

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



# BULLETIN



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## HURTFUL WORDS:

### *An important message to students*

By John Dodig, Principal  
Staples High School, Westport

**A**s a very young man, I remember watching news programs showing battles going on in Vietnam. Reporters would often interview soldiers, some of whom would use the word *gook* to refer to North Vietnamese soldiers, but sometimes even those from South Vietnam. It wasn't until years later while talking to someone who had been in that war that I finally understood the power of that word. He told me that in order for some soldiers to do the things they were told to do; they had to pretend that the enemy soldiers were not human. Referring to someone as a *gook* simply reduced that soldier to a non-human, an animal, making it easier to kill him. This was not true of all soldiers in that war, but enough for me to remember the word. That really hit me hard and opened up my eyes to so much of history I had studied in high school and college but never really understood.

In this country and in Europe, we have used these kinds of words to describe several minority groups. You know the awful words used to refer to African Americans, to Jews, to Hispanics and others. It was really the same thing as described to me by my friend. How else could people do horrible,

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## CAS NAMES 2012 PRINCIPALS OF THE YEAR



**SALLY BIGGS**

Middle School Principal of the Year



**DR. THOMAS McMORRAN**

High School Principal of the Year

**T**he Connecticut Association of Schools is pleased to announce the selection of the *2012 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 **Sally Biggs**, principal of Hartford Magnet Trinity College Academy; and High School Principal of the Year **Thomas McMorran**, principal of Joel Barlow High School in Redding.

### **Sally Biggs**

Sally was nominated for the the 2012 CAS Middle School Principal of the Year award by her assistant principal, Sheldon Neal, who calls her a "transformational and collaborative leader who is committed to developing the best in her students and in the teaching and learning process." Sally, now in her fifth year as principal of HMTCA, has cultivated an all-inclusive professional learning community predicated on a unity of purpose and an insistent belief that all children can achieve at high levels. Relentless in her pursuit of excellence for all students, Sally approaches her work with one guiding principal: "All students can learn." She has been a catalyst for change in teaching, learning, and assessment; and her efforts have resulted in a cohesive school community which is responsive to the educational needs of all of its students.

Upon learning of her award, Sally said, "I am honored to be recognized among the many tremendous principals from across

### **Thomas McMorran**

Tom, who was nominated for the 2012 CAS High School Principal of the Year award by his assistant principal, Gina Pin, was chosen by the selection committee for his intellectual and purposeful leadership and his uncompromising dedication to his students and school community.

Reacting to the news of his award, Tom stated, "I am deeply touched by this great honor. Having worked with so many very fine administrators in Fairfield County and at CAS-CIAC, I am humbled to receive this award. This is a wonderful time for public school educators, and I am proud to be part of the Easton, Redding, Region 9 school system. Although we are being scrutinized more closely than ever, and there is much that we need to accomplish, we have never educated as many students to as high a degree of academic achievement, civic responsibility, and social awareness. I look forward to further collaboration with my administrative colleagues across the state."

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# LEGAL MAILBAG

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



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

**Q. DEAR MAILBAG:** One of my teachers is always going above and beyond for her students. At a faculty meeting last week, I surprised her by calling her to the front of the room and giving her a gift certificate for \$100 to honor her for her contributions. The applause from her colleagues was half-hearted, but I was really shocked when the union representative stopped by my office the next day to inform me that the union would be filing a complaint about my instituting "merit pay." That is crazy, right?

- *Call Me Old School*

**A. DEAR OLD:** It is a stretch to call your kind gesture "merit pay." But technically the union has a claim. Employers may not unilaterally confer benefits on employees. Whether we call it salary, a stipend or a prize, the gift certificate is a benefit which is a mandatory subject of negotiation. Since the union was not consulted, it can object to your action.

**Q. DEAR MAILBAG:** I read in the newspaper today that one of the paraprofessionals in my school was arrested for DUI. I called her down to the office first thing this morning, and I suspended her immediately, of course. But now my superintendent is calling me Quick Draw McGraw. Should I have been a little more circumspect in taking that action? I didn't want to put children at risk.

- *A Tad Defensive*

**A. DEAR TAD:** DUI (Driving Under the Influence) is a serious matter to be sure. But in the first instance, it seems a "tad" overstated to say that children were at risk. Presumably, the paraprofessional sobered up between her arrest and when she reported to work. So the question was not one of safety, but rather what to do next. Under the criminal law, there is a

huge difference between a first DUI and a second. The first can result in one being placed in a treatment program and ultimately having the charges erased through accelerated rehabilitation. By contrast, the second offense is treated as a felony and can result in incarceration. Similarly, an appropriate employer response to a first DUI is typically a strong written warning while the second results in termination.

**Q. DEAR MAILBAG:** Under our custodian contract, a new hire must work for three months before he can be considered a permanent employee entitled to the protections of the collective bargaining agreement. We just hired an older man because I hoped that his prior experience would make him a better employee. When he started to have problems, I even told him that I expected more of a man of his age. But he never improved, and we had to let him go. We carefully made that decision during the probationary period so that this fellow could not grieve his termination. So you can imagine my shock when he filed a complaint with the Commission on Human Rights and Opportunities. I thought we could fire probationary employees, no questions asked.

- *Tell Me It Ain't So*

**A. DEAR AIN'T:** It is so. You are smart to recognize that you can fire an employee for any legitimate reason during the probationary period. However, probationary employees (and even applicants who were never hired) are free to file discrimination complaints. Given that broad right, we must be careful not to give people cause to think that we are discriminating against them. Sadly, your comments about his age could raise a question whether you are in fact biased against older workers. However, if you recommended him for hiring, it would be very difficult for him to prevail because he was virtually the same age when you hired him as when you recommended his termination during the probationary period.

■ Pursuant to Section 10-8b of the Connecticut General Statutes, the following endorsement areas will be designated as teacher shortage areas for the 2012-13 school year:

- Bilingual Education, PK-12
- Comprehensive Special Education, K-12
- Hearing Impaired, PK-12
- Intermediate Administrator
- Mathematics, 7-12
- Remedial Reading and Language Arts, 1-12
- School Library and Media Specialist
- Science, 7-12
- Speech and Language Pathologist
- World Languages, 7-12

■ A poll released last month by Quinnipiac University shows 60 percent of registered voters rate the quality of the state's public schools as fairly good while 17 percent say they're very good. The numbers are similar when broken down by voters living in cities, the suburbs and rural areas. The telephone survey of 1,622 registered voters showed 41 percent of the participants believe the public school in their community is very good while 44 percent said it is fairly good. When broken down by areas of Connecticut, 21 percent of urban voters said their school is very good, compared to 45 percent of suburban voters and 52 percent of rural voters. While most voters—66 percent—said they have a favorable opinion of Connecticut's public school teachers, compared to 12 percent with an unfavorable opinion, they supported making it easier to fire teachers and to reward outstanding teachers with additional pay. Fifty-four percent support Governor Dannel Malloy's plan to revamp teacher tenure while 35 percent said it's a bad idea. Among union households, 47 percent supported the governor's proposal while 41 percent opposed it. When asked their opinion of the teacher unions, only 27 percent of voters viewed them favorably, while 32 percent said they had an unfavorable opinion. Thirty-nine percent said they hadn't heard enough to form an opinion. Despite supporting certain aspects of the bill, 36 percent of registered voters approve of the way the governor is handling education while 41 percent disapprove. (Source: *The Associated Press*)

## ct news &amp; notes

## ARE YOU RETIRING THIS YEAR?

At the end of each school year, it is custom that the Connecticut Association of Schools awards life memberships in CAS to retiring principals and assistant principals.

If you are planning to retire this year or if you know of any principal or assistant principal who is so planning, please visit [www.casciac.org/retiringadmins](http://www.casciac.org/retiringadmins) and fill in the requested fields. This task should take no more than a minute of your time.

■ In February, Governor Dannel Malloy introduced S.B. 24, *An Act Concerning Educational Competitiveness*. This bold education reform bill proposes significant changes in a number of key areas including early childhood education; school turnaround/intervention; and teacher and principal evaluation. Questions and concerns about the bill have been raised in public forums across the state, many of which are based on misinformation. As a result, CAS, Connecticut Association of Public School Superintendents (CAPSS), Connecticut Association of Boards of Education (CABE), Connecticut Business and Industry Association (CBIA), Connecticut Council for Education Reform (CCER), and Connecticut Coalition for Achievement Now (ConnCAN) issued a joint document designed to correct the misperceptions and address the myths that are circulating about S.B. 24. The document is available at [www.casciac.org/pdfs/SB\\_24\\_Educator\\_Myths-Facts.pdf](http://www.casciac.org/pdfs/SB_24_Educator_Myths-Facts.pdf).

“There has arisen in the modern world an increasingly dominant view that we can know only that which we can count, measure and weigh. In this view – and it often dominates modern education in the schools and in the media – feeling, imagination, the will, intuitive insight, are regarded as having little or nothing to do with knowledge.”

- Douglas Sloan, Editor  
*Teachers College Record*

SAVE THE DATE!

## The 14th Annual CT Association of National Honor Societies' State Conference

### MONDAY, MAY 21, 2012

7:30 a.m. - 1:30 p.m.  
Hartford Marriott, Rocky Hill

This conference is designed for High School and Middle School National Honor Society Members, Faculty Council Members and Honor Society Advisors to come together to create enthusiasm for scholarship, stimulate a desire to render service locally and statewide, enhance and promote leadership skills and focus on student member character development.

Registration is now open!  
Visit [www.casciac.org/register](http://www.casciac.org/register) for more details!

## THE ANNUAL SUMMER LEADERSHIP INSTITUTE “Getting the Focus Right”

June 27 & 28, 2012 ■ The Heritage Hotel, Southbury

### Speakers:



**DAY 1: DR. MIKE SCHMOKER**  
Dr. Schmoker is an internationally known and highly acclaimed educator.  
<http://mikeschmoker.com/>



**DAY 2: COMMISSIONER STEFAN PRYOR**  
Our Commissioner is a leader bringing a new focus to CT's efforts to reduce the achievement gap.  
[http://www.casciac.org/pdfs/commissioner\\_pryor.pdf](http://www.casciac.org/pdfs/commissioner_pryor.pdf)

In addition to keynote presentations by Dr. Mike Schmoker and Commissioner Stefan Pryor, this year's institute will feature breakout sessions by some of CT's most successful school leaders.

**Registration is available online at**  
**[www.casciac.org/register](http://www.casciac.org/register)**



## national news & notes

■ According to a new report by the Everyone Graduates Center at the School of Education at Johns Hopkins University, the nation achieved a modest 3.5 percentage point increase in the high school graduation rate from 2001 to 2009. The graduation rate was 75 percent in 2009, meaning 1 in 4 students fails to get a diploma in four years. Researchers found that the number of "dropout factories," schools that fail to graduate more than 60 percent of students on time, had dropped by more than 450 between 2002 and 2010, but that 1,550 remain. The increase in graduation rates was primarily because of growth in 12 states, with New York and Tennessee showing double digit gains since 2002. At the other end, 10 states had declines: Arizona, Arkansas, California, Connecticut, New Jersey, Nebraska, New Mexico, Nevada, Rhode Island and Utah. (Source: *Building a Grad Nation, Progress and Challenge in Ending the High School Dropout Epidemic*)

■ New estimates show that 1 in 88 American children has been identified as having autism spectrum disorder, the Centers for Disease Control and Prevention said today, marking an increase of more than 20 percent since the last time such data were collected. Study results from the 2008 surveillance year show 11.3 per 1,000 8-year-old children have been identified as having an ASD. This is a 23 percent increase since the last report in 2009, the CDC said. But what isn't clear from the new estimates: just why the number of diagnoses are on the rise. Some of the increase is because of the way children are identified, diagnosed, and served in their communities, although it's unclear how much of the increase is because of these factors. The CDC is conducting a separate study to learn more about what puts children at risk for having an autism spectrum disorder, she said. Also, a law signed last fall provided millions for further research about autism. The estimates, based on 2008 data from 14 communities, range from 1 in 210 Alabama children having ASD to 1 in 47 children in Utah. And autism spectrum disorders are about five times more common in boys than girls: 1 in 54 boys was identified as having ASD. Previous CDC estimates found that about 1 in 80 boys and 1 in 240 girls—an overall average of 1 in 110 children—in the country had a form of autism. The study also found that more children are being diagnosed by age 3, an increase from 12 percent for children born in 1994 to 18 percent for children born in 2000. Research shows that an early diagnosis

makes treatments and interventions more effective. (From *New Estimates Find 1 in 88 U.S. Children Has Autism* By Nirvi Shah, edweek.org, March 29, 2012)

■ Teacher job satisfaction is at the lowest it's been in more than two decades, likely as a consequence—at least in part—of the economic downturn and resulting cuts to education budgets, according to a national survey. The 28th annual MetLife Survey of the American Teacher, last month, finds that 44 percent of teachers are "very satisfied" with their jobs, down from 59 percent in 2009. The last time job satisfaction dipped as low was in 1989. In another indication of declining morale, according to the report, 29 percent of teachers say they are likely to leave the teaching profession within the next five years—up from 17 percent in 2009. The report is based on telephone interviews of 1,001 U.S. public school teachers conducted last fall.

■ A student's personal perception of being overweight is closely linked to poor academic performance, regardless of actual weight status. This was the conclusion of a report from the Children's Hospital of Philadelphia that was published in the November 2011 issue of the *Journal of School Health*. The data came from the responses of over 11,000 14-to-17-year-olds who participated in the 2003 Youth Risk Behavior Survey. The study also found that over a third of the adolescents that perceived themselves as being overweight and nearly three-fourths of those who thought they were obese would not medically be defined as overweight. (Source: *Journal of School Health*, November 2011)

■ Vermont Gov. Peter Shumlin signed into law a measure that requires distributors and manufacturers of cleaning products to "sell, offer for sale, or distribute to a school, school district, supervisory union, or procurement consortium only" environmentally preferable cleaning products. Those who provide contract cleaning services to schools must also use such products. The distributors and manufacturers must also provide green cleaning training to the schools they sell to at no extra charge. Schools are permitted to use up their existing inventory of cleaning products before making the switch, and schools with fewer than 50 students have an extra year (until July 1, 2013) to comply. Vermont becomes the 10th state with a green cleaning law directed at schools.

■ Participation in the National School Lunch Program (NSLP) improves health outcomes of students from low-income households, according to an Iowa State University study published in the January issue of the *Journal of Econometrics*. Past research found that the NSLP increases the obesity rate of participants due to meals that are sometimes high in calories and fat. However, researchers applied new statistical analysis techniques similar to what has been done to assess the quality of the federal SNAP, or food stamp, program. In their analysis, researchers found the program reduced food insecurity by 3.8 percent, poor general health by 29 percent, and obesity by 17 percent. The data came from the National Health and Nutrition Examination Survey, conducted by the National Centers for Health Statistics within the Centers for Disease Control and Prevention. (Sources: *Science Daily*, 11/10/11, and *Journal of Econometrics*, 1/2012)

■ A study conducted by the University of Georgia suggests that abstinence-only sex education does not work in reducing teen pregnancy and birth rates. The study examined data from the 2005 National Vital Statistics Report and the U.S. Teenage Pregnancies, Births and Abortions: National and State Trends and Trends by Race and Ethnicity Report. Results revealed that states mandating abstinence-only sex education had higher teen pregnancy and birth rates than states that taught comprehensive sex education. Other factors, including socioeconomic status, education level, access to Medicaid, and ethnicity, were also found to influence teen pregnancy rates. (Source: *NASBE Healthline Review*, January 2012)

■ The first study linking diet to mental health among adolescents found that teens who eat fruits and vegetables have better mental health. Australian researchers surveyed 3,000 adolescents in 2005 and again in 2007 about their regular diets and psychological symptoms. Teens with healthy diets in 2005 reported fewer bouts of depression and anxiety compared to teens with diets consisting mostly of junk and processed foods. Teens who improved their diets between 2005 and 2007 also improved their mental health, surveyors concluded, while their peers who had diets high in junk food showed now improvement. (Source: *NASBE Healthline Review*, January 2012)

## BUILDING SCHOOLS IN HAITI

By Regina Birdsell, Assistant Executive Director



Former Executive Director Mike Savage interacts with students at the site of the temporary Georges Marc School.

In early November the Brother's Brother Foundation Board members, Food for the Poor representatives, Mike Savage, our former CAS executive director, and I visited Haiti. Our trip was funded by Brothers Brother Foundation. This was an opportunity to view the school construction and reconstruction projects that are being partially funded by the dollars raised by Connecticut schools (over \$160,000).

We arrived in Port-au-Prince early on the morning of Monday, November 7th, and went directly to the Georges Marc School site. Mike Savage, the school principal, Luke Hingson, President of BBF and a trustee from BBF participated in the ceremonial dig followed by the bigger digging of the bulldozer. Mike presented a plaque from CAS to the principal and gave soccer balls to a few students.

We boarded the bus that Food For The Poor provided for our trip and drove several miles away to the temporary location the school is using while awaiting the new building. It was a small and cramped facility, but they were making due.

Our next stop was the Jean Marie Guilloux School, a new 2 story school housing 16 rooms that includes a computer room. We observed students in the computer room being instructed on the use of small tablet PC computers. The school has a solar-powered electrical system that generates the power needed to provide the lighting and cooling fans. The facility is totally surrounded by a wall topped with barbed wire for security. Mike again presented a plaque to the principal and gave out a few soccer balls to students.

The third school we visited, the Marie Clarac School, was at a temporary site, awaiting approvals and permits for the reconstruction of their school. Here the students and faculty have their classes in tents supplied by UNICEF. Students in all 3 schools wear uniforms and bring their lunch to school.

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## SEVENTH EDITION OF MOONEY'S LAW GUIDE NOW AVAILABLE

*EDITOR'S NOTE: Upon the recent publication of the seventh edition of A Practical Guide To Connecticut School Law, we sat down with author Tom Mooney to discuss the latest release of what is considered to be the "bible" for school administrators in Connecticut. The Guide is available for purchase via the CAS website at [www.casciac.org/legal.shtml#mailbag](http://www.casciac.org/legal.shtml#mailbag).*



Attorney Tom Mooney

**QUESTION:** Is it really time for another edition of *A Practical Guide to Connecticut School Law*? It seems like the sixth edition just came out.

**ANSWER:** It is hard to believe, but it has been over three years since the sixth edition was published in 2008. As you might imagine, there have been many changes, and it was certainly time for the seventh edition.

**QUESTION:** How do you keep all the changes straight? It must be hard to keep track of what the courts and legislators are doing.

**ANSWER:** It is a lot of work for sure. But I do have a system. Going back to the first edition (1994), there have been seven chapters. So for each edition I keep seven real folders for hard copies and seven virtual folders in Outlook for the electronic copies. It is quite interesting how most of the work is now done from the electronic folders.

**QUESTION:** What are the most important new things in this edition?

**ANSWER:** Over the last three years, there have been many statutory changes and significant court decisions at both the state and federal levels. The General Assembly has passed a number of laws that affect school districts, including bullying, child abuse reporting, and educational reform. At the federal level, there have been amendments to FERPA and case law developments in special education and constitutional rights.

**QUESTION:** It seems that the General Assembly never lets up. How will you handle the changes that we may anticipate from the debate in the current session over educational reform?

**ANSWER:** Shipman & Goodwin will publish its legislative update on our school law minisite, <http://www.ctschoollaw.com/>. In addition, the Guide comes with a disk that has the entire Guide on PDF so that readers can word search and read linked cases and other materials. The disk will include a link to updates that we will post as appropriate.

**QUESTION:** Since it was first published in 1994, *A Practical Guide To Connecticut School Law* has become a staple for school administrators, school board members and parents who want to know about school law in our state. It is hard to believe that you have been writing this Guide for almost twenty years now. Will you ever retire?

**ANSWER:** No.

*Tom Mooney is an attorney who co-chairs the School Law Practice Group at Shipman & Goodwin and teaches education law at both the University of Connecticut School of Education and the University of Connecticut School of Law.*

## Sally Biggs, *continued from page 1*

the state of Connecticut and the city of Hartford. It is my belief that principals have the best, most rewarding job in the world. Every day, I work alongside an outstanding and dedicated group of educators and together we strive to create a nurturing and supportive learning environment which ensures that every child reaches his/her fullest potential."

Since her arrival at HMTCA in 2007, which was then known as Hartford Magnet Middle School (HMMS), Sally has spearheaded a number of successful initiatives which have encouraged innovation, promoted student-centered learning and fostered personal connections among students and staff. Under her leadership, HMTCA established the Student Assistance Center allowing students who are struggling in the mainstream and in danger of being placed in a more restrictive environment to remain at HMTCA; designed assessment-driven individualized student success plans for ALL students; implemented the Drop Everything and Read program, a school-wide reading initiative; and established the WEB (Where Everyone Belongs) program to ease the transition of incoming sixth graders.

Determined to ensure that every student feels a sense of belonging and connection to the school, Sally was the driving force behind the development of a student advisory program at HMTCA. She worked with staff to design a comprehensive, school-wide program which would promote opportunities for focused, meaningful interactions between students and teachers while at the same time facilitating home-school communication and encouraging family involvement.

A model of collaborative leadership, Sally has created a supportive and collegial professional atmosphere which allows all stakeholders — teachers, support staff, parents, students, and community members alike — to be partners in the decision-making process and to enjoy a shared responsibility for the governance of the school. Says literacy coach Cynthia Callahan, "Leadership at HMTCA is a shared commitment by a broad network of invested stakeholders all assembled and expertly coordinated by Sally."

In 2011, thanks in large measure to Sally's progressive leadership, the then HMMS was honored by the Magnet Schools of America with its prestigious Dr. Ronald P. Simpson Distinguished Merit Award. HMMS was selected from a pool of 6,000 magnet schools across the country for its commitment to high academic standards, curriculum innovation and successful diversity efforts.

Also in 2011, HMMS completed a historic partnership with Trinity College which resulted in the creation of the Hartford Magnet Trinity College Academy, an Early College High School that now serves students in grades 6-9. In its first year, the academy has allowed 109 ninth grade students to enjoy a seamless educational experience and benefit from a rigorous college-oriented curriculum. The academy, whose mission is to motivate and prepare students from underprivileged backgrounds to attend and succeed in college, will ultimately expand through grade twelve.

A 1984 graduate of Springfield College (MA), Sally went on to earn both a master's degree and sixth-year certificate from Central Connecticut State University. She began her professional career as a physical education teacher and coach at Weaver High School in Hartford. In 1995, she was appointed associate principal at South Windsor High School where she was named Assistant Principal of the Year in 2004 and where she worked for eleven years before assuming the position she now holds.

## Tom McMorran, *continued from page 1*

Tom is regarded by all as an intellectual, reflective leader of high integrity and moral character. Region 9 Superintendent Dr. Bernard Josefsberg praises Tom's "intellectual gifts, interpersonal sensitivity and moral grounding." Tom leads by example, always exhibiting the characteristics of honesty, respect, and human decency that he works to instill in his students on a daily basis. Administrative assistant Elaine Ciesielski remarks, "Tom is a very special man. The first time I met him, I was struck by two things - how brilliant he was - and, more importantly, how kind and honest he was." Pin adds, "Tom has purposefully designed our leadership team to build our school with the same integrity and moral commitment that have framed his life."

Upon his arrival at Barlow in 2007, Tom set about building a cohesive school community guided by one unifying purpose: to prepare each and every student to be an honest, responsible, caring, educated, and contributing member of society. His focus has been as much on producing well-rounded, responsible and caring citizens as it has been on high academic achievement. "As pedagogues," declares Tom, "we have a duty to sustain a moral commitment to the primary work of teaching and learning, which is the moral development of decent and capable citizens."

Tom is an administrator who cares deeply about the academic, social and emotional well-being of every student in his building. Highly visible and wholly immersed in the life of the school, he is a constant presence in the corridors, classrooms and cafeteria. He can also be found at most sports events and after-school activities, using every available opportunity to interact with and build relationships with his students. Wrote Barlow parent Andrew Barer in his letter supporting Tom's nomination, "If Dr. McMorran wins this award, when it comes time to present it to him, don't bother looking in his office - he'll be out in the halls interacting with students."

In his five and a half years as head of school, Barlow has expanded its interscholastic athletic offerings, including adding a Unified Sports program for students with disabilities; refined and augmented its successful four-year advisory program; increased the student role in the decision-making and change efforts of the school; introduced a progressive and flexible schedule to provide greater opportunities for meaningful interactions between students and teachers; and implemented "Wednesday Morning Visits" to increase administrator presence in the classrooms.

As an instructional leader, Tom is celebrated for his ability to create a culture of teaching and learning that promotes inquiry and innovation and that allows staff members to take risks and to think creatively. Notes Pin, "Tom is a true teacher, risk-taker and enthusiastic explorer, always ready to learn and teach." Adds social studies teacher and humanities chair Jennifer Desmarais, "From his first day here at Barlow, Tom actively promoted risk-taking and professional exploration in the classroom. Barlow is a community of learners filled with happiness. What a joy it is to come to work each day with Tom inspiring students and teachers alike."

A 1991 graduate of Ridgefield High School, Tom received his bachelor's degree in English and Education from Boston College (MA) and his master's in Philosophy from Fordham University (NY). He earned his sixth year certificate from Southern Connecticut State University and his doctor in education from Seton Hall (NJ). Prior to joining the administrative team at Barlow, Tom was the English department chair and later assistant principal of Ridgefield High School.



## THE SHIFT FROM TEACHING TO LEARNING: PREPARING OUR STUDENTS FOR THEIR FUTURE

By Dr. Suzi D'Annolfo

1995 Milken National Educator Award Recipient  
Assistant Professor, Dept. of Education, University of Hartford



At the National Milken Educators Awards Conference in California, we had the opportunity to hear from several CEOs, ranging from Shaw's market to Intel about what they were looking for from our students, whether they were entering the workforce directly from high school, community college, four year schools or graduate programs. They shared with us, that unlike many of the educators in the room, the students we are preparing for the workplace will most likely experience 6-10 career changes; they will no longer have a job description, rather, they will have job assignments. These job assignments will last from 6-18 months. Because of this, the CEOs said the preparation of our young people must include so much more than just the "basics." Each CEO spoke separately, but the common thread woven throughout their speeches focused on **seven skills students need entering the workplace**:

1. **How to learn** (since they will have numerous job assignments, they need to know the components of how to learn independently and where to seek resources).
2. **How to initiate** (they won't have a teacher in the front of the room or on their shoulder telling them how to get started on their job assignment).
3. **How to work together with a team of people** (in most job assignments, people are working in teams of 3-10 people; rarely will they be working in isolation; the bottom line is not whose ideas rise to the top, rather it is the result of the work of the team).
4. **How to problem solve** (with all job assignments, there is a problem that must be addressed, analyzed, and solved).
5. **How to communicate in writing, speaking, and listening** (yes, they are looking for people who can write well, engage with their colleagues in speaking and listening and present).
6. **How to compute mathematically, interpret charts and graphs**
7. **How to use current and emerging technology** (to increase effectiveness and efficiency in the workplace, networking and communication).

Looking at this list of skills identified by CEO's also runs parallel to the skills students need as they enter higher education where they are learning and working much more independently.

That said, as schools continually transform to meet the needs of our students for career and college readiness, the definition of the teacher, now more than ever, must include the role of a coach, a guide, a facilitator, a mentor, a mediator of information. In order to do this, we, as educators, must embrace the **shift in emphasis from teaching to learning**; where everything we do is "**through the eyes of the learner**."

### This involves a shift in emphasis

FROM:	TO:
What the teacher does	What the student can do
Teaching as telling	Learning as doing
Covering the content	Understanding important ideas
Mastery of facts and skills in isolation	Tasks that call for problem solving, critical thinking, and creativity
Absorbing knowledge	Producing and using knowledge
Expecting students to think	Requiring students to show their thinking

As different constituents are working hard collaborating around the state regarding education in Connecticut, we must keep our focus continually on our students. As the late great educator, Ernest Boyer, said, "We are in the business of the future, and it's our children's future, not ours." This shift in emphasis from teaching to learning will help support their learning and preparation for their future.

## 2012 GOVERNOR'S SCHOLARS ANNOUNCED

Under the direction of Education Commissioner Stefan Pryor, the Connecticut Association of Schools (CAS) and Big Y World Class Markets have again collaborated to sponsor the Governor's Scholars Program.

Now in its sixteenth year, the program recognizes academically talented high school students in schools throughout the state and select thirty students for special recognition by 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:

- Fatima Bishtawi, Middletown High School
- Vaishali Chandola, Danbury High School
- Mario Chris, Xavier High School, Middletown
- Cooper D'Agostino, Joel Barlow H.S., Redding
- Bryan Davis, Southington High School
- Lauren Drotar, Vinal Technical H.S., Middletown
- Bryan Fichera, Fairfield Warde High School
- Adam Harris, Portland High School
- Ashley Hine, Hill Regional Career H.S., New Haven
- Tyler Hoffman, Farmington High School
- Victoria Hoffmeister, Greenwich High School
- Peter Hopko, Terryville High School
- Margaret House, Simsbury High School
- Jessica Hyde, E.O. Smith High School, Storrs
- Audrey Jones, Stonington High School, Pawcatuck
- Ashwini Joshi, William Hall H.S., West Hartford
- Henry Kavle, Litchfield High School
- Yossi Kohrman-Glaser, Newtown High School
- Elizabeth Lauri, Windsor High School
- Joan Li, East Lyme High School
- Audrey Loos, Enrico Fermi High School, Enfield
- Erika Mayer, Robert E. Fitch High School, Groton
- Reed Morgan, Darien High School
- Samantha Rosicke, Bolton High School
- David Santiago, Howell Cheney Technical H.S., Manchester
- Mariana Saric, St. Joseph High School, Trumbull
- Thomas Vecca, John F. Kennedy H.S., Waterbury
- Paige Wallace, Wilton High School
- Emily Weyrauch, Weston High School
- Cameron Yick, Academy of Information Technology & Engineering, Stamford

## Haiti, continued from page 5

Here Mike presented the principal with a plaque from CAS and visited all the classes, with most of his time spent with the kindergarten students who enjoyed singing and dancing for their guests.

Our trip took us to 4 hospitals over a span of 150 miles: Baptist Mission Hospital, and Hospital St. Croix in Leogane, at the epicenter of the earthquake. BBF helped with funding their reconstruction and purchasing a generator and medicines. FFP helped supply these hospitals with equipment, food and supplies. We also visited Hospital Bernard Mevs, a trauma clinic and the Hospital of Albert Schweitzer, in Deschappelles. HAS is a large referral hospital in Central Haiti. The founders, Gwen and Larry Mellon, established a practice of providing training and advancement to Haitians as a key to the hospital's success. Today, more than 95% of the personnel are Haitian, filling professional, technical and supervisory positions. It is a 130-bed referral hospital that provides surgical services, internal medicine, pediatrics, high-risk maternity care, diagnostic services, physical rehabilitation and a prosthetics clinic created for the amputees following the January 2010 earthquake. The hospital's full-time complement of 14 physicians and 50 nurses are Haitian, supported by visiting specialists from the US and Europe. Hundreds of people with minimal resources seek care at the HAS campus every day. Most walk many miles to get there.

Another trip brought us to Rachael's Village. Rachel Wheeler, an 11-year-old from Lighthouse Point, FL, started her project when her grandmother showed her a newspaper article about the mothers feeding their children mud cookies to stop them from crying because they did not have anything to eat and they were hungry. So far she has raised \$176,000, which allowed Food for the Poor to build 27 two-room homes in a village, Rachel's Village. Now Rachel wants to raise more money to have a school built for the children who live there.

The city of Port-au-Prince and surrounding areas were devastated by the earthquake. The living quarters were boxes, make shift boards and tarp. There was a lack of water, food, supplies, etc. Clothes were dried by laying them over the bushes or on top the roof. We spent time at the Food For The Poor facility, touring their massive warehouse and hearing about food donations from all over the world. We even participated in serving food to the 1,000 families who come daily and receive two small buckets of food, one protein based and the other a rice/wheat product. This was their daily family meal. Police presence was extensive as the crime rate is a major concern.

As we look back and reflect, we need to remember that the children are the hope for Haiti. The donations from our Connecticut schools are helping them fuel that hope.



The new Jean Marie Guilloux School

## Hurtful Words, continued from page 1

despicable things to other people like lynching, gassing, burning etc. without somehow making those people seem inferior to the perpetrator? After all, if he is not really a person, I don't feel too bad about hanging him or burning down his house with his whole family inside.

Thankfully, in most parts of this state, those words are seldom heard in public. At worst, it is simply not politically correct to use them, and at best the hearts and minds of people have actually been changed so that it is personally unacceptable to use them. There is one more minority group, however, sometimes very difficult or impossible to detect, whose members still have to bear the insult and the hurt of hearing dehumanizing words used to describe them. I am told by some students here at Staples that they often hear the words gay, fag, faggot, or dyke used in public. I truly believe that most people who use the word gay use it to mean lame, stupid, silly, etc. The other three words are used deliberately to put people down. It doesn't matter, though, to the kid in the hall or sitting next to you in class who hears those words and feels as though a knife has just been plunged into her/his heart.

When students hear those words used at them and they are gay or just starting to wonder whether or not they are gay, it brings on a moment of humiliation, panic, anger and despair. Most of the time, these students cannot or will not say anything. That silence makes them feel even more ashamed both for not having the courage to say something AND because they don't want anyone to think they are gay. Even I do not have the words to describe adequately to you how awful that moment is. When I was principal of another school, I remember one young man talking to me about someone on his team calling him a faggot. He said he turned red, wanted to hide, wanted to cry and he questioned whether or not he was even worthy of being alive. He looked at me and asked: "How do they know? Does it show?" I will never forget his words and his face when he said that to me. That is how destructive that word can be.

I am telling you as certainly as I know my middle name that when you attend your twenty year high school reunion, you will discover that someone on your football, softball, basketball, or field hockey team (just to name a few) has come out and is with his or her partner. You will bump into someone who sat next to you in English class or even your best friend with whom you spent hours, days and weeks of time who now has the courage to tell you that he/she is gay. At that moment, you will say something like: "I feel terrible for having used the word fag when we were together. If I had known you were gay, I never would have used that word."

I am hoping that hearing my words will provide you with that moment of enlightenment so that you won't have to wait twenty years. Think of all the words I referred to that have been used to describe members of minorities. Please understand that I am not trying to interfere with your personal, family, or religious beliefs. All I am asking is for you to avoid ever using those painful words - words which can potentially hurt someone so badly that she/he no longer wants to come to school or, worse yet, drive someone to commit or even contemplate suicide. By changing your habits, you won't even do it unintentionally. (See related item on page 13)



## ciac news

### Catastrophic Brain Injuries Hit Record High in H.S. Football

Thirteen high school football players were left permanently disabled as a result of a football-related brain injury in 2011, the most ever recorded in one year, according to the latest annual report from the University of North Carolina's National Center for Catastrophic Sports Injury Research.

From 1984 to 2007, the number of catastrophic injuries for high school football players never reached double digits in a given year, according to the center's data. Then, in both 2008 and 2009, 10 high schoolers were left permanently disabled as a result of a football-related brain injury. The number dipped to five in 2010, before reaching the all-time high of 13 this past year.

"These 2011 numbers are the highest since we began collecting catastrophic brain-injury data," said Fred Mueller, the lead author of the report and the center's director. "This is a major problem."

About 4.2 million football players compete nationwide, including 1.1 million high schoolers.

Since 1977, about 67 percent of football-related catastrophic injuries have been suffered by players as they made tackles. Mueller said part of the problem is that despite being prohibited in 1976, head-to-head contact – such as butt-blocking, face tackling or spearing tackles – is still occurring. These strategies make the head the initial and primary contact point with an opposing player, and often lead to cervical spine fractures or permanent brain injuries.

According to the study's authors, reversing the trend will require several changes, including increasing coaches' awareness of the signs and symptoms of concussions, emphasizing the need to eliminate helmet-to-helmet contact, and teaching safer tackling techniques. They also advise that referees be more vigilant about throwing flags when they see illegal tackles and that parents also must be involved in meetings and discussions about concussions. The report's recommendations also note that schools should retain athletic trainers certified by the National Athletic Trainers' Association. Currently, less than half of U.S. high schools have an NATA-certified athletic trainer available to them.

The report can be downloaded at:  
<http://www.unc.edu/depts/nccsi/FBCATReport2011.pdf>

(Sources: *Catastrophic Brain Injuries Hit All-time High in H.S. Sports*, by Bryan Torporek, edweek.org, April 17, 2012; and *Football-related catastrophic brain injuries on the rise*, [uncnews.unc.edu](http://uncnews.unc.edu), April 16, 2012)

### CIAC, PLAYON! SPORTS PARTNER TO CREATE CIAC NETWORK

The CIAC and PlayOn! Sports jointly announce the launch of the CIAC Network, a partnership providing multi-platform distribution of Connecticut high school sports content.



Unprecedented postseason coverage of all Connecticut high school sports, beginning in spring 2012, will be made available to fans in a variety of live and on-demand formats across television, web and mobile devices.

CAS-CIAC is excited to have a partner like PlayOn! Sports to enhance coverage of high school sports and athletes in Connecticut," said CAS Executive Director Karissa Niehoff, Ed.D. "Connecticut boasts an exciting high school sports environment that will now be available to viewers across the state, fans across the country and alumni around the world, all while providing our student athletes and their families unique access to their outstanding achievements."

The new Internet video portal for the CIAC Network, [www.CIAC.tv](http://www.CIAC.tv), will host all events produced through the partnership. Many events will be streamed live and all events will be archived and made available on demand. There will be no charge for fans to view content.

"We are thrilled to partner with the CIAC to create a network of high school sports content in Connecticut that celebrates Connecticut's student athletes," said David Rudolph, CEO of PlayOn! Sports. "We are building a library of content that will allow students, families, and communities access to their school's sports and activities programs in a way they haven't had before."

The CIAC Network will commence this spring with coverage of the state championships in several sports. Additional coverage throughout the year will feature a wide range of both boys and girls sports in Connecticut.

Another component of the CIAC Network is the opportunity for member schools of the CIAC to take advantage of PlayOn's proprietary technology platform to produce regular season sports and school activities through the School Broadcast Program. This content, typically produced by students, will be featured on individually branded school portals on the CIAC Network portal.

"Schools can leverage the PlayOn platform to create content, provide educational opportunities for students, generate exposure for student athletes, and provide unique digital advertising opportunities for sponsors," Rudolph said. "We are rolling this program out immediately and plan to have an initial group of schools producing and broadcasting their activities during this spring sports season."

PlayOn! Sports is the largest rights holder, producer, and aggregator of high school sports events distributed across television, the Internet, and IP-video enabled mobile devices. By combining state athletic associations' postseason content with the regular season events of member schools, PlayOn provides marketers with a unique multi-media platform solution to reach teens, young adults and families. PlayOn is headquartered in Atlanta, Ga., with offices in the Southeast, Midwest and California. For more information, contact PlayOn! at [info@playonsports.com](mailto:info@playonsports.com), or visit [www.playonsports.com](http://www.playonsports.com).

## ... more ciac news

### Sports News & Notes

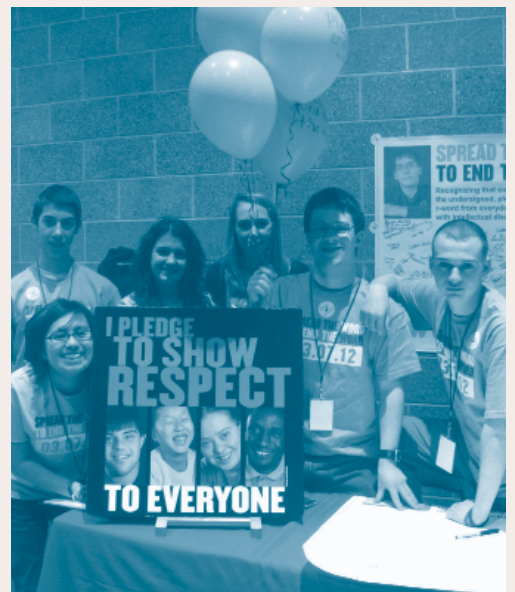
■ The Virginia Senate's Education and Health Committee turned back a House-approved bill that would have allowed home-schooled students to participate in public school sports. The "Tebow bill," so-called because Denver Broncos quarterback Tim Tebow was homeschooled in Florida but played on his local high school football team, fell by an 8-7 margin. Supporters of the bill argued that parents of home-schooled children pay taxes into the public school system, so their children should be permitted to play on public school teams. Opponents said home-schooled children would not be held to the same criteria as public school students, such as academic performance and attendance requirements, giving them an unfair advantage over their peers. Source: Washington Post (3/1/12)

■ A new study from *Child Development*, published online in February, suggests that teens who watch teammates smoke cigarettes may be more inclined to smoke, and the effects appear to be stronger in girls than in boys. However, the more sports that a student participated in, the less likely he or she was to smoke, according to the study. Researchers examined 1,260 6th through 8th graders, who were asked questions on three in-school surveys about their smoking behaviors, sports they participated in, and who their close friends were. The researchers found that there was "a significant positive effect of affiliation exposure" for students who participated in team sports, suggesting that smokers do increase the overall likelihood of their teammates smoking. Females, Asian Americans, and academically high-performing students were found to be less likely to smoke than their peers, while males, students whose parents smoke, and students exposed to a number of friends who smoke were more likely to smoke. When exposed to teammate smokers of the same gender, the researchers only noticed significant effects on smoking probability for girls, not boys.

### UNIFIED BASKETBALL TEAMS COMPETE ON CHAMPIONSHIP WEEKEND

On Saturday, March 17th, spectators at the Girls' Class L State Championship game at the Mohegan Sun were treated to some bonus basketball when Unified teams from Bacon Academy and Norwich Free Academy took the court during half-time. The large crowd of Bacon supporters who were in attendance to see their Bobcats vie for the title against the E.O. Smith Panthers erupted with applause when the announcement was made that the Unified teams would be playing an exhibition game.

Also at the Mohegan Sun that day was a Spread the Word to End the Word (STWTETW) Special Olympics campaign. Students from Guilford, Avon, Farmington, Lewis Mills, Rocky Hill, Bristol Central and Danbury High Schools collected pledges to stop the derogatory use of the word "retarded." The STWTETW, also known as the r-word campaign, is one of several youth activation initiatives which promote inclusive opportunities, improve school climate, and increase understanding of students with intellectual disabilities. The CIAC's Youth Activation Committee comprised of Unified sports athletes and partners participated in this event at Mohegan Sun along with a few other student volunteers.





## ... more ciac news

### STUDENTS SHOWING GREATNESS

By Lou Pear, Director of Unified Sports®

In the news today, we continue to hear about the achievement gap, bullying in schools and complacency, but the news only tells a part of the story. In the past three weeks, the CAS/CIAC Unified Sports staff has criss-crossed the state where member schools have hosted unified basketball tournaments at their schools for over 4000 high school and middle school students. In each of these events, student participants have shown a high level of compassion and a focus on sportsmanship. Furthermore, varsity athletes, cheerleaders, singers and musicians share their talents as role models for our Unified Sports teams; provide encouraging cheers from the sidelines; demonstrate outstanding singing voices when asked to lead the participants and fans in our national anthem; and, at some of our high schools, talented musicians play music to accompany the introduction of our athletes.

At a recent basketball tournament, the captain of a local school football team helped a classmate, who is blind play basketball. In another event, the cheerleaders formed a pyramid to dislodge a basketball that was stuck between the rim and the backboard. We also observed a school of 2,200 students rally and pledge to spread the word to end all degrading words. A Norwich Free Academy student produced a video at the R-Word rally which had 22,000 hits the first day on YouTube. These are just a few of the exemplary acts students are undertaking in their schools.

In addition to these great students, we are honored to have ten board officials at each of these basketball tournaments. They are great role models for our students and their efforts are appreciated by players, coaches and parents alike. They, in turn, say that the students at these events exemplify the true meaning of sportsmanship. We are also indebted to the scorekeepers from our corporate sponsors - ESPN, Bob's Stores and Connecticare.

So from where I view the landscape of students in our Connecticut schools, there is only collaboration, compassion and teamwork. I also commend the many student leaders for encouraging their classmates to support a positive school climate and treat all students with respect. Most importantly, the students, athletic directors and coaches have shown how they are far from complacent. The students I see show greatness every day and for that I am proud of the hard work our teachers, coaches and administrators do every day in our schools.

### EXECUTIVE DIRECTOR KARISSA NIEHOFF PRESENTS TESTIMONY ON HB 5354

EDITOR'S NOTE: On Monday, March 5, CAS-CIAC Executive Director Dr. Karissa Niehoff appeared before the legislature to present testimony on HB 5354, *Act Concerning Athletic Directors and Incorporating Physical Activity into the School Day*. Her testimony is printed below.

"Good afternoon. My name is Dr. Karissa Niehoff. I am the executive director of the Connecticut Association of Schools (CAS) and the Connecticut Interscholastic Athletic Conference (CIAC). Our association provides professional development for school leaders - from aspirants to current principals and assistant principals. We also govern interscholastic athletics and student activities. Our membership includes 900 schools, K-12; public, parochial, charter and magnet schools.

Part of our work at the CIAC is to provide training and guidance to our member school athletic directors specific to national federation rules for sport, state educational statutes, sports medicine research, and the many diverse challenges that the role of athletic director entails.

CAS and the CIAC support the concepts set forth in HB 5354, *An Act Concerning Athletic Directors and Incorporating Physical Activity into the School Day*. First, we strongly believe that the position of athletic director requires a specific certification beyond that of a coach or teacher certification. Athletic directors must coordinate, supervise, manage and evaluate a school wide education-based athletic program that serves students in a safe, professional, positive environment. Their duties include but are not limited to:

- Hiring, supervising and overseeing coaches, their performance and certification;
- Scheduling of practices and contests with other schools, securing officials, buses, and the support staff required at the numerous contests that occur in the same day;
- Attending constantly to the condition of facilities, fields, and equipment;
- Developing and implementing budgets which are often not sufficient to maintain programs;
- Constantly communicating with school personnel, community members, and media representatives;
- Assuring that all programs and personnel follow NFHS and CIAC rules and regulations.

The list certainly doesn't end here; next to the high school principal, the athletic director is arguably the busiest member of a school staff and works closely with the principal on a daily basis regarding issues that draw the highest public attention. The scope and significance of such administrative responsibilities requires more than experience required of a coaching certificate; an athletic director should hold a job-specific certification.

Second, CAS/CIAC strongly believes that healthy children learn better. We are very supportive of requirements that students participate in physical activity every day. At the same time, I also feel strongly that the proposed language regarding physical activity needs to allow schools flexibility for the many unique situations that result in school days being very different from one another.

There is a wealth of research that links physical activity to cognitive performance. However, we recognize that there are days which simply may not allow for mandated recess time. Weather delays and early dismissals, mandatory testing days, school-wide assemblies, and other situations may cause a schedule to be disrupted. Rather than sacrificing precious academic time on such shortened days, educators may need to sacrifice recess time. Currently, over 70% of elementary schools offer daily recess. Schools that do not are challenged by academic needs, staffing shortages and contract issues.

This legislation is an example of a wonderful goal that needs to be carefully implemented. Whereas the school day is finite, adding 20 minutes of physical activity a day, must come from somewhere? The effect of subtracting those 20 minutes from other activities must be carefully considered so that we are not back before you in the future asking to add 20 minutes to another specific activity.

Therefore, if you are to favorably report HB 5384, we encourage you to consider language that allows schools to be flexible on unusually scheduled days and in situations when other issues might prevent a school from scheduling a recess period. CAS / CIAC stands ready to work with you to implement this important policy. We need your help to have the necessary flexibility to implement this in a manner that truly benefits our students.



# WINTER 2011-12 CIAC SPORTS CHAMPIONS

## BOYS BASKETBALL

<i>Champion</i>	<i>Runner-up</i>
Class LL: St. Joseph	Hillhouse
Class L: Career Magnet	Northwest Catholic
Class M: Waterford	Watertown
Class S: Immaculate	Capital Prep

## GIRLS BASKETBALL

<i>Champion</i>	<i>Runner-up</i>
Class LL: Newtown	Mercy
Class L: Bacon Academy	E.O. Smith
Class M: Weaver	Tolland
Class S: Coginchaug	Capital Prep

## ICE HOCKEY

	<i>Champion</i>	<i>Runner-up</i>
Div. I:	Notre Dame-West Haven	Glastonbury
Div. II:	Trumbull	Branford
Div. III	Newington-Berlin (co-op)	Northwest Catholic

## WRESTLING

	<i>Champion</i>	<i>Runner-up</i>
Open:	Xavier	Daniel Hand
Class LL:	Xavier	Danbury
Class L:	Daniel Hand	New Milford
Class M:	Ledyard	Windham
Class S:	Old Saybrook/Westbrook (co-op)	Griswold

## CHEERLEADING

	<i>Champion</i>	<i>Runner-up</i>
Coed:	Shelton	Sacred Heart
Class LL:	Masuk	Fairfield Ludlowe
Class L:	Watertown	Joel Barlow
Class M:	Wolcott	Nonnewaug
Class S:	Oxford	Seymour

## DANCE

	<i>Champion</i>	<i>Runner-up</i>
Pom:	Hamden	Wethersfield
Large Jazz:	Shelton	Brookfield
Small Jazz:	Branford	Wethersfield
Lge Hip Hop:	Brookfield Middletown (tie)	Masuk
Sm Hip Hop:	Branford	Fairfield Warde
Kickline:	Hamden	Amity Reg.

## BOYS INDOOR TRACK

	<i>Champion</i>	<i>Runner-up</i>
Open:	Staples	Hillhouse
Class LL:	Staples	Greenwich
Class L:	Windsor	Darien
Class M:	Hillhouse	East Lyme
Class S:	Northwest Catholic	Capital Prep

## GIRLS INDOOR TRACK

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

## BOYS SWIMMING

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

Photo courtesy of Wesley Bunnell



CIAC Girls Basketball Class M Final - Weaver 55 v. Tolland 47, Mohegan Sun Arena, March 16, 2012



Photo courtesy of Ned Burt

Jubilant Notre Dame Green Knights celebrate their 5-0 victory over Glastonbury in the Div I finals.

## GIRLS GYMNASTICS

	<i>Champion</i>	<i>Runner-up</i>
Open:	Woodstock Acad.	Glastonbury
Class L:	Glastonbury	Southington
Class M:	Woodstock Acad.	Daniel Hand
Class S:	Killingly	RHAM



## ... more ciac news

## EXPERTS ENCOURAGE ANTI-BIAS TRAINING TO PROTECT LGBT STUDENT-ATHLETES

*Reprinted from "Legal Issues in High School Athletics," January-February 2012, www.hackneypublications.com. PREFACE: Recent studies find that Lesbian Gay Bisexual and Transgender (LGBT) youth face bullying at a much higher rate than their straight and gender conforming peers and are at increased risk for suicide. Without support, LGBT youth struggle interpersonally and academically. What follows is an excerpt from the book "SAFE SPACES: Making Schools and Communities Welcoming to LGBT Youth" by Annemarie Vaccaro, Gerri August, and Megan S. Kennedy.*

**B**eginning in early childhood, our nation's youth participate in the wide-ranging world of sports, from t-ball to fencing, gymnastics to hockey. In fact, 30 to 40 million children play organized sports each year.<sup>1</sup> Community programs (i.e., nonschool) account for almost 80 percent of these activities.<sup>2</sup> Many youth enjoy sports as a way to socialize outside the confines of school and home. In one study, more than 65 percent of youth reported that they participated in sports to be with friends.<sup>3</sup> Community, socialization, and just plain fun—these are all positive aspects of team sports. But sport has an unsavory underbelly: heterosexism, homophobia, and transphobia pervade many athletic teams. It is not uncommon for teammates, opponents, spectators, or coaches to erupt in anti-gay slurs. These taunts start early in children's lives. Consider the pee-wee league or t-ball team where boys as young as five or six use the term "sissy" to taunt players on the opposing team. And the abuse persists. Imagine teenage softball players who endure slurs such as "dyke" or "lezzie."

Beyond locker rooms, gymnasiums, and fields, the overall atmosphere of an athletic event can be toxic for LGBT people. Heterosexism often permeates even the spectator stands. Victoria shared her experience at a community basketball game. She was cheering on her team when the boys sitting behind her began their own chants: "Number 33 is a faggot," "Has number 24 ever seen a vagina?" and "This is not softball season, stop being pussies!" The fun was over. And when Victoria asked them to stop, she was met with a fresh stream of abuses that ended with a misguided appeal to their First Amendment rights. They shouted, "Shut up! We don't care what you think. It's America, we have freedom of speech here." Sadly, too many fans, players, and coaches believe that hateful speech is free; free of harm, that is. Quite the opposite is true. Derogatory language aimed at LGBT people comes at a high cost, sometimes the ultimate cost. It is no wonder many lesbian, gay, bisexual, and transgender youth choose not to participate in or even attend organized sporting events. And even though Victoria considered herself an ally, this

encounter made her fearful of speaking out on behalf of her LGBT peers.

Gender-nonconforming students may avoid organized sports for a host of reasons. First, traditional American culture includes pressure for boys to be ultra masculine or for girls to be ultra feminine.<sup>4</sup> These norms follow youth onto fields, courts, and rinks. To avoid being ostracized for gender nonconformity, many youth avoid sports—especially those that are considered most feminine (ice skating, dance) or masculine (wrestling, hockey). Imagine being a biological boy who wants to join the girls dance team or a transgender youth who wants to try out for the football team. Many gender-nonconforming youth expect taunts and stares and consequently decide that sport participation isn't worth the abuse. Even the most courageous transgender youth who defy team restrictions and gender norms often face exclusion from coaches, verbal taunting from fans, or violence from teammates.

Transgender athletes also face logistical hurdles. Sex restrictions on "all girls" or "all boys" teams can prohibit transgender students from participating in a team of their choice. Even if a youth is allowed to participate on a team, other technical considerations arise. For instance, locker rooms can be problematic spaces for transgender athletes. Is there a safe locker room they can use at home or at away games? Will that athlete be barred from pregame, halftime, or postgame team meetings held in the team locker room? Questions like these, unthinkable to most youth, plague transgender or gender-nonconforming athletes.

The marginalization of athletes starts as early as a child can toss a ball, shoot hoops, or swing a racket. Heterosexism and the pressures of gender conformity follow children throughout their youth. When children outgrow little leagues, they move on to high-school, college, or adult leagues, but anti-LGBT sentiments follow closely on their heels. Justin Bourne, a former professional hockey player, admits that heterosexism and homophobia were everyday occurrences in the locker room. It was not until years after he retired that he realized the harm his taunts and

homophobic language may have caused. He explained, "The lack of a homosexual presence in hockey must mean one of two things: either homosexual men don't play the game or they don't feel comfortable admitting it—in which case I, and my brethren, were offending some teammates with our close-mindedness, and furthering what must have been unsettled feelings of fear and general exclusion."<sup>5</sup> Unfortunately, Justin was not talking about an isolated incident or a phenomenon limited to professional hockey. Whether it be tennis, basketball, baseball, softball, field hockey, or any other sport, hostile team interactions and unsafe playing fields incite fear and exclude LGBT athletes, young and old.

Making athletics safe for LGBT youth is up to the whole team, but we believe that adults shoulder a large share of the responsibility. Coaches, athletic directors, and other adults who serve as role models for youth must take deliberate steps to create cohesive and loyal team cultures. Unfortunately, many coaches are unaware of the difficulties faced by LGBT youth. Less than 20 percent of the 2 to 4 million adults who coach our youth have received any type of training.<sup>7</sup> Many volunteers who coach community sports are parents. In fact, 85 percent of coaches are fathers coaching their own children.<sup>8</sup> Volunteer coaches receive even less training than those who are paid. We contend that without basic anti-bias training, coaches are more likely to ignore and perpetuate heterosexism and strict gender roles with their team.

[1] Regis Tremblay, "Troubling Signs from Youth Sports," The Center for Kids FIRST in Sports (2003), <http://www.thecenterforkidsfirst.org/pdf/Statistics.pdf>.

[2] Fred Engh, *Why Johnny Hates Sports* (New York, NY: Avery, 1999), 73.

[3] Regis Tremblay, "Troubling Signs from Youth Sports," The Center for Kids FIRST in Sports (2003), <http://www.thecenterforkidsfirst.org/pdf/Statistics.pdf>.

[4] Pat Griffin et al., *It Takes a Team! Making Sports Safe for Lesbian, Gay, Bisexual, and Transgender Athletes and Coaches*, eds. Donna Lopiano, Marjorie Snyder, and Lisa D. Thompson (Women's Sports Foundation, 2002).

## caad news

### CAAD 28th ANNUAL CONFERENCE RECAP

By Fred Balsamo, CMAA, CAAD Executive Director

On March 22-23, 2012 over 215 Athletic Directors attended the 28th annual CAAD conference at the Rocky Hill Marriott in Rocky Hill, Connecticut. This conference continues to be one of the most valuable professional development experiences for athletic directors whether they are 25-year veterans or brand new to the profession.

On Wednesday evening, a four hour national leadership course, "Dealing with Legal issues," was taught by Paul Mengold. 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 58 exhibitors the following morning.

On Thursday, March 22nd, the day began for the high school AD's with the CIAC staff delivering a 2-hour workshop on the current rules and regulations governing our sports. Concurrently, the middle school attendees were in a roundtable workshop dealing with middle school issues. The keynote speaker later that day was veteran NFL football official Jim Tunney who spoke about leadership and having the will to do the right thing. Three "nuts and bolts" workshops were given that afternoon dealing with booster clubs (Mike Petruzzello, Middletown), school athletic websites (Matt Fischer, CIAC) and acquiring an athletic trainer (CATA).

The night was concluded with the annual awards banquet where CAAD honored three outstanding individuals for their contributions to high school sports. Dave Schulz, the athletic administrator at Fairfield Ludlowe, received CAAD's highest honor with the Distinguished Service Award. Merit Awards were given to Jeanne Cooper from the Hamden Schools and Matt Perachi of Shepaug Valley High School. Additionally, we recognized two outstanding students who were recipients of the NIAAA Scholarship Essay Grant. Jennifer Mears of Rockville High School and Philip Smith of Northwestern Regional High School were honored with that distinction.

On Friday, March 23rd, we heard from Nancy Pugliese, chief of the state department's bureau of Educator

Standards and Certification. She was able to clear up a lot of confusion about the permit process and was extremely informative. The rest of the morning included the unveiling of this year's new coaching education module - "Dealing with Parents of Athletes." Every CAAD member in attendance was trained as a statewide faculty member licensed to teach this course to his/her own staff. The day wrapped up with a closing general meeting hosted by CAAD president Trish Witkin followed by a league-based door prize drawing which concluded the conference on a festive note.

#### Conference Evaluations

Once again the conference evaluations were extremely favorable and many thanks should go out to everyone who helped in the planning and coordination. We continue to improve the conference in many areas which we didn't think was possible. Scores this high demonstrate CAAD's commitment to excellence and provides a tremendous challenge for years to come. The results of the conference evaluations are below. The ratings are based on a 1-4 scale (with 4 being the best).

1. Conference Registration - 3.95 (+.05)
2. Conference Format - 3.8 (-.1)
3. Conference Organization & Details - 3.95 (+.05)
4. Hotel Service - 3.9 (+.0)
5. Hotel Accommodations - 3.8 (+.0)
6. Hotel Meals
  - Thursday Lunch - 3.75 (-.15)
  - Thursday Banquet - 3.9(+.0)
  - Friday Breakfast - 3.75 (-.15)
  - Friday Lunch - 3.9(+.0)
7. CIAC Workshop - 3.75 (+.05)
  - Middle School Workshop - 3.8 (+.0)
8. CAAD Annual Meeting - 3.35 (-.15)
9. General Session (Tunney) - 3.75 (-.15)
10. Workshops
  - 1. Booster Club - 3.8
  - 2. Website - 3.7
  - 3. Athletic Trainer - 3.9
11. Awards Banquet - 3.9 (+.0)
12. Breakfast Meeting (Pugliese)- 3.8 (-.0)
13. Statewide Faculty - 3.8 (+.0)
14. Closing Meeting- 3.6 (-.2)



Fairfield Ludlowe AD David Schulz is joined by CAAD President Trish Witkin as he proudly displays his Distinguished Service Award.



CAAD President Trish Witkin (r) presents the Robert Duncanson "Meritorious Service Award" to Hamden High School AD Jeanne Cooper.



Shepaug Valley High School AD Matthew Perachi receives the NIAAA State Award of Merit from CAAD President Trish Witkin.



## ... more caad news

## CAAD ANNOUNCES STUDENT-ATHLETE SCHOLARSHIP WINNERS



Congratulations to **Philip Smith** of Northwestern Regional High School and **Jennifer Mears** of Rockville High School, the 2012 CAAD/NIAAA Scholar-Essay Award winners. CAAD President Trish Witkin presented Philip and Jennifer with a plaque and a \$500 scholarship at the CAAD conference last month. The scholarship program recognizes student-athletes from each state who have demonstrated outstanding academic and leadership skills and have been a model of good sportsmanship on the playing field. The winners were selected by the CAAD Scholarship Committee. Each scholarship applicant was required to submit an essay on the topic: "How High School Athletics Has Impacted My Life." Please read Jennifer and Philip's essays below.

## JENNIFER MEARS

I've loved the game of soccer since I was three years old. It was not until high school that I realized how much the game and all it entails could actually teach me. Being able to participate in high school athletics is something I am truly grateful for because it has shaped me into the person I am today. I have learned valuable skills such as organization, leadership, cooperation, team work and stamina both intellectually and physically. These skills help me on and off the field. With the mind of a leader and an athlete, I strive to change my community. I have realized through various triumphs and failures that what matters is not the end result, but the journey. Though I am an extraordinarily busy girl, I have discovered that taking the time to recognize how lucky I am for possessing opportunities where I get to compete and grow is what makes these experiences valuable. Whether it is during sports, school, community functions, or clubs, I have come to realize that each person has different styles and techniques which must all be accounted for. As a two time captain of my varsity soccer team, I worked hard to initiate positive experiences for every person: freshman to senior, JV or varsity. People work best together when they feel they are important. Nobody should be kicked aside. This is why I believe in sportsmanship; in respect. I encourage the respect of every person no matter what jersey they wear. People only exist in relation to each other and this life is too short to make enemies. I believe in making the most of each opportunity and respecting the people you encounter. Through high school athletics, I have discovered what it means to place the whole before the individual and to be conscious of other people's movements and decisions. This is a lifelong skill which I will take with me as I enter the medical field and join a team of medical professionals. Above all, I have learned that hard work and commitment to a program can really make all the difference. You have to be passionate about what you do. Like most things in life, you only get back what you put into sports. A motto I preach to my team is "Everything You've Got." This is something I tell myself and my teammates before every match or meet. I try to embrace this phrase in every aspect of my life because I know that everything I do has a purpose. There are many people in this world who are less fortunate than I am. I am blessed to participate in high school athletics. I have met great people who have changed my life forever. I have learned skills which shape my character drastically. Most of all, I have become a student-athlete who can give back to the program and bring pride to her school.

## PHILIP SMITH

Throughout my high school career, I have run many miles through snowy autumn days, swam countless laps through chlorinated pools, and sprinted through the heat and chill of unpredictable New England springs. Although the sports that I participated in do not typically illicit enthusiasm from people, even from those who are dedicated to them, I have learned that these sports have forever changed me for the better. Without cross country, swimming, and track my high school experience would have been drastically different, and I would not be the same person without them.

Throughout high school, athletics shaped my work ethic more than any other activity that I participated in. My swim coach once said, "The workout I write isn't tough, you choose to make it either hard or easy, but remember it's the option you choose that will determine your success in the future." Those words have had a profound impact not only on the way I approached those workouts, but they have also impacted the way I have conducted myself as a person. I have learned that the amount of effort I put into every test I take, every piece of music I play, and every role I receive in theatre, directly translates into the amount of success I will have in that endeavor. Playing sports also taught me to manage my time wisely. Long practices, which took up much of my afternoon or evening, forced me to effectively allot time for school work and the many other activities I participated in throughout high school.

Though sports are often times difficult and time consuming they are also one of the greatest sources of joy in my life. On sports teams, I was able to build friendships through countless hours of sweat, to which only teammates can relate. Befriending hard-working and dedicated athletes not only motivates me to work harder but also makes every practice more enjoyable. I believe that I will carry with me the friendships I have built while running and swimming, even after I graduate. I also believe that though sports emphasize the importance of hard work, they indicate having fun as being of equal importance. Participating in sports has helped me relieve much of the stress that high school has imposed on me as a student. I know that I have become a much happier person because of my athletics, and I hope that I may continue to participate in them as I begin college.

All of the aforesaid qualities have had an immense impact on my life; however, the power of sports to bring people together has been perhaps the most amazing. The teams that I have had the privilege of being a part of have influenced me greatly. There is a sense of community that develops and somehow never ceases, even after the season is long over. Sports bring even the families and friends of every athlete together to celebrate their accomplishments. No matter how separated people feel from one another or how different groups of people are, within a sports family nobody feels alone and nobody is

*continued on page 16*

### Smith, continued from page 15

excluded. Athletics has the power to bring people together to enjoy the fun and excitement of the game.

Before writing these words, I had never thought much about what sports have truly done for me. Now that I write these closing words, however, I realize how life-altering my athletic experiences have been. Although I would not mind forgetting about that blizzard we stood in before the State Cross Country Meet or swimming long night practices only to have homework waiting for you, I will always remember how these experiences have shaped me as a person. The lessons I learned, the people I met, the memories we made will be forever imprinted on my memory and my heart for years to come.

### LGBT youth, continued from page 13

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