

- National Federation of State High School Associations
- National Association of Secondary School Principals
- National Middle School Association
- National Association of Elementary School Principals



BULLETIN



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SCHOOL VOLUNTEERS HONORED BY CAS

By Regina Birdsell,
Assistant Executive Director

A record 700 participants from 97 elementary, middle and high schools were on hand at the Connecticut Association of Schools Volunteer Recognition Banquet at the Aqua Turf Club on March 15, 2011. CAS proudly celebrates this event annually to publicly acknowledge the work of parents and other volunteers for their contributions to schools across the state. Participants at the gala event were treated to a four course meal and entertained by pianist Kim Quinn from Rocky Hill.

Honorees were presented with plaques and corsages to commemorate their service, and photos of the honorees were taken by Grynn & Barrett Studios.

Paul F. Flinter, Ph.D., Chief of the Bureau of Health/Nutrition, Family Services and Adult Education for the Connecticut Department of Education, was the keynote speaker. In his remarks to the honorees he stated, "our job is to discover uniqueness in kids and yours is a labor of love to be involved." He went on to state that volunteers "represent our communities' enormous capacity" to influence the lives of the next generation of scientists, artists, physicians, inventors and leaders. He concluded by commending the recipients for epitomizing an attitude of "yes I can and so can you."

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CRITICAL ISSUES COMMITTEE REVIEWS SCHOOL ADMINISTRATOR STANDARDS

This article was written by Jeff Cryan, principal of Mansfield Middle School and chair of the Critical Issues Committee, with contributions from Debbie Siegel, staff development specialist for EASTCONN.



Jeff Cryan, Chair
Critical Issues Committee

With increasing attention being paid to the accountability of all educators for students' success and achievement, the Connecticut Principals' Center Critical Issues Committee began in the fall of 2009 to look at the standards for school administrators. Our initial expression of interest in the standards has led to our direct involvement in the review and re-writing of Connecticut's *Performance Expectations for School Leaders*.

Hearing about standards and performance expectations usually causes current administrators to think about their annual performance review - accountability in the most personal sense. Through our exposure to the history and development of current standards, committee members have come to appreciate the importance of standards in the design of administrator preparation, induction, and professional development programs, as well. In this way, standards apply to all of the stages in a school leader's career: aspirant, entry-level, early-career, advanced-career, and mentor/coach or turn-around specialist.

Recent History of Standards for School Leaders

Since Spring 2010, committee members have had the opportunity to work with Larry Jacobson and Lol Fearon, Connecticut State Department of Education consultants, who have years of experience with the use of standard for school leaders. Larry and Lol provided committee members with an understanding of the recent history of standards for school leaders.

They explained to the committee that the Interstate School Leaders Licensure Consortium's (ISLLC) 1996 *Standards for School Leaders*, adopted by 17 states, provided a set of professional standards that have served as a basis for educational leadership programs, professional development, school evaluation and the evaluation of school leaders. They described the close relationship between the original ISLLC standards and the 1999 *Connecticut Standards for School Leaders*.

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CAS NAMES 2011 PRINCIPALS OF THE YEAR

See story page 6



DONNA SCHILKE

Middle School Principal of the Year

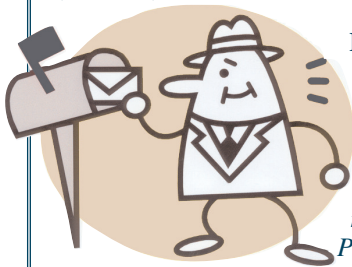


MICHAEL FORAN

High School Principal of the Year

LEGAL MAILBAG

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



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

Q. DEAR MAILBAG: One of my teachers recently filed a grievance against me, claiming that I am unfair in the assignments I give her. I met with her in accordance with the contract and told her that she should be careful because such grievances reflect poorly upon her. Then, I denied her grievance by telling her that I have not been unfair. Now the superintendent is mad at me because the district's lawyer told her that I messed up. What gives?

- *Just Being Honest*

A. DEAR HONEST: A teacher or other employee has every right to file a grievance, with or without merit, and our duty is to process that grievance, not to comment upon it. When you told the teacher that filing a grievance reflects poorly upon her, you suggested that she will now be worse off, which, of course, interferes with her protected right to file a grievance. When teachers file grievances, just relax and follow the process. However, here is a word to the wise when you do respond. Usually, grievances must allege that administration violated the contract. Unless your contract has a broad grievance definition, you should have responded that the teacher's complaint of unfairness was not a proper grievance because it did not allege a contract violation.

Q. DEAR MAILBAG: Every so often, students will leave a cell phone behind in class, and the teachers return the cell phones to us. It is so tempting, but we resist the impulse to check out the phone and we wait for the students to come and reclaim the cell phone. However, sometimes the cell phone sits in our office for days. When a student doesn't claim the cell phone in a timely manner, can we consider it abandoned and go through it with a fine-toothed comb? One never knows what one will find . . .

- *Intellectually curious*

A. DEAR CURIOUS: You must be careful about this. Students have a privacy expectation in their cell phones. As with other student possessions (e.g., book bags, backpacks), school officials have the right to search when you have reasonable cause. Reasonable cause exists when you have a reasonable suspicion that your search will yield evidence that the student has violated school rules or the law. As with any other search, however, the scope of the search must be reasonable in light of the object of the search. In the case of a cell phone, for example, reasonable suspicion to search the phone would exist if a school administrator receives reliable information (from another student or otherwise) that a student has inappropriate pictures on the cell phone in school. In that case, searching the student's saved pictures would be justified. However, the scope of the search must always relate to the need for the search. When you are just trying to figure out whose cell phone you have, unless in doing so you find evidence that gives rise to further suspicions, you must limit the search to that purpose.

Q. DEAR MAILBAG: A student's mother has been on my case all year, claiming that I am not protecting her son from being bullied. I think that he is doing just fine, but I can't convince her. Just last week, she scolded me yet again, and she directed me never to talk to her son without first having her or her lawyer present. I do not want to make the situation worse, but I am worried that I may have to talk with him from time to time. Am I liable if I violate her directive?

- *Thinking Ahead*

A. DEAR THINKING: When a student comes into your school, he or she is under your care and control. You always have the right to talk to students in your care. The issue here, therefore, is one of communication, not parent rights. You must respond to the mother, and you should tell her that you cannot agree with her demand. Of course, you can do so nicely and even promise that you will only exercise that right when necessary.

ct news & notes

■ The Neag School of Education at the University of Connecticut continues to achieve top-ranking status as a graduate school of education in the U.S.; it is the #1 public graduate school of education in the Northeast, and it is overall #33 in the nation by the *U.S. News & World Report*. In its annual review of the best graduate schools in the country released in March, *U.S. News & World Report* ranks the Neag School #33 among the 279 private and public education schools. Also significant are the rankings of the Neag School's core programs, which are individually assessed by U.S. News. Three rank among the nation's top 25, including: Elementary Education (18); Special Education (20); and Educational Leadership and Supervision (22).

SDE and Department of Health Revise Regs Concerning School Immunization Requirements

The Connecticut State Department of Education ("SDE") and Department of Public Health recently revised the regulations regarding immunization requirements for school entry. Effective August 1, 2011, students must comply with several new immunization requirements prior to school entry in prekindergarten, kindergarten and seventh grade.

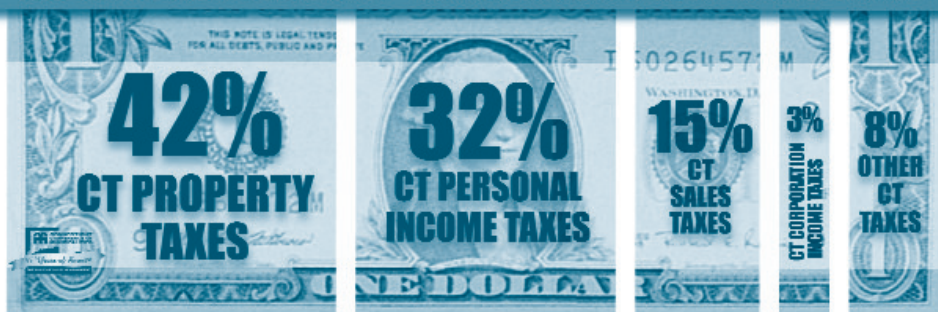
Among the regulatory changes are requirements that all students entering prekindergarten and kindergarten receive adequate vaccination for hepatitis A and pneumococcal diseases; students entering kindergarten and seventh grade show proof of receipt of a second dose of varicella vaccine; and students in kindergarten through twelfth grade show proof of receipt of a second dose of rubella and mumps vaccine. Further, all students attending public school prekindergarten programs must now receive the influenza vaccine during the flu season they attend such programs, and all students entering seventh grade must show proof of having received the Tdap (tetanus, diphtheria and pertussis) booster vaccine and meningococcal vaccine.

To access the SDE memorandum issued to school superintendents, medical advisors and nurse supervisors, which summarizes the new regulatory requirements, visit www.casciac.org/pdfs/csde_memo_immunization_changes.pdf.

(Source: Shipman & Goodwin, *School Law Alert*, March 31, 2011)

... more ct news & notes

WHERE A CONNECTICUT TAXPAYER'S DOLLAR GOES IN 2011



Connecticut's Schools are Nationally Competitive

Education Metrics	Connecticut Rank
Low Public High School Dropout Rate in 2007	2
ACT Average Composite Score in 2009	2
Percent of Population with a Bachelor's Degree or More in 2008	2
Percent of Public School Fourth Graders Proficient or Better in Reading in 2007	3
Percent of Population Who Have Completed an Advanced Degree in 2008	3
Per Capita State and Local Government Expenditures for Elementary and Secondary Education as a percent of All Education Expenditures in 2007	4
Per Capita State and Local Government Expenditures for Elementary and Secondary Education in 2007	5
Average Salary of Public School Teachers in 2010	6
Per Pupil Public Elementary and Secondary School Expenditures in 2010	6
Per Capita State and Local Government Expenditures for Education in 2007	7

Source: National Education Association, U.S. Department of Education, American College Testing Program, CQ Press State Rankings, U.S. Census Bureau, American Community Survey

Connecticut's Workforce Offers High Educational Attainment



Source: U.S. Census Bureau, American Community Survey 2009

national news & notes

■ A new report from the Annie E. Casey Foundation finds that students who don't read proficiently by third grade are four times more likely to leave school without a diploma. For readers who can't master even basic skills by third grade, the rate is six times greater. The longitudinal study of nearly 4,000 students calculates high school graduation rates for children at different reading skill levels and with different poverty rates. Overall, 22 percent of children who have lived in poverty do not graduate from high school, compared to 6 percent of those who have never been poor. This rises to 32 percent for students spending more than half of childhood in poverty. Even among poor children who were proficient readers in third grade, 11 percent still didn't finish high school. That compares to 9 percent of subpar third grade readers who have never been poor. Graduation rates for black and Hispanic students who were not proficient readers in third grade lagged far behind those for white students with the same reading skills. With the report's findings, increased efforts to help the nation's youngest pupils master reading may be one way to reduce dropouts. Download the full report at <http://www.aecf.org/>.

■ On April 7th, the National Association for the Advancement of Colored People (NAACP) released a new report, *Misplaced Priorities: Over Incarcerate, Under Educate*, that examines America's escalating levels of prison spending and its impact on state budgets and our nation's children. The report tracks the steady shift of state funds away from education and toward the criminal justice system. Between 1987 and 2007, the report shows that higher education spending grew by 21%, compared with a 127% rise in funding for corrections. Researchers have found that over-incarceration most often impacts vulnerable and minority populations.

■ Rep. Raúl Grijalva (D-AZ) and Sen. Sheldon Whitehouse (D-RI) just reintroduced the Success in the Middle Act. Under the bill, states are required to implement a middle school improvement plan that describes what students are required to know and do to successfully complete the middle grades and make the transition to succeed in an academically rigorous high school. School districts would receive grants to help them invest in proven intervention strategies, including professional development and coaching for school leaders, teachers, and other school personnel; and student supports such as personal academic plans, intensive reading and math interventions, and extended learning time.

... more national news & notes

■ Minnesota Gov. Mark Dayton signed a law that will make it easier for midcareer professionals to teach in Minnesota's public schools. Under the measure, alternative licensure candidates must have a BA and a minimum 3.0 GPA; pass a reading, writing, and math skills exam; and pass exams in teaching skills and their content area. In addition, the law requires that alternative licensure programs be approved by the state's Board of Teaching. U.S. Secretary of Education Arne Duncan praised the measure as a "bipartisan model of how lawmakers can work together on education to do what's right for children." However, Education Minnesota, the state's teachers union, criticized the law for not requiring candidates to have a "significant, ongoing student teaching experience" or a degree in the field they will teach.

■ An Internet poll conducted for The Associated Press and MTV by Knowledge Networks in September 2009 indicated that 24 percent of 14- to 17-year-olds had been involved in "some type of naked sexting," either by cellphone or on the Internet. A December 2009 telephone poll from the Pew Research Center's Internet and American Life Project found that 5 percent of 14- to 17-year-olds had sent naked or nearly naked photos or video by cellphone, and that 18 percent had received them. Boys and girls send photos in roughly the same proportion, the Pew survey found. Adults in positions of authority have been debating how to respond. Many school districts have banned sexting and now authorize principals to search cellphones. According to the National Conference of State Legislatures, at least 26 states have tried to pass some sort of sexting legislation since 2009.

■ At Little Village Academy, a public school on Chicago's West Side, students are not allowed to pack lunches from home. Unless they have a medical excuse, they must eat the food served in the cafeteria. Principal Elsa Carmona said her intention is to protect students from their own unhealthy food choices. "Nutrition wise, it is better for the children to eat at the school," Carmona said. "It's about the nutrition and the excellent quality food that they are able to serve (in the lunchroom). It's milk versus a Coke. But with allergies and any medical issue, of course, we would make an exception." Carmona created the policy six years

ago after watching students bring "bottles of soda and flaming hot chips" on field trips for their lunch. Although she would not name any other schools that employ such practices, she said it was fairly common. A Chicago Public Schools spokeswoman said she could not say how many schools prohibit packed lunches and that decision is left to the judgment of the principals. At Claremont Academy Elementary School on the South Side, officials allow packed lunches but confiscate any snacks loaded with sugar or salt. Principal Rebecca Stinson said that though students may not like it, she has yet to hear a parent complain.

Number of "Dropout Factories" Declining Nationwide

The number of U.S. schools with such poor graduation rates that they are known as "dropout factories" fell by 6.4 percent between 2008 and 2009, according to a report released last month. In 2008, the nation had 1,746 schools with graduation rates no higher than 60 percent. That number fell by 112, to 1,634, the following year. From 2008 to 2009, there were 183,701 fewer students attending these low-performing schools, an 8 percent drop. The numbers are detailed in an update to the November 2010 report "Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic." Last fall's report detailed the change from 2002 to 2008 and found a 13 percent decline over six years, from 2,007 "dropout factory" schools in 2002 to 1,746 in 2008. The report was authored by the Johns Hopkins University Everyone Graduates Center, America's Promise Alliance, and Civic Enterprises. Overall, the number of students attending dropout factories has declined from 2.6 million in 2002 to 2.1 million in 2009, nearly a 20 percent improvement.

Here's the breakdown of the change in "dropout factories" by region from 2008 to 2009:

- West—Down 12.5 percent (313 schools in 2008; 274 in 2009)
- Midwest—Down 8.2 percent (269 schools in 2008; 247 in 2009)
- Southeast—Down 4.8 percent (912 schools in 2008; 868 in 2009)
- Northeast—Down 2.8 percent (252 schools in 2008; 245 in 2009)

■ An intriguing study out last month finds that a one-hour exercise to boost students' confidence can improve the grades of minority college students. The study, out of Stamford and published last month in the journal *Science*, was designed to address the doubts that minority students can feel as they enter college. Professors Greg Walton and Geoffrey Cohen studied 90 second-semester freshmen, dividing them into control and treatment groups, each of which included black and white students. Students in the treatment group read surveys of and essays by upperclassmen of various races and ethnicities, describing their struggles getting help, and interacting well with professors and friends during their first year in college. The upperclassmen relayed that in time, they tackled those problems and felt confident and successful. In essays of their own, the treatment-group members wrote about why they thought the upperclassmen's experiences changed over time. They folded their own experiences into the essays as well, later revising them into videotaped speeches that could be watched by younger students. The idea, Walton said in a statement, was to encourage black students to see their adjustment experiences as universal rather than unique to them individually or to their racial group. Tracking the experiment's students for several years, the professors found that the exercise made no difference for white students, but made an impact on black students. The black students in the treatment group had higher GPAs and class rankings and reported a greater sense of belonging and better physical health than those in the control group. The social-belonging exercise alone certainly isn't the answer to solving the achievement-gap problem, Cohen said in the official Stanford release, but it contributes to the field's knowledge of the kinds of things that can help. The study raises obvious questions about whether similar weapons could be deployed to help high school students. Source: "One-Hour Confidence Exercise Can Boost GPA, Study Finds," by Catherine Gewertz, www.edweek.org, March 17, 2011.

■ Schools have been repeatedly advised about how to handle gender equity issues since the creation of Title IX in 1972, but they have never had formal federal guidance about how to deal with sexual violence under that law. To fill in that gap, the U.S. Department of Education's Office of Civil Rights sent school districts, colleges, and

... more national news & notes

universities a nine-page "Dear Colleague" letter with details about how they should work to prevent and respond to on-campus sexual violence, or acts that occur off campus but affect school, under Title IX's provisions about sexual harassment. While sexual violence cases are often associated with college campuses, the scope of the problem in elementary and secondary schools and postsecondary institutions may be underestimated. Information from the Centers for Disease Control and Prevention shows that by the time girls graduate from high school, more than one in 10 will have been physically forced to have sexual intercourse in or out of school. "There is a terrible and alarming trend in the country of sexual violence," said Russlynn H. Ali, assistant secretary for civil rights for the Department of Education. "The problem, of course, is not limited to higher education." During the 2007-08 school year, there were 800 rapes on elementary, middle, and high school campuses and 3,800 cases of sexual battery aside from rape, according to the National Center for Education Statistics. The letter offers advice for colleges and schools, including how to protect victims, when to begin investigations, and the standard of proof required to take action under federal civil rights laws in cases of rape, sexual assault, sexual battery, and sexual coercion. For example, schools don't have to wait for the conclusion of a criminal investigation before beginning a Title IX investigation. While that is in progress, schools can take interim steps, including making sure a victim and suspected aggressor aren't in the same classes and providing medical and counseling services as needed. Once the investigation is complete, they can take action against a student or staff member if there is a preponderance of evidence that a violent sexual act occurred—a lesser standard than one needed in criminal court, Ms. Ali said. In addition, just because an incident occurs off campus doesn't mean a school doesn't have to get involved, because it could create a hostile environment for the victim on campus. And, she said, "a single incidence of rape is sufficient to create a hostile environment ... for the entire school community. That is a huge point of clarification universities and schools have often struggled with."

To read the letter in its entirety, visit http://www.edweek.org/media/sexual_violence_dc1_4-4-11%5B1%5D.pdf.

(Source: *Schools Get Federal Guidelines on Sexual Violence* by Nirvi Shah, edweek.org, April 4, 2011)

Volunteer Recognition,

continued from page 1

Also acknowledged at Tuesday's event were the recipients of the CAS Distinguished Friends of Education Awards for 2011. Established in 1983, the award honors a person, organization, or corporation for outstanding service to education in Connecticut. This year's co-recipients are Trooper First-Class James Connelly of Westbrook and Maria Susaya, librarian of the Dwight Branch of the Hartford Public Library.

The Connecticut Association of Schools and their corporate partner, Bearingstar Insurance, along with CAS' official photographer, Gynn and Barrett, join Bureau Chief Flinter in celebrating the contributions of volunteers who share their time, talents and commitment to quality education in Connecticut schools.



Keynote Speaker Dr. Paul Flinter of the CT State Department of Education



John Barile, principal of Joseph Foran High School, introduces the Distinguished Friend of Education award recipients.



Robert Hale, Jr., principal of Westbrook High School, presents recognition certificate to his deserving volunteer.



Distinguished Friend of Education recipient Maria Susaya (l) with nominator Elizabeth Michaelis of Parkville Community School



Distinguished Friend of Education recipient Trooper Jim Connelly (l) with co-nominator Charles Macunas of Haddam-Killingworth H.S.

CAS NAMES 2011 PRINCIPALS OF THE YEAR

The Connecticut Association of Schools (CAS) is pleased to announce the selection of the *2011 Principals of the Year*! The winners were chosen by the CAS Awards and Recognition Committee, a selection committee consisting of active and retired principals and assistant principals. Congratulations to *Middle School Principal of the Year* **Donna Schilke**, principal of Smith Middle School in Glastonbury; and *High School Principal of the Year* **Michael Foran**, principal of New Britain High School.

Donna Schilke

Donna Schilke, principal of Smith Middle School (SMS) in Glastonbury, has been named the 2011 CAS Middle School Principal of the Year. She was nominated by her assistant principal, William Duffy, and selected by her fellow administrators through a statewide search process conducted by CAS. Schilke, now in her fifth year as principal of SMS, has cultivated a professional learning community which exemplifies the precepts of an effective middle school and celebrates the unique needs of young adolescent learners.

Upon learning of her selection, Schilke said, "Every day I have the wonderful opportunity to learn important lessons about leadership and teaching from an amazing staff of dedicated professionals and colleagues. Mentors to our students and to one another, each person at SMS shares in this honor with me. To be recognized for doing something I truly love is a humbling gift; but I know it is the work of all those around me who made this happen."

A leader who exudes warmth and good will, Schilke welcomes more than 1,100 students into her building every day and somehow manages to make each and every one of them feel special. Ask any member of the SMS community about Donna Schilke and the first word to come to mind is "caring." Schilke affectionately refers to her students, staff and parents as the "Smith family" and she treats everyone who enters the school building with kindness, compassion and respect. Incurably good-natured and upbeat, Schilke always has a smile to share and a kind word to extend. Her irrepressible goodwill is a compelling force which inspires those around her and leads invariably to achievement and improvement. According to Duffy, "Donna's excellence is the direct result of how much she cares about others. She has the unique ability to communicate how much she cares on a very personal level which motivates others to excel."

Schilke was instrumental in the development of the Smith Parent Advisory Council (SPAC), a monthly forum for open dialogue between parents and school personnel. Meetings provide opportunities for parents to



DONNA SCHILKE

Principal, Smith Middle School, Glastonbury

stay informed about issues that affect their children and to offer feedback on school policies and practices. Pandora Dumas Wohler, an SMS parent, says, "Donna recognizes that parents are an integral part of the school community. Parents feel welcomed as partners in their child's education."

Schilke's successes as a school administrator are best described by Superintendent of Schools Dr. Alan Bookman who states, "If every school had the kind of leadership provided by Donna Schilke, where all people are working for a common goal, where students, parents and staff all feel they have a responsibility for learning, where people genuinely care about each other, where helping others is a part of the school culture, then all schools in our country would be successful."

In recent years, SMS has garnered numerous awards and honors, including the Connecticut Association of Schools' Arthur Director Student Leadership Award, the University of Connecticut's Neag School of Education's Outstanding Professional Development School designation and the U.S. Department of Education's prestigious National Blue Ribbon School recognition.

Schilke earned her bachelor of arts degree from Regis College (MA), her master of arts degree from St. Joseph College (CT), and her administrative certification from Sacred Heart University (CT). She began serving the Glastonbury public schools in 1989 as a special education teacher at Gideon Welles School and SMS. In 2002, she was appointed assistant principal of SMS; and, in 2006, after one year as the district's director of special education, she assumed her current position as SMS principal.



MICHAEL FORAN

Principal, New Britain High School

Michael Foran

Michael Foran, principal of New Britain High School (NBHS), has been named the 2011 CAS High School Principal of the Year. Nominated for the award by Vice Principal Steven Strand, Foran was selected for his transformational leadership and his single-minded drive to ensure that all his students graduate college/career ready. Foran, now in his fifth year as principal of NBHS, has the daunting task of leading the largest school in the state of Connecticut, where more than 2,500 students fill the hallways each day, fifty-three percent of whom are minorities. An intrepid leader, Foran faces the challenges of being principal of a large, diverse high school with fortitude, enthusiasm, sensitivity, and an insistent belief in the ability of all students to achieve at high levels.

"This is a tremendous honor not just for me but for the entire New Britain High School staff," said Foran when informed of his award. "I believe that this recognition is a reflection of the dedication and commitment of the whole New Britain High School community. I am extremely proud to work in such a great place with such great people and to receive this honor on their behalf."

Foran has been a catalyst for change at NBHS and his efforts have resulted in improved morale and increased student achievement. Upon assuming the principalship in 2006, he set about building a cohesive school community guided by one unifying purpose: to equip all students with the skills and competencies necessary to succeed in the next stage of their lives, whether that be college or a career. And he has worked tirelessly to make that vision a reality. Strand describes Foran as "an extraordinary leader with a deep

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UPDATE ON PROPOSED LEGISLATION OF INTEREST TO CAS-CIAC MEMBERS

By Marshall R. Collins, Esq., CAS Lobbyist, President, Marshall R. Collins & Associates, LLC

The recent CAS Legislative Survey identified various legislative initiatives of interest to the membership. There has been considerable activity on many of these. The following sets forth the status of some of the bills in which members have expressed interest.

(Abbreviations: *SB* = Senate Bill; *HB* = House Bill; *AAC* = An Act Concerning; *JFS* = Joint Favorable Substitute; *JF* = Joint Favorable; *LCO* = number of specific amendment adopted).

Bullying/Cyberbullying

SB 1106 is the major legislative effort dealing with this issue. CAS worked with key legislative leaders and successfully amended the bill. One provision directs the SDE to collaborate with CAS to create grade-level appropriate school climate assessment instruments, including surveys to be used by local and regional boards of education. Considerable work remains to ensure passage by the full House and Senate. (Status - JFS Education to Senate).

Vocational Technical High Schools

Governor Malloy included in his budget proposal the transfer of responsibility for the vocational technical high schools to either the respective host municipality or regional educational service center. CAS and its members expressed serious reservations about the proposal. At this point, the bill, **HB 6385** has been amended to make the concept a study. The bill also allows the MER to be reduced by \$3,000 per student if the student enrollment has dropped. (Status - JFS to Appropriations).

SB 929 AAC Closing the Achievement Gap.

This is a new title for the bill number. It now addresses full day kindergarten for priority school districts by 2013 as well as other school readiness issues. (Status - JFS to Appropriations, LCO#5029.)

SB 930, File No. 77, AAC The School Entrance Age.

The amended bill eliminates the option for parents to hold back children from school until age 7. (Status JFS to Senate, LCO#4149.)

SB 933 AAC Substitute Teachers. Allows the Commissioner of SDE to waive Bachelors Degree requirements for certain substitute teachers. (Status - JF to Senate).

SB 1106 AAC The Establishment of the Department of Early Education and Child Development. This is a major effort by a collaboration of early child care providers. It would transfer responsibility for such services from various agencies including the department of education. There will be considerable changes to the bill, which Governor Malloy said he does not favor. I have been participating as the CAS representative on the Early Childhood Education Caucus regarding this bill. (Status - JFS to Senate, LCO#5036.)

SB 1038 AAC Individualized Education Programs.

Requires the dissemination of additional information regarding IEPs to parents and guardians. (Status - JFS to Senate, LCO#3681.)

SB 1139 AAC Strategic Planning In State Education Policy and Assaults On Teachers.

Includes provisions which fine principals for failing to report assaults on teachers or other school personnel by a student. (Status - JFS to Higher Education).

SB 1160 AAC School Transportation, The Development of A Model Teacher Performance Evaluation System, Teacher Tenure, and Cooperative Arrangements.

Highly controversial regarding teacher evaluations. JFS to Higher Education, LCO#6054).

HB 5875 AAC the Prevention of Spinal Cord Injuries While Diving. Would have regulated the depth of swimming pools. (Status - Died in Public Safety Committee).

HB 6325 AAC Juvenile Reentry And Education.

Specifies when students that have been expelled must be readmitted. (Status - JFS to Senate, LCO#4778).

HB 6433 AAC Adult Education. The bill allows expelled students to participate within adult education programs under certain circumstances without withdrawing from school. (Status JF to House.)

HB 6434, File No. 106, AAC Nonpublic School Teaching Experience And Professional Certification.

Allows private school teaching experience to count towards the requirements for certification. (Status - in House.)

2011 GOVERNOR'S SCHOLARS ANNOUNCED

Under the direction of Acting Education Commissioner, George Coleman, the Connecticut Association of Schools (CAS) and Big Y World Class Markets have again collaborated to extend the Governor's Scholars Program. Now in its fifteenth year, the purpose of the program is to recognize academically talented high school students in schools throughout the state, and present thirty students for special recognition to the governor of Connecticut.

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 (for public schools), and the student essay. Robert Eberle, chair of the Governor's Scholars Committee, is pleased to announce the thirty finalists in this year's competition and, on behalf of the CT State Department of Education, CAS, and Big Y, extend congratulations to:

- ★ Joel Accorsi, E.O. Smith H.S., Storrs
- ★ Rebecca Beilinson, Pomperaug H.S., Southbury
- ★ Michael Bond, Windsor High School
- ★ Katherine Buellesbach, Brien McMahon High School, Norwalk
- ★ Alexander Coco, Danbury High School
- ★ Jose Delgado, H.C. Wilcox Technical High School, Meriden
- ★ William DeRocco, Darien High School
- ★ Ryan Dickey, J.F. Kennedy H.S., Waterbury
- ★ Joshua Dillon, East Hartford High School
- ★ Maggie Finn, Torrington High School
- ★ Kevin Garcia, RHAM High School, Hebron
- ★ William Kehoe, East Windsor High School
- ★ Jordan Kunzika, Classical Magnet Sch., Hartford
- ★ Breanna Lack, Norwich Technical H.S.
- ★ Chelsea McDonnell, Rockville H.S., Vernon
- ★ Laura Miyares, Conard H.S., West Hartford
- ★ Emma Okell, Housatonic Valley Regional High School, Falls Village
- ★ Margaret O'Rourke, New Canaan H.S.
- ★ Iva Petkova, Manchester High School
- ★ John Preysner, Wethersfield High School
- ★ Alexandra Rice, Seymour High School
- ★ Christian Rogerson, Stonington H.S., Pawcatuck
- ★ Emma Sikes, Suffield High School
- ★ Matthew Silver, Staples High School, Westport
- ★ Christine Smith, Sacred Heart Academy, Hamden
- ★ Nora Sternlof, Saint Bernard H.S., Uncasville
- ★ Marija Stojanova, Wolcott High School
- ★ Sarah Voor, Thomaston High School
- ★ Victor Wu, Xavier High School, Middletown
- ★ Zizi Yu, Amity Reg. High School, Woodbridge

continued on page 9

Administrator Standards,

continued from page 1

"In 2006, 43 states reported adopting, adapting, or using the ISLLC Standards (1996) in developing state leadership standards" (Performance Expectations and Indicators, p. 4). The ISLLC standards were updated in 2008 by a 24-state coalition of chief state school officers' representatives; they are the most widely-recognized set of standards for the performance of school leaders.

Larry and Lol told the committee that widely-adopted standards for leadership, as well as the related performance expectations and indicators, help to define educational leadership as a professional discipline, with a core body of knowledge and an established research base. They noted that the state department of education needs to develop new standards for the 092 Educational Administrator certification. Meanwhile, Race to the Top and the newly-proposed reauthorization of the Elementary and Secondary Education Act (ESEA), as well as other school improvement initiatives, add pressure for the adoption of common school leadership standards.

While standards designed for adoption by many states tend to employ general language, the intention of the performance expectations and indicators is to show what the standards look like in practice. Fearon and Jacobson noted that benchmarks set for each indicator to account for various stages in a school leader's career would be set at the state or local level.

Drafting Connecticut's Performance Expectations for Education Leaders

In March 2010, following the Critical Issues Committee's meetings with Fearon and Jacobson, the committee established a goal of revising the ISLLC Performance Standards. The committee endorsed the six Performance Expectations and 18 Elements from the ISLLC standards, and agreed that the indicators should better reflect the work of educational leaders in Connecticut.

Later in the spring of 2010, CAS, in partnership with the state department of education, contracted with Debbie Siegel from EASTCONN to facilitate the process. Siegel facilitated several CAS/CSDE meetings and workshops to design a process for editing the indicators from the national ISLLC Standards.

On November 30, 2010, a full-day meeting at CAS brought together a group of 30 principals from elementary, middle and high schools; central office administrators;

representatives from administrative preparation programs; state department of education personnel; and observers from four RESCs. Siegel facilitated a process during which these diverse practitioners began to rate, review and edit the indicators. A new draft of revised standards was written from the group's work, and came to the Critical Issues Committee for further input.

A subcommittee of participants from the November 30 meeting has continued to edit the document at three subsequent meetings in January, February and March.

Meanwhile, other statewide groups have also begun to look at accountability standards for educational leaders. In February, Siegel took the CSDE/CAS revisions to the state-wide P-20 Council, appointed by the Commissioner of Education, and to compare efforts at reviewing standards for school administrators. A representative of the P-20 Council attended the March meeting of the Critical Issues Committee, and several of the P-20 Council's recommendations have been incorporated in the latest draft of the *Performance Expectations*. The draft will also be reviewed in April by the state department of education's Performance Evaluation Advisory Council (PEAC).

Next Steps

- There will be opportunities for focus groups of stakeholders throughout the state to review and respond to the draft of the *Standards and Performance Expectations*.
- The state department of education will conduct a state-wide job analysis, in which educational leaders below the rank of superintendent (i.e., those with 092 certificates) will review the *Standards and Performance Expectations*, using a protocol that ensures that the draft has not overlooked aspects of educational administration that practicing leaders consider vital.
- The state board of education will consider adoption of the new *School Leader Standards*.
- Once adopted, the new document will inform a variety of state initiatives, including school leader evaluation and the updating of the Connecticut Administrator Test (CAT) scoring process.

Many thanks to Jeff Cryan and the members of the Critical Issues Committee for all of the time and energy they have invested in this vital work.

AN OUTLINE OF THE PERFORMANCE EXPECTATIONS AND ELEMENTS (as of 3/31/11)

Below is an overview of the aspects of educational leadership that are addressed in the *School Leader Standards*. In the document, each Performance Expectation and Element is followed by a sentence of explanation. In addition, the document includes several Performance Indicators for each of the Elements.

■ Performance Expectation 1: Vision, Mission and Goals

- Element A: High Expectations for All
- Element B: Shared Commitments to Implement the Vision, Mission and Goals
- Element C: Continuous Improvement Toward the Vision, Mission and Goals

■ Performance Expectation 2: Teaching and Learning

- Element A: Strong Professional Culture
- Element B: Rigorous Curriculum and Instruction
- Element C: Assessment and Accountability

■ Performance Expectation 3: Organizational Systems and Safety

- Element A: Welfare and Safety of Students, Faculty and Staff
- Element B: Operational Systems
- Element C: Fiscal and Human Resources

■ Performance Expectation 4: Families and Stakeholders

- Element A: Collaboration with Families and Community Members
- Element B: Community Interests and Needs
- Element C: Community Resources

■ Performance Expectation 5: Ethics and Integrity

- Element A: Ethical and Legal Standards of the Profession
- Element B: Personal Values and Beliefs
- Element C: High Standards for Self and Others

■ Performance Expectation 6: The Education System

- Element A: Professional Influence
- Element B: The Educational Policy Environment
- Element C: Policy Engagement

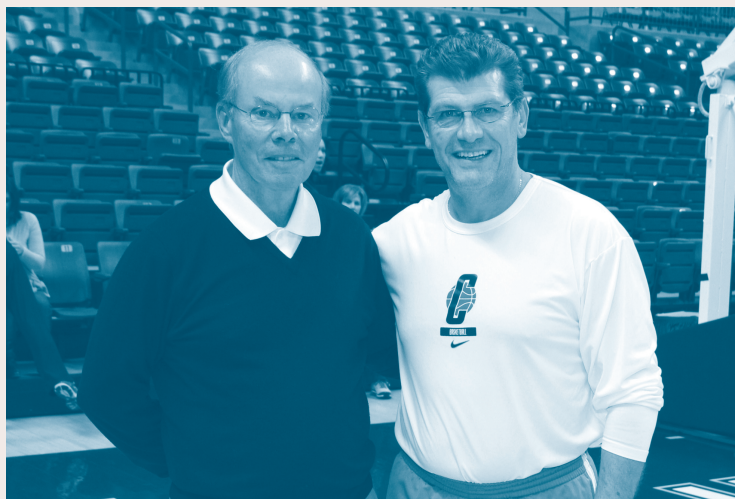
GENO'S READING TEAM PEP RALLY - GAMPEL PAVILION March 12, 2011



UCONN players Lauren Engeln, Tiffany Hayes and Caroline Doty enjoy a laugh as they make their final preparations before the reading relay race.



Barbara Silverio, Language Arts Specialist, and Kelly Conway, Library Media Specialist, from Canton Public Schools, show how important teamwork was in winning the teacher relay at the pep rally.



CAS Assistant Executive Director Dave Maloney and Coach Geno Auriemma enjoy watching the student reading relay races.



Siri Rivera, a 4th grader at the Canton Intermediate School, cheers her classmates on in one of the reading relays at the pep rally.

Legislation, cont'd from page 7 **HB 6498 AAC School Districts.**

The bill delays various mandates within PA 10-111. The bill also allows advanced placement course programming to include that offered by the International Baccalaureate. Creates another Task Force to study the issue. (Status JFS to House, LCO#4776).

HB 6585 AAC Magnet Schools, The High School Dropout Age and Notification Of Failing Students. The bill would raise the dropout age to eighteen. It

would also require principals to notify parents or guardians of students in grades 6-12 at least 6 weeks before the end of the marking period when a student is in danger of failing a course or courses. There was considerable debate on the six week notice requirement. (Status - JFS to Appropriations. LCO#4946.)

Visit the CAS Legislative Action Center for more information on these and other proposed bills - <http://www.casciac.org/legalerts.shtml>.



Pep Rally participants get fired up as the UCONN players lead the audience in their version of the wave!

SAVE THE DATES

Getting the Climate Right So That Student Learning Improves

Elementary Schools - May 18, 2011

Middle Schools - May 20, 2011

High Schools May 25, 2011

Visit <http://casciac.org/go?343> for more information

UNIFIED THEATER™

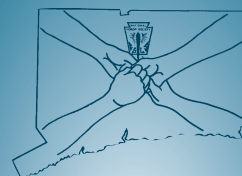
- a program that brings students with and without special needs together in a student-led theatrical production.

www.unifiedtheater.org



Unified Theater invites new schools to be a part of the organization for the 2011-2012 school year. All middle and high schools are welcome! An outreach event will take place at Conard High School in West Hartford on **Thursday May 26th at 5:30 p.m.** There, teachers and administrators will have the opportunity to learn about Unified Theater and attend a production featuring over 175 high school students with and without disabilities. Join the Unified Theater movement today; we're ready to support you each step of the way! To RSVP to the May 26th event or with other questions, email: christina@unifiedtheater.org.

Thirteenth Annual Connecticut Association of National Honor Societies State Conference



Monday, May 16, 2011

7:30 a.m. – 1:30 p.m.

Hartford Marriott, Rocky Hill

Keynote Speaker:

Alice Mitchell, Consultant

**"Motivating Honor Society
Students"**

<http://casciac.org/go?344>

2011-2012 CASC Officers

The Connecticut Association of Student Councils is pleased to announce the results of its election of officers for 2011-12. The following high school students were chosen by their peers at the annual student leadership conference on March 18, 2011 at Wesleyan University:

- **President:**
Marquille Johnson, Plainville High School
- **Vice President:**
Briana Prince, Holy Cross High School, Waterbury
- **Secretary:**
Mary Hamula, Newtown High School
- **Community Service Chairperson:**
Madeline Bove, Litchfield High School

Principals of the Year, continued from page 6

understanding of pedagogy, a passion for high educational standards, and a contagious vision."

Superintendent of Schools Dr. Doris Kurtz lauds Foran for "doing things the right way and doing the right things." He has been the driving force behind a number of successful initiatives that have served to improve the lives of all who learn and work at NBHS. Says Kurtz, "He has led the school to a vision of 21st century learning focused on college and career readiness; created a positive social, emotional learning environment for students and staff; built collaborative teams to improve instruction; raised student test scores; reduced the drop-out rate; and increased the graduation rate."

Foran has worked diligently to expand the school's academic and extra-curricular offerings, to enhance the social and cultural climate of the school, to strengthen the bond between the school and its community; and to create a professional climate focused on student learning. Under his leadership, NBHS adopted more rigorous graduation requirements which include newly adopted employability competencies; it established a School Governance Council to more effectively involve parents and community leaders in its decision-making processes; it has increased student participation in AP courses by 25% over the past two years; it developed data teams to more effectively utilize assessment data to guide instruction; it collaborated with local health care providers to build the New Britain Academy of Health Professionals which has resulted in increased job opportunities for NBHS students; and, it secured a grant for a STEM (Science, Technology, Engineering and Math) Academy, a 29-week after-school program which will begin in the fall and will help students apply high-level science, math and technology to their everyday lives.

Recognizing the importance of ensuring that students feel a sense of belonging and connection to the school, Foran has worked with his staff to develop programs which foster positive relationships between students and adults. The Freshman Academy, which was launched in September 2007 and provides smaller, more personal learning environments for first-year students, has already yielded improved academic performance, increased attendance, and decreased behavioral referrals. "Extended homeroom conversations" were implemented to allow students in grades ten through twelve to benefit from regular, individual attention from at least one adult in school. These monthly forums provide opportunities for more meaningful and directed interactions between students and teachers.

Foran has served the Consolidated School District of New Britain for his entire professional career, beginning in 1987 as a social studies teacher at Louis P. Slade Middle School. In 1993, after six years in the classroom, he became assistant principal of Slade. Seven years later, he joined the administration at NBHS, first as house master and then as vice principal. In 2006, he was appointed NBHS principal, the position he now holds. Foran received his bachelor and master of science degrees as well as his sixth year certificate from Central Connecticut State University in New Britain (CT).

59th CAS ANNUAL MEETING

Thursday, May 12, 2011

CAS Central Office, Cheshire

8:00-8:30	Registration
8:30-10:00	Business Meeting
10:00-10:15	Award Presentations
10:30-11:30	Individual Membership Meetings
11:45-1:15	CAS Board of Directors' Meeting

Join us on May 12th to review highlights of 2010-2011 and chart a course for 2011-2012!

Register online at
<http://www.casciac.org/amregister>

AWARD PRESENTATIONS

LETTER OF COMMENDATION RECIPIENTS:

DR. JORDAN GROSSMAN
 PRINCIPAL, CANTON INTERMEDIATE SCHOOL

DONNA HAYWARD
 PRINCIPAL, SUFFIELD HIGH SCHOOL

DAVID RUSSELL
 PRINCIPAL, JOHN WINTHROP MIDDLE SCHOOL, DEEP RIVER

BARBARA STARTUP
 RETIRED ATHLETIC DIRECTOR, GLASTONBURY HIGH SCHOOL

There is no cost for attending the annual meeting

ciac news

SPREAD THE WORD TO END THE WORD CAMPAIGN

By Lou Pear, Director of Unified Sports®

With the collaboration of Special Olympics International and the CIAC Unified Sports Program, high school students have formed the Connecticut Youth Activation Council with one of its goals to make their peers aware of the negativity of using the "R- Word" in and outside of school. Several of our CIAC schools have held assemblies to inform their students on being more conscious in their usage of hurtful words, especially when they are directed to each other. Most recently, the Unified Sports Youth Activation Council had the opportunity to "spread the word to end the word" in schools at the CIAC State Final Basketball Tournaments. In doing so, they were able to reach out to students and adults from ten Connecticut school districts, and over 1000 participants signed the pledge to be more positive in their conversation at their schools and at school functions. This group of interested attendees included coaches, teachers, school administrators, as well as parents and students. In recognition of their commitment to sign this pledge, wrist bands, coffee mugs and t-shirts were distributed to advertise this international initiative within the state of Connecticut.

It is our hope that through this initiative the Unified Sports Youth Activation Council can be the catalyst to assist in promoting positive school climates. This council is also instrumental in presenting at the Unified Sports Youth Summit and represents Connecticut at the national leadership conference where students from around the United States share common practices. If you have students who are on a Unified Sports team at your school who are interested in being a Youth Activation Council member, please contact Karol Brzozowski at CAS-CIAC (kbrzozowski@casciac.org) to find out more about this exciting group of student leaders.



May 2011 CEU Module Course Offerings

CIAC Office - 30 Realty Dr. Cheshire, CT
NO WALK IN REGISTRATIONS

Thursday, May 12, 2011 • 6-9pm

Module 8 - Strength & Conditioning Program Design

Friday, May 13, 2011 • 6-9pm

Module 9 - Sports Psychology

Saturday, May 14, 2011 • 8:30-11:30am

Module 16 - Appropriate Use of Electronic Media by Coaches

Saturday, May 14, 2011 • noon-3pm

Module 5 - CIAC Rules & Regulations

Saturday, May 14, 2011 • 3:15 - 6:15pm

Module 12 - All- Adult Construct of Coaching

Registration for any or all of these 5 modules must be done online at www.ctcoachinged.org/CEU.html

N.E. STATES OFFER SUMMER LEADERSHIP CONFERENCE

CAS-CIAC along with the state associations in Massachusetts, Rhode Island, New Hampshire and Maine, have joined together to offer a summer Student Leadership Conference, July 21-24, 2011 at Stonehill College in N. Easton, MA. This conference is a four-day, residential leadership event for students and adult leaders who participate in interscholastic athletics and activity programs through their state high school athletics/activities association. The event is being modeled after the NFHS National Student Leadership Conference that has taken place in Indianapolis, IN for the past decade.

Connecticut has reserved forty (40) spaces for this unique opportunity. Registration deadline is Friday, May 6, 2011.

For more information visit: www.casciac.org/pdfs/NESLC-Brochure.pdf.

... more ciac news

New Course Dealing with Electronic Media Use by Coaches Creates a Buzz

By Fred Balsamo, CMAA, Director, Connecticut Coaching Education Program

Last month, at the 27th annual Connecticut Association of Athletic Directors' annual conference, a new coaching module was launched titled "Appropriate Use of Electronic Media by Coaches." The course (Module 16) provided schools with strategies and guidelines for coaches in the ever-increasing use of electronic communications. There are many benefits to using electronic communications, especially when informing parents and athletes of schedule changes and postponements. However, with no state regulations currently on the books, coaches need to be cautioned about their behavior, what they should and shouldn't do and with whom they are communicating. For example, texting should never be done one on one and a copy of any text to a student should be copied to a supervisor. Also, adding students as a "friend" to your personal social page should be strictly forbidden. Additionally, every school should have a policy for its athletes dealing with electronic devices in locker rooms and at practices and games. The introduction of this course provoked a lot of thought to an issue that has gone ignored but will only increase in attention in the days ahead. More about the course and other CCEP offerings can be found at www.ctcoachinged.org.

CAS OFFICERS: 2010-2011

President.....Katharine Bishop, Daisy Ingraham School, Westbrook
 President-Elect.....Janet Garagliano, Jonathan Law H.S., Milford
 Vice President (H).....Francis Kennedy, Stafford H.S., Stafford Springs
 Vice President (M).....David Russell, John Winthrop M.S., Deep River
 Vice President (E).....RoseAnne O'Brien-Vojtek, Ivy Drive School, Bristol
 Treasurer.....Donald Macrino, Waterford H.S., Waterford

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 Earle Bidwell.....Asst. Executive Director
 Regina Birdsall.....Asst. Executive Director
 Ken Bragg.....Asst. Director of Unified Sports@
 Michael Buckley.....Director, Principals' Center
 Dennis Carithers.....Asst. Executive Director
 Matt Fischer.....Director of Information Services
 Stephanie Ford.....Director of Marketing
 Paul Hoey.....Assoc. Executive Director
 Susan Kennedy.....Asst. Executive Director
 Robert Lehr.....CIAC Executive Staff
 David Maloney.....Asst. Executive Director
 Karen Packtor.....Editor, Asst. Executive Director
 Lou Pear.....Director of Unified Sports@
 Beth Rasmussen.....Young Athlete Program Coordinator
 George Synnott.....Asst. Director of Unified Sports@
 Joseph Tonelli.....Director of Officials

THE BULLETIN

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March 22, 2011

East Hartford High School
 869 Forbes Street
 East Hartford, CT 06118

Dear Athletic Director,

My name is Beth Sarnacki, Cromwell High School Cheer Coach. I am also the co-chair (behind the scenes person) at the CAS State Cheer competition which was held March 11 and 12 at the New Haven Field House this year.

The reason for this letter is to commend your East Hartford cheer coaches and the cheer team. I have been involved with cheerleading for 32 years now along with coaching other sports. I was so impressed by not only your coaches during the award ceremony clapping and standing for the top three in East Hartford's division, but all of the cheerleaders! I observed no one telling them to do it; they just stood up and clapped. Then when the award ceremony was done, they all went up to Danbury High School, who took 1st place, and congratulated the team along with the coach. Sitting behind them, I gasped for breathe because it was taken away and could only wish that all teams did what they did. I immediately went up to the coaches, introduced myself and told them how impressed I was and that they were true winners. I then turned to the East Hartford cheerleaders and stated to them no matter what place they came in they were the true winners.

Things like this do not get enough recognition. This is what true competitors and winners are. I congratulate and was proud to have witnessed what your coaches did. East Hartford High School should be proud.

Sincerely,

Beth Sarnacki
 Co-chair of CAS State Cheer Competition

cc: Jackie Sullivan
 Sherrie Zembrzuski
 Dave Maloney

WINTER 2010-11 CIAC SPORTS CHAMPIONS

GIRLS BASKETBALL

<i>Champion</i>	<i>Runner-up</i>
Class LL: Career Magnet	Mercy
Class L: Hillhouse	E.O. Smith
Class M: Windham	Weaver
Class S: Portland	Cromwell

BOYS BASKETBALL

<i>Champion</i>	<i>Runner-up</i>
Class LL: St. Joseph	Fairfield Prep
Class L: New London	Northwest Catholic
Class M: Trinity Catholic	Career Magnet
Class S: Valley Regional	Classical Magnet

ICE HOCKEY

<i>Champion</i>	<i>Runner-up</i>
Div. I: Fairfield Prep	St. Joseph
Div. II: Cheshire	Guilford
Div. III: Watertown-Pomperaug (co-op)	Staples-Weston-Shelton (co-op)

WRESTLING

<i>Champion</i>	<i>Runner-up</i>
Open: Bacon Academy	Daniel Hand
Class LL: Xavier	Danbury
Class L: New Milford	Daniel Hand
Class M: Bacon Academy	Ledyard
Class S: Griswold	Old Saybrook/Westbrook

CHEERLEADING

<i>Champion</i>	<i>Runner-up</i>
Coed: Branford	Shelton
Class LL: Danbury	Fairfield Ludlowe
Class L: North Haven	Masuk
Class M: Holy Cross	Seymour
Class S: Oxford	Cromwell

DANCE

<i>Champion</i>	<i>Runner-up</i>
Pom: Hamden	Wethersfield
Large Jazz: Brookfield	Masuk
Small Jazz: Branford	Wethersfield
Lge Hip Hop: Brookfield	Masuk
Sm Hip Hop: Branford	Cromwell
Kickline: Hamden	Woodland Reg.

BOYS INDOOR TRACK

<i>Champion</i>	<i>Runner-up</i>
Open: Danbury	Bloomfield/Staples
Class LL: Danbury	Staples
Class L: New Canaan	Daniel Hand
Class M: Brookfield	Hillhouse
Class S: Bloomfield	Northwest Catholic

GIRLS INDOOR TRACK

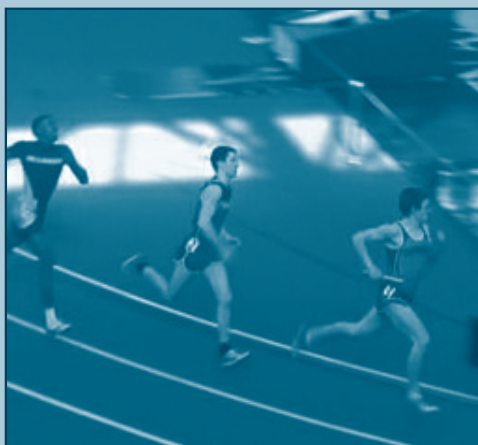
<i>Champion</i>	<i>Runner-up</i>
Open: Glastonbury	Danbury
Class LL: Glastonbury	Danbury
Class L: Windsor	Darien
Class M: Hillhouse	Career Magnet
Class S: Bloomfield	Old Saybrook

BOYS SWIMMING

<i>Champion</i>	<i>Runner-up</i>
Open: Greenwich	Darien
Class LL: Greenwich	Fairfield Prep
Class L: Pomperaug	Amity Regional
Class M: New Canaan	Darien
Class S: Sacred Heart	Weston



Coed Cheer Champions Branford High School



2011 CIAC State Indoor Track Championships at the New Haven Track and Field Center

GIRLS GYMNASTICS

<i>Champion</i>	<i>Runner-up</i>
Open: Glastonbury	Pomperaug
Class L: Glastonbury	Southington
Class M: Woodstock	Pomperaug
Class S: Valley Regional	Foran



caad news

CAAD 27th ANNUAL CONFERENCE REVIEW

By Fred Balsamo, CMAA, CAAD Executive Director

On March 23-25, 2011 over 205 athletic directors attended the 27th annual CAAD conference at the Rocky Hill Marriott in Rocky Hill, Connecticut. This conference continues to be one of the most valuable professional experiences for athletic directors whether they are a 25-year veteran or brand new to the profession. On Wednesday evening, a four hour National Leadership Course was taught by CAAD president Trish Witkin dealing with current issues facing our state. While the course was being taught, the CAAD conference committee was busy setting up the hotel and stuffing packets in order to receive the full membership as well 65 exhibitors the following morning.

On Thursday, March 24th, the day began for the high school AD's with the CIAC staff delivering a three- hour workshop on the current rules and regulations governing our sports. Concurrently, the middle school attendees were in a roundtable workshop dealing with middle schools issues and sportsmanship. The keynote speaker later that day was ESPN commentator Mike Golic who has become a tremendous resource to CAAD. Mike recently narrated the parenting video CAAD released earlier this year. A CAAD business meeting was conducted at which time the membership was given valuable information and handouts regarding the Concussion Management Annual Review; the SDE Changes to the American Red Cross First Aid and CPR; assistance grants for AD's who wish to attend the NIAAA Conference; the parent video DVD supplement, athletic secretary job descriptions; and changes to the Michaels Cup Program. Three workshops were given by our own CAAD members. Paul Mengold, Amity Regional High School, provided insight with legal issues facing our sports programs while John Keleher, Darien High School, offered strategies to make certain we are in compliance with Title IX. Dan Scavone of Danbury High school spoke about having difficult conversations with coaches.

The night concluded with the annual awards banquet where CAAD honored five outstanding individuals for their service to the students in Connecticut. Gary Makowicki, the athletic administrator at Norwich Free Academy since 1994, received CAAD's highest honor, the *Distinguished Service Award from Inside the Field of Athletic Administration*. For distinguished service outside the profession, Dr. Carl Nissen from Elite Medicine was recognized for his hard work with concussion management and his dedication to youth.

Merit awards were given to Len Corto from the Consolidated School District of New Britain and Steve DiVerniero of Eli Whitney Technical High School in Hamden. Additionally, Ray DeAngelis was recognized for his two years of service as CAAD's past-president. All five of these individuals are outstanding human beings and have continually demonstrated their support for the athletes of our state.

On Friday, March 25, 2011, we heard from Jay Hammes, Safe Sports Zone, who flew in from Milwaukee, Wisconsin, to present a seminar on sports event management. His insight and planning will help many athletic administrators be better prepared for the unforeseen. The rest of the morning included the unveiling of this year's new coaching education module - "Appropriate Use of Electronic Media by Coaches." Every CAAD member in attendance was trained as a statewide faculty member licensed to teach this course to his/her own staff (see related item page 13).

Conference Evaluations

Once again the conference evaluations were extremely favorable and many thanks go out to everyone who helped in the planning and coordination. We once again improved the conference in many areas which I didn't think was possible. Scores this high demonstrate CAAD's commitment to excellence and provide a tremendous challenge for years to come.



Left to right: CAAD President Trish Witkin; Josh Reese, AD at Northwest Catholic; Mike Golic, ESPN Commentator; Fred Balsamo, CAAD Executive Director

The results of the conference evaluations are as follows:

The rating numbers below are based on a 1-4 scale (with 4 being the best).

- | | |
|--|-----------|
| 1. Conference Registration - | 3.9 (+.0) |
| 2. Conference Format - | 3.9 (+.0) |
| 3. Conference Organization & Details - | 3.9 (+.0) |
| 4. Hotel Service - | 3.9 (+.1) |
| 5. Hotel Accommodations - | 3.8 (+.0) |
| 6. Hotel Meals | |
| Thursday Lunch - | 3.9 (+.0) |
| Thursday Banquet - | 3.9(+.0) |
| Friday Breakfast - | 3.9 (+.0) |
| Friday Lunch - | 3.9 (+.2) |
| 7. CIAC Workshop - | 3.7 (+.0) |
| Middle School Workshop - | 3.8 (+.0) |
| 8. CAAD Annual Meeting - | 3.5 (+.1) |
| 9. General Session (Golic) - | 3.9 (+.0) |
| 10. Workshop | |
| 1. Title IX - | 3.9 |
| 2. Legal - | 3.8 |
| 3. Difficult Conversation - | 3.8 |
| 11. Awards Banquet- | 3.9 (+.0) |
| 12. Breakfast Meeting (Hammes) - | 3.8 (+.0) |
| 13. Statewide Faculty - | 3.8 (+.4) |
| 14. Closing Meeting - | 3.8 (+.2) |

... more caad news

CAAD MEETING DATES

2011-2012



Tues, August 16	Board of Control	5:00 p.m.	Aqua Turf
Wed, September 7	Board of Control	12:00 p.m.	CIAC
Wed, October 5	General Meeting	8:00 a.m.	Rocky Hill Marriott
Wed, November 2	Board of Control	12:00 p.m.	CIAC
Sat, December 9-13	National Conference		Indianapolis, IN
Wed, January 11	Board of Control	12:00 p.m.	CIAC
Wed, February 29	Board of Control	12:00 p.m.	Rocky Hill Marriott
Thur/Fri, March 22-23	CAAD Conference	8:00 a.m.	Rocky Hill Marriott
Wed, April 25	Board of Control	12:00 p.m.	CIAC
Wed, May 16	General Meeting	8:00 a.m.	Rocky Hill Marriott



INVESTORS IN CT YOUTH



- ★ Anthem ★
- ★ Baden Sports ★
- ★ Bearingstar™ Insurance ★
- ★ Big Y Supermarkets ★
- ★ Bob's Stores ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Dick's Sporting Goods ★
- ★ ESPN ★
- ★ Grynn & Barrett Studios ★
- ★ Horace Mann ★
- ★ IGA / Bozzutos ★
- ★ Jostens ★
- ★ Knight ★
- ★ Liberty Mutual ★
- ★ MaxPreps ★
- ★ McDonald's ★
- ★ N.E. Fitness Distributors ★
- ★ PureTech Water ★
- ★ Rawlings ★
- ★ Sodexo ★
- ★ Spalding ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ Team IP ★
- ★ U.S. Marine Corp ★
- ★ Wilson Sporting Goods ★