



SPRING ISSUE - PUBLISHED APRIL 2013

CAS-CIAC is affiliated with:

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



CAS ANNUAL MEETING COMING IN MAY

We need your vote!

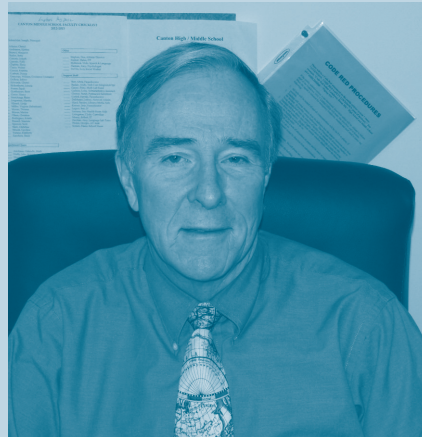
We are pleased to announce that the **61st Annual Meeting** will be held on Thursday, May 9th at the CAS Central Office. Please join us! Last year's attendance was not sufficient to reach a quorum. Let's not allow that to happen again!

There are a number of important issues -- affecting both CAS and CIAC members -- which will come before members at the meeting. Their resolution is important to the future of the association, to our member schools, and to the administrators who lead them. CAS members will be asked to vote on a change to the CAS Constitution which will allow committees and boards to conduct meetings - including the annual meeting - electronically. They will also be asked to approve revised bylaws for the high school division.

CIAC members will vote on five bylaw changes including ones which propose to: allow make-up games on Sundays; revise language relative to participation of transgender students; and modify the conditions for cooperative team sponsorships.

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CAS NAMES 2013 PRINCIPALS OF THE YEAR



JOSEPH SCHEIDELER
Middle School Principal of the Year



THOMAS MOORE
High School Principal of the Year

The Connecticut Association of Schools is pleased to announce the selection of the *2013 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 **Joseph Scheideler**, principal of Canton Middle School; and High School Principal of the Year **Thomas Moore**, principal of Wethersfield High School.

Joe Scheideler

Joe Scheideler, principal of Canton Middle School (CMS), has been named the 2013 CAS Middle School Principal of the Year. He was nominated for the award by school counselor William Donovan and chosen by his fellow administrators through a statewide search process conducted by CAS. In addition to his many professional successes as principal of a high-achieving school, what set Joe apart were his personal virtues of humility, common courtesy, and human decency. As one selection committee member stated, "Joe is the model of diplomacy, sincerity and caring. It is critical that humanity remain in education amidst the all-consuming focus on data."

Upon learning of his award, Joe stated, "I am honored to represent the many outstanding middle school principals in the state of Connecticut. Being the first principal of Canton Middle School has been an exciting opportunity and the highlight of my professional career. Middle school students and teachers are great people to work with and there is no better job than being a middle school principal."

Tom Moore

Tom Moore, principal of Wethersfield High School (WHS), has been named the 2013 CAS High School Principal of the Year. Nominated for the award by his assistant principal, Andrew Komar, Moore was selected for his resolute focus on building a relationship-driven school and his "students first" approach to school leadership. A 33-year veteran educator, Tom is described by English teacher Stephanie McKenna as a "model of personal excellence" and is respected for his deep commitment to developing the best in his students and in the teaching and learning process.

Reacting to the news of his award, Tom stated, "I am very fortunate to work with outstanding and professional educational colleagues and wonderful students here in Wethersfield. It is truly an honor to represent CAS and our beloved profession."

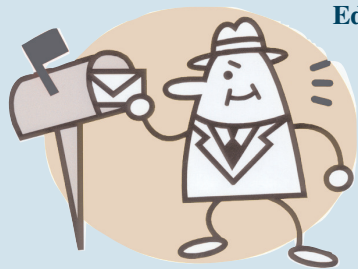
A 1980 graduate of Southern Connecticut State University, Tom went on to earn a master's degree, an administrator certification and a superintendent certification

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LEGAL MAILBAG

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

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



Q. DEAR MAILBAG: I have a parent who calls me regularly to complain about a variety of school-related matters. The last few times she has called she has mentioned that she is "good friends with a member of the board of education." Recently there have been some academic-related matters regarding the child. The board member is trying to mediate the issues. This happened in another district where I was an administrator, and the board members were told to back off. Is it appropriate or even legal for board of education members to meddle in the day-to-day operations of a school?

- *Who's in Charge Here*

A. DEAR WHO: You raise an excellent question about the proper role of board members in the operation of the schools (though your use of the word "meddle" suggests that you already have an opinion). Board of education members do not have any authority except when they sit at board meetings unless the board has delegated a specific responsibility to them. The board as a whole should not get involved in operational issues, but rather sets policies for the district, which then the superintendent and administration implement. Board members have no responsibility or authority to intervene in specific cases. That said, board members often want to help parents, teachers and others. Here, we must differentiate between best practice and what is legal. Best practice is for the board member to not to get involved directly (did you say meddle?). Rather, the board member should inform the parent of the chain of command, and the board member can help the parent understand how to advocate for his or her child, and if necessary, appeal decisions, starting, however, at the lowest level (teacher, then principal, and so on). Moreover, if board members (acting as such) have concerns about a particular situation, they should share those concerns with the superintendent, not with the individual teacher or principal. That said, some board members see their role more expansively and do engage in conversation about specific situations. When that occurs, keep your superintendent informed, and remember that, while you should always be polite, that board member has no authority in the matter and you shouldn't be shy about reminding him or her of that.

Q. DEAR MAILBAG: I am sick and tired of divorced parents treating me like a ping pong ball as they jockey for position in their fights over their children. Normally, I want to stay out of such fights, but a request that I got last week has me stumped. The mother just got custody of her son, as she proved to me by showing me the court order. She told me that she will be going to court to get her son's name changed because he was named after her husband, whom she now despises. She explained that the divorce has depleted her bank account, and that she will not be able to seek a court order changing her son's name for another six months. Given that her son is only seven, she told me that time is of the essence, and she has asked me to have her son's teachers start calling him by his new name now. I told her that I could not do that, but she insists not only that I can, but also that I should. Is it possible that she is right?

- *Second Guessing Myself*

A. DEAR SECOND-GUESSING: Actually, as a legal matter, people can call themselves whatever they want, as long as they are not doing so for purposes of fraud. The problem here is that school officials are responsible for keeping official records. If a student or parent has unofficially changed a name, it is fine for teachers and others to address the student by the chosen name, not the legal name. Of course, only the custodial parent can make such decisions, and if the non-custodial parent doesn't like it, the dispute is a matter for the courts, not the schools. In any event, school officials still must assure that the school records are accurate, and, thus, unless and until the student's name is changed legally, the transcript should still reflect the student's legal name. The furthest I would go to accommodate such a request for an unofficial name change is to have a notation on the cumulative record following the student's legal name with "aka" followed the student's new chosen name.

Q. DEAR MAILBAG: We recently had a drug possession arrest in the middle school. We called the police, the children involved were arrested, and we imposed school discipline. Some parents are now asking why I haven't communicated anything at all to the community as a whole, and they are demanding more information. I have been reluctant to share anything as the issue is not one of school safety or security and does not directly involve the children of the inquiring parents. When I communicated this response

to these parents, some were not satisfied. They felt that a drug deal is a matter of school safety (and to some extent, I agree), and they claimed that they are entitled to know about it. I know that I need to maintain the confidentiality of the students involved. However, I also want to be responsive (generally) to the parent community who feel that by not sharing information of this nature, I am brushing it under the rug. What can (or should) I communicate?

- *Communication Challenge*

A. DEAR CHALLENGE: Your question illustrates two truisms. First, you can't please all of the people all of the time. Second, not everything is a legal issue. Here, the only legal issue is to assure that you do not reveal personally-identifiable student information in violation of FERPA. Moreover, FERPA is clear that you cannot reveal otherwise public information in response to "targeted requests," i.e. requests for information that would otherwise not be personally-identifiable to people who you know are aware of other information that makes the information identifiable. That said, it is permissible for you to provide limited information to the parent community on student issues that you think are important for them to know. For example, if a student is arrested for gun possession in school, school administrators often send a letter home that explains the circumstances in general terms and assures parents that the school is safe. Done carefully, such a letter does not provide parents with any personally-identifiable information.

Whether and when to communicate about student discipline relating to drug possession or sales is entirely a matter for your sound judgment, as long as you keep the information general. I will say, however, that it is not typical for schools to notify parents about such things. Of course, there are always exceptions, such as when a school determines that there is a significant drug problem at a particular school necessitating special measures. But generally, such matters are not the subject of school/parent communications. While these particular parents would have preferred communication on this issue, who knows how many other parents will be upset by the news, should you decide to send out a general notification? Personally, I would stay the course and not notify the parent community about such student discipline. But I must defer to your judgment because you know your school and parents better.

cas news & notes



CAS RECEIVES AWARD FROM CAEA

CAS is the proud recipient of the CT Art Education Association's *Scott Shuler Distinguished Art Advocate Award* for 2013. CAS was selected for its arts education advocacy efforts and its significant contributions to the advancement of visual arts education. Executive Director Karissa Niehoff and Assistant Executive Director Earle Bidwell accepted the award at a recognition dinner on April 7th at St. Clements Castle in Portland.

The CAS High School Board of Control has launched a Twitter account for high school principals. The address is @CAS_HSPrincipal and the purpose is to develop a resource for principals to share ideas, opinions, events, and announcements that will support them in their work. It is our hope this will lead to regular chats and news feeds. Join us on Twitter now!



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 and fill in the requested fields. This task should take no more than a minute of your time.

THE ANNUAL SUMMER LEADERSHIP INSTITUTE “Common Core of Leading: Connecticut School Leadership Standards”

June 27 & 28, 2013 ■ The Heritage Hotel, Southbury



KEYNOTE SPEAKER / DAY 1:
DR. RICHARD LEMONS
Deputy Director of the Center for School Change



KEYNOTE SPEAKER / DAY 2:
DR. ANTHONY RIGAZIO-DIGILIO
Department Chair and Professor of Educational Leadership, CCSU



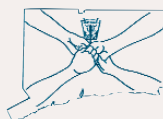
CONFERENCE WRAP-UP / DAY 2:
DR. SARAH BARZEE
Interim Chief Talent Officer, CT State Department of Education

This year's institute will also feature breakout sessions by some of CT's most successful school leaders.

For more information, visit www.casciac.org/go?622

The 15th Annual CT Association of National Honor Societies' State Conference

MAY 20, 2013



7:30 a.m. - 1:30 p.m.
Sheraton Hartford South Hotel, Rocky Hill

This year's program will engage students in discussions and activities that will build leadership skills and lead to the development of an action plan for providing community service. The featured speaker, Brittney Cavaliere, is a former state student council president and high school valedictorian.

For conference details and registration information, visit:
<http://casciac.org/go?598>



BandJam
- the ultimate statewide
high school battle of the
bands!

MAY 17, 2013
Griswold High School
<http://casciac.org/go?623>

csde news & notes

STATE DEPT STUDY SHOWS POSITIVE RESULTS OF PUBLICLY FUNDED PRE-K EXPERIENCE

Last month, Commissioner of Education Stefan Pryor released results of a Kindergarten Entrance Inventory (KEI) study conducted by the CT State Department of Education. It suggests that kindergarteners with publicly funded preschool are approximately 10% less likely to require substantial instructional support in one or more of the major learning domains than those students entering kindergarten without this experience. Specifically, children with pre-K experience are less likely to need substantial instructional support in any one of the three academic domains of language, literacy, or numeracy. These results are consistent with findings from statistically more rigorous national studies that demonstrate the positive effect of preschool on a child's readiness for kindergarten, particularly for children in low-income, high-need communities.

"We know that children with good early learning experiences fare better in school—it's why early education was such an important component of last year's education reform package," said Governor Malloy. "Students who have a pre-K experience arrive at school ready to learn—they have an expanded vocabulary, stronger social skills, and they are able to build on this base throughout their academic careers."

"Based on our analysis, Connecticut children who receive publicly funded, quality preschool need less significant instructional support when they begin kindergarten," said Commissioner Pryor. "To close our worst in the nation achievement gap, we must invest in high-quality early childhood programs. The Office of Early Childhood that the governor proposed this year and the 1,000 additional preschool seats that the governor and general assembly added last year are crucial steps in the right direction."

Kindergarten teachers utilize the KEI to rate the skills of each entering student on six learning domains: language; literacy; numeracy; physical/motor; creative/aesthetic; and personal/social. For each domain, the teacher classifies the student in one of three performance levels which denotes if a student requires minimal, some, or substantial instructional support in that particular area.

The KEI study was limited to 13 districts with high concentrations of children served by publicly funded preschool programs, which includes School Readiness programs, state funded child daycare centers, and Head Start. The study was further limited to comprise only students who qualify for free lunch status in the kindergarten years of 2009-10, 2010-11, and 2011-12.

Quick Facts about CT's English Language Learners (ELLs), 2011-12:

- There were 29,527 ELLs in 164 public LEAs.
- ELLs spoke 139 different dominant languages; however, Spanish accounted for 72 percent of all ELLs.
- 97 percent of ELLs received English language services.
- Over half of all ELLs were in Grades K-4.
- 4,688 ELLs were also identified for special education.
- For the 2011-12 school year, Connecticut received \$4.7 million in Title III funds for English language services.
- In the 2010-11 school year, 97.7 percent of ELL students took the annual English language proficiency assessment; 81.6 percent made progress from their prior assessment, and 43.9 percent demonstrated English proficiency.
- In the 2010-11 school year, 4,412 ELL students (14.5 percent) met the CSDE's English mastery standard.
- The four-year graduation rate for ELLs in the class of 2010 was 60.1 percent.
- 79 percent of ELLs were eligible for either free or reduced-price meals.

The CSDE has recently updated the **Common Core State Standards website**. New information has been added and old information has been removed to support district implementation efforts. Two new areas of interest on the website are the "K-12 Publishers' Criteria for Common State Standards in English language arts and mathematics" as well as the "K-12 Tri-State Rubric for Common Core State Standards in English language arts and Mathematics." Visit <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>

Top 10 Dominant Languages (students grades K-12), School Years 2007-08 through 2011-12

Language	2007-08	2008-09	2009-10	2010-11	2011-12	Change 2007-08 through 2011-12
English	484,184	479,588	475,444	471,481	464,451	-4.1%
Spanish	47,933	47,762	47,825	47,463	47,707	-0.5%
Portuguese	2,976	2,937	2,829	2,850	2,778	-6.7%
Polish	2,433	2,358	2,291	2,280	2,232	-8.3%
Mandarin ¹	2,220	2,231	2,325	2,396	1,962	-
Creole-Haitian	1,426	1,494	1,578	1,716	1,674	17.4%
Arabic	898	44	1,021	1,160	1,335	48.7%
Albanian	1,154	1,219	1,246	1,263	1,288	11.6%
Urdu	1,021	1,052	1,061	1,134	1,185	16.1%
Vietnamese	1,139	1,174	1,159	1,161	1,156	1.5%
All Others	11,284	11,393	11,401	11,803	12,588	11.6%
Total	556,668	552,152	548,180	544,707	538,356	-3.4%

1. Totals for school years 2007-08 through 2009-10 combine students coded Mandarin and Chinese. Chinese was discontinued as language code as of the October 2011 PSIS collection, i.e. for the 2011-12 school year. In that collection, Mandarin grew from 181 students the previous October to 1,962 students. Similarly, the number of Cantonese speakers increased from 104 to 574.

CONNECTICUT DELEGATION MAKES THE ROUNDS ON CAPITOL HILL

Connecticut Principals Meet with Federal Policymakers to Recommend ESEA Policies that Will Improve Schools



Arne Duncan, U.S. Secretary of Education



CT delegation meets with U.S. Representative Joe Courtney. Left to right: Rosie Vojtek, Karen Fitzsimmons, Vickie Reed, Rep. Courtney, Regina Birdsell and Gail Dahling-Hench.

A delegation of Connecticut principals recently joined elementary and middle-level educators and leaders from across the country in the nation's capital during the National Association of Elementary School Principals' Conference. They advocated for new policies that will give principals the tools they need to function as effective school leaders.

Gail Dahling-Hench, principal of Pine Grove Elementary School in Avon; Karen Fitzsimmons, principal of Memorial School in East Hampton; RoseAnne Vojtek, principal of Ivy Drive School in Bristol; and Victoria Reed, principal of Highland School in Wallingford, were joined by CAS Assistant Executive Director Regina Birdsell in taking the critical needs of Connecticut schools directly to lawmakers on Capitol Hill. During meetings with legislators, principals delivered this strong message: current accountability systems place too much emphasis on student test scores to gauge school, teacher, and student performance. They also shared the following recommendation put forth by NAESP.

Legislators should support stronger principal recruitment, preparation, and evaluation systems by:

- acknowledging the core competencies of effective principals;
- developing comprehensive, fair, and objective principal evaluation systems;
- developing accountability systems that include growth models and

multiple measures;

- holding principal preparation programs to common high standards;
- insisting on standards-based certification, induction and mentoring;
- investing in identifying and retaining effective principals;
- dedicating ongoing professional development that strengthens core competencies; and
- strengthening elementary principals' knowledge of early childhood education.

With support from NAESP staff, the Connecticut principals called on federal lawmakers to strengthen policies that will improve our nation's education systems by providing principals with greater access to professional development and mentoring programs; building knowledge of early childhood education and P-3 alignment; and encouraging models of school improvement reform that judge principals based on training, expertise, and time afforded in the school building. These lobbying efforts come at a critical time as Congress is considering the reauthorization of the Elementary and Secondary Education Act, the Higher Education Act, and other pieces of federal education legislation.

The Connecticut group also attended cutting-edge advocacy programs and heard from high-powered educational leaders such as U.S. Secretary of Education Arne Duncan and Roberto Rodríguez, President Obama's assistant for education policy, as well as experts on national education reform efforts.

Annual Meeting, continued from page 1

The business meeting will begin at 8:30 a.m. and run until approx. 10:00 a.m. An awards ceremony will immediately follow during which seven individuals will be recognized for their service to CAS. The CAS-CIAC Endowment and Flanagan Grants will then be presented to winning schools.

Following the awards ceremony, which should conclude by 11:00 a.m., members are invited to attend the individual membership meetings hosted by the elementary, middle and high school divisions. It is especially vital that high school members remain to vote on proposed CIAC bylaw changes.

Your presence at the annual meeting is vital -- we can't do it without you! For registration and a detailed schedule, visit <http://casciac.org/go?624>.

AWARD RECIPIENTS

CAS CITATION:

- ☆ **Anthony "Butch" Azzara**, Sacred Heart H.S., Waterbury
- ☆ **Dr. RoseAnne O'Brien Vojtek**, Ivy Drive School, Bristol

CAS LETTER OF COMMENDATION:

- ☆ **Norma Fisher-Doiron**, Southeast School, Mansfield Center
- ☆ **Scott Leslie**, RHAM High School
- ☆ **Dr. Beth Smith**, Shelton High School
- ☆ **Deborah Sullivan**, Hall Memorial School, Willington
- ☆ **Margaret Williamson**, Northwest Cath. H.S., West Hartford

ELEMENTARY STUDENT LEADERSHIP CONFERENCES ROCK!

By Dave Maloney, CAS Assistant Executive Director

"All I can really say is that I have never done anything like it and it turned out perfect! It was so much fun meeting other kids and doing really cool activities!"

"I loved every moment! I especially enjoyed the challenges that were presented to us in the problem solving and team building workshops that we went to. We also learned a lot about bullying and how to lead others to become allies."

"What was really cool is that we got a chance to go to college for a day!"

"The teacher in my breakout session was amazing. It was so nice to have a teacher with such energy and enthusiasm!"

"My kids came running after me when their session ended and couldn't stop talking about all the positive things that they had learned about leadership. They were thrilled with the day's program and didn't stop talking on the bus all the way home!"

The above comments were excerpted from evaluations at the 20th Annual CAS Elementary Leadership Conferences held in Waterbury, Enfield, Bridgeport and Norwich during the second week in January. Over 760 children from nearly 100 schools in grades 4 through 6 descended on Sacred Heart University, Naugatuck, Asnuntuck, and Three Rivers Community Colleges to experience what CAS Assistant Executive Director Dave Maloney calls "unique, interactive learning activities that are not commonly part of an already over-crowded elementary curriculum. This year we hit a trifecta: good weather, outstanding presenters, and excited learners. We're so very pleased with the feedback from participants this year!"

Each conference stressed the acquisition of three essential leadership skills: productive thinking, decision making and communication. Students were scheduled into breakout sessions that covered the three skills with a variety of approaches. From competitive games to art to solving problems to large and small group activities, students couldn't wait to see what their presenters had in store for them. The presenters - all volunteers from across the state - included high school and college student leaders as well as full-time faculty, administrators and even parents! A teacher chaperone noted, "The day was awesome. It exceeded expectations. Our staff and student leaders acquired lots of new ideas that we plan to bring back and immediately implement into our programs. We also got a long list of activities from the advisor workshop that we can implement as part of our school climate planning process."

The CAS Elementary Leadership Committee, co-chaired by principals Karen Brimecombe, Lauren



A problem solving activity challenges this group at Asnuntuck Community College.

Elias, Eileen Roxbee and Mary Giard, recruited the presenters and planned the program at each college. The venues served the dual purpose of a "college visit" for elementary students.

The goal of the conference is to demonstrate the use of a multi-faceted approach to helping each student find his/her best way of developing leadership skills. As Karen Brimecombe, retired principal of John Lyman Elementary School in Middlefield, noted in her opening comments at Asnuntuck Community College, "Our purpose today is to provide you with the many ways you can enhance your skills to be more effective leaders in your schools. Every class and every school needs positive student leaders who can improve the day-to-day experiences contributing to a positive school climate."

While students were in their breakouts, parent chaperones had an opportunity to explore how they might contribute and develop leadership skills in their children. Jen Buckley, a new assistant working with Maloney on student activities, facilitated the parent sessions. Faculty advisors also had a separate session sharing what their student councils are doing to improve the climate of their schools. CAS committee members Harry Gagliardi, Eileen Roxbee, Mary Giard, Lauren Elias, Mary Sue Feige, and Debbie Ponte joined Brimecombe and Maloney in guiding teachers in the development of a list of "best practices/projects" that students are engaged in across the state.

Heather Torpey, manager of school programming at the Discovery Center, commented that her staff was so excited to be invited back this year that they created an additional breakout session. "We had to figure out a way to be sure that the office was covered because everyone wanted to work with these outstanding students. I am amazed at their thinking abilities!"

The thinking abilities of our children are such a



Michael Milia, is facilitating a student production, titled "Effective Communication" at the Naugatuck Community College Leadership Conference.

valuable resource for our schools and communities. To predict things that might happen and to effectively look into the future, children need to know what the details of the situation are; what must be considered before action is taken; what the effects of the actions will be; and how the actions might affect others. By all accounts, the 2013 edition of the elementary leadership conferences would appear to have surpassed everybody's expectations.

By The Numbers

5

College sites which hosted the CAS Student Leadership Conferences in January:
Wesleyan, Asnuntuck,
Naugatuck, Three Rivers and Sacred Heart

1185

Students who attended the conferences

145

Schools represented at the conferences

150

Presenters who covered the breakout sessions

1:05

The start time for the closing assembly

\$8.15

The average cost for catered lunches for adults

395

Miles driven by Jen Sylvester to cover the events

20

Consecutive years that the conferences have been in existence

CAS PRESIDENT FRAN KENNEDY REFLECTS UPON THE VALUE OF THE ARTS

On February 5th and 6th, the Aqua Turf Club was once again filled with energy and excitement as CAS celebrated the artistic achievements of Connecticut's elementary school students. More than 307 students from 152 schools across the state were recognized for their artistic talents as well as their leadership and scholarship abilities. Principals, teachers, parents, grandparents and siblings were in attendance to share in celebrating the hard work and accomplishments of the award recipients.

Students and their guests were treated to a delicious dinner buffet and were encouraged to take part in a variety of art-centered activities including dancing, balloon sculpting, face painting and caricature renderings. Students were presented certificates of accomplishment by their principals and their art teachers. The evening concluded with a dynamic performance by Ginga Brazilia, a Brazilian music and dance ensemble.

CAS President Fran Kennedy opened the event with some very thought-provoking and inspiring remarks, excerpts of which are printed below. For the full text version and a photo gallery of the event, visit <http://casciac.org/go?627>.

"As the president of the Connecticut Association of Schools, and a former student of the fine arts, and a father of one boy who plays the alto saxophone and another who has taken up photography as a hobby, I am absolutely delighted to be here this evening to celebrate your great successes in the performing and visual arts!"

"If you think about it, life needs balance. Let's look at the earth as a magnificent example of

everything in balance: As you have learned from your teachers, we need light and we need dark; we need oxygen and carbon dioxide; and we need water and we need soil so that our planet can sustain itself. There are a lot of things about life that require balance. Let's think about ourselves as human beings: We need a balanced diet; we need activity; and we need sleep. When you're told by your moms and your dads to make sure that you eat all your vegetables, don't spend too much time in front of your electronic devices, and to get to sleep, it is because they love you and, from generation to generation, we learned that if you have balance in your life, you will be happier and healthier. Very much in the way individuals need balance, so do families, communities, and societies. And this, I believe, is where art comes in...

"Can you imagine a life without expression or a city with no color? Can you imagine a magazine or a website without a single illustration? Can you imagine if there were only conversation and no music? Can you imagine if we use our hands to only make tools? What kind of world would we live in without beautiful sculptures and pottery works? What about concerts? Where would we be without galleries of paintings or actors upon the stage? Luckily, we have learned to live with the understanding that art and function are important. As I said: "everything in balance." Think a little bit about all those things around us that we regularly use. They often look very appealing. Don't the new smart phones and handheld tablets look nice? They are available now with the shapes that seem to best fit in our hands, feel right, and look right. Think about our cars and the well-thought-out color and designs that you see all around us every day. Did you know that after engineers build an engine for a new car that the car companies have designers come around and reshape the parts under the hood, so that the motor looks as good as possible to us?"

"So, is there something about art that that makes a big difference? You bet there is! Without art, we would not fulfill some of the most sophisticated and important needs that we have as human beings - the need for self-expression and the need to communicate at a very high level. Sure, communication can be a simple message of requests and reactions, but art is a very deep way to express one's self. Did you ever attend a production in a theater and find that the performers do something that's so unexpected and amazing that the audience gasps? If you ever look around the theater and find someone with tears in his or her eyes, it may very well be because the actor is playing her or his part so well that the audience member is connected somehow with the emotion that the actor is trying to share. Well, let me just say this - and I'm sure that you agree - art changes our lives. It



CAS President Fran Kennedy,
Principal of Berlin High School

sharpens our understanding of each other and ourselves. It serves to smooth out the rough edges of society and our daily lives. Art can give us the power to take those things that are routine and eclipse them with something that just takes our thoughts and feelings to new places with new ideas.

"I would argue that if the performing and visual arts can have this effect on us as individuals and across societies then that means that you wield a great power as young artists. You can change the world with art. You can touch the lives of others - even people whom you never met, time and time again, throughout the years, decades, and ages ahead. And that is why this evening is so very special. Your parents, teachers, and every adult in this room know that you are here not only because of your ability to express yourselves creatively, but also because you are excellent students and citizens. You are poised to make this world a better place, because, when you are adults, you'll "never not have your art." Let me say that again: you will never not have your art. I have faith that you will not stop your creative self-expression and you will not stop being artists. If I'm right, our world will be a better place - a place in balance. I encourage you to keep doing what you're doing - explore new creative horizons, experiment with various media or performances, and then hold on to something for the rest of your lives that you can practice, refine, and share with others in the wonderful years that you have ahead of you. We will all benefit from your passion. On behalf of the Connecticut Association of Schools, I congratulate each and every one of you!"

**Many thanks to our sponsor -
Liberty Mutual!**



Students from Gilmartin School in Waterbury
receive their certificates of accomplishments

Scheideler, continued from page 1

Joe earned a bachelor's degree in history from Fordham University and a master's degree in social studies from Iona College. He later completed a 6th-year degree in curriculum and administration at Central Connecticut State University. He began his teaching career in 1972 at Our Lady of Sorrows, a Catholic grammar school in White Plains, New York. In 1977, he relocated to Canton and became a social studies teacher at the then Canton Jr./Sr. High School. In 1989, still a social studies teacher, he assumed the duties of athletic director and continued in this dual role for seven years. In July of 1996, Joe was appointed dean of students for grades 7 and 8 and later vice principal. In 2004, Canton Middle School was established, though it was still housed in the same building as the high school; and Joe was named its first principal.

In his forty-one year career as an educator, Joe has been a tireless worker and leader in middle level education at the local, state, and regional levels. In 2004, as principal of then Canton Junior High School and a passionate advocate of the middle school philosophy, Schiedeler lobbied for and led the school's transition from a junior high to a middle school. Since that time, he has worked with his staff to cultivate a vibrant, nurturing, child-centered learning community where students feel safe, cared for and valued; and where parents are fully engaged in their children's education. Says Canton Superintendent Kevin Case, "Joe believed so strongly in the unique needs of early adolescents that he was instrumental in the reorganization of the Canton Public Schools in forming a separate middle school for our learners in 7th and 8th grade."

The hallmark of CMS is its Advisory Program, which was conceived and implemented by Joe and a group of faculty members who recognized that students benefit from regular interaction with at least one adult who is concerned about their well-being and progress. He worked with staff to design a comprehensive, school-wide program which would foster in students a sense of belonging and connection to the school. The program takes the form of an 18-minute daily advisory period which allows teachers to build closer relationships with students and, ultimately, make a difference in their lives both personally and academically. Notes Joe, "In a school that only lasts for two years, building that sense of school attachment is a challenge we continue to work at every day."

Although he has long been serving in an administrative role, Joe is, at heart, a teacher and makes every effort to connect directly with his students. Highly visible and wholly immersed in the lives of his students, he is a constant presence in the corridors, classrooms and cafeteria. He can also be found at every school play, concert and sports event, using every available opportunity to interact with and build relationships with his students. Remarks parent Theresa Sullivan Barger, "Joe cares about and understands the whole child - academically, emotionally, socially and physically. He learns about their interests and gets to know them as individuals."

Joe has a special gift for engaging and empowering students. He established the Canton on T.R.A.K. program to involve students in activities which promote the values of tolerance, respect, acceptance and kindness. Every month, he sits down with a group of interested students to discuss issues of concern and develop student-led initiatives that advance these four core values. He also invites student representatives to serve on the school's Quality Council which enables them to be decision-makers and actively participate in resolving matters that affect the school community.

Joe's leadership has been defined by his modesty, his good will, his passion for improvement and his deep love for children. Jody Goeler, superintendent of the Region 14 Public Schools and parent of two former CMS students, writes, "While Joe conducts his day-to-day operation without flash or self-centeredness, it is clear to everyone in the community that Canton Middle School has reached its level of excellence because of him."

Moore, continued from page 1

from Central Connecticut State University. He began his professional career in 1980 as a teacher and coach at Northwest Catholic High School in West Hartford. There he taught social studies and coached four different sports before being promoted to assistant principal in 1987. In 1991, he took the job of assistant principal at Granby Memorial High School and, just two years later, was named principal. He remained at Granby until 2001 when he became principal of Wethersfield High School, the position he now holds.

Tom is best known for his insistent belief in the importance of human connections. Ask any member of the WHS community about Tom Moore and the first word to come to mind is "relationships." Says Komar, "When you work with Tom Moore, there is one thing that is non-negotiable and that's building relationships." When hiring new staff members, Tom's focus is on selecting individuals who demonstrate empathy, patience and a clear desire to connect with students.

WHS is renowned for its climate of openness, caring, mutual trust, and respect -- and this welcoming atmosphere is a direct result of Principal Tom Moore's efforts to personalize the school environment. WHS senior Matthew Wilson boasts, "The principal of my high school knows nearly everyone on a first name basis, and for a school of about 1,300 students, that is truly an amazing feat." Under Tom's leadership, several programs have been introduced which have helped to foster an inclusive school community where the values of tolerance, patience and sensitivity are cornerstones. The "Sparkle" cheerleading squad, "WHS Circle of Friends" and "WHS Arts for All" bring disabled and non-disabled peers together in activities outside of the classroom. These programs have had a powerful impact on the campus environment, with positive changes in students' attitudes, behavior and performance. Remarks Komar, "As you walk through the halls, you see the diversity of the population but you don't sense the diversity. Students of all races, ethnicities, cognitive abilities, languages, religions, physical disabilities, sexual orientation, etc. not only get along, but they thrive. The school climate is a reflection of its leader."

Always looking to develop talent in others, Tom leads with the premise that an important function of leadership is to produce more leaders. He has mentored several staff members, including Komar, as they pursued administrative degrees. In fact, in his twelve years at Wethersfield High School, Tom has helped groom four assistant principals for the principalship. "When you are an assistant principal at WHS, you don't work for Tom Moore, you work with Tom Moore," says Komar.

Tom has made educational equity a priority of his administration. Eager to make more selective courses accessible to more students, he has worked steadily to minimize leveling and recently led his school through a successful transition to heterogeneous grouping in science. Currently, all science electives are un-leveled and heterogeneous and freshmen science courses have integrated level one and level two offerings. He also opened up enrollment in two AP courses to all students. This move was so successful that WHS saw an increase in AP course enrollment and AP exam participation of 30% in one year and was named to the 3rd Annual AP Honor Roll.

Tom is an administrator who cares deeply about the academic, social and emotional well-being of every student in his building. In his twelve years as principal of WHS, he has succeeded in creating a student-centered, inclusive and academically rigorous school which allows ALL students to learn at high levels. In the words of student Matt Wilson, "Always wanting the best for all students, Mr. Moore ensures that those who are academically successful and those who may need more support have all they need to succeed."

GETTING THE WORK DONE

By V. Everett Lyons, Jr., Ph.D.
Co-Director, CT Principals' Center

Recently, our Teacher Evaluation Series featured a panel of veteran educators who discussed managerial strategies which allowed them to focus on being instructional leaders. The list which follows was gleaned from the panel participants (Matt Dunbar, assistant superintendent in Glastonbury; Christie Gilluly, principal of the John B. Stanton School in Norwich; Miguel Cardona, principal of the Hanover School in Meriden, and Renee St. Hillaire, principal of East Farms School in Farmington). I share some of their thoughts with our CAS membership as you look toward the added demands of both the Common Core and state evaluation system as part of your leadership responsibilities.

1. Team with your secretary. Have her be your "gatekeeper" to shield you from those drop-in visits by both staff and parents. Establish a procedure that, short of an emergency, there will be specific times during and after the day when you can meet with people who feel they must see you. Outside of those times, you are focusing on being in classes and about the building.

2. "Walk and Talk". Staff members love to "grab your ear" and stop you to discuss an issue or keep you in your office to hear their concerns. Have them walk with you as you head for classrooms. First, you are multi-tasking as you head to see instruction and second, the long sessions with you trapped in your office now are shortened as you reach the door of your intended destination.

3. Schedule your observations as if you were meeting with the superintendent. Again, only an emergency would keep you from your appointment with central office. So why should mundane issues keep you from classrooms? Often they do. Put your classroom observations in your calendar and share with staff. That meeting with the superintendent would result in someone on staff handling the "crisis" or waiting for your return. Create the same safety net for this "sacred time" when you are in classrooms.

4. Does your schedule reflect your leadership values? Much like the previous tip, your daily calendar should reflect what you value most and, hopefully, that is observing and improving instructional practices in your school. Reflect on how you spend your time and how you might alter procedures to capture additional time to focus on instruction.

5. Share coverage in multiple administrator settings. Plan as a team to provide each administrator a definite day to observe classes and on that day, the other team members cover the discipline issues or other immediate concerns for the observing member. Rotating among the team could allow each member to have at least one day a week to be in classrooms and working with teachers. Publicizing the team schedule also alerts staff as to the availability of team members and who is covering on a given day.

6. Use technology to provide immediate feedback. As you observe instruction, particularly if doing a short visit, bring the laptop or IPAD with you and record your observations while they are happening. A quick email right then and there to the teacher saves you from using valuable time otherwise lost to composing your report back in the office.

7. Have technology.....will travel. Have letters to compose or other tasks which can be done with laptop or IPAD technology? Surprise your staff and students by setting-up shop in a corridor where you are both visible to the school community and able to see what is happening in your school. You are out of your office and in the mainstream of "the action" in your building.

8. Schedule a time to answer emails and phone calls. Modern technology is great, but it has resulted in others assuming that we are standing by our telephones and computers just waiting to return their communications. You can do so only if you are "office bound". Placing a message on your phone or a having a standard email response message which alerts the other party that you will answer their communication after the school day as you are observing classes helps to control the flow and intrusive nature of such communication. Of course, they are told to contact your secretary should they consider their contact to be of an emergency status.

These are a few of the valuable hints shared by our panelists and ideas which resonated with me as I think about the countless demands on school leaders and how the managerial requirements of our jobs can take over our professional day to the detriment of our attempts to be true instructional leaders.

DESIGNING A MODEL IN-SCHOOL SUSPENSION PROGRAM

By Spencer Clapp, J.D., Assistant Principal
East Hartford Middle School

Editor's Note: The article below, written by East Hartford Middle School Assistant Principal Spencer Clapp, has been abbreviated due to space constraints. To read the full article and learn specifics about East Hartford M.S.'s successful in-school suspension program, visit <http://casciac.org/go?625>.

It has been almost three years (July 1, 2010) since the new law was passed that requires school districts to implement in-school suspensions (ISS) for behavior that previously may have warranted an out of school suspension (OSS). The law was actually passed in 2007 but then the date for implementation was postponed by the legislature in order for districts to prepare to be able to implement the law by creating new In-school Suspension Programs where none had previously existed. According to recent reports, the new law has had a positive effect by reducing the total number of out of school (OSS) suspensions by 19 percent or 9,835 incidents statewide from the 2009-2010 school year to the 2010-2011 school year.



Now districts are only using an OSS when the student poses a danger to themselves or others or exhibits behavior that is seriously disruptive of the educational process; this could include fighting, bullying, or other violent or criminal behavior. This means that thousands of "student days" that previously were wasted by OSS are now being spent instead in in-school suspension programs (ISS) where students can have access to a learning environment. This environment is essentially like a structured study hall with access to academic support.

Many districts scrambled to cobble together a program that would be able to function as an in-school suspension program utilizing available resources since once again the legislature passed a new mandate without allocating any resources to implement it. Now, it might be time to critically evaluate that program against what might be considered a model program.

As the administrator with the responsibility to supervise the ISS program at East Hartford Middle School I have worked for the past three years to create a program that to the maximum extent

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DEVELOPING A CARING GLOBAL COMMUNITY

By Dr. Dale Bernardoni, Retired Principal

Does your school make efforts to provide volunteer activities for your students? Do you work to seek ways in which the students can become engaged in humanitarian causes?

In previous issues of the CAS Bulletin, there have been articles about the United States-Africa Children's Fellowship (USACF), a non-governmental agency that collects gently used instructional materials and supplies for distribution to children and schools in sub-Saharan African countries. Last year, efforts were put into place to collect materials from Connecticut schools to be sent specifically to rural communities in South Africa.

The first container of over 1,200 cases of donated materials arrived in Cape Town, South Africa in November. Some of the donations were distributed to families in need as the result of a fire that destroyed their neighborhood and their homes. Other boxes were distributed to schools and libraries in rural areas surrounding Cape Town. 200 cartons were transported over land to the Makuleke villages in the area surrounding Kruger National Park. These villages receive assistance from the volunteer agency, Sharing to Learn (StL).

On March 7th, six high school students from the Global Experiences Magnet School (GEMS) in Bloomfield and three adult chaperones traveled to Makuleke to receive the shipment and to work with the local students to distribute the goods to two primary schools and students from the neighboring high school. The schools are cinderblock buildings with little furniture and very few texts or teaching materials. The donations were very graciously received. The GEMS

students modeled using books in the elementary classrooms and helped the Makuleke high school students to set up their own student lending library to teach one another using study groups.

One of the most effective ways to support sustained improvement in disadvantaged countries is to help educate the children. The donations made by schools and families to the USACF are greatly appreciated by the teachers and children who receive the materials, and they are often the inspiration for the children to continue to attend school and learn. To date, the schools from the following districts have made donations to the USACF and StL efforts: ACES, Avon, Berlin, Chester, Deep River, Derby, East Hampton, East Hartford, Fairfield, Glastonbury, Granby, Mansfield, New Haven, New Fairfield, Preston, Prospect, and Wolcott.

As you revise curriculum to align to the CCSS, if your school would like to contribute gently used beginning readers, chapter books, novels, reference materials or texts, please contact Dale Bernardoni, the USACF CT Coordinator, at 203-671-3052 or at dbernardoni@comcast.net. You will be given explicit instructions for procedures for collecting and boxing donated materials. When ready, the boxes will be picked up at your school. The USACF sponsors the shipment of the materials to South Africa. Collections are made on a continuous basis. When the container is filled, it is shipped and the collection begins again. Students are also encouraged to hold collections of books, school supplies, sports equipment and/or clothing from their homes. This is a wonderful way to help them becoming caring members of the global community.

Model ISS Program, *continued from page 9*

possible offers students a positive experience for both reflecting on the behavior that resulted in the ISS discipline and also being able to access their learning so as to remain on track with their peers academically.

There are three major components to an effective ISS program: personnel; environment; and structure and school work (visit <http://casciac.org/go?625> to learn more). An effective and model ISS Program can actually teach students the skills they need to be successful in the classroom. Many of these soft skills are ones that the students have not learned in their own homes. They are what the psychologist Daniel Goleman would call the skills of emotional intelligence - self-discipline, and self-control, empathy, perseverance, task commitment, respect for others and self awareness. These of course are also the skills that the student will need to be successful in the world.

As a rule the students who are given a day in ISS are not in the Honor Society or the Student of the Month. They may also be students who are eligible for Special Education services and so it is very important that they are able to keep pace with their peers and not fall behind in their classes due to spending a day in ISS. If those students are struggling with an assignment and the ISS tutor is not able to help, the tutor can contact the student's Special Education teacher who may be able to assist the student on the phone or even with a face to face conversation if they have a free minute. In this way the school is also attempting to implement the student's IEP services in as practical a way as possible.

In summary, creating an effective ISS program that serves the needs of students requires a multi-dimensional approach that focuses on key personnel, an environment that supports learning, and strong protocols that are supported by the entire faculty and administration. If any administrators would like more information, they are welcome to visit our program.

CAS, CAPSS, CABA and CASBO Provide Joint Testimony to School Safety Task Force

On Friday, January 25th, a panel of representatives from CAS, CAPSS, CABA and CASBO testified at a hearing sponsored by the school security sub-committee of the Bipartisan Task Force on Gun Violence Prevention and Child Safety. The panel provided written testimony which included hundreds of recommendations and opinions from member school administrators at all levels. Visit www.casciac.org/go?558 for a copy of the testimony. In response to a task force request that the panel members share their thoughts regarding the identification and treatment of people with mental health issues and regarding the employment of deans of students to assist in this regard, the four associations collaborated on a joint position paper which can be viewed at: www.casciac.org/pdfs/Identification_and_Treatment_of_Students_With_Mental_Health_Issues.pdf.

Following months of hearings, the task force proposed a groundbreaking bill which was passed by the Senate and House earlier this month. A summary of the legislation, which addresses firearms, school security and mental health, can be found at <http://senatedems.ct.gov/pr/leaders-130403.php>. (See related item page 11)

A PRINCIPAL'S MESSAGE:

The Dangers of Sexting: An Important Message for Parents

By John Dodig, Principal
Staples High School, Westport

Love, passion, or simple interest begins in young people somewhere between middle school and the beginning of high school. I certainly remember sending hand-made Valentine's cards in elementary school. Once puberty hits, however, the love we feel and express gets revved up a bit....something like drinking an energy drink or two just before an athletic event. Here is where some young people use poor judgment and then find themselves in serious trouble.



We are seeing an increase in the number of students who are using technology for sexting. It is now so easy to sit in your bedroom at night with your laptop, iPad, desktop computer and video camera and do things that young people may regret for the rest of their lives. I will be blunt to make my point. Coercing the person on the other end of the connection to expose parts of her/his body and/or to perform sexual acts may seem at that exact moment as something very private, something only between those two people, but it is not. We are discovering that these photos and videos are being saved and then distributed to "just a few friends." Once it is shared, there is no control over how many others will see it AND it becomes an illegal act of distribution of pornography, an illegal act of possession of pornography and an illegal act of creating pornography.

I thought long and hard about mentioning this new twist to American life because some are not comfortable talking (or reading) about "naughty" things that some young people do. In all honesty, teen behavior hasn't changed much in my lifetime and I am now 68 years old. Sharing magazine pictures, suggestive writing, and post cards bought in France were things kids my age did. What HAS changed is the medium. After all, how many people could my friends show a dirty picture to, a photo dad brought home from the war and thought he hid well in the attic? That same photo can now be scanned and sent to millions of others in seconds.

Sexting is discussed in our health classes so kids know how dangerous it is. Young people, however, are programmed to be adventurous and risk takers. Sexting HAS to be discussed at the dinner table, in the car on the way to practice, while waiting in the doctor's waiting room, and everywhere else that you can speak to your child in an open manner. Mistakes such as I have described can be life changing. We ALL need to work together to protect our young people.

PAT LLODRA SPEAKS BEFORE GUN VIOLENCE TASK FORCE



Editor's Note: Newtown First Selectwoman Pat Llodra was unexpectedly thrust into the national spotlight following the December 14th tragedy at Sandy Hook Elementary School. A former principal of Northwestern Regional High School in Winsted, Pat was chair of the CIAC Board of Control from 2002-2004; the 2001 CAS High School Principal of the Year; and a 2000 recipient of the prestigious CAS Citation. Following her retirement from school administration, Pat was a member of the CAS Central Office staff for two years. Published below are her comments to the Bipartisan Task Force on Gun Violence Prevention and Children's Safety at a hearing at Newtown High School on January 30, 2013.

Good evening. My name is Pat Llodra. I am Newtown's First Selectman. Welcome to our town and to our high school. This school, by the way, is located in the village of Sandy Hook, only a few miles from where the violence of Dec. 14 occurred.

We are pleased to have you here - we thank you for your service to our state and to your local communities as senators or representatives. Many of you surely began your career of community service at the local levels, doing what I and members of our local government do. You cared a lot about something at your local level that spurred you to action, got you involved, and that caring has carried you to the role you play now as our voice, doing the people's work.

The task force on which you serve is of great importance to us. We are looking to you to help move the conversation, modify state policies and regulations about gun violence, school security, and mental health. Help us make a better Connecticut so that generations to follow will benefit from our actions.

There is an urgency in what we (and much of the world) are asking government to do - the horror of the killings we suffered on Dec. 14 has many saying that Now is the time - This time is different - This time our governments will act. I hope that message is true for us here in CT as well as at the national level.

Controversy and conflict surround the question of what that government action should be. I know there are no easy answers and no quick fixes. I can listen to the opposing points of view and I even find some merit in almost every position - but I cannot agree that weapons such as the Bushmaster have any legitimate role in a society that first and foremost seeks to keep its citizens safe ...Nor can I accept that enjoyment of firearms for sport or hunting or even collecting needs to have magazines with extended capacity; and I bemoan a society in which weapons of considerable firepower are easier to access for many than is access to even basic mental health care for those in need - and, too, I wonder how it is that we have become so desensitized to violence.

I can accept that change will be incremental - but I do demand that we get going on that right path; let's take some of those steps to reforming our gun control policies; let's improve access to high quality mental health care with an emphasis on early identification and intervention; let's learn what we can and should do to improve school safety and then do it so that all school children and educators have a better chance to survive the evil intentions of those intruders who would do them harm.

I ask, too, that you commit yourselves to this journey of change for as long as it takes to make the difference needed on these issues. One legislative session will hardly make a dent in what we need to do - please be there with us for the long haul.

UCAPP: PREPARING TOMORROW'S PRINCIPALS WITH VISION, EXPERIENCE AND KNOWLEDGE

By Cindy Wolfe Boynton

Reprinted from the January 13, 2013 issue of the Neag School of Education's "Spotlight"

Graduates give high grades to the University of Connecticut Administrator Preparation Program (UCAPP), as well as credit it for giving them the confidence, knowledge, experience and professional connections needed to achieve their career goals of becoming a principal, vice principal, department head or other school administrator.

Indeed, more than 80 percent of those who've completed the rigorous two-year program give it an "A" for the professional learning, growth, management skills, collaboration tools and intellectual introspection they received in the classroom, curriculum laboratory and from mentors during their clinical internships.

These 90-hours-per-semester internships prove to be one of the most valuable aspects of the program for many students, said Neag School of Education Department of Educational Leadership Head Casey Cobb, Ph.D. A partnership with the Connecticut Association of Schools (CAS) ensures that each UCAPP participant is matched with an "appropriate and exemplary mentor administrator."

"Our partnership with CAS is one of the many strengths of the program," said Cobb, who also serves as director of the Neag Center for Education Policy Analysis. "Their vast network of schools helps ensure students are matched with the best possible mentor, and also allows us to bring in instructors and speakers with valuable experience—administrators who've faced and learned from budget crises, personnel issues, ethical situations, and the many other challenges educational leaders face."

"Even the best classroom instruction can't fully prepare someone to become a principal or other type of administrator. Much of the most important learning comes from practical experience, so we work hard to provide students with that essential blend of classroom and clinical learning," Cobb continued.

Ranked as one of the leading educational administrator programs in the U.S., UCAPP earns students a sixth-year diploma, as well as qualifies them to take the Connecticut State Certification as Intermediate Administrators (CT-092) exam. By documenting the integrated, problem-based learning they experience, students also create a

professional portfolio that shows they've achieved what the National Council for Accreditation of Teacher Education defines as administrative competency, as well as met Educational Leadership Constituent

Council specialized professional association standards. The curriculum also incorporates Connecticut Common Core of Learning requirements.

"There's a whole new emphasis on the role of principals, who today are really at the center of leading the many reform efforts under way," Cobb said. "Having knowledgeable and skilled leaders is more important than ever, and the reality is that there is a shortage of really good principals—principals who know how teaching and learning occur, and who have the ability to inspire and lead. It's a broader role than many people think."

As many as 90 students divided into roughly 15-member cohorts are enrolled in the program at any one time. Since the majority are also working teachers, cohorts meet both on UConn's main campus in Storrs and at satellite campuses in Farmington, Stamford and other locations, to make attending as convenient as possible, Cobb said.

Courses and seminars that range from Contemporary Educational Policy Issues to the Legal Aspects of Education, and Creating and Sustaining a Positive School Climate, are not just grounded in adult and experiential learning theory, but led by instructors who worked in schools or as school administrators and are considered experts in their fields.

Overseeing all this is UCAPP Director Diane Ullman, Ph.D., who, before joining the Neag School of Education in the Spring of 2012, was an adjunct instructor and superintendent of schools in Simsbury for eight years.

"It's the wealth of experience that comes from the internship and our outstanding instructors that give our students an edge," Ullman said. "Our students are taught by some of the best practitioners in the state, all of whom are committed to not just sharing knowledge, but inspiring vision and purpose."

Also new to the program are assistant professors Richard Gonzales, Ph.D., a former elementary teacher and principal in Texas and Colorado, and Sarah Woulfin, Ph.D., whose research focuses on the relationships among educational policy, leadership and classroom practice. The two bring to the program essential experience working in urban school districts, as well what Woulfin calls "a shared dedication to developing the best possible educational leaders."

"There's so much work to be done in Connecticut to remedy the achievement gap," Woulfin said, "and it's exciting to know I'm helping create leaders who will help facilitate some of the much-needed change to the way we teach and help all students succeed. Today's educational leaders need to think critically and creatively, and that's what we help them achieve."



Year-two cohort members enjoy participatory learning activities as part of the summer Special Education Institute.



SPOTLIGHT ON STUDENT ACTIVITIES

The RISE Pep Rally at Griswold High School

By Terry Cholewa, Student Council Advisor

During the Fall Student Leadership Conference held on November 14th in Hartford, student council advisors gathered together to ask questions and share ideas. A few short years ago, as a new student council advisor, I listened intently to a group of seasoned professionals who generously shared their experiences and offered advice. However brief the advisors round table discussion is at a CASC conference, the nuggets we bring home to our schools are extremely valuable.

This year, one of the questions posed regarded academic pep rallies. As co-advisors, Lori Hatajik and I were happy to share information about Griswold High School's RISE pep rally which takes place in the fall and spring semester. As is usually the case, time expired before the conversation was finished so we promised to share more detail. Hence, this article was born in the hopes of answering a few questions and perhaps inspiring others to create an academic pep rally for their district.

The RISE pep rally occurs twice a year in the GHS gymnasium. Thanks to our associate principal, Matthew Peel, the pep rally has grown into a celebration of student achievement in four areas; Rigor, Inspiration, Service and Endurance.

While the first and second semesters both include the four components of RISE, the categories change a bit based on the school calendar. The brief outline below highlights a few areas of recognition. In order to provide the feeling of a pep rally and not an assembly, we also incorporate music, student and staff competition and a dynamic emcee. The student response has been positive and, thanks to their input, the RISE pep rally continues to evolve.

1st Semester

Rigor -

Students enrolled in AP classes

Students who earned 5's in all four categories on CAPT (previous spring)

ECE students

Sophomores who took the PSAT's

Inspiration and Service -

Student Council members

Student Match, Peer Tutors, NHS members

Special Olympics Unified Partners and Athletes

Endurance -

GHS PE Fitness Stars- Students who met the Health Standard for all four CT Health related fitness tests

Perfect attendance

1st quarter CAPSS Award Recipients, 1st quarter Honor Roll

2nd semester

Rigor -

Awards and Scholarships

CT Association Award winners

National Merit / Scholar Athletes

Inspiration and Service -

Students published in CT magazine

GHS Teachers nominated for Teacher of the Year

Student Council Executive Board members

(This year's Board introduces next year's Board)

Endurance -

Chamber of Commerce Student Leadership Award

Students with perfect attendance

Students who earned Honor roll status 3rd quarter

Students who tested 80% or better on their CTE test

Second semester Fitness Stars



Danbury elementary students kick-off the 2013 KIDSMARATHON season!



High school students from around the state learned to become agents of change during the two-day leadership conference at Wesleyan University.

HOW SCHOOLS CAN KEEP THEIR BEST TEACHERS

By Allison Frieze, Published September 7, 2012 in *The Washington Post*

I'm not someone who backs down from a challenge: For the past three years, I've taught special education in a "low-performing" public school in Anacostia, a neighborhood with the highest rates of unemployment and violent crime in the District. In my second year of teaching, I was rated "highly effective" by the D.C. Public Schools' IMPACT teacher evaluation system. But this June, I left to take a job at a D.C. charter school — to teach the same grades and students with similar needs. I'm a teacher that DCPS lost.

I'm not alone in this. A report issued this summer by TNTP, a nonprofit group that advocates for teacher quality, shows that nearly two-thirds of highly effective teachers who leave their jobs do so to teach in nearby schools in similar roles or take other positions in education. In other words, most of us aren't leaving for other career paths or even "easier" teaching jobs. Our school leaders just aren't giving us reasons to stay.

The impact of these moves on students can't be understated. The TNTP report, "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools," shows that a highly effective teacher imparts five to six more months of learning per year than does a low-performing teacher. And when a high-performing teacher leaves a low-performing school, only one in 11 potential replacements will be of similar quality — almost guaranteeing that when a great teacher leaves, his or her replacement will be less effective.

Schools can't be expected to hold on to every single teacher, but when the best consistently choose to walk out the door, it should be a red flag signaling leadership failure. To retain our irreplaceable teachers, we need irreplaceable leaders.

Irreplaceable school leaders know how to keep their best teachers motivated and hungry for growth. When I was rated "highly effective," I received a one-time bonus of \$15,000. While the extra money was welcome, there were costs to this distinction.

My rating served as a permission slip for my school to cut off the coaching support that had helped me improve. For the evaluations that followed, I was videotaped,

rather than observed in person, and I received my scores in writing, rather than during a feedback-driven conference. As far as my school leadership was concerned, I was a great teacher, but I still felt that I had plenty to learn — and I was no longer receiving opportunities to do so. Instead of feeling valued, I ended up feeling neglected.

One of the simultaneous joys and struggles of teaching is that you can always improve. High-performing teachers want opportunities to lead and support other teachers, but we also want support and frequent feedback on our own performance. When principals assume that high-fliers cannot or do not need to improve, they not only do us (and our students) a disservice, but they also run the risk of losing us. It is a fatal leadership decision. "Irreplaceables" demand excellence. We want to be challenged, and we won't settle for any form of mediocrity — not from our students, not from our peers, and especially not from ourselves.

Teachers often cite poor school culture as a key reason for leaving. Great leaders build trust between teachers and administrators, while grounding their staff in a universal goal for student achievement. For principals to keep their top teachers, they need to create a dialogue around school change that encourages equity of voice and a sense of ownership and empowerment for everyone on staff.

At the end of the day, superb leaders demonstrate the elusive character trait of grit. That's a commitment and determination to achieve a goal, no matter what it takes. A principal with grit knows that he or she can't succeed without a team of great teachers and sets clear retention goals for high-performers. This principal is honest with teachers who are struggling, even when it's uncomfortable, and does not consider inaction, failure or silence as acceptable responses to ineffective teaching. This principal pushes every teacher to his or her full potential. Finally, this principal asks the best teachers, "What is it going to take to keep you here?"

The writer is a special-education teacher at a D.C. public charter school and a 2012 Teach Plus Teaching Policy Fellow.

CAS HOSTS LEGAL WORKSHOP ON TRANSGENDER STUDENTS AND STUDENTS WITH DISABILITIES IN EXTRA-CURRICULAR ATHLETICS



Attorney Thomas Mooney of Shipman & Goodwin

In an effort to assist schools in dealing with two challenging legal issues, the CIAC hosted "Transgender Students and Individuals with Disabilities in Activities - What Every School Needs to Know" on Monday, March 25 at the CAS-CIAC office.

Attorneys Thomas Mooney and Julie Fay of the law firm of Shipman and Goodman directed the presentation to help schools understand guidelines dealing with rights of transgender students and recent guidelines from OCR regarding opportunities for students with disabilities. Principals, athletics directors and other administrators were all invited to the workshop with 40 in attendance.

The two-hour workshop emphasized that opportunities for participation in activities need to be provided to students with disabilities either within interscholastic competition with modifications or in other venues if interscholastic competition is not appropriate. The discussion on transgender students emphasized the difficulty of interpreting policy that is evolving quickly but emphasized that schools should be proactive in preparing plans and policies to accommodate transgender students in a meaningful and thoughtful way.

A video of the presentation is available, along with workshop handouts, at the link below.

<http://casciac.org/go?626>

ciac news

EASTERN CONNECTICUT CONFERENCE HOSTS ANNUAL UNIFIED BASKETBALL TOURNAMENT

CIAC Recognizes the ECC Tournament as Largest Unified Event in Connecticut

Norwich, CT - The Eastern Connecticut Conference (ECC), in conjunction with the Connecticut Interscholastic Athletic Conference (CIAC) and Special Olympics Connecticut, held its Unified Sports® Basketball Tournament on Monday, March 11, at Norwich Free Academy. The annual event was once again a great success with eleven ECC member schools sponsoring 26 teams which played at five different skill levels.

Teams representing Bacon Academy, East Lyme, Killingly, Ledyard, Montville, Norwich Free Academy, Plainfield, Stonington, Waterford, Windham and Woodstock Academy filled NFA's Alumni and Norton Gymnasiums' four basketball courts for over two hours of spirited competition. In all, approximately 270 students, consisting of athletes and partners, took part in the event.

The event began with the customary parade of schools, each carrying a banner bearing the school's name and mascot, set to the traditional Olympic Theme "Bugler's Dream". After brief remarks by NFA Athletic Director Gary Makowicki and CIAC's Director of Unified Sports Lou Pear, members of NFA's squad then set the Special Olympics Torch aflame to the cheers of the large crowd. Ashley Lebeau, a member of Woodstock Academy's team, then capped off the opening ceremonies with a stirring rendition of the National Anthem.

Following the opening ceremonies, the 26 teams took to the court where each team played a minimum of two games. Throughout the games, the teams displayed great competitive skills in the true spirit of sports with each game culminating with a show of sportsmanship with the traditional hand shake line. As host of the annual event, Makowicki expressed his admiration of the athletes, partners and coaches saying, "This event continues to grow each year not only in numbers but in its success. I'm amazed every year with the excitement that is generated by these athletes. This highlights the true sense of what sports is all about."

Photo top: NFA Athletic Director Gary Makowicki salutes the flag as Woodstock Academy's Ashley Lebeau sings the National Anthem while the Special Olympics Torch burns in the background.

Photo bottom: Players from Montville High School and Norwich Free Academy watch as a shot goes through the hoop during action from the ECC Unified Sports Basketball Tournament.



The Unified Sports team from Guilford played during the half-time of the Yale vs Brown University basketball game in New Haven.



The Unified Sports teams from Wilby and Crosby High Schools played during the half-time of a Varsity game between the two rivals.

ciac news

Sports News & Notes

■ For the second year in a row CAAD and CIAC have jointly created public service announcements speaking to high school athletics and activities being an important part of the overall educational experience. These PSAs are being used in broadcasts and video streams on the CIAC Network and CPTV sports, and they have also been provided to other broadcast entities across the state.

The spots are high quality and feature footage of Connecticut student-athletes. We would suggest that you view the videos yourself and consider using them wherever possible within your own school and community (embed them in your website, include them in your video productions, provide them to public access stations, etc.).

The videos can be viewed at and/or embedded from the following YouTube links:

Video #1 - <http://youtu.be/XrxtvUrZ7UE>

Video #2 - <http://youtu.be/irA16cSHedU>

If you would like TV broadcast quality files, you can download them using these links:

Video #1 -

<ftp://keithsandler.keithsandler1@prismpro.com/CAAD%20PSA%2030%20%231.MOV>

Video #2 -

<ftp://keithsandler.keithsandler1@prismpro.com/CAAD%20PSA%2030%20%232.MOV>

We hope you find these videos useful in spreading the message of education-based sports and activities.

■ The Indoor Track Dates for the 2013-14 season had to be adjusted because of a change in the New England meet. Therefore, the dates that are currently listed in the 3 year game limitations chart in the CIAC Handbook are incorrect. The dates will be corrected when the new handbook is published in the summer.

Here are the correct dates for the 2013-14 season. Please inform your league schedulers and coaches.

Class Meets = February 6 (Th), 7 (Fri),
8 (Sat - 2 meets)

Open Meet = February 15, 2014 (Sat)

N.E. Meet = March 1, 2014 (Sat)

■ CIAC Launches High School Sports Podcast

- For fans who simply can't get enough of high school sports, the CIAC presents CIACcast, a podcast featuring news, a behind-the-scenes look at the CIAC, and conversations with media members, coaches and other notable figures from the Connecticut high school sports world. Subscribe to the 'Cast now! Visit http://ciac-sports.com/site/?page_id=3171 for details.



CAS OFFICERS: 2012-2013

President.....	Francis Kennedy, Berlin High School
President-Elect.....	Donna Schilke, Smith M.S., Glastonbury
Vice President (H).....	Donna Hayward, Suffield High School
Vice President (M).....	Richard Dellinger, Amity M.S., Bethany
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Ken Bragg.....	Asst. Director of Unified Sports@
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J. Patrick Howley.....	Assistant Executive Director
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Janet Garagliano.....	Asst. Executive Director
Susan Kennedy.....	Asst. Executive Director
Robert Lehr.....	CIAC Executive Staff
Everett Lyons.....	Co-Director, CT Principals' Center
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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CIAC MOVES FOOTBALL FINALS TO NEW VENUE NEXT YEAR

The CIAC Football Committee has approved a proposal to hold the CIAC Football Championship games at Arute Field on the campus of Central Connecticut State University (CCSU) beginning with the 2013 season.

The first four championship games at Arute Field will take place Friday and Saturday December 13-14, 2013, with one game played Friday evening and three games on Saturday. The CIAC has held its football championships at Rentschler Field the last three seasons.

"The CIAC Football Committee is grateful to CCSU for its interest and support in hosting CIAC events," CIAC Associate Executive Director Paul Hoey stated.

"CCSU is the perfect size to accommodate our spectators and creates an outstanding championship atmosphere. Its facility is one of the best in the state; and, having a turf field available will allow for predictability with scheduling and field conditions."

Following recent expansion, Arute Field now boasts a capacity of 5,500. It has a modern press box and a state-of-the-art video board. The partnership with CCSU will also allow for expanded on-line ticket sales prior to the event.

"Central Connecticut State University is extremely excited to partner with the CIAC in hosting its football championships beginning this fall," CCSU Director of Athletics Paul Schlickmann said. "This is an exceptional opportunity for our institution to showcase our beautiful campus and our premier athletics facilities to upwards of 10,000 parents, student-athletes and high school sports fans from all corners of the state."

CCSU alumni have long been interwoven in the fabric and storied tradition of high school athletics in Connecticut. There is natural synergy in this partnership on many levels and we are proud to bring these events home to Central. We are confident that the fans of Connecticut High School football will enjoy a first class experience at Arute Field." *continued on page 17*

... more ciac news

ED ASTON NAMED TO NATIONAL HALL OF FAME

Congratulations to retired Cheshire High School swim coach Ed Aston who has been selected for induction into the 2013 class of the National High School Hall of Fame.



Ed's teams amassed an astounding number of records throughout his 37 years as the Cheshire High School girls swim coach. He was nominated as a national high school coach of the year on no fewer than six occasions and achieved the distinction of national girls swimming coach of the year in 2006. The awards that he has received from a wide variety of groups speak not only to his coaching successes but to the respect he has garnered in his community and throughout our state. The amazing feat of capturing 23 consecutive state championships may never be surpassed in Connecticut.

Says CIAC girls swimming director Dr. Robert Lehr, "All of Ed's incredible accomplishments make him well worthy of induction into the National Federation Hall of Fame; however, equally if not more compelling are the relationship that he built with the hundreds of girls that he coached and mentored and to whom he often became a father-figure. That, in my estimation, is the real mark of the man."

Ed is one of thirteen individuals who will be inducted into the hall of fame this year. The ceremony will take place in Denver, Colorado on June 27 as part of the 94th Annual NFHS Summer Meeting.

CCSU, continued from page 16

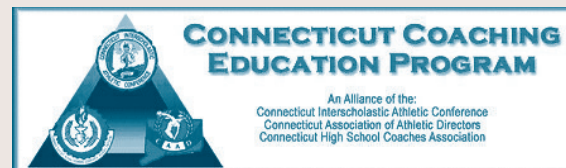
"The Committee believes holding the championship games at Arute Field provides the best experience and atmosphere for our student-athletes and fans and makes the most sense for our organization at this time," Hoey explained. "Our relationship with Rentschler has been tremendous, and the decision to move to a new venue is not a reflection of any dissatisfaction with the people there or that experience."

CCSU has hosted single CIAC football championship games in the past, most recently the Class MM final in 2007. The CIAC began holding its four football championship games at the same site in 2010 with Rentschler Field serving as the host all three seasons.

"We've always been pleased to host CIAC football championship games, and we are still open to working with state high school organizations and will work hard to be good partners for any events in the future," said Jack Freeman, Director of Stadium Operations for Rentschler Field.



St. Joseph High School - 2013 CIAC Bowling Champions



MAY 2013 CEU Module Offerings

CIAC Office - 30 Realty Drive, Cheshire

Thursday - May 9, 2013 ~ 6-9pm

Module 10 - *Gender Equity & Diversity Awareness for Coaches*

Friday - May 10, 2013 ~ 6-9pm

Module 18 - *Dealing with College Bound Athletes (NEW)*

Saturday - May 11, 2013 ~ 8:30-11:30am

Module 7 - *CIAC Guide To the Roles & Responsibilities of a Coach*

Saturday - May 11, 2013 ~ noon-3pm

Module 17 - *Dealing with Parents of Athletes*

Saturday - May 11, 2013 ~ 3:15-6:15pm

Module 8 - *Strength & Conditioning Design*

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

NO WALK-IN REGISTRATIONS

ST. JOE'S CROWNED 2013 BOWLING CHAMPS

Congratulations to Trumbull's St. Joseph High School, winner of the Second Annual CIAC Invitational Bowling Tournament. The event was held at the AMF Circle Lanes in East Haven on Saturday, March 23rd. Co-sponsored by the Connecticut Bowling Proprietors' Association, the tournament welcomed 32 teams, up from 19 teams last year. In second place was 2012 champion Windsor Locks High School followed by third place winner Greenwich High School. St. Joe's bowled four games over 200, including a 249 game.

WINTER 2012-13 CIAC SPORTS CHAMPIONS

BOYS BASKETBALL

<i>Champion</i>	<i>Runner-up</i>
Class LL: Hillhouse	Fairfield Prep
Class L: Woodstock Acad.	Trinity Catholic
Class M: Valley Regional	Weston
Class S: Granby Memorial	Weaver

GIRLS BASKETBALL

<i>Champion</i>	<i>Runner-up</i>
Class LL: Mercy	Lauralton Hall
Class L: Farmington	Bacon Academy
Class M: Cromwell	Notre-Dame Fairfield
Class S: Capital Prep	Thomaston

GIRLS GYMNASTICS

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

WRESTLING

<i>Champion</i>	<i>Runner-up</i>
Open: Danbury	Windham-S. Windsor
Class LL: Danbury	Trumbull
Class L: New Milford	Fairfield Warde
Class M: Ledyard	Foran
Class S: Windham	Haddam-Killingworth

CHEERLEADING

<i>Champion</i>	<i>Runner-up</i>
Coed: Shelton	Trumbull
Class LL: Fairfield Ludlowe	Newtown
Class L: Watertown	New Fairfield
Class M: Wolcott	St. Joseph
Class S: Holy Cross	Oxford

ICE HOCKEY

<i>Champion</i>	<i>Runner-up</i>
Div. I: Fairfield Prep	Notre Dame - West Haven
Div. II: Fairfield Warde-Ludlowe	East Catholic
Div. III: Newington-Berlin-Manchester(co-op)	Rockville-Bolton Coventry-Lyman Memorial(co-op)



Photo courtesy of Kevin Pataky/MaxPreps.com

Penalty shot game winner for Fairfield Warde-Ludlowe over East Catholic in the Div II Finals

BOYS INDOOR TRACK

<i>Champion</i>	<i>Runner-up</i>
Open: Bloomfield	Danbury
Class LL: Staples	Danbury
Class L: Darien	Windsor
Class M: New Fairfield	East Lyme
Class S: Bloomfield	Capital Prep

GIRLS INDOOR TRACK

<i>Champion</i>	<i>Runner-up</i>
Open: Darien	Hillhouse
Class LL: NFA	Staples
Class L: Darien	Wilton
Class M: Hillhouse	Tolland
Class S: Bloomfield	Weston



Photo courtesy of Ken Rutt/MaxPreps.com

CIAC Girls Basketball Class LL Champions - Mercy High School, Middletown



Photo courtesy of Ken Rutt/MaxPreps.com

Farmington and Bacon Academy battle for Class L crown

BOYS SWIMMING

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

DANCE

	<i>Champion</i>	<i>Runner-up</i>
Pom:	Hamden	Shelton
Large Jazz:	Shelton	Branford
Small Jazz:	Middletown / Wethersfield	TIE
Lge Hip Hop:	Branford	Fairfield Warde
Sm Hip Hop:	Middletown	Bunnell
Kickline:	Hamden	Watertown

caad news

CAAD 29th ANNUAL CONFERENCE RECAP

By Fred Balsamo, CMAA, CAAD Executive Director

On March 21-22, 2013, over 215 athletic directors attended the 29th Annual CAAD Conference at the Sheraton Hartford South Hotel in Rocky Hill, Connecticut. The Connecticut Association of Athletic Directors works vigorously to provide a professional and meaningful experience for its membership. This conference continues to be one of the most valuable professional development experiences for athletic directors to attend.

On Wednesday evening a four-hour National Leadership Course, "Strength and Conditioning Design," was taught by Dan Scavone of Berlin High School. 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 as 56 exhibitors the following morning.

On Thursday, March 21st 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 hosted by Ellen Benham, Bristol Schools, and Deb Petruzzello, Woodrow Wilson Middle School, in a roundtable workshop dealing with middle school issues.

The keynote speaker later that day was famed high school coach Jim Johnson who sent a young autistic boy nicknamed J-Mac into a basketball game with 4 minutes left and he scored 20 points. Coach Johnson spoke about leadership and helping youth reach their dreams.

There were three "nuts and bolts" workshops given that afternoon: Dealing With Legal Issues (Paul Mengold, Amity); School Safety After Hours (Trish Witkin); and Facility Development (Dave Sousa, Waterford). The night concluded with the annual awards banquet where CAAD honored four outstanding individuals who service the students in Connecticut. Damian Frassinelli, the athletic administrator at Stafford High School, received CAAD's highest honor with the Distinguished Service Award. Merit Awards were given to Gregg Simon from the Newtown High School and

Mike Pitruzzello from the Middletown Public Schools. Additionally, we recognized two outstanding students from Connecticut who were recipients of the NIAAA Scholarship Essay Grant. Michael Jeffko from Northwestern Regional High School and Lindsay Schneider of East Lyme High School were honored with that distinction.

On Friday, March 22, 2013 we heard from State Representative Paul Davis, who presented the group with the status of the Bill 6383 dealing with athletic directors. He was able to shed light on the legislative process and also discussed other bills that may affect athletics in the future. The rest of the morning included the unveiling of this year's new coaching education module -

"Dealing with the College Bound Athlete." Every CAAD member in attendance was trained as a statewide faculty member licensed to teach this course to their own staff.

The day wrapped up with a closing general meeting hosted by CAAD President Brian Fell 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 - with special thanks
continued on page 20



Middletown AD Mike Pitruzzello, recipient of the "Robert Duncanson Meritorious Service Award" stands with CAAD President Brian Fell.



CAAD Distinguished Service Award winner Damian Frassinelli of Stafford High School is pictured with CAAD President Brian Fell.



Gregg Simon, Athletic Director of Newtown High School, accepts his NIAAA State Award of Merit plaque from CAAD President Brian Fell.



CAAD President Brian Fell and Glastonbury High School Athletic Director Trish Witkin, recipient of CAAD's Past President Award.

CAAD Conference, *continued from page 19*

to the set-up chairs Damian Frassinelli, Joe Canzanella, and Len Corto. Although we were in the same location as years past, it was a new hotel chain and we expected a few bumps along the way; however, we didn't encounter anything that could not be remedied. Scores this high demonstrate CAAD's commitment to excellence and provides a tremendous challenge for years to come.

1. Conference Registration: 3.95 (+.0)
2. Conference Format: 3.8 (=1)
3. Conference Organization & Details:
3.9 (-.05)
4. Hotel Service: 3.7 (-.2)
5. Hotel Accommodations: 3.2 (-.6)
6. Hotel Meals
Thursday Lunch: 3.85 (+.1)
Thursday Banquet: 3.9(+.0)
Friday Breakfast: 3.85 (+.1)
Friday Lunch: 3.9(+.0)
7. CIAC Workshop: 3.75 (+.0)
Middle School Workshop: 3.85 (+.05)
8. CAAD Annual Meeting: 3.75 (+.4)
9. General Session (Johnson): 3.25 (-.5)
10. Workshops
 1. Legal: 3.8
 2. Safety: 3.9
 3. Facility: 3.75
11. Awards Banquet: 3.9 (+.0)
12. Breakfast Meeting (Davis): 3.7 (-.1)
13. Statewide Faculty: 3.8 (+.0)
14. Closing Meeting: 3.6 (+0)

Comments:

1. Excellent/Good/Outstanding/ Awesome - 25
2. Continue Coaching Education Modules - 12
3. More Module offerings like this year - 5
4. Limit Down Time - 3 (Note: the time provided between session is to satisfy the contract we have with exhibitors and limiting this would mean not having them in attendance and an increase in cost to each member)
5. More Time for Middle Schools - 4
6. Add Breakfast fruit on Thursday-3
7. Hotel sleeping Rooms too hot - 3
8. Hotel Meeting Room too cold - 3
9. Parking issues -2

Topics:

1. Budget/Officials fees - 3
2. Retirement Planning - 2
3. Facility Development - 2
4. Dealing with parents - 2
5. Obstacles for female athletes -2
6. There were numerous topics that had just one response.



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