



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



Affiliated with: National Federation of State High School Associations • National Assoc. of Secondary School Principals • National Middle School Assoc. • National Assoc. of Elementary School Principals

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CAS ANNOUNCES "BANDJAM '09"



An exciting new musical program has begun at CAS! Does your high school have garage bands? If so, encourage them to enter the *Connecticut BandJam 09 - The Ultimate Battle of the Bands Competition!!!*

CAS is pleased to announce that registration is now open for this statewide competition for high school garage bands. Here's an avenue for your students to display their talents!

High school students who are in garage bands, of

any style or musical genre outside of school, are invited to submit an application plus an audition recording with two songs (originals or covers) by April 24, 2009.

All members of the band must be currently enrolled in a CAS member high school (check with a teacher or principal); however, band members do not all need to be enrolled in the same high school. In addition, one member from each band must identify a music teacher (in school or privately) who has made a positive difference in his or her music education.

Audition recordings, which do not need to be professional, are reviewed by a committee and narrowed down to a maximum of 12 bands. The selected bands must be able to perform at the competition hosted by Darien High School on Friday, June 5 from 4-9:00 p.m.

The bands will compete to receive a grand prize that includes:

- ♪ three (3) hours of professional recording studio time; and,
- ♪ an appearance at the International Festival of Arts and Ideas on the New Haven Green Elm Street Stage on June 21st

In addition, the top five bands will be invited to perform at the International Festival of Arts and Ideas "Village of Villages" event earlier that day.

More specifics of the finalist awards will be announced. Judges will be made up of professional musicians and experienced talent managers.

For more information, visit <http://www.casciac.org/bandjam.shtml>.

CAS TESTIFIES ON SB944

On Monday, March 9th, several CAS representatives attended the legislative hearing on SB944, **AN ACT CONCERNING A PLAN FOR ACADEMIC AND PERSONAL SUCCESS FOR EVERY MIDDLE AND HIGH SCHOOL STUDENT**. This bill provides for the phasing in of the voluntary implementation of the secondary school reform proposal which was adopted by the CT State Board of Education on October 2, 2008 and which significantly changes the requirements for the awarding of high school diplomas.

In attendance at the hearing were CAS Assistant Executive Director Dennis Carrithers, Farmington High School Principal Timothy Breslin, and Old Saybrook Middle School Principal Mike Rafferty. Dennis Carrithers presented a formal position statement issued by CAS which can be found on **page 7**. The testimony of Tim Breslin and Mike Rafferty can be downloaded at www.casciac.org/pdfs/Tim_Breslin_SB944.pdf and www.casciac.org/pdfs/Mike_Rafferty_SB944.pdf, respectively.

See related item on page 8.

CAS ANNOUNCES 2009 GOVERNOR'S SCHOLARS

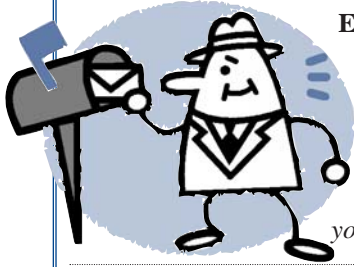
Under the direction of Education Commissioner Mark McQuillan and with funding from Big Y World Class Markets, the Connecticut Association of Schools (CAS) has completed its selections for the 2009 Governor's Scholars Program. Now in its thirteenth year, the purpose of the program is to recognize academically talented high school students from throughout the state.

All principals of CAS member high schools are given the opportunity to nominate one junior ranked in the top four percent of his/her class. An essay on an assigned topic has to be completed. Members of the Governor's Scholars Committee, professional educators from throughout Connecticut, judge the completed applications and assign a composite score to each based on rank in class, PSAT or SAT scores, CAPT scores, and the student essay. Laura Ferrante-Fernandes, chair of the Governor's Scholars Committee, is pleased to announce the thirty finalists in this year's competition.

continued on page 6

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: For years, we have used the school activity fund at our school for a number of fun activities, including a road trip for interested teachers to a Red Sox game. Just last week, I bought three dozen donuts and put them in the teachers' lounge, as I do every month or so. Now, one of my uptight teachers is asking whether the teachers shouldn't be paying for their own donuts. Needless to say, her question was not well received, and now her donut-eating colleagues are shunning her. Can I just tell her to chill out, or is this situation some big "ethics" thing?

- *Krispy Kreme*

A. Dear Krispy: A common use of school activity funds is to support student activities. However, the statute provides broader authorization, stating that school boards may create "such funds of schools and school organizations as such board from time to time determines to be desirable, which funds may include amounts received as gifts or donations." As you can see, school activity funds are not limited to student activities, and they may include gifts. The key point is that you have a fiduciary responsibility to conform expenditures to the purposes for which the money was raised. You better not buy donuts with funds raised to subsidize the cost of a field trip. However, where funds are unrestricted, you are free to spend them for school-related purposes. Subsidizing a field trip to Fenway for teachers seems a bit much, but modest expenditures to boost morale, such as the occasional donut run, should be fine.

Q. Dear Mailbag: A student has put my secretary and me in a very awkward position. She was crying one day, and my secretary made the mistake of asking what was wrong. The student spilled her guts about a relationship gone wrong, and she told my secretary that she had lost her virginity to a fellow student who then dumped her. I don't want to get involved in this drama, but I wonder whether this event should be reported to DCF, since she is only 16. HELP!

- *Mum's the Word*

A. Dear Mum: The Commissioner of DCF has interpreted the reporting statute such that consensual sexual activity between minors is not reportable, unless there are special circumstances where a student is victimized by another by virtue of a disability, of force, or otherwise. The Attorney General reviewed this interpretation in 2002, and he ruled that there is no per se reporting requirement in such cases, even if the student is below the age of 16 and the other party is more than two years older. This situation is challenging, because you want to be supportive, but do not want to intrude on the student's privacy interests. However, at least you know you will not go to jail for a failure to report to DCF.

Q. Dear Mailbag: Both halves of a divorced couple have been trying, so far, unsuccessfully, to draw me into their drama. However, in a weak moment, I mentioned to the woman that her former husband left an odd message on my voice mail with some crack about her past. She perked right up and demanded a copy of the voice mail message in accordance with the Freedom of Information Act. Can I get out of this mess by telling her that I am not required to keep voice mail messages anyway?

- *Blabber Mouth*

A. Dear Blabber: You are right about one thing. You are not required to retain voice mail messages unless they are evidence of a crime (e.g., a bomb threat) or you are aware that they are relevant to a pending claim. However, voice mail messages are public records under the Freedom of Information Act. As long as the voice mail message still exists, it is subject to disclosure under the FOIA. You don't have to transcribe the message, but you do need to provide a copy. Since the message is recorded electronically, you may charge the cost of the medium to which the message is copied, as well as the cost of staff work to make the copy. By shooting off your mouth, however, you invited this request. Nice work.

ct news & notes

REGISTER NOW
for
**The 57th CAS
Annual Meeting**

May 22nd
8:30-10:30 a.m.
CAS Central Office

www.casciac.org/amregister

■ Congratulations to Bruce Sievers and Robert Sartoris, principal and assistant principal of Howell Cheney Technical High School in Manchester, respectively. Bruce and Robert were selected as the Connecticut Technical High School System's 2008-09 Principal of the Year and Assistant Principal of the Year. Both were honored at the CT State Board of Education Meeting in February.

■ Each year, after an examination of district fall hiring reports, the state department of education identifies teacher shortage areas for the next school year. This determination is important because it helps students decide which fields to study, assists veteran teachers in determining whether to pursue additional endorsements, and helps institutions of higher education steer students toward fields that will have critical need in the coming years. In addition, the state provides incentives to help educators who serve in shortage areas. According to an SDE report released last month, world languages had the highest percentage of vacancies in the current school year, followed by speech and language pathologists, and K-12 comprehensive special education teachers. Math, science and bilingual teachers also were in demand. The number of vacancies decreased from the 2007-08, according to the report. However, large urban districts still have vacancy rates of about 10 percent of their staffs, compared to a 4.5 percent vacancy rate statewide, the report said.

national news & notes

■ A monograph from Team-Up for Youth, which works to expand after-school sports programs for young people in low-income communities, finds that students who participate in organized sports get better grades, are more likely to finish their homework, are less likely to drop out of school, and are more likely to attend college. "Learning to Play and Playing to Learn: Organized Sports and Educational Outcomes" surveys more than 60 studies and articles on various aspects of children's participation in athletics, and concludes that through physical activity, which affects key brain functions critical to learning, and participation in team efforts, low-income youth are better prepared to succeed academically and eventually hold jobs with greater responsibility and higher pay. In particular, African-American and Latina female athletes reported better grades in high school and greater involvement with extracurricular activities than female non-athletes. Opportunities to participate in organized sports are not evenly distributed across the student population, however. One study in the monograph found that 75 percent of children from white middle-class backgrounds participated in organized sports, while only 40 percent to 60 percent of low-income children of color did so. http://www.teamupforyouth.org/dynamic/attachables/media_filename_119.pdf.

■ Despite the billions in education funds from the recovery package set to reach states by the end of April, schools will still suffer from severe budget cuts. However, many are finding creative ways to work around budget shortfalls. Schools are taking measures to reduce costs by replacing school bus engines instead of buying new buses, offering fewer options at lunch, using paper plates to save on dishwasher expenses, saving on energy by installing solar paneling, replacing playing fields with less expensive artificial turf, and more. On the extreme side, some schools aren't hiring substitute teachers and are, instead, having principals and teachers stand in for the absent staff members. MSNBC, 3/2/09

■ Researchers say that young men who smoke marijuana weekly, or who have smoked from their teen years on, face twice the risk of developing nonseminoma,

Political Correctness for Today's Teens

- ★ Kids don't get grounded anymore. They merely hit "social speed bumps."
- ★ You don't have detention; you're just one of the "exit delayed."
- ★ No one fails a class anymore; they're merely "passing impaired."
- ★ Your bedroom isn't cluttered; it's just "passage restrictive."
- ★ You're not sleeping in class; you're "rationing consciousness."
- ★ These days, a student isn't lazy. He/She's "energetically declined."
- ★ Your locker isn't overflowing with junk; it's just "closure prohibitive."
- ★ Your homework isn't missing; it's just having an "out-of-notebook experience."
- ★ You're not late; you just have a "rescheduled arrival time."

(Source: *Education World Weekly Newsletter, Volume 13 Issue 8*)

an aggressive form of testicular cancer. Researchers said the elevated risk compared to nonusers may be due to stimulation of immature testicular cells that can later become tumors. The testicles are one of the few organs in the body that have receptor sites for cannabinoids, the active ingredient in marijuana. Increases in the number of testicular-cancer rates since the 1950s could be due to higher rates of marijuana use during the same time period, experts said. Current marijuana users had an overall 70-percent increased risk of testicular cancer compared to nonusers. "Our study is not the first to suggest that some aspect of a man's lifestyle or environment is a risk factor for testicular cancer, but it is the first that has looked at marijuana use," said researcher Stephen Schwartz. The study from researchers at the Fred Hutchinson Cancer Research Center was published online in the journal *Cancer*.

■ Teen smokers and adult smokers agree that the Marlboro brand is their cigarette of choice, and anti-smoking advocates say advertising is the reason why. A new report from the Centers for Disease Control and Prevention (CDC) shows that three brands of cigarettes -- Marlboro, Newport and Camel -- were preferred by 81 percent of middle- and high-school students. Survey results show that 52 percent of established smokers in high-school chose Marlboro, while 21 percent chose Newport and 13 percent preferred Camel; the middle school percentages were 43, 26 and 9 percent, respectively. The CDC analyzed data from the 2004 and 2006 National Youth Tobacco Survey of nearly 5 million 12- to 17-year-olds, drawing on survey responses from 54,301 regular smokers. The conclusions parallel those in the 2007 National Study

on Drug Use and Health, which found the same three brands to be the most popular smoked by U.S. adults. Despite evidence that smoking rates are on the decline among teenagers, anti-smoking advocates said that cigarette advertising that ostensibly targets adults has influenced the teenage audience. "Cigarettes are still the most heavily advertised drug in America," said Victor Strasburger, a spokesman for the American Academy of Pediatrics. David Sutton of the Altria Group, which owns Philip Morris USA and the Marlboro brand, said that adult influence contributes more significantly to teen smoking than advertising, while David Howard, a spokesman for Camel manufacturer R.J. Reynolds, said that the brand's third-place ranking in the survey is evidence that the company is successfully avoiding marketing to young people. (Source: Legacy of Hope® e-newsletter)

■ In the U.S., 12.6 million children go to bed hungry every night. Of these children, the highest proportion live in the South (5.2 million) and the majority are white (5.3 million).

■ Children exposed to a multi-year program of music involving increasingly complex rhythmic, tonal, and practical skills display superior cognitive performance in reading skills compared with their non-musically trained peers, according to a study published in the *Psychology of Music* journal. According to authors Joseph M. Piro and Camilo Ortiz from Long Island University, data from this study will help to clarify the role of music study on cognition and shed light on the question of the potential of music to enhance school performance in language and literacy.

legal news & notes

■ The Lebanon School District (Indiana) has reversed its policy requiring female students to wear dresses if they attend the prom after a senior girl who is a lesbian sued last week, according to the *Indianapolis Star*. In a statement, Superintendent Robert L. Taylor said that the issue had been resolved. School policy for this year's prom will be that all attendees shall wear appropriate formal attire with no gender-based attire requirements imposed," the statement said. "Female students will be permitted to wear tuxedos if they choose." Ken Falk, legal director of the American Civil Liberties Union of Indiana and the student's attorney, said his client is pleased with the decision and will attend the April prom in a tuxedo. "We think this is what the decision should have been all along, that there was never any justification for the policy," Falk said. "It's unfortunate that we had to go this far." Falk had asked a federal court to force the school to let the girl, who remained anonymous in court filings, attend the prom in a tuxedo. The lawsuit said the school violated her right to express herself and discriminated against her because of her gender. The district had long had the policy and had never reviewed it because it hadn't been challenged, the district's lawyer, Kent Frandsen, said last week. (Source: *Indianapolis Star*, 3/17/09, By Andy Gammill)



Honoring the Legacy of Columbine

April 20, 2009, marks the 10-year anniversary of the tragedy at Columbine High School. Although the school shouldered the brunt of public scrutiny, we can't ignore that the Columbine tragedy was a failure of the collective community to connect with every child. The events of that day may have been captured on film, but they are cemented in the hearts and minds of school and community leaders across the country as reminders that the culture they foster truly matters.

Therefore, the legacy of the Columbine tragedy should not be the endless montage of film that sensationalizes the building evacuation, but the mosaic of positive changes that schools are making to connect with all students and their families. The leading education organizations endorsing this letter request that you honor the legacy of Columbine by refraining from running images and footage of the event's aftermath and by casting a spotlight on those schools that strive tirelessly to connect with every student.

Rigor, relevance, and relationships—the modern three Rs of education—provide a guiding mantra for all educators as they craft structures and programs for schools. Relationship building results in schools that are safe havens that welcome and embrace every student. Every student should feel accepted and encouraged at school. The weakest among us must feel physically and psychologically protected in our schools at all times. And schools should be warm and inviting places for students and adults alike. Walk into such a school and you will see:

- Students who have a sense of belonging and who feel they have a voice in the school. Such students do not engage in negative and destructive behavior directed at the school or their peers.
- A significant adult advocate for each student—a teacher, counselor, coach, or adviser with whom the student has a connection. Adult advocates assist students in developing a projected view of their future. By providing choices and options, advocates help students see a future that they could not have otherwise imagined.
- Educators who take students seriously. In personalized schools, adults do not ignore cries for help or assume that someone else has the responsibility for solving the problem. For some students, school is the only safe, clean, orderly, and inviting place in their lives.
- No incidence of students floundering academically, socially, or psychologically without the intervention of a school staff member. Every student has a plan that provides for their academic and social success.

The compelling stories generated by successful schools in the urban, suburban, and rural United States provide shining examples of the work of dedicated principals, assistant principals, teacher leaders, and other educators and demonstrate the results of implementing those personalization practices. It is our hope that the press will use the Columbine anniversary to shine the light of inquiry directly on the communities, schools, and educators that have created oases of optimism for their students rather than open old wounds by revisiting a tragic past. Remembering those heartbreaking days in April 1999 allows all of us to recollect the failure of past practices but—more important—it encourages us to reflect on the promise and vision that communities, schools, and educators can create warm, inviting, and successful learning environments for every student. The story is less sensational by far, but indeed, far more compelling.

Thank you for your consideration.

Signed and endorsed by:

- American Assn of Colleges for Teacher Education
- American Dance Therapy Association
- American School Counselor Association
- ASCD
- Assn of School Business Officials International
- Council of Administrators of Special Education
- International Reading Association
- Knowledge Alliance
- Learning Disabilities Association of America
- National Alliance of Black School Educators
- National Assn of Elementary School Principals
- National Assn of Pupil Services Administrators
- National Association of School Psychologists
- National Assn of Secondary School Principals
- National Assn of State Boards of Education
- National Assn of State Directors of Special Education
- National Association of State Title I Directors
- National Education Association
- National Middle School Association
- School Social Work Association of America

YMCA ALLIANCE COMBATS OBESITY

By Dennis Carrithers, Assistant Executive Director

The CT Alliance of YMCAs ("YMCA Alliance") was successful in being awarded a grant from the YMCA of the USA to fund a three year initiative in Connecticut to EDUCATE the public on issues of youth obesity and the resulting increase in chronic disease; to MOBILIZE individuals locally and statewide to insure healthy policies and practices become an "optimal default" position throughout the state; and to CHALLENGE elected and appointed officials and leaders of private institutions to make good decisions that encourage healthy lifestyles.

The YMCA of the USA also awarded similar grants (original funding came from the Robert Wood Johnson Foundation) to Tennessee and Kentucky.

CAS partnered with the CT Alliance of YMCA's and the CT Recreation and Parks

Association to write the grant proposal. We will be notifying some 35 school districts in towns served by the 23 eligible YMCAs that YMCA staff may be contacting them about forming local community partnerships to address youth obesity. We are encouraging them to participate.

The Alliance will receive \$ 40,000 per year for three years and then \$ 15,000 for the fourth year. The grant will be used to pay for part time staff leadership of this initiative. It may not be used for lobbying activities.

Local YMCAs will be given \$50,000 - \$10,000 sent the first year and \$40,000 for the second year. In the third year, YMCAs will apply for a third year of funding, to be awarded based on the progress made during the first two years. We expect three to six local YMCA's in Connecticut will receive funding.

Status of CT adults and youth:

- More than 59% of CT adults are obese.
- 26% of CT high school youth are obese. (2007 survey)
- 12% of CT children ages 10 – 17 are obese.
- 16% of low income children, ages 2 – 5, in CT are obese.
- Only 22% of CT high school youth eat the daily recommended fruits and vegetables.
- 80% of CT adults have not had physical activity within the last month. (2007 survey)
- \$ 856 million in medical costs incurred by CT adults due to obesity related issues
- Only 38% of youth in grades 4, 6, 8 and 10 pass the mandatory physical fitness tests.

"Those who dare to teach, must never cease to learn"

- John Dana Cotton

ATTENTION: Principals, assistant principals, head masters, central office administrators, retired educational leaders, leadership affiliates, and friends of education.

CCSU has been successfully preparing highly skilled professional educational leaders for decades. We are constantly adjusting our programming to meet the new demands of leading schools in the 21st century. Adding courses and internships, a Doctoral Program, and now creating a network to provide our graduates with on-going support, access to new ideas, stimulating collegial discussions, and social networking that will enrich our profession and the people we serve.

CCSU is searching for charter members to help design a new Educational Leadership Network to support busy, practicing, or retired administrators who understand the need to stay current to be effective. Our mission is to develop a relevant and workable network consisting of formal and informal meetings supplemented by practical on-line resources that bring educational leaders together. We are seeking to find reflective and talented administrators to assist us in creating and implementing meaningful programs to help all educational leaders perform at the highest levels.

- Creating opportunities to meet and talk with colleagues in the field.
- Identifying topics that today's leaders feel are critical to their practices.
- Designing events and delivery systems to assist administrators in leadership learning.
- Responding quickly and effectively to a constant barrage of change forces on our schools.

If you are passionate about our profession and interested in becoming a charter member of this exciting new Educational Leadership Network, please contact the network co-facilitators: Dr. Richard Lindgren or Dr. Robert Lindgren at (860) 832-2130.

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secondary school news

2009 Governor's Scholars, *continued from page 1*

Congratulations to the 2009 Governor's Scholars:



- Amar Agashe, Newtown High School, Sandy Hook
- Lauren Bradley, Vinal Technical High School, Middletown
- Iona Brockie, Wolcott High School
- Kenneth Crouch, Danbury High School
- Rebecca D'Angelo, Wheeler High School, North Stonington
- Michael Deneen, Jr., Northwest Catholic High School West Hartford
- Andrew Gagne, Darien High School
- Sarah Gustafson, Wilton High School
- Katherine Han, Cheshire High School
- Stephanie Havens, New Canaan High School
- Eric Ho, New Milford High School
- Richika Makol, Manchester High School
- Brian McNellis, Holy Cross High School, Waterbury
- Caitlin O'Connor, Bolton High School
- Michelle Paradis, Bristol Central High School
- Ragini Phansalkar, Stamford High School
- Varun Ravishanker, Haddam-Killingworth High School, Higganum
- Rebecca Sajkowicz, Griswold High School
- Jeremy Sharpe, Windham High School, Willimantic
- Victoria Shih, Ridgefield High School
- Sumegh Sodani, Farmington High School
- Dakota Spear, Amity Regional High School, Woodbridge
- Joseph Steady, Waterford High School
- Jacob Stern, Guilford High School
- Adam Strawbridge, Daniel Hand High School, Madison
- Rodney Sutherland, Howell Cheney Technical High School, Manchester
- Norbert Szymt, Crosby High School, Waterbury
- Alexander Tougas, Wethersfield High School
- Jacob Wyse, Litchfield High School
- Nan Zhao, Shelton High School

All of the distinguished nominees will be recognized at their schools for their outstanding work and participation in this program. The thirty students listed above will attend the Governor's Scholars Luncheon at The Aqua Turf Club in Southington on May 21, 2009. At the reception, Governor's Scholars will receive recognition as well as information on participation in courses at selected Connecticut colleges and universities. Included in the latter is a four-year, half-tuition scholarship to the University of Connecticut for any of the thirty Governor's Scholars who choose to matriculate there.

Big Y has been a dedicated corporate partner of CAS since 1997. Big Y was founded in 1936 and currently employs over 9,100 people in fifty-six locations in Massachusetts and Connecticut.

Diploma Should Be the Ultimate Goal—No Matter How Long it Takes

School districts should make every effort to help students receive a high school diploma even if it takes longer than four years, according to a report released by the Center for Public Education.

Better Late Than Never? Examining High School Graduates

compares the outcomes for late graduates (those students who receive a high school diploma in more than four years) against three other groups of students from the Class of 1992: on-time graduates, students who earned a General Educational Development (GED) credential or equivalent, and dropouts. While on-time graduates had the best outcomes in every aspect of life—not just academic, but work, civic life, and even health—late graduates came in at a close second.

Among the report's highlights:

- Late graduates are more likely (59%) than GED recipients (51%) to enroll in postsecondary education, and they are much more likely to go on to obtain either an associate's (7% vs. 2%) or bachelor's degree (5% vs. 1%).

- Eighty-five percent of late graduates are employed, which is significantly more than GED recipients (77%) and dropouts (81%). Late graduates are also more likely to be employed full-time than either GED recipients or dropouts.

- Late graduates are more likely to have a job that offers retirement and health benefits; 76% of late graduates have health insurance, compared to 66%; and, 61% of GED recipients and dropouts, respectively.

To help students earn a high school diploma, the report recommends that school districts offer a curriculum that adequately prepares

middle level students for high school courses, identify struggling students in middle school and establish drop-out prevention programs and other early intervention strategies to help students succeed in high school, and provide additional supports for low-achieving students in high school.

The report also urges policymakers to revise the current accountability system under the *No Child Left Behind Act* and give schools credit for late graduates.

Under the Title I regulations finalized in October 2008, all states are required to report a national uniform graduation rate that defines the "four-year adjusted cohort graduation rate" as the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class.

Although states are allowed to report an extended-year graduation rate for students who graduate in more than four years, it remains unclear how the extended-year graduation rate would be used for accountability purposes.

"NASSP has long advocated that the graduation rate be extended to within at least five years of entering high school," said NASSP Director of Government Relations Amanda Karhuse. "We really hope that this report will help to reinforce our position and encourage the Department of Education to revise the Title I regulations before they go into effect."

To read the full report, go to www.centerforpubliceducation.org.

(Reprinted from NASSP's NewsLeader, April 2009)

... more secondary school news

CAS Position The Connecticut Plan for Secondary School Reform

TESTIMONY--Senate Bill 944

The Connecticut Association of Schools supports SB 944 and urges its adoption with the additional language of directing the CT Commissioner of Education to apply for federal stimulus grants for adopting rigorous state standards contained in the Connecticut Plan, and if such grants are granted sufficient to support the Connecticut Plan that it take effect at the earliest date that the financial resources are available.

By adopting the Plan and pursuing federal stimulus money the State of Connecticut actively demonstrates the urgency and the priority the state has in preparing Connecticut students to continue higher education, prepare for the work place, and compete with other students in the United States and around the world. Furthermore, the Plan aggressively addresses the achievement gap that has been a feature of Connecticut educational performance for too long.

The Connecticut Association of Schools embraces the goal that all secondary school students will achieve at high levels, preparing them to learn, to work, and to be contributing citizens in a global, democratic society.

We strongly support the State Board of Education's Connecticut Plan for Secondary School Reform and view this effort as an attempt to further our shared mission of ensuring continuous improvement in the academic performance of all students. Moreover, we view our fundamental responsibility as one of building capacity within our schools for substantially improving student learning

We recognize that too many of Connecticut's students are not learning at levels that should be reasonably expected of them affecting their potential to lead valuable, satisfying lives. The evidence is clear that many leave school poorly prepared to make their way in the world. Accordingly, our resolve to improve the education of all of our children is propelled by a sense of urgency.

We fully support and endorse the three major components of the Connecticut Plan: Engagement, 21st Century Skills, and Rigor. Specifically, we note the following key components:

- The recognition that secondary education in Connecticut is for students in grades 6-12;
- The personalization of education through adult mentoring and individual student success plans;
- The emphasis on 21st century skills including: critical thinking, problem solving, written communication, information technology, innovation, creativity, self-direction, collaboration, leadership, and work ethic;
- The consideration of the developmental needs of students who will struggle with additional requirements and require multiple pathways and opportunities to demonstrate mastery;
- The identification of viable assessment alternatives, multiple assessment opportunities, support resources, and remediation programs for students who struggle to meet the requirements, especially students requiring special education services, 504 plans, or English Language Learner support systems;
- Clearly identified state standards and expectations for all Connecticut students be they rural, suburban, or urban;
- The allocation of resources that ensures that school reform efforts address the achievement gap in Connecticut;
- The involvement of teachers, principals and superintendents in the process of gathering input on the proposals and working on specific planning;
- Early (6th grade level) identification and interventions of students at risk of not graduating from high school;
- Capstone experiences with projects, internships, portfolios, exhibitions, and other experiences that require students to demonstrate in authentic circumstances what they have learned;
- Comprehensive professional development for teachers and school leaders for instructional improvement and student engagement;
- Rigorous standards-based assessments that will enable school leaders to employ timely, meaningful, and accurate data when making decisions about curriculum and instruction;
- Multiple assessment opportunities for all students to demonstrate attainment of state standards;
- The requirement of four credits of mathematics with multiple, related state assessments for Algebra I and geometry; and,
- The requirement of one credit in the fine and performing arts.

The secondary reform plan needs to be adopted in its entirety with the funding and structural supports for professional development for teachers and administrators, collaborative assessment development, student support, and pre-K through 12 systemic reforms.

... more secondary school news

"A CRISIS IS A TERRIBLE THING TO WASTE"

Earle Bidwell, Assistant Executive Director



Assistant Executive Director Earle Bidwell

"A crisis is a terrible thing to waste." This quote has been attributed to, among others, presidential advisor Richard A. Clarke after 9/11 and to economist Paul Romer relative to the Wall Street collapse. So what is a crisis anyway? Webster's Dictionary describes it as "... an unstable or crucial time or state of affairs in which a decisive change is impending." This should not be confused with "disaster" which is "... a sudden calamitous event bringing great damage, loss, or destruction; *broadly*: a sudden or great misfortune or failure."

While the events above can be viewed both as disaster and crisis, this writer maintains that looking at the current situation from a disaster standpoint is counter-productive as it causes one to look back on events that have already happened, events over which we have no control. Seen through the lens of crisis, there is hope. After all, a crisis is a time when decisive change is imminent and there are opportunities to look forward and shape that change.

For those who have worked tirelessly for months or even years to craft a school reform package for Connecticut secondary schools, the financial disaster could not have come at a worse time. Standing on the brink of honest reform, knowing what needed to be done, having a solid plan of action coupled with a phase-in that made both educational and economic sense, the future looked bright. Now there is the prospect of having the

plan derailed or "cherry picked" to include only those initiatives that don't cost money. After all, how can a plan that requires new spending be implemented at a time when the state's income has shrunk dramatically, and services need to be cut? Why not wait until times are better? This writer maintains that these are the wrong questions. The real question should be, "Can Connecticut afford to wait?" Consider the following:

- Connecticut has the highest achieving students in the nation; also the largest achievement gap;
- According to "Connecticut's Plan for Secondary School Reform," thirty to forty percent of students in some urban high schools never earn a diploma;
- People who don't graduate from high school are more than twice as likely to be incarcerated than high school graduates;
- The cost of incarceration at the Manson Youth Institute is \$65,855 a year;¹
- Only twenty-five percent of ninth graders from CT who eventually enter college ever earn a four-year degree;
- In 1960, the United States ranked 1st in the world in graduation rates. In the 1990s, 23rd;
- Of the top forty industrialized countries in the world, U.S. students rank nine tenth in reading, twentieth in scientific literacy and twenty eighth in math.

The facts undeniably show that we are currently failing a significant number of our students, and these are the very students who will have to pay for the excesses of our generation. As we will be burdening them with trillions of dollars in debt, the least we can do is leave them the tools (education) with which to pay it off. It is short-sighted to insist that we cannot afford anything new at this time. We really cannot afford not to. In the words of Hazel Henderson, "The truth is now in plain sight: there was no invisible hand! Money has been confused with real wealth: educated healthy citizens and the basic productive eco-systems of our planet."² In order to safeguard our future, we need to take bold steps now and education

is our surest path to a strong and vital economy.

"The Connecticut Plan: Academic and Personal Success for Every Middle and High School Student" promotes engaging and supportive school environments, high expectations, and increased interventions and supports that will enable all students to graduate from Connecticut high schools with the skills and attributes to be successful in post-secondary education, and in life beyond the classroom.

It is imperative that we use this crisis as a tipping point to spur positive change in Connecticut schools and to regain our preeminent position as a leader in education. To quote award winning author Thomas Friedman "Just coasting along and doing the same old things is not an option any longer. We need a whole new approach. As they say in Texas: 'If all you ever do is all you've ever done, then all you'll ever get is all you ever got.'"³ For the sake of our students, that is not acceptable.

1. www.cga.ct.gov/2008/rept/2008-R-009.html
2. Henderson, Hazel, "Ethical Markets: Growing the Green Economy" (2007)
3. Friedman, Thomas L. "Hot, Flat, and Crowded: Why We Need a Green Revolution--and How It Can Renew America," 2008

MCHUMOR.com by T. McCracken

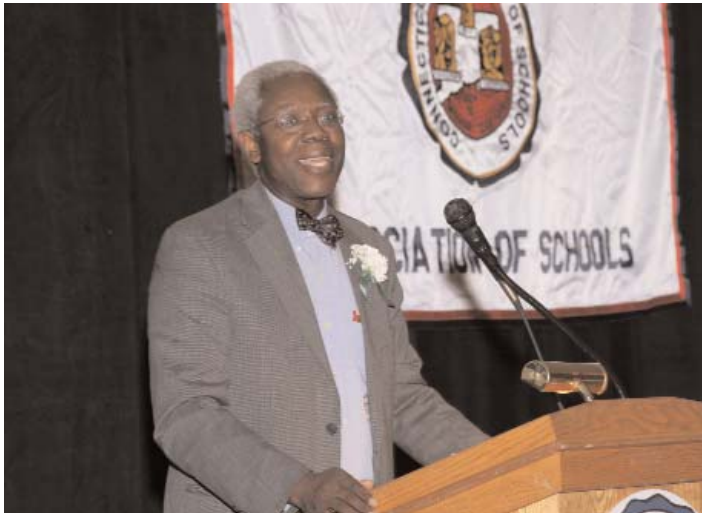


"What I called creative recycling, the school called plagiarism."

middle and elementary school news

VOLUNTEER RECOGNITION REACHES A NEW LEVEL

By Earle G. Bidwell Assistant Executive Director



Deputy Commissioner George Coleman gave the keynote speech.



Principal Candy Perez honors her Northwestern Regional Middle School parent volunteers.

For the first time in the event's ten year history, the Connecticut Association of Schools Volunteer Recognition Banquet included middle as well as elementary schools. At the invitation of Gina Vance, vice principal of Gideon Wells Elementary School in Glastonbury and the chairperson of the Elementary Volunteer Recognition Committee, CAS middle schools honored parents and other volunteers who serve their schools. A total of one hundred eighty-one volunteers from sixty two schools were honored on March 25, 2009 at the Aqua-Turf Club in Southington.

Mrs. Vance served as the Master of Ceremonies and introduced V. Everett Lyons, principal of Bristol Eastern High School and president of the Connecticut Association of Schools who brought a greeting from the board of directors and spoke eloquently of the importance of volunteer service. On behalf of the thousands of professional educators in the state, he expressed appreciation for the considerable contributions of parents, grandparents, business leaders and others who serve in support of elementary and secondary schools.

The banquet was partially funded through the generosity of CAS corporate partner Bearingstar Insurance Group. Gary Adams, regional manager, congratulated the parents and other volunteers, thanking them for all they were doing for Connecticut students. As a special memento, each honoree

received a corsage with the inscription on the ribbon, "Thank you for helping Connecticut's kids!"

Connecticut's Deputy Commissioner of Education, George Coleman, was introduced as the keynote speaker by Mrs. Norma-Jean Posocco, educator at Mansfield Middle School and co-chair of the event. In his remarks to a rapt audience of close to 450, Mr. Coleman stated that the honorees were following a great American tradition of "...seeing an opportunity to serve before being called." He commended the audience for all that they do for their own children and for the greater gift of helping the children of others. In paraphrasing the words of social activist Marion Wright Edelman, Mr. Coleman declared "service is the rent we pay for the space we occupy on earth." He went on to say that the need for volunteers is great, and all in attendance should look upon service as an opportunity to become connected to youngsters who need the guidance of adults.

During an informal gathering and social hour preceding the legendary Aqua-Turf dinner, honorees and guests were treated to a musical tapestry by pianist Kim Quinn, music teacher at Albert D. Griswold Middle School in Rocky Hill as school groups had professional photographs taken by Grynn and Barrett Studios, the official photographers of the association. A commemorative picture will be sent to each participating

school. As an expression of thanks, each table featured a unique centerpiece created by students from committee members' schools. CAS is indebted to committee members Laurie Boske, Portland Intermediate School; Joseph Cassela, Wesley Elementary School, Middletown; Lauren Elias, B.W. Tinker Elementary School, Waterbury; Karen Fitzsimmons, Memorial Elementary School, East Hampton; Renata Lantos, Bielefield School, Middletown; Elsa Saavedra-Rodrigues, Northend elementary School, New Britain; Kathy Veronesi, Gilead Hill School, Hebron; Katheryn Walsh, Veterans' Memorial School, Preston and Rick Watson, Albert D. Griswold Middle School, Rocky Hill in addition to Mrs. Posocco and Mrs. Vance.

The highlight of the evening was the presentation of certificates to each distinguished honoree by his/her principal. In addition, honorees' names are engraved on plates that will be added to plaques on display in participating schools.

The Connecticut Association of Schools and the Bearingstar Insurance group are proud to celebrate this annual event and publicly acknowledge the considerable contributions volunteers make to schools across the state. CAS thanks all of the volunteers for sharing their time, talents and commitment that enrich the lives of elementary and middle level students in our schools.

ciac news & notes

■ **THANK YOU!** The CIAC extends its heartfelt thanks to Steve Robichaud of E.O. Smith High School and Michael Marone of East Haven High School, both of whom donated their site director fees for the winter tournament games they hosted.

■ **CONGRATULATIONS!** Congratulations to Jonathan Nelson of Bristol, Linda Garcia of New Haven and David Rees of Glastonbury. All three students participate in the CIAC/Special Olympics Unified Sports® program and were selected to receive this year's "Spirit of Life Award." The award is given annually to athletes who exemplify the true meaning of Special Olympics. These students were honored at the Special Olympics Hall of Fame dinner held at the Aqua Turf last month.

■ **HUH?????** Officers in Gilbertville, Iowa, responding to a call about a 14-year-old boy assaulting his mother, found a syringe and more than 100 anabolic steroid pills in the boy's bedroom. The boy admitted that his father, who lives in Mason City, had given him the pills during weekend visitation to motivate him about sports. His father was arrested for distributing a controlled substance to a minor.
[Source: newsblaze.com, 1/13/09]

■ **GoGirlGo!!!** The Women's Sports Foundation's GoGirlGo! Program was created to give girls access to physical activity. GoGirlGo! Ambassador Team Awards reward high school girls for taking the lead by inspiring other girls to participate in sports and physical activity. Twenty (20) teams who display leadership in their schools and communities will be awarded a \$2,500 grant for uniforms, travel, equipment, as well as a Gatorade Hydration Package for their teams. The deadline is July 17, 2009. Teams must lead their own team project that will get girls in their communities physically active and tell us about the project. For more information, visit www.GoGirlWorld.org/Ambassador

ELIGIBILITY CENTER UPDATE

By Matt Fischer
Director of Information Services

The CIAC online eligibility center is now ready to accept entry of schedule data for the 2009-10 school year (fall and winter seasons only). The fall schedule entry deadlines are May 8 (initial entry) and May 15 (final confirmation).

League master schedules for 2009-10 received to date have been entered. Leagues that have not submitted master schedules are welcome to do so, an Excel template for submission is available at <http://www.casciac.org/masterskedformat.xls>.

Schools that are changing leagues in 2009-10 will notice that, when editing schedules, the option to select an opponent in your league now includes the schools from the league you will be joining. You can select teams from your 2008-09 league using the "select non-league CIAC school opponent" option.

In addition we have implemented a couple of other updates in the scheduling system based on user suggestions:

1. After successfully editing a schedule, you will now be offered multiple options for what you wish to do next. Instead of being automatically returned to the eligibility center mainpage, you will now have the choice of editing the schedule for a different level in the same sport, editing the practice schedule for that sport, making additional changes to the schedule you just edited, or going back to the eligibility center mainpage.
2. On the schedule editing screens, you will now be shown a notice under the date field if you schedule a game on certain holidays and special days (i.e. Veterans' Day, Passover, Martin Luther King Day, Election Day, etc.). If you intend to have your game on that day you can simply ignore the notice; however, hopefully this will help prevent people from accidentally scheduling games on these days that then need to be rescheduled later.

"I never thought about losing, but now that it's happened, the only thing is to do it right."

- Muhammad Ali, Boxer

Tune in
to CTSN -



The Connecticut Sports Network - for High School Sports, Championship Games and More!

Connecticut Sports Network (CTSN), Connecticut's first-ever 24-hour local sports network, showcases high school and college sports games and features. A combined effort of CPTV and WFSB-TV, CTSN provides both cable and online resources to cover Connecticut's sports scene. CTSN is brought to viewers by the Comcast Corporation and is available on Comcast cable channels 185 and 187. For complete program schedule information on upcoming game coverage, and to view CTSN broadcasts online, visit www.ctsn.tv.

A Revolutionary Idea From the Brits

Sports at the primary schools in West Fife, England are refereed by players, not officials, and scores aren't recorded. Winners are given points for shaking hands, for not swearing, and for silence from parents and coaches. No pressure is placed on the young athletes. Games are played without criticism or direction. Emphasis is on fun and skill development, not competition.

Before, teams collected points for wins during tournaments. Now each coach assesses the other teams and marks them up or down for language, sportsmanship, etc.

Before, half the teams would play three matches, lose, get eliminated, and the kids would be back at school by lunchtime, not feeling good about themselves and not having enjoyed it. Now the sportsmanship results aren't released until the end; they all play seven or eight matches, and everyone has a chance of winning right up to the end.

"Lots of folks complained: 'What's this non-competitive stuff?'" said Andrew Baird, coordinator for Queen Anne High School in West Fife. "But they're fully competitive. Competition is good. But these are primary school kids. At that age, they should focus on fun and enjoyment rather than winning a cup."

[Source: dunfermlinypress.com, 11/14/08]

ciac news

BUILD IT AND THEY WILL COME

By Ken Bragg, Assistant Director of Unified Sports®

"Build it and they will come." This truism from the 1989 hit movie "Field of Dreams" can certainly be said for the approved basketball officials associations of Connecticut. This season's middle and high school Unified Sports® basketball tournaments finished up in March following eleven tournaments at twelve schools - a total of 191 games, all refereed by state board basketball officials. This has been going on for 16 years with no pay except a free sandwich and, occasionally, a token gift. What they do receive is hard to put into words, for each of them has his/her own reason for coming back year after year.

To see these officials start with their game faces on at their first tournament and then transition to sheer joy, acceptance and enjoyment by the end of the season is a thrill to watch.

At this time we use four boards for our tournament, and the commissioners of the boards that help us with assignments are: Board 6 - Central Connecticut District: Ed Lynch and Bill Cashman, Board 8 - Eastern Connecticut District: Jack Barclay; Board 9 - Fairfield County District, Pete Carroll; and, Board 10 - New Haven County District: John "Buddy" Chernovety. Hats off and kudos to them for making our tournament a success and lending an aura of professionalism.

The statement that I hear from the officials over and over is: "This is a very rewarding experience and a pure pleasure to work your Unified tournament."

To the officials: hats off and thanks again!

- The Unified Sports® Team



BRANFORD CHEERLEADING ON CHANNEL 3

By Megan Link, Coach, Branford High School

Mary Ellen Weaving is an autistic student and a junior at Branford High School. She has been at BHS since freshman year and is a participant with Unified Sports®. Alyssa Gagliardi, a senior and captain of the cheerleading squad, worked with Mary Ellen at the high school. One night at a football game, Alyssa asked if Mary Ellen could come onto the field at halftime as she loved cheerleading. Without hesitation, we invited her down. As the clock ran down to zero and the second half was about to begin, I realized that Mary Ellen was still on the field. One of the girls gave her a cheer cube to stand on. Another gave her her pom poms to use. Mary Ellen stayed on the field the whole second half and the kids just accepted her.

On Monday morning, I received a call from a parent (which, as you know, is usually never good). The woman on the other end introduced herself as Mary Ellen's mother, Michelle. As she took a deep breath in, you could hear in her throat she was obviously emotional. She proceeded to tell me that it had been a struggle to get Mary Ellen to school ever since she started. And on that Monday, after the football game on Friday night, Mary Ellen couldn't leave the house fast enough to go see "all her new friends on the cheerleading team."

That night at practice, I sat the team down and told them the story. I wanted to make sure they got the real message here. What may have been a small effort on their part - like giving their pom poms or even just talking to Mary Ellen - made the biggest difference to her. They needed to realize that even the smallest gesture can have the biggest impact. I wanted them to think about their actions going forward - how hard is it to help pick up someone's books in the hallway? To step in if someone is getting picked on? Or just to smile and say hello for no reason ... little things can go a long way - proof was right here with Mary Ellen.

After that call, without hesitation, we got Mary Ellen a uniform. The kids designed her own cheer cube for her. She has been a prominent member of the team ever since. She participates at the games, watches at practices and even colors the kids pictures on key days like states or senior day. This wonderful story, about a few simple acts which made Mary Ellen's life at BHS a little brighter, was a featured news item on WFSB Channel 3.

. . . more ciac news

ICE HOCKEY CELEBRATES 50 YEARS!

By George Hall, CIAC Ice Hockey Tournament Director

In honor of the 50th anniversary of Division I ice hockey in Connecticut, the CIAC Ice Hockey Committee asked every championship-winning school to invite one of its "hockey greats" to participate in an anniversary celebration at the Division I Ice Hockey finals at Ingall's Rink on March 21. The men, all former stand-out players, coaches or officials, enjoyed lunch with the CIAC Ice Hockey Committee and were individually introduced on ice before the Division I championship match. Players from West Haven and Hamden, who played in the first championship match in March of 1948, participated in a ceremonial dropping of the puck prior to beginning of the 50th Anniversary Division I championship game.



Facing off are West Haven's Joe Carroll (left) and Hamden's Whitey Bensen (center), both of whom competed in the first-ever Division I championship. Dropping the puck is Officials Commissioner Joe Reilly (right), son of Vin Reilly, who refereed the first championship game.



Fifty years of Connecticut hockey greats! Front row (left to right): Jay Burns, Joe Carroll, Mike Barone, Joe Reilly, Andy Bussmann, Richard Pace, Steve Palmer, Peter Grant, Eric Braumann. Also pictured are George Burr, Ted Dieter, Saul Sandler, Lou Pane, Jim Tomaselli, Frank Catardo, Charlie Bliss, Sandy McGill, Steve O'Meara, John Donohue, Jim Ferguson, Dave Fischer, Mike Keeler, Kevin Martin, Ed Angiello, Jeff Montini, Whitey Bensen, Jamie Tropsta, Rick Fitzgerald, Chris Stevenson, Greg Haliskoe, and Rob Harmon.

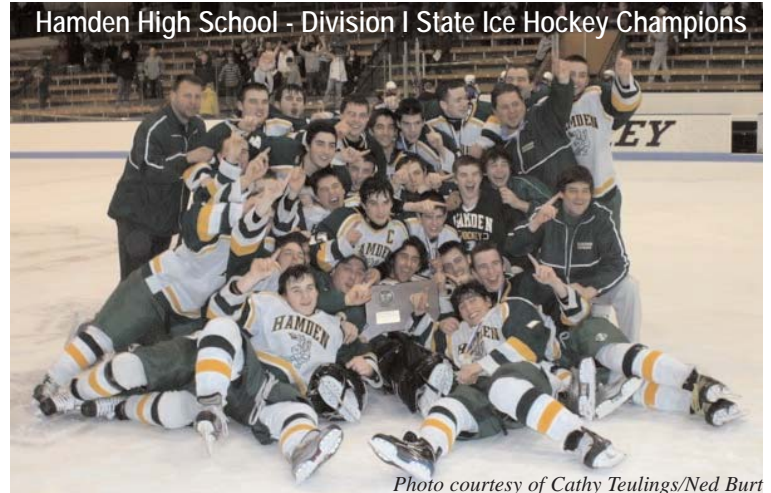


Photo courtesy of Cathy Teulings/Ned Burt

SPORTS TEACH POWERFUL LIFE LESSONS

The mood was dark and somber when Milwaukee Madison played DeKalb (Illinois) last month in a high school basketball game. Earlier that day, the mother of Johntell Franklin, Milwaukee's senior captain, had passed away at the age of 39 from cervical cancer.

Milwaukee's coach, Aaron Womack, and several players rushed to the hospital to be with him. "Tell the guys to go out and do their best," the stricken Franklin told them.

They were late getting back, delaying the start of the game. Another stoppage occurred in the second quarter when Franklin walked into the gym. Fans, friends, and teammates surrounded him. But he had an even bigger surprise for them. He wanted to suit up and play.

Since his coach hadn't put his name in the official scorebook, officials said Milwaukee would be assessed a technical foul. DeKalb's coaches and players, however, refused to shoot it. Rules are rules, the officials said. Neither side budged.

Finally, DeKalb conceded. Coach Dave Rohlman gathered his players and asked which one wanted to shoot the two free throws. Senior point guard Darius McNeal raised his hand. Rohlman stared at him. "You realize you're going to miss, right?"

At the free-point line, McNeal dribbled the ball a couple of times, looked at the rim, and chucked the ball about two feet. It rolled behind the basket. The official retrieved the ball and gave it back to him.

When Milwaukee's players realized what was happening, they turned toward DeKalb's bench and started applauding. So did everyone in the stands. McNeal's second shot barely left his hand.

"I did it for the guy who lost his mom," he told the *Journal Sentinel* later. "It was the right thing to do."

Womack wrote a letter to the *DeKalb Daily Chronicle* the next day, praising the gesture by his opponent's coaching staff and players. "We maybe don't have the best basketball players in the world, but they go to class and take care of business," Womack told the *Associated Press*. "There's life lessons going on. Good ones."

The letter was huge back in DeKalb and became a testament to the school. "This is something our kids will hold for a lifetime," Rohlman told the AP. "They may not remember our record 20 years from now, but they'll remember what happened in that gym that night."

[Source: *Journal Sentinel*, 2/16/09; *Associated Press*, 2/19/09]

. . . more ciac news

HOCKEY GAME INSPIRES GOOD WILL BETWEEN TWO COMMUNITIES

EDITOR'S NOTE: *By all accounts, the Division I first-round ice hockey game between Hamden and New Canaan high schools was a picture perfect display of all of the values and virtues that the CIAC has worked to promote: respect, integrity, sportsmanship, character and good conduct. Following the game, there was a heartwarming and inspiring exchange of emails between Hamden and New Canaan players and fans. Here is a small glimpse. (For context, at the end of the game, Edward Burt, father of a Hamden hockey player, stood outside the New Canaan bus and shook the hand of every athlete as he stepped onto the bus.)*

>From: Thomas Krieger
>To: Edward C. Burt
>Sent: Saturday, March 14, 2009 1:01 AM
>Subject: NC Hamden

>
>Dear Mr. Burt,
>
>I would just like to express to you on a personal level, how well behaved, and how much sportsmanship your boys showed us after the game. In the hand-shake line, I shook the hands of everyone of the Hamden players and said, "great game, good luck" and each one of them looked me back, square in the eye, and said "great game too, you guys played great." Not to mention your coach, who said, "You guys played with such passion, it was insane. You guys were by far the best team we have played all year, great job!" I was so humbled by his remarks, he is a great coach, and a heck of a human being.

>
>I have never been around such sportsmanship in my life. It took me 16 years to find a team with so much character, poise, and class. And it was that Wednesday night when I realized something - a team who wins is not a winner, it's the character and class along with the win that makes them a true winner. And that's what you guys were that night. That's what you showed and I have never been more proud to lose, because I feel, along with many in attendance that night, there was no loser; we were both winners. And that is what I will remember.

>
>I have never been more proud of a loss in my life. Usually, a loss means I am in a bad mood, and I reflect back and think what I could've done to change the outcome. On Wednesday night, on that bus ride home, I was proud, and looked back and thought, there was nothing anybody could change, both teams played with such perfection that it was bound to go either way.

>
>Thank you again.

>
>Sincerely,
>Thomas Krieger, sophomore defenseman on New Canaan

>
>P.S. That handshake you gave me before getting on the bus meant the world to me, I appreciate that.

>From: Edward C. Burt
>Subject: Re: NC Hamden
>To: "Thomas Krieger"
>Date: Saturday, March 14, 2009, 4:26 PM

>
>Dear Tom--
>
>Thank you so much for your email. I have to tell you that everyone down here is still talking about that game. It was the topic of our pasta party last evening and everyone connected with Hamden hockey was totally impressed with the way you guys played and how you handled yourselves after the game.

>
>I can't say enough about you and your teammates. As a parent, it made me proud to have a son play in such a game. And it made me proud to see how well both teams competed and treated each other during and after the game.

>
>You can be very proud of yourself and your team. There were only winners last Wednesday at the Hamden Rink--and that certainly included all of us who had the privilege to watch you guys play.

>
>Ned Burt

>From: Don McIntyre
>To: Edward C. Burt
>Sent: Friday, March 13, 2009 6:38 PM

>
>Dear Mr. Burt,
>My name is Don McIntyre, father of Harrison McIntyre, the goalie from New Canaan. I wanted to write and tell you what a great impact your (you and everyone connected with Hamden hockey) actions had on all of us the other night at the rink. The morning after the game I was speaking with Tom Cribbin, the gentlemen who videos our games and he told me of the Hamden parent along with another parent who had stood outside the bus and shook each of the NC player's hands and told them what a great game they had just played. He said "in all the years of doing this, in all different sports I have never seen anything like that."

>
>After the game, Harrison also told me that he couldn't get over the number of people from Hamden that had congratulated him after the game including the gentleman

>driving the Zamboni. He said that, during the game, Hamden players had, on a couple of occasions after a save, tapped him on the pads and said, "Nice save." He had never experienced this from an opponent before. As Frank Granito put it, we have never seen anyone win with as much class. These acts were not isolated. They run through the community. It is obvious that the boys on Hamden HS hockey have been surrounded by family, friends and a community who have helped them grow not only on the ice rink but as young men with a balanced set of values.

>
>Many years from now the result of that game will be much less important than the memory of the interactions that occurred afterwards as well as your kind words. Thanks again and
>GO HAMDEN !

>
>Regards,
>Don McIntyre

>From: Edward C. Burt
>To: Don McIntyre
>Sent: Saturday, March 14, 2009 4:49 PM
>Subject: Re:

>
>Dear Don--
>Thank you so much for your kind email. The game was simply one of those remarkable events that all of us who were there will never forget. I just couldn't get over how great the kids on both teams played--back and forth--for 5 periods. I have been humbled by the nice emails I have received from so many kids on the team and the likes of you and Frank.

>
>I was honored to go shake your son's hand and that of his teammates. It was a remarkable performance from each one of them individually and as a team. It was simply magnificent.

>
>You are so right about what everyone will remember years from now. It is the beauty I think of sports. I am sure you as I learned so many valuable lessons playing sports. Let's hope we never forget them and that our kids learn them as well. I'd say the kids from New Canaan and Hamden are well on their way in that regard.

>
>All my best,
>Ned Burt

WINTER 2008-09 CIAC SPORTS CHAMPIONS

■ GIRLS' BASKETBALL

Champion

Class LL: Norwich Free Academy

Class L: Hillhouse

Class M: Bacon Academy

Class S: Old Lyme

Runner-up

Career Magnet

Fairfield Warde

Berlin

Coventry

■ BOYS' BASKETBALL

Champion

Class LL: Windsor

Class L: Bulkeley

Class M: Sacred Heart

Class S: Cromwell

Runner-up

Crosby

Torrington

Bloomfield

Hyde Leadership



Hillhouse High School, New Haven - Class L State Basketball Champions

■ WRESTLING

Champion

Open: Danbury

Class LL: Danbury

Class L: Fairfield Warde

Class M: Waterford

Class S: Killingly

Runner-up

South Windsor

Xavier

New Milford

Jonathan Law

Somers

■ ICE HOCKEY

Champion

Div. I: Hamden

Div. II: Cheshire

Div. III: St. Joseph, Trumbull

Runner-up

Glastonbury

Enfield

Staples-Weston Co-op

■ BOYS' SWIMMING

Champion

Open: Greenwich

Class LL: Greenwich

Class L: Pomperaug

Class M: New Canaan

Class S: Sacred Heart

Runner-up

Fairfield Prep

Fairfield Prep

Ridgefield

Notre Dame,

West Haven

Weston

■ GIRLS' GYMNASTICS

Champion

Open: Fitch-Waterford Co-op

Class L: Fitch-Waterford Co-op

Class M: Wilton

Class S: Valley Regional

Runner-up

Valley Regional

Southington

Pomperaug

RHAM

■ GIRLS' INDOOR TRACK

Champion

Class LL: Danbury

Class L: Darien

Class M: Hillhouse

Class S: Weston

Open: Weaver

Runner-up

Norwich Free Academy

Weaver

Tolland

Bloomfield

Norwich Free Academy

■ BOYS' INDOOR TRACK

Champion

Class LL: Danbury

Class L: Amity

Class M: Seymour

Class S: Weston

Open: Danbury

Runner-up

Staples

Weaver

Ledyard

A.I. Prince Tech

Weaver

■ CHEERLEADING

Champion

Coed: Wolcott

Class LL: East Hartford

Class L: Masuk

Class M: Holy Cross

Class S: Oxford

Runner-up

Waterford

Shelton

Fairfield Warde

Seymour

Derby



Photo courtesy of Gryn & Barrett Studios

Class L Cheerleading Champions Masuk High School

CAAD RECOGNIZES 2008-09 HONOREES AND THE 25TH CONERENCE ANNIVERSARY

By Fred Balsamo, CAAD Executive Director

At the 25th annual conference and awards banquet at the Rocky Hill Marriott on March 26, 2009, four individuals were recognized for their outstanding accomplishments within and support to high school sports in Connecticut. Dave Johnson of Bunnell High School was given the Connecticut Association of Athletic Directors' Distinguished Service Award which is our organizations highest award. Dave has been the Bunnell athletic director since 1981 and has served on the CAAD board and the CIAC in various capacities. The *Distinguished Service Award* for an individual outside the field of athletic administration went to CIAC Associate Executive Director Paul Hoey. Paul is a friend to all athletic directors and has served high school sports in Connecticut for over 35 years. Annually, CAAD identifies an athletic director who is given a Merit Award from our National Association. Jon Krot from the Killingly High School was honored at the banquet with this year's *NIAAA Award of Merit* for the stellar career he has amassed and for the many things he does for high school students. Brad Steurer from Norwich Technical School was recognized with the *Robert Duncanson Meritorious Service Award* for his diligence and endless contributions to his school, community and the students of Connecticut. Chip Dorwin was presented with the traditional gavel which is bestowed on all past presidents. In addition, to honor CAAD's 25th annual conference, many of our past presidents were invited back and were recognized (see bottom picture). Pictured to the right (clockwise from top left) are award recipients Dave Johnson, Paul Hoey, Brad Steurer and John Krot.

Conference Review

This year's conference was once again an outstanding opportunity for athletic directors across the state to get together for some meaningful professional development. We are extremely pleased with the turnout, having drawn the largest number of exhibitors (58) and attendees (204 athletic directors) in conference history. As part of this year's conference, there were nineteen middle school participants who received their own program provided by Bristol's Ellen Benham.

On the Wednesday night before the conference, twenty-one athletic directors took part in the NIAAA Leadership Training Courses. The conference was kicked off by CIAC Executive Director Mike Savage and his staff who detailed some important updates and rule changes. The first general session speaker was Ralph Hood, from Tennessee, who delivered an insightful speech equating life with aviation and encouraging us to strive to stay on top of the clouds in our daily routine. Friday morning we welcomed Tom Doyle who presented his book on dealing with athletic parents. CAAD purchased a copy of Tom's book for every member.

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Retired AD's Corner

By Ed Tyburski

■ **READY TO RETIRE** – Athletic directors expecting to retire this school year are eligible to receive a permanent gold lifetime CAAD membership card at no cost. Retired teachers, principals, superintendents and other educational administrators who once served as athletic directors are also eligible if they meet certain requirements. In order to qualify, an individual must have served as an AD in Connecticut for at least five years and as a member of CAAD during those years and be retiring from teaching. Retiring from teaching and becoming a part-time athletic director makes one ineligible, as well as does retiring from the AD position and continuing teaching. Individuals in these categories will be eligible when they retire from teaching.

Currently there are 113 gold life members. If you are retiring in June, e-mail Ed Tyburski at retiredad@gmail.com.

■ **SPRING BREAKFAST MEETING** – All retired AD's will be invited to the CAAD annual breakfast meeting at no cost, to be held on Wednesday, May 20 at 8:00 a.m. at the Rocky Hill Marriott. At that time, gold cards will be presented to the class of 2009.

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Two important agenda items were presented at our annual meeting dealing with the CAAD Strategic Plan and the new Michaels Cup format. Jeff Sunblade presented our strategic plan and there was discussion about its implementation. This will carry us into the year 2014 and is aimed to enhance the athletic administrator position. Josh Reese and Trish Witkin presented the NEW Michaels' Cup criteria and procedures which place much greater emphasis on sportsmanship and equity. The Michaels' Cup is now under the auspices of CIAC and will be directed from the central office.

Once again, the conference evaluations were extremely favorable and many thanks go out to everyone who helped in the planning and coordination. We improved the conference in every area except one. Scores this high demonstrate CAAD's commitment to excellence and provide a tremendous challenge for years to come. The results of the conference evaluations are as follows:

1. Conference Registration -	3.9 (+.1)
2. Conference Format -	3.8 (+.1)
3. Conference Organization & Details -	3.9 (+.2)
4. Hotel Service -	3.7 (+.2)
5. Hotel Accommodations -	3.8 (+.3)
6. Hotel Meals	
Thursday Lunch -	3.8 (+2.1)
Thursday Banquet -	3.6 (+.2)
Friday Breakfast -	3.6 (+.2)
Friday Lunch -	3.5 (+.2)
7. CIAC Workshop -	3.6 (+.3)
Middle School Workshop	3.8 (new)
8. CAAD Annual Meeting -	3.5 (+.1)
9. General Session (Hood) -	2.4 (-.9)
10. Workshop	
1. Helpful Hints-	3.9 (+.4)
2. Handbook -	3.8 (+.4)
3. Retirement -	3.4 (+.7)
11. Awards Banquet-	3.8 (+.1)
12. Breakfast Meeting (Doyle)	3.9 (+.4)
13. Statewide Faculty -	3.9 (+.4)
14. Closing Meeting-	3.8 (+1.3)

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CT YOUTH**

- ★ **Baden Sports** ★
- ★ **Bearingstar™ Insurance** ★
- ★ **Big Y Supermarkets** ★
- ★ **Coca Cola** ★
- ★ **CT Lighting Centers** ★
- ★ **CT Sun** ★
- ★ **Dick's Sporting Goods** ★
- ★ **eesmarts** ★
- ★ **Grynn & Barrett Studios** ★
- ★ **Horace Mann** ★
- ★ **IGA / Bozzutos** ★
- ★ **Jostens** ★
- ★ **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** ★