eighty-three percent of student-athletes have positive feelings about their choice of major.

Ninety-one percent of former Division I student-athletes have full-time jobs, and on average, their income levels are higher than non-student-athletes.

Twenty-seven percent of former Division I student-athletes go on to earn a postgraduate degree.

Falsehood? Fabrication? Fiction?

Fact, actually.

In perhaps the most ambitious and comprehensive studies yet on student-athlete experiences, the NCAA has discovered that student-athletes are at least as engaged academically as their student-body counterparts; they graduate at higher rates; and they believe their athletics participation benefited their careers.

The data are from two studies - one focusing on more than 8,000 former student-athletes who entered college in 1994 (the Study of College Outcomes and Recent Experiences, or SCORE), and another spotlighting more than 20,000 current student-athletes (the Growth, Opportunities, Aspirations and Learning of Students in College, or GOALS).

The studies reveal more good news than bad. However, results do point to a few troubling areas. The amount of time student-athletes commit to their athletics pursuits, both in and out of season, continues to be a concern. Baseball student-athletes in particular stand out as having an imbalance in time devoted to athletics versus academics. Also, many student-athletes believe their grade-point averages would be higher if they did not participate in athletics. And a small but noteworthy percentage say they regret the interference athletics participation had on their choice of major.

Never before has such a comprehensive collection of results pointed to what most educational and intercollegiate athletics leaders already supposed - that student-athletes tend to be more successful in the classroom, and beyond, than other students, and that participation in athletics enhances their collegiate and post-educational experiences.

## REPORT REVEALS HIGH SCHOOL SPORTS CAN DRAMATICALLY AFFECT STUDENTS' ETHICS ON AND OFF THE FIELD

National Survey Reveals Good and Bad News for Parents and School Administrators

LOS ANGELES, (February 16, 2007) – According to a national study conducted by Josephson Institute, the values of young athletes are dramatically impacted by their sports experience. Unfortunately, it's often for the worse.

Michael Josephson, president of the nonprofit Josephson Institute and founder of the national program CHARACTER COUNTS!, said the report contains both good and bad news for parents and school administrators.

"The good news is, the majority of high school athletes trust and admire their coaches and are learning positive life skills and good values from them. They are less cynical about ethical issues and less likely to steal than their classmates.

"The bad news is, many coaches - particularly in boys' basketball, baseball, and football - are teaching kids how to cheat and cut corners."

The study found that both male and female high school athletes are more likely to cheat in school than the general high school population. In addition, far too many are willing to cheat in sports and engage in other dishonest, deceptive, and dangerous practices without regard for rules or traditional notions of fair play and sportsmanship.

"There is reason to worry that the sports fields of America are becoming the training grounds for the next generation of corporate and political villains and thieves," Josephson said.

*continued on page 12*

## . . . more ciac news

### Josephson Study, *continued from page 11*

Some of the study's more dramatic findings include:

**Gender Differences.** There are dramatic differences in the attitudes and behaviors of male and female high school athletes. On virtually every question, girls express a deeper commitment to honesty and fair play than boys. They are also much less likely to endorse cheating or other questionable practices in the pursuit of victory.

**Sports Differences.** Boys who play baseball, football, and basketball are considerably more likely to cheat on the field and in school and to engage in conduct involving deliberate injury, intimidation, and rule-breaking than boys involved in other sports. Generally, boys participating in swimming, track, cross country, gymnastics, or tennis are markedly less likely to cheat or engage in bad sportsmanship than their male counterparts in other sports. Girls involved in basketball and softball were more likely to engage in illegal or unsportsmanlike conduct than girls involved in other sports.

**Theft.** High school athletes are less likely than non-athletes to engage in theft. Nevertheless, more than one in four male athletes (27%) admit stealing from a store in the past 12 months compared with 32% of boys not

involved in sports. The highest rate of theft reported is from male gymnasts (36%), football players (33%), and male basketball players (32%). One in five female athletes (20%) have engaged in theft compared to 23% for all high school girls.

**Cheating.** High school students involved in sports cheat in school at a higher rate than non-athletes. Nearly two-thirds (65%) of boys and girls participating in sports say they cheated on an exam in the past year compared to 60% of the general population (based on a 2006 Josephson Institute survey of 35,000 students). Whether this enhanced propensity to cheat is due to values that put winning over honesty, to pressures to stay eligible, or to difficulties managing their time given the high demands of sports, the fact remains that for most kids, sports promotes, rather than discourages, cheating. The highest cheating rates are in football (72%), girls' softball (72%), girls' basketball (71%), cheerleading (71%), hockey (70%), and baseball (69%). Female cross country athletes (39%), male cross country runners (53%), male swimmers (53%), and female swimmers (57%) are the least likely to cheat in school.

**Performance-Enhancing Drugs.** Given that steroids and other performance-enhancing drugs are considered unhealthy and are often illegal, a disturbing number

of male athletes (6.4%) admit to having used them in the past year. Among females, 2% reported using them. Male gymnasts (13%), hockey players (10%), and baseball players (9%) report the most usage. Among females, tennis players (4%), cheerleaders (3%), and softball players (3%) lead the list. Sports whose athletes report no usage of performance-enhancing drugs are boy's volleyball and track and girl's gymnastics, cross country, and swimming.

**Hazing.** Nearly one-third of boys (30%) and 21% of girls report that degrading hazing or initiation rituals are common at school.

**Respect for Coaches.** The vast majority of high school athletes (90%) say their coaches "consistently set a good example of ethics and character" and 91% reported that their current coach "wants them to do the ethically right thing, no matter what the cost."

**Playing vs. Winning.** The overwhelming majority of high school athletes value winning. Nevertheless, they would much rather play for a losing team than sit on the bench for a winning team. Winning, they believe, is not essential for enjoying a sport.

To view the entire report, visit [http://www.josephsoninstitute.org/pdf/sports\\_survey\\_report\\_030507.pdf](http://www.josephsoninstitute.org/pdf/sports_survey_report_030507.pdf).

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