



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

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DECEMBER 2008

CAS JOINS GENO'S CANCER TEAM - NEW PARTNERSHIP FOSTERS SERVICE LEARNING

By Dave Maloney, Assistant Executive Director



John Pierson from News Channel 8 served as master of ceremonies.

It's really no big secret. When students become empowered through service learning activities that are relevant to their world, amazing results happen.

The spotlight was beaming bright on student activities recently as the Connecticut Student Activities Conference (CSAC) and UConn coach Geno Auriemma teamed up to fight cancer. The list of dignitaries at the November press conference was impressive; yet, it was the inspirational stories echoed by students that held the audience spellbound.

CAS Assistant Executive Director Dave Maloney, a friend of Auriemma's dating back 25 years, invited four schools with distinguished records of community service to the event. Representatives from Quaker Hill Elementary School (Waterford), K. H. Ryerson Elementary School (Madison), Sage Park Middle School (Windsor) and Cheshire High School all made eloquent presentations in front of a packed house. From Cheshire's field hockey team's *Play for the Cure* to Sage Park's *Shoe Box for Kids* to the *Ponytail Drive* at Quaker Hill, and finally, *Pennies for Patients* at Ryerson, the student-led community service initiatives were awe-inspiring.

So impressed was Auriemma that he noted, "I was amazed at how poised and knowledgeable the students were. They

spoke with passion about what they're doing, why they're doing it, and how much it means to them. Really good things are happening in our schools. This is gratifying for me."

Geno and his wife, Kathy, formed Geno's Cancer Team, a fundraising and awareness opportunity that works closely with the V Foundation for Cancer Research. "Basically, the message that we're trying to send today is not how to do it; not which program you should do in your school; not how you should organize it. What we're trying to do is encourage kids to give back and walk down the path to do things that go above and beyond your personal goals," said Geno.

The partnership hit a slam dunk with the audience. Samantha Mainville, senior at Bolton High School and community service chairperson of the Connecticut Association of Student Councils, commented, "The Ponytail Drive was awesome. I never knew young kids had that kind of passion and that really excites me." Emily Johnson, second grader at Quaker Hill, who donated her ponytail, added, "Hopefully it makes them (cancer patients on chemotherapy) feel better in this one small way and makes them smile." K. H. Ryerson third grader, Brendan Clark, electrified the audience when he noted "I don't think my brother (stricken with leukemia) would be alive today without the *Pennies for Patients* program!"



Geno Auriemma talked about the joys and rewards of giving to others.

John Zadnik, longtime athletic director at Plainville High School, was quick to add, "The event was majestic; absolutely a perfect way to highlight our students who are making a difference. The kids were clearly the stars of the press conference."



Representatives from Sage Park Middle School talked about their many service learning initiatives, including *Shoe Box for Kids*.



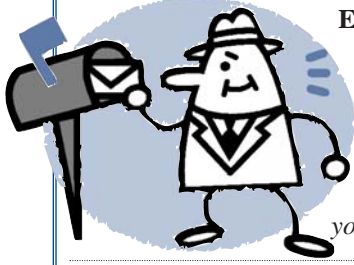
Well-shorn students from Quaker Hill Elementary School pose for a picture with Coach Auriemma.

CAS Executive Director Michael Savage commented, "Today we witnessed a compelling display of the generosity and selflessness of today's youth. We are confident that our new partnership with Geno's Cancer Team will serve to further that spirit of giving among Connecticut students."

Schools interested in participating in the partnership can find more information at www.genocancerteam.com.

LEGAL MAILBAG

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



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

Q. Dear Mailbag: This year, I have gotten more bullying complaints than ever before. I don't know why parents are so hung up on the label, but hung-up they are. One parent has even filed bullying complaints against four different students. To make matters worse, she claims that the "new" definition makes it clear that each of these complaints should be verified. I was just getting used to the old definition. Do I have to learn things over?

- *Slow Learner*

A. Dear Slow: I am afraid you must. In addition, the new definition of "bullying" means that many more students will be committing acts of bullying. "Bullying" was defined as "any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity or on a school bus, which acts are repeated against the same student over time." However, now bullying occurs whenever such acts are "committed more than once against any student during the school year." As you can see, the focus is now on the perpetrator, not the victim, and acts by students who are generally "mean" to others are much more likely to be identified as "bullying" under the new definition.

Q. Dear Mailbag: About four months ago, one of my teachers was very worried about the health of her child, and she resigned to take care of him. We were sorry to see her go, but we did accept her resignation. We were thrilled to hear that the child has recovered, but we are confused by the teacher's request to return. She has asked to rescind her resignation so that her service is not interrupted for tenure purposes. We would like to help, but we don't want to be involved in fraud. Are we stuck here?

- *Just asking*

A. Dear Just: If you really want to help the teacher, we have a suggestion for you.

Tenure is based on continuous employment, and generally a teacher has to start over with tenure accrual if there is an interruption in service. The Tenure Act itself addresses issues of layoff, in that a teacher who is rehired within five years after layoff retains credit for past service. In addition, the Tenure Act provides that a teacher on authorized leave retains credit for past service (although he/she does not accrue additional time during leaves longer than ninety student school days). This provision offers us our opportunity. The board or superintendent (as is the practice in your district) can grant the teacher a retroactive leave of absence and permit the teacher to rescind her resignation. By granting such a leave, the district can give the teacher an opportunity to avoid the interruption in service and continue accruing time for tenure.

Q. Dear Mailbag: One of my teachers is a real pain, and every so often I have to write him up. Last week, he wrote me a letter, in which he made a request "under the Freedom of Information Act" to see his "personnel file." As is the practice, I sent him to the Human Resources Department at Central Office. But knowing how this guy likes to play the angles, I started thinking that there must be more to the story. Should I be worried?

- *A Tad Suspicious*

A. Dear Tad: Perhaps. The Freedom of Information Commission has ruled that the "personnel file" is not a geographical location, but rather a category of records. Moreover, some collective bargaining agreements specify that there should be only one personnel file. If you have dutifully sent all such memoranda you have written him to the central office file, you are all set. If you have not, you have failed to respond completely to the FOIA request because some of the documents that are considered part of the personnel file (i.e. your write-ups) were not provided. If such is the case, supplement the response to the FOIA request with the other materials, and you should be all set.

ct news & notes

■ According to the results of the 2007 Connecticut School Health Survey, the following behaviors among CT youth that have improved since 1997:

- Seat belt use among high school students increased to 90.9% in 2007 from 76.4% in 1997.
- The percentage of high school students who are smokers decreased to 16.9% in 2007 from 35.2% in 1997.
- The percentage of high school students who rode with a driver who had been drinking alcohol decreased to 27.3% in 2007 from 38.3% in 1997.

For additional survey results, visit http://www.ct.gov/dph/lib/dph/hisr/pdf/cshs2007_fact_sheet.pdf.

■ Based on data collected in October 2007, the following endorsement areas were designated as teacher shortage areas for the 2008-09 school year:

- Certification Endorsements
- Bilingual Education, PK-12
 - Comprehensive Special Education, 1-12
 - English, 7-12
 - Intermediate Administrator
 - Library Media Specialist
 - Mathematics, 7-12
 - Science, 7-12
 - Speech and Language Pathology
 - Technology Education, PK-12
 - World Languages, 7-12

How charitable are CT residents?

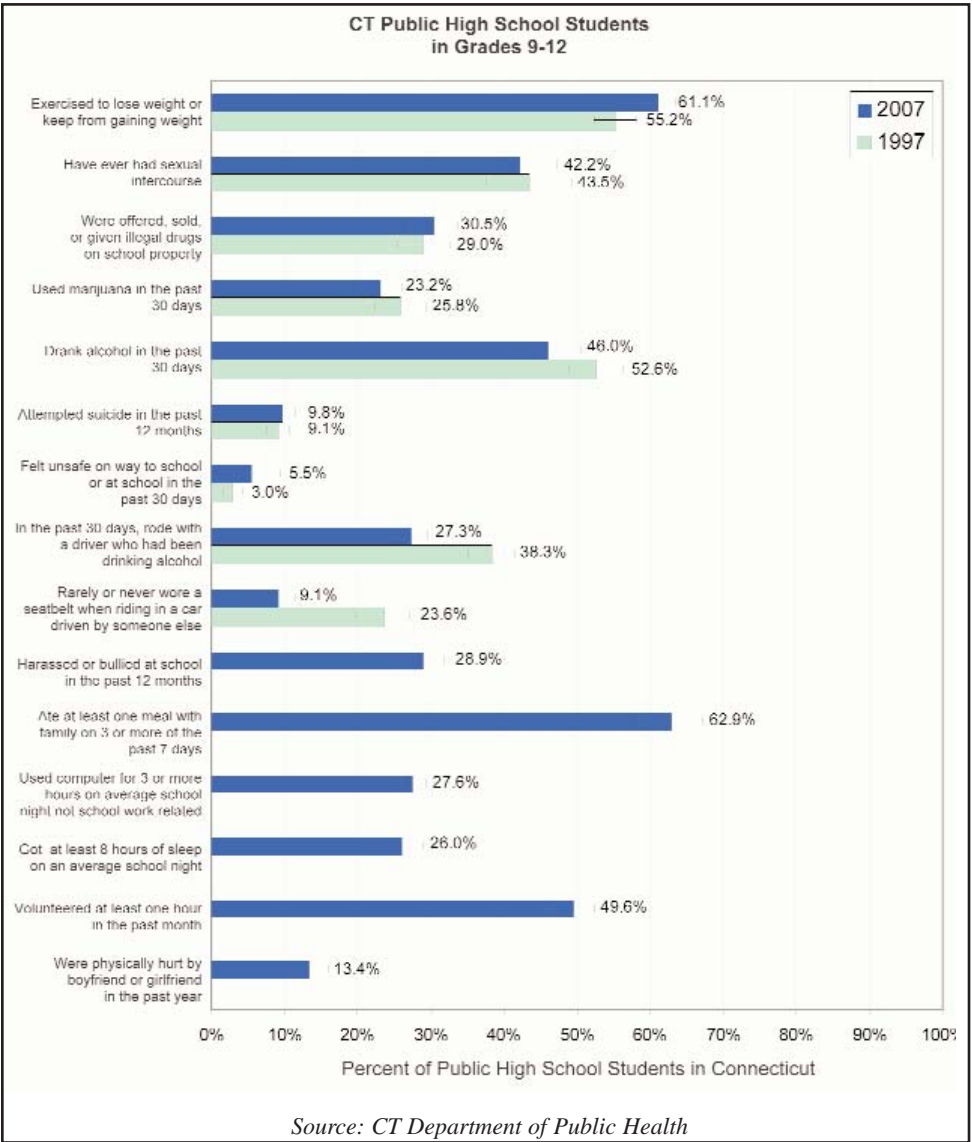
Based on the itemizer information from 2006 IRS tax returns, Connecticut residents contributed a total of \$2.8 billion in charitable giving (this total does not include giving by non-itemizers). However, even though the state ranks second in per capita income (CT \$44,198 versus US \$28,853), it ranked 23rd in the nation in the amount of average contribution (CT \$4,166 vs. US \$4,403). Some other state rankings include:

- #1 - in average household income (CT \$82,682 – US \$57,067)
- #3 - in rate of top wealth holders (number of millionaires per 1,000 households) (2006)
- #3 - in % of returns with itemized deductions (45.21%)
- #33 - in average contribution for those with income greater \$200,000 (CT \$19,027 – US \$21,169)
- #36 - in amount contributed as a percent of Adjusted Gross Income

(Source: Connecticut Council for Philanthropy)

... more ct news & notes

national news & notes



Protecting Children in the 21st Century Act

The *Protecting Children in the 21st Century Act* has placed new obligations on elementary and secondary schools receiving discounted internet service in conjunction with the Schools and Libraries Program of the Universal Services Fund (a program commonly known as the "E-Rate" Program).

Elementary and secondary schools participating in the E-Rate Program are now required to certify that they, as part of their internet safety policy, educate minor students about "appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response."

Districts with schools participating in the E-Rate Program should amend their existing internet safety policy to reflect this new requirement. Affected districts should amend their internet safety and/or use of computer systems policies as quickly as possible, as the E-Rate Program application filing window for the 2009 fiscal year opened on December 2, 2008. The filing window closes on February 12, 2009.

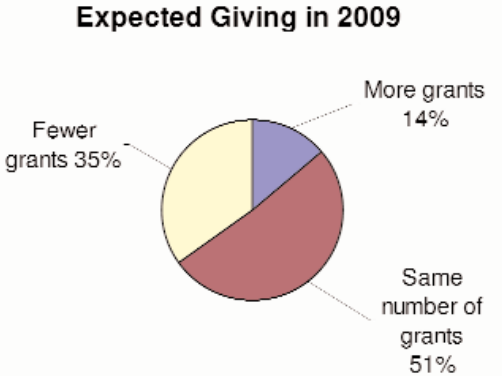
The new legislation amends the Children's Internet Protection Act, under which schools participating in the E-Rate Program were already required to certify compliance. The Children's Internet Protection Act had previously required schools to have an internet safety policy.

(Source: Shipman & Goodwin, LLP - Client Alert)

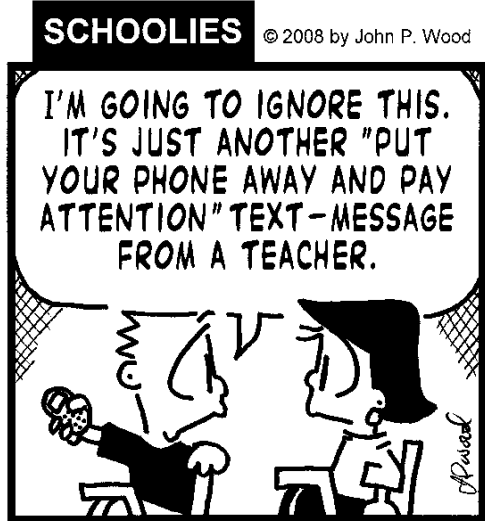
How is the economy affecting philanthropy in Connecticut?

In late October, 2008, the CT Council on Philanthropy conducted a member survey on the effects of the current economy on the philanthropic and nonprofit sector. Among the findings:

- 34% of the foundations responding projected that their 2009 grantmaking budget would remain at the 2008 level; 53% expected a decrease. Most of those projected their budget to be 5% to 15% smaller.
- 51% of respondents expected to give the same number of grants in 2009 as in 2008, and 35% expected to make fewer grants (see graph on right).
- 53% were currently seeing an increase in requests for funding, primarily from human services organizations.



For more information, visit: www.ctphilanthropy.org/o/page-content/2008_Economic_Impact_Survey_Summary.pdf



national news & notes

■ Of the 146 girls in a comprehensive new study, those who had been sexually active before the age of 15 spent more time watching television, had lower self-esteem, had poor relationships with their parents, had lived with either a single mother or step-parent, showed signs of attention-deficit hyperactivity disorder (ADHD), and underachieved at school. Of the 127 boys studied, those who had engaged in early sexual activity were further into their puberty, spent more time watching television, had lower self-esteem, showed signs of ADHD and oppositional defiant disorder (ODD), and had poor relationships with their parents. Altogether, reports *Science Daily*, 15 percent of the study's adolescents had experienced early sex, either intercourse and/or oral sex. Across all risk factors, the more factors pushing young people to have sex early, the more likely they were to do so, with a large effect linked to the amount of time spent watching television. The findings from the Wisconsin Study of Families and Work also suggested that parents had a heavy influence on adolescents' decision to engage, or not, in early sexual activity. A related study just released from the National Institutes of Health and Yale University that reviewed 30 years of data on the effects of media exposure on children and adolescents linked a range of ill-effects, including tobacco use, obesity, and sexual behavior to high levels of media consumption. (Source: *PEN Weekly Newsblast*, December 5, 2008)

■ The first large-scale study to look at academic performance of children in New York City's public housing complexes finds that students in public housing are more likely to drop out of high school and less likely to graduate in four years than those who don't live in public housing, according to *The New York Times*. The report from New York University also found that fifth graders in public housing did worse on standardized math and reading tests than other fifth graders, even in comparisons of students at the same school of similar race, gender, and economic status. The study's authors don't have definitive answers for the disparities, but ventured that public housing's culture of poverty

offers few role models to stress the importance of education, and exposes them to crime or widespread peer pressure from those not doing well in school.

■ A new Florida law calls for the creation of an online K-8 school in 2009. Unlike the online high school offerings available there for the last 10 years, the new school's students will not be able to pick and choose the classes they take online and in a brick-and-mortar school. Rather, students in the K-8 school will have to take all of their classes online. The new law is designed to give parents more choice in how their elementary- and middle-school children are educated. The state will provide districts with \$6,000 per student, the same amount that the state would pay for students who came to a regular school. Students who do not have computers will get them for free, along with free online service. The state expects savings in transportation and school construction. Source: *Orlando Sentinel* (11/10/08)

■ Education officials in Tennessee are poised to launch a major overhaul of its system for preparing principals in a move aimed at improving the quality of the state's cadre of school leaders. Members of the state board of education voted unanimously last month to give preliminary approval to a redesign of principals' training, selection, licensure, and evaluation. The new plan, called the "Tennessee Learning Centered Leadership Policy," will install a sweeping menu of changes that state education leaders believe will significantly alter who is selected to enter principal-preparation programs and how those candidates are trained. Among the more dramatic, and perhaps challenging, changes are the new standards and requirements for state colleges and universities that want to continue to offer principal preparation programs.

■ In August, due to increasing fuel prices and decreasing state funding, the Tucson (AZ) Unified School District approved placing ads on the sides of its school buses. The results of an online survey by National Transportation News indicated that public sentiment is against

such a revenue-generating measure. Of the 500 respondents, 73 percent said that appropriate advertising should not be allowed on school buses.

■ A study by the Intercollegiate Studies Institute finds that Americans are "alarmingly uninformed" about the country's history, founding principles, and economy. Of the 2,508 Americans given the 33-question civics quiz, only half could name all three branches of government, and 54 percent knew that the power to declare war belongs to Congress (almost 40 percent incorrectly said that it belongs to the president). Only 21 percent knew that the phrase "government of the people, by the people, for the people" comes from Lincoln's Gettysburg Address, and just 54 percent could correctly identify a basic description of the free enterprise system. Other key findings include: 71 percent of the quiz takers earned an F; the average quiz score was 49 percent; and civic knowledge declined in proportion to time spent using passive media, such as TV. For more information on the survey, visit <http://www.americancivilliteracy.org>. (Source: *USA TODAY*, 11/21/08)

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THE BULLETIN

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. . . more national news & notes

■ The number of public charter schools operating in the U.S. has grown to 4,568 according to the annual charter school research survey conducted by The Center for Education Reform (CER). State charter growth was highest again in Arizona, California and Florida. All three states have strong or improved charter legislation that fosters charter schools. Caps on the number of operating charter schools remain in place in North Carolina, Texas, Massachusetts and several other states.

■ The states of Massachusetts, New Hampshire, and Utah will undertake a redefinition of high school as outlined in a 2006 report "Tough Choices or Tough Times" by the New Commission on the Skills of the American Workforce, writes the *Christian Science Monitor*. The report calls for restructuring school systems and redirecting money toward universal prekindergarten and higher teacher salaries, among other steps it says will better prepare students for the 21st-century global economy. New Hampshire will let students leave high school as early as age 16 to pursue college or career training after passing a state board exam. Massachusetts has created a panel that will share student health, social services, and education information in an early-warning data system that will identify and help students at risk of dropping out. And Utah has created a 21st Century Workforce Initiative to address the 57 percent of the state's high school graduates who don't go on to postsecondary education. (Source: *The Christian Science Monitor*, November 14, 2008)

legal news & notes

■ **NEW JERSEY RULING ALLOWS SCHOOL OFFICIALS TO SEARCH ON-CAMPUS CARS** — A New Jersey state appellate court ruled that school officials can search cars permitted to be parked on school grounds without a warrant. The court specified that school officials need only reasonable suspicion to search a student's car. The decision follows a 2006 incident involving an Atlantic County student whose car was searched by an assistant principal after the student was found with what school officials believed were illegal drugs. After recovering items from the car, the student was arrested and charged with possession of steroids and diazepam. Source: *Asbury Park Press* (11/11/08)

■ **ALASKA'S "BONG HITS 4 JESUS" CASE AT LONG LAST OVER** — The remnants of the "Bong Hits 4 Jesus" court case that has been lingering since 2002 was finally settled out of court this week. While the U.S. Supreme Court ruled in 2007 in favor of the Juneau-Douglas School District's stance that a banner unfurled by a student during a school-sanctioned event celebrated illicit drug use, remaining issues that included a financial settlement had not been settled. Under this week's agreement, the district will pay former student Joseph Franklin—who was suspended for unfurling the banner while watching the Olympic Torch relay as it passed in front of the school—\$45,000, and Franklin will drop the remaining claims not decided by the Supreme Court. In addition, the district will spend up to \$5,000 to hire a neutral constitutional law expert to lead a forum on student speech at the Juneau-Douglas High School. Source: *Anchorage Daily News* (11/6/08)

CANHS WINS NATIONAL AWARD

By Donald Gates, CANHS Executive Director

The National Association of Secondary School Principals' (NAASSP) division of student activities selected the Connecticut Association of National Honor Societies (CANHS) as the winner of the 2008 Ardis Kyker Service Award. CANHS, sponsored by the Connecticut Association of Schools, was chosen for its successful "Gift-packs for Veterans Project," which engaged students across the state in a united effort to honor and aid those individuals who contributed to the preservation and security of the nation.

Connecticut's state-wide initiative extended over a two-year period. Local middle and high school honor society chapters either raised money or collected goods to support making 500 gift packs to present to Connecticut veterans living at or receiving services from the Rocky Hill Veterans' Home.

More than 30 NHS and NJHS chapters as well as a number of businesses contributed money or goods for the gift packs. At the state NHS conference in May, the NHS delegates put together the packs and wrote 500 personal thank-you notes to accompany the gifts.

The project was initiated to promote community service, engage honor society members in volunteerism and encourage giving back to the people who put their lives on the line for the country. Over 1500 students contributed to this state-wide initiative.

continued on page 7



CANHS Executive Director Don Gates accepts the Ardis Kyker Service Award at the 2008 NHS/NJHS national conference in Orlando, FL.



CANHS members share the national award plaque with CAS Executive Director Mike Savage. Pictured above are, from left to right: Don Gates, executive director, CANHS; Leanne Aakjar (Northeast Middle School-Bristol), middle school representative, CANHS Board of Directors; Salma Akhtar (Westbrook High School), president, CANHS Board of Directors; and Mike Savage.

WINTER LEADERSHIP WORKSHOP SERIES

In cooperation with the Eastern Connecticut Conference (ECC) and the Naugatuck Valley League (NVL), the Connecticut Association of Student Councils (CASC) is pleased to offer member schools two upcoming high school student leadership programs.

Each program will run from
8:30 a.m. - 12 p.m.

- ★ ECC League Schools will meet at Griswold High School on Jan 27th (snow date 28th)
- ★ NVL League Schools will meet at Holy Cross High School on Feb. 5th (snow date 6th)

Dr. Jim Fitzgerald, noted leadership speaker and author, will keynote both workshops, which will explore the themes of ethics and decision-making. For registration please visit:

www.casciac.org/register

"I'm Only an Advisor"

by Teresa Huggins

I plan, I schedule, I create...I organize, I train ...
Leaders to perform the task ...
Some days I wonder ... Why do I do all that??
"I'm only an advisor, what difference can I possibly make?"

"I really don't matter ... anyone can do what I do ...
Things will get done ... problems will be solved ...
Activities will be planned" ... I think to myself

Then one day I met someone
Who challenged my thought,
"I'm only an advisor" ...
He said, "What do you mean "only an advisor" ...
You are "THE ADVISOR" ...
The one who goes beyond ...
Making the positive difference ...

The one who creates a culture for the world of the student,
Who sees the problem from the student's perspective ...
The one who facilitates the positive changes,
Who plants the seeds for success ...
You are "THE ADVISOR" ...

You listen, you care, you desire ...
The best for each and every student,
You believe, you encourage ...
Each child's idea,
You foster, you promote ...
The dreamer's dream ...
You are "THE ADVISOR" ...

You give and you give ...
Without thought of return,
You take an idea and make it a reality ...
You accept all youth without question of worth ...
You see the spark within,
Even before the flame is lit ...
You are "THE ADVISOR" ...

You plant the seed in a child's mind ...
That they can create a wonderful world ...
If only they believe,
You take the raw talent and gently mold a youngster ...
Into a strong leader,
You foster the positive environment ...
Nurture the young one ...
You are "THE ADVISOR" ...

So the next time, you question and doubt your inner strength,
Take a moment to pause and reflect ...
Change that limiting thought, "I am only an advisor"
To a powerful belief "I AM THE ADVISOR" ...

The agent of change, the promoter of justice,
The creator of positive events,
The significant difference in the lives of many who need ...
The lifesaver, the compassionate listener ...
The Advisor!!

Shout with pride, "I AM THE ADVISOR"!!!!

- Teresa Huggins is a well-known author, speaker and consultant



The poster features silhouettes of people at the top. Below is a blue banner with the text "NASSP Annual Convention & Exposition". Underneath is a row of seven small photos of diverse young people. Below the photos is the quote "For we dare not stand idly by" in a cursive font. A black banner with "SAVE THE DATE" in white is followed by a red banner with "FEBRUARY 27-MARCH 1, 2009 • SAN DIEGO, CA" in white. At the bottom right is the NASSP logo: "NATIONAL ASSOCIATION of SECONDARY SCHOOL PRINCIPALS" with a red torch icon. The website "www.nasspconvention.org" is at the bottom.

NASSP Annual Convention & Exposition

For we dare not stand idly by

SAVE THE DATE

FEBRUARY 27-MARCH 1, 2009 • SAN DIEGO, CA

NATIONAL ASSOCIATION
of SECONDARY SCHOOL
PRINCIPALS

www.nasspconvention.org

RED CROSS-BOB CARROLL MEMORIAL BLOOD DRIVE AWARDS

By Lou Pear, Director of Unified Sports®

In the Fall of 2006, the Connecticut Red Cross re-named its annual high school blood drive awards to recognize former Assistant Executive Director Dr. Robert Carroll's extraordinary commitment to the blood program in Connecticut. Under Bob's leadership, a high school advisory committee was established in 2004 to generate ideas on how to best reach donors at the high school level. The committee, which consists of high school principals from throughout the state, succeeded in increasing high school blood collections by 15% in its first year of existence. Each year, awards are given to those schools who sponsor the most drives and to those who show the greatest increase in collections. As a result of the committee's work, high schools are now the leading sector for blood donations in Connecticut.

At the recent 4th Annual Red Cross High School Recognition and Awards Banquet, over thirty Connecticut schools were recognized for their support of blood drives in the state. Connecticut high schools collected 12,000 units of blood which equate to saving that many lives. Without the involvement of Connecticut high schools, there would be a dramatic shortage of life-supporting blood. Everett Lyons, president of CAS and chairman of the CAS Red Cross Committee, extends a heartfelt "Thank You" to all participating schools, their sponsoring leadership groups and their advisors. It is very rewarding that we have so many high schools that take this initiative so seriously.

The following schools were recognized for their outstanding participation.

TOP 10% CLUB

- Bolton High School
- Bristol Eastern High School
- Derby High School
- E.C. Goodwin Technical High School
- Greater Hartford Classical Magnet School
- Harvard H Ellis Technical High School
- Howell Cheney Technical High School
- J.M. Wright Technical High School
- Norwich Technical High School
- Parish Hill High School
- Putnam High School
- RHAM High School
- Valley Regional High School
- Vinal Technical High School
- Wheeler High School
- Windham Technical High School

GREATEST INCREASE OF PRODUCTIVE UNITS

- Bristol Eastern High School

FOUR OR MORE BLOOD DRIVES PER YEAR SPONSORS

<i>School</i>	<i>Lives Saved</i>
• Bristol Eastern High School	840
• Danbury High School	1,017
• Howell Cheney Technical High School	918
• Nonnewaug High School	540

THREE BLOOD DRIVES PER YEAR SPONSORS

<i>School</i>	<i>Lives Saved</i>
• Bassick High School	363
• Berlin High School	606
• Bloomfield High School	435
• Bolton High School	474
• Branford High School	477
• Bristol Central High School	543
• Masuk High School	699
• New Milford High School	540
• Norwich Technical High School	456
• RHAM High School	654
• Valley Regional High School	753
• Vinal Technical High School	468
• Watertown High School	381
• Windsor High School	582



Robert F. Carroll, Sr., Ed.D.
1934-2006



CANHS, continued from page 5

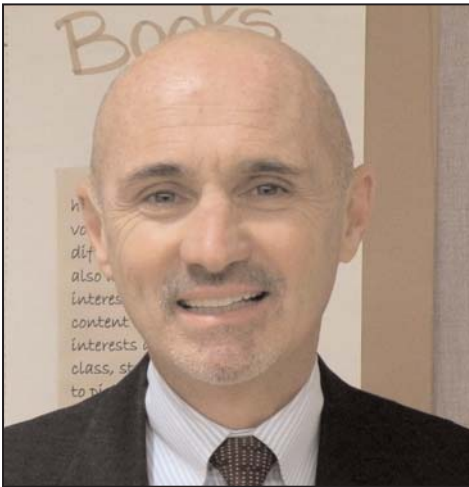
Officials at the veterans' home were very pleased and accepted the gift packs with gratitude. Catherine Cook, Director of Community Affairs for the Connecticut Department of Veterans' Affairs wrote, "On behalf of Commissioner Linda S. Schwartz and the nearly 300,000 veterans of the State of Connecticut, please accept my sincere appreciation to members of the Connecticut chapter of the National Honor Society for the generous donation of 500 "ditty bags," each stuffed with useful items to be distributed to the homeless and needy veterans at Stand Down 2008 to be held in September, 2008. Your contribution is critical to the success of this event and is most appreciated. Thank you for remembering our veterans and the sacrifices they have made. Your generosity helps us keep faithful to our motto 'serving those who served.'"

CAS HONORS OUTSTANDING FIRST YEAR PRINCIPALS

By Regina Birdsell, Assistant Executive Director

The Connecticut Association of Schools is pleased to announce that Bruce Lazar, principal of Chalk Hill School in Monroe, Susan Homrok, principal of Henry James Memorial Middle School in Simsbury, and Carol D. Birks, principal of Warren Harding High School in Bridgeport, have been selected as the recipients of the William Cieslukowski Outstanding First-Year Principal Awards. These awards recognize first-year school principals from the high school, middle school and elementary school levels who have had a positive impact on their school and/or district and have demonstrated exemplary instructional and organizational leadership, a willingness to take risks, and the ability to overcome adversity.

Elementary Award Recipient



Bruce Lazar, principal of Chalk Hill School in Monroe, was nominated for the William Cieslukowski First Year Principal Award by Leigh Metcalf-Ances, dean of students at Chalk Hill. In her nomination, she described Mr. Lazar's exceptional innovation and commitment to student achievement through his excellent instructional leadership and organizational skills.

"With Bruce's vision and support, our staff has challenged the way we teach language arts, embracing the Reader's and Writer's Workshop model. Our classrooms are now stocked with libraries that have every type of book," says Leigh. "He has worked tirelessly to provide support for teachers who are in need of training and resources."

Leigh further describes her principal as a visionary and a risk taker who uses sound judgment and always does what is

best for children. At faculty meetings, he has been known to say, "It's not about me or you, it's about the students."

Colleen Palmer, superintendent of schools in Monroe, discussed Bruce's many accomplishments. "When Bruce assumed his position as principal of Chalk Hill, the school was on the AYP failing school list for the subgroup of special needs students. However, over this past year, scores in the school have increased across the board, most notably with special needs students. Chalk Hill School has been notified by the CT State Department that it made safe harbor this year, a wonderful accomplishment."

Middle Level Award Recipient



"Each and every day **Susan Homrok** brings to her work an unwavering belief in the unlimited potential and goodness that resides in each student and teacher, and a commitment to do whatever it takes to help each person succeed." These thoughts, so eloquently expressed by Simsbury Superintendent of Schools Diane Ullman, capture the essence of this extraordinary first year middle school principal.

Lauded by parents for her "...amazing ability to maintain discipline while conveying a sense of humor and respect towards students," and by faculty and colleagues for commitment, integrity and passion, Susan Homrok has made an indelible mark on the Henry James Memorial Middle School in Simsbury. Among her first year initiatives were the creation of a new school mission statement, strengthening teacher leadership structures, revising curriculum, assessment and instructional practices, and creating new opportunities for

engagement of all aspects of the Henry James community. Ms. Homrok's talents and skills have made a positive impact on the entire district, where she previously served as Simsbury High School assistant principal, and with her administrative colleagues around the state through her service on no less than six CAS committees, two of which she chairs.

High School Award Recipient



Warren Harding High School Principal **Carol D. Birks** was nominated for the William Cieslukowski Outstanding First Year Principal Award by mathematics teacher Garfield Pilliner. A visionary instructional leader, she established the Learning and Teaching Institute to support both faculty and students. She also created the school slogan "Learning Happens Here" and has worked with the entire school community to make the slogan a reality. In his nomination, Garfield stated that Carol's "dedication, creativity, and leading by example have had a positive impact on all the members of the Warren Harding High School learning community."

In her first year, Carol created a vision for the school that included four primary goals: (1) establishing a core curriculum; (2) fostering student engagement; (3) building capacity among the staff and community; and (4) increasing student learning for all students in all classrooms.

Carol has been a leader in strengthening relationships with the Bridgeport community, forging critical alliances with local businesses, youth agencies and civic organizations. She helped to launch the Youth Leadership Council and secure a grant to reduce violence and adolescent pregnancy.

elementary and middle school news

ELECTRONIC PORTFOLIOS IN MIDDLE LEVEL SCHOOLS

By Gary Ackerman & Robert C. Spear, Ed.D

One obvious feature of fully implemented middle level schools is engaging and relevant curriculum. Students in fully implemented middle schools are likely to score well on standardized tests. However, many educators also recognize that to view other components of effective learning it must be documented in other ways.

Electronic portfolios are one venue through which middle level students can reflect on their growth, areas of weakness, and establish goals for the future. Together, the portfolios created by a group of students can serve as a source of authentic data to inform strategic planning in a middle level school. In addition, creating electronic portfolios can also give students realistic experience working with the many forms of digital media as well.

An effective electronic portfolio initiative begins with a "framework of expectations". State curriculum documents, national curriculum standards, and other resources such as the 21st Century Skills, should be used by leaders to provide this framework. This framework identifies skills that can be demonstrated in different ways. It allows students to choose artifacts with which to demonstrate his or her progress and gives students the capability for self-reflection.

Electronic portfolios contain examples of student's work. Because a middle level school curriculum includes many types of products, it is essential that students and teachers have many ways to archive examples of learning. Modern digital cameras provide students with the capacity to take still images of projects and creations as well as performances. Given the availability of storage space on computer systems, students can maintain large collections of artifacts.

A past challenge for those creating electronic portfolios has been finding

software that allows users to create media-rich documents. This is no longer the case, as newer versions of productivity suites and web authoring software have been designed to include images, audio, and video.

Once created, an electronic portfolio can be packaged for viewing in a number of ways. Portfolios along with the artifacts can be packaged onto a CD, or portfolios can be placed on networks either on the school's local area network or on the Internet. Many systems are available to control access to network resources, so even web-based portfolios can be made private.

Middle level schools usually provide students with many experiences that cannot be documented by traditional assessment methods. Through electronic portfolios, the learning that occurs in unified arts classes, advisory, community service and other essential components of the middle level school experience can be documented. By selecting artifacts that provide evidence of their learning, as well as reflecting on the importance and goals of learning, students will better understand themselves and make sense of their learning experiences. Students will also generate valuable data for assessing and evaluating progress, and students will gain experience managing large and complex digital projects.

Resources:

Ash, L. (2000). *Electronic student portfolios*. Arlington Heights, IL: Skylight Professional Development.

Schipper, B. & Rossi, J. (1997). *Portfolios in the classroom: Tools for learning and instruction*. York, ME: Stenhouse Publishers.

Gary Ackerman is a technologist in the West Rutland School District in Vermont and is a NELMS Board Member.

Robert C. Spear Ed.D. is the Executive Director of the New England League of Middle Schools, Topsfield, Massachusetts.

ELEMENTARY AND MIDDLE SCHOOLS INVITED TO HONOR VOLUNTEERS

The elementary and middle level divisions of the Connecticut Association of Schools take great pleasure in inviting you to participate in the Parent/Volunteer Recognition Banquet on March 25, 2009. This event, which will be held at the Aqua Turf Club, Southington, at 5:00 p.m., is designed to give public recognition to parents or other volunteers who have made major contributions to your schools. Contributions may include volunteering, service to the school, chairing committees, PTA/PTO officers, organizing events, fundraising, etc. Our main objective is to provide you with an opportunity to say "thank you" in a very special way.

We expect that the vast majority of our elementary and middle level schools will participate. Your early response will determine your school's table location.

Registration will be available starting the week of January 5, 2009. Visit <http://www.casciac.org/register>.

CAS OPENS NOMINATIONS FOR THE DISTINGUISHED FRIEND OF EDUCATION AWARDS

The CAS Awards and Recognition Committee has opened nominations for the annual *Distinguished Friend of Education Awards*. These awards, established in 1983, honor a person and an organization or corporation for outstanding service to education in Connecticut. Nominations for this year's award must be submitted electronically via the CAS-CIAC website at casciac.org/nominate_dfe.shtml. If you wish to nominate an individual or organization/corporation for these prestigious awards, please consult the selection criteria at casciac.org/dfe prior to completing the on-line nomination form. The deadline for nominations is **January 9, 2009**.

For further information, contact Karen Packtor at kpactor@casciac.org.

elementary and middle school news, cont'd

IN MEMORIAM

Dr. Michael Tobin Remembered

Dr. Michael Tobin, former Executive Director of the Elementary and Middle School Principals' Association of Connecticut (EMSPAC), passed away last month after a courageous five-year battle with cancer. Mike died on October 21, 2008. A memorial service was held at SCSU on November 9, 2008.

Mike was a member of the faculty of the Administration and Supervision Department at Southern Connecticut State University, where he served as a tenured professor with distinction. Upon his retirement from the full-time faculty in 1992, Mike was honored with the designation of Professor Emeritus.

During his sixteen years at Southern, he would unabashedly tell one and all that, "There is nothing in the world that I would rather do than teach in the sixth-year program at SCSU." His enthusiasm and commitment influenced his many former students who went on to become successful school administrators and educators.

During his tenure at SCSU, he also served as the Executive Director of the Elementary and Middle School Principal's Association of Connecticut (EMSPAC), which presented him with the Association's highest recognition, the "Formica Distinguished Service Award" and its "Outstanding Service to Education Award". Mike also received Phi Delta Kappa's Distinguished Fellow Award for his many contributions to education.

Mike served two sabbatical leaves with the National Association of Elementary School Principals (NAESP) in Washington, DC and as interim assistant superintendent of schools in his hometown of Vernon. He was the editor of the Connecticut, Massachusetts and Pennsylvania Field Trip Guidebooks and he had articles published in *PRINCIPAL Magazine*, *EARLY CHILDHOOD* and *EDUCATIONAL LEADERSHIP*.

In addition to his many professional accomplishments, Mike derived great satisfaction and pleasure from numerous and diverse non-academic interests and activities. Most of Mike's friends considered him to be "the biggest NY Yankee fan ever!"

An endowed scholarship in memory of Dr. Michael F. Tobin is being established at Southern Connecticut State University. It was Dr. Tobin's wish that he be remembered in a way which would forever aid in the education of students who are entering the field of education or educational leadership at Southern Connecticut State University. By establishing an endowed Scholarship, Dr. Tobin's wishes will be honored. Individuals wishing to contribute to this scholarship in memory of Dr. Tobin may send contributions to:

SCSU Foundation/Dr. Michael F. Tobin Endowed Scholarship
501 Crescent Street
New Haven, CT 06515

- Excerpted from remarks at the SCSU Memorial Service

ciac news & notes

- **ATTENTION ICE HOCKEY COACHES:** Earlier this month, Reebok and CCM announced a voluntary recall of certain hockey helmet models due to a head and neck injury hazard. The helmet's chinstrap can unexpectedly disengage while in use. If this happens, the helmet can fall off, posing a head and neck injury risk to consumers. Helmets included in this recall have a HECC sticker with date code JUN – 2013. To view the press released issued by the U.S. Consumer Product Safety Commission, which includes a list of the models recalled, visit: www.casciac.org/pdfs/helmet_recall.pdf.

- The Virginia Graeme Baker Federal Pool and Spa Act, which was signed into law December 19, 2007, is designed to reduce the risk of suction entrapment of individuals in pools and spas. Member schools with swimming pools should be aware that the Act specifies that, as of 12/19/08, all public pools and spas, both new and existing, shall be equipped with certified covers on every suction outlet. Additionally, in certain instances, public pools and spas must have additional devices or systems designed to prevent suction entrapment. New drain covers which meet the current standard are now beginning to make their way into the marketplace. While the Consumer Product Safety Commission is responsible for the act's compliance, each individual state government health department will address the potential penalty for noncompliance by December 19, 2008. The action of the respective state health department may also address the status of the pools continued operation. For more detailed information, visit the National Spa and Pool Foundation's website at www.nspf.org. To view the Act in its entirety, visit <http://www.cpsc.gov/pssa.pdf>.

- Last month, 14-year-old Logan Young and her family sued the Indiana High School Athletic Association over a rule that prohibits her from trying out for the high school baseball team because she is female. An IHSAA rule restricts girls from trying out for baseball if their school has a softball team on the basis that the sports are comparable. But the lawsuit filed in U.S. District Court in Indianapolis argues that baseball and softball aren't the same sport, so girls should be able to try out for baseball. The suit seeks to have the IHSAA rule thrown out based on the equal protection clause of the 14th Amendment to the Constitution and Title IX, the federal law that mandates equal educational opportunities for boys and girls.

MI CHAELS ACHIEVEMENT CUP IS NOW UNDER CIAC AUSPICES

Beginning this year, the Michaels Achievement Cup will be administered by the CIAC. A new committee has been formed to review the selection criteria and procedures. It is the hope of the committee to utilize data collected online to help determine the winners. The committee is also looking at changing the criteria to give every CIAC member school an opportunity to participate. The award will now be presented in the early fall to compliment the highlights of the previous school year. The committee will be presenting the new criteria and process in March 2009. There will not be a Michaels Cup awarded this spring for the 2007-08 school year. More information will be forthcoming.

UNIFIED SPORTS® AT ITS BEST

By Lou Pear, Director of Unified Sports®

The fall sports season marked the 15th successful season for our Unified Sports® athletes. Through the dedicated service of our school coaches, site directors and volunteers, over 1,500 students were given the opportunity to participate in nine soccer tournaments throughout the state.

In each of these tournaments hundreds of student volunteers performed many valuable services. Our athletes were greeted by 100 students at the Country School in New Canaan as schools marched in the parade of athletes. The Bristol High School Jazz Band played the national anthem and their varsity cheerleaders welcomed all athletes and partners with rousing cheers. At the Cheshire tournament, our referees and score keepers were members of the Quinnipiac women's soccer team. We were also assisted by students from Avon Old

Farms, Conard, Amity Regional and East Hartford High Schools. At the East Hartford High School tournament, there was a special performance by the varsity cheerleaders and the precision dance troupe.

In addition to these special student "fans," we are blessed with the many volunteers from Bob's Stores and ESPN. These adult and sometimes child volunteers take time from their busy schedules to be valuable assistants and enthusiastic fans for our athletes.

On behalf of the CIAC Unified Sports® Team, a heartfelt "Thank You" goes out to all of our volunteers, fans, athletes, and partners. Their participation and support make each event special for all involved. We would also like to wish our Unified Sports® family best wishes for a happy holiday season as we begin preparing for the winter basketball tournaments.

CONNECTICUT SPORTS TV NETWORK DEBUTS

The Connecticut Sports Network (CTSN), a combined effort of WFSB and CPTV, was officially launched on December 1st with a press conference featuring Governor M. Jodi Rell and UConn's women's basketball coach, Geno Auriemma. CTSN will provide the state's cable television viewers with a 24-hour channel featuring high school and college sporting events, special programming and news.

Governor Rell lauded the initiative for its "commitment to cover the broadest range of scholastic sports and to complement its event programming with community-oriented and educational content."

Auriemma compared the launch with the initial broadcasts of UConn women's basketball on CPTV many years ago. "There's a huge appetite out there for the genuine excitement of scholastic athletics and it's wonderful that the state will now get to see our future stars at the high school as well as the wider college level. We all look forward to the success and growth of this network," Auriemma said.

CIAC Executive Director Mike Savage stated, "CTSN is a milestone for high school sports in Connecticut. There are many extremely talented teams and individuals who will now have an opportunity to regularly showcase their talents on television."

While Comcast is the initial broadcast partner, other Connecticut cable systems are in discussions with CTSN to pick up the channel. During the year ahead, CTSN plans to cover hundreds of high school and college games in 14 different sports ranging from college basketball to high school field hockey.

In its first month of operation, the network will broadcast replays of CIAC championship games in boys' and girls' soccer, volleyball, field hockey and football.

CTSN General Manager Tony Meliso said the network will show high school basketball and hockey in the winter season. He also said the network plans to offer sports-oriented community and educational programming such as a talk shows, coaches' shows and news shows.



At the Unified Sports® Middle School Soccer Tournament held in Cheshire on October 14th, members of the Quinnipiac University women's soccer team (above) serve as volunteers while unified athletes from New Haven (below) take a dinner break courtesy of Subway.



BEHAVIOR POLICIES FOR ATHLETES - CAN THEY BE ENFORCED LEGALLY?

By Lee Green

Reprinted from *High School Today*, October, 2008

Background

In recent years, both the content and implementation of student-athlete behavior policies have been challenged in court on a variety of grounds. The policies in question generally establish rules for student-athletes regarding academic performance, conduct during practices and games, the use of alcohol and drugs, standards related to grooming and dress, and other aspects of behavior associated with sport and school. Generally, the grounds on which student-athlete behavior policies have been challenged fall into five general categories.

First, the student-athlete suspended from athletics participation often asserts that his or her due process rights have been violated. The basis of this constitutional argument is a claim by the student-athlete that participation in school sports is a property right and that both procedural and substantive due process is mandated before any deprivation of that property right occurs.

Second, behavior policies are often challenged using another constitutional argument - the assertion of an equal protection violation. In such cases, the suspended student-athlete claims that the code of conduct intentionally or incidentally distinguishes between classes of persons based upon discriminatory criteria such as race, ethnic origin, religion or some other suspect basis and, as such, violates the Fourteenth Amendment's Equal Protection Clause.

Third, student-athlete behavior policies are consistently challenged for allegedly containing provisions that are unreasonable or arbitrary. This non-constitutional issue, rooted in administrative law standards for determining the validity of school rules and regulations, requires an analysis as to whether the specific component of the policy that resulted in the suspension of a student-athlete is rationally related to the effective operation of the school or its athletics program. If violation by a student-athlete of the code of conduct would have no detrimental effect on the mission and goals of the school or its athletics program, the policy generally is considered arbitrary and unreasonable.

Fourth, rules and regulations governing conduct may implicate constitutional issues of student free speech, free expression and free association. The student-athlete who is suspended from athletics participation for violating

grooming or dress standards, or wearing a prohibited tattoo, or posting banned materials on a social networking Web site, or being present at a party where others are drinking alcohol will often use the First Amendment's Free Speech Clause or Free Association Clause as his or her basis for challenging the school's actions.

Finally, the fifth basis for challenge of student-athlete codes of conduct is one that appears in those cases where the suspended student-athlete suffers from some form of disability and argues that the Americans With Disabilities Act and related disability legislation mandates that an exception should be made to the behavior policy because of the individual's disability.

Case Law

In a 1988 case, *Palmer v. Merluzzi*, a U.S. District Court evaluated the claim by a high school football player that his suspension from athletics participation violated his constitutional rights related to due process and equal protection and contravened the administrative law requirement of reasonableness.

Daniel Palmer was a starting wide receiver on the Flemington (New Jersey) Hunterdon Central High School varsity football team. Related to his enrollment in a broadcasting course, he also worked at the high school radio station. After the discovery of evidence of beer consumption and marijuana use on school grounds at the radio station, Palmer admitted his involvement to school administrators. In addition to a 10-day suspension from school, Palmer was suspended from all activities, including his participation on the football team, for 60 days.

In his federal lawsuit against the school district, Palmer first alleged that his due process rights had been violated when he had been suspended from activities without proper notice and a hearing. In evaluating the claim, the U.S. District Court stated "the Fourteenth Amendment to the United States Constitution prohibits state action which deprives 'any person of life, liberty, or property without due process of law.' The threshold question in this case is whether Daniel Palmer's interest in participating in extracurricular activities programs rises to the level of a property interest protected by procedural due process." On this issue, the District Court ruled that "students do not have a federally protected property right in extracurricular activities. The great majority of state and feder-

al courts which have considered this issue have reached a similar conclusion."

Palmer's second claim was that his equal protection rights had been violated because no other student had ever received a penalty of equal magnitude for the offense in question. On this issue, the District Court concluded that "Palmer's suspension was rationally related to enforcing the legitimate goal of ensuring compliance with school drug policy" and that "even severe penalties on student extracurricular participation do not violate principles of equal protection where the penalties are pursuant to legitimate school goals and are not discriminatory in nature" (do not disproportionately impact students of particular races, ethnic origins or religions).

Palmer's third claim was the non-constitutional, administrative law argument that the school's behavior policy and its specific application to his situation were arbitrary and capricious. On this issue, the District Court found that "while the penalty was severe, it reflected an approach to dealing with a complex social problem that is not irrational. Palmer's argument that defendant's conduct was arbitrary and capricious ... is without merit." The court's decision reflects the deference that courts nationwide generally accord to student codes of conduct so long as those policies are rationally related to legitimate educational goals and the effective operation of the school.

In a 2002 case, *Killion v. Franklin Regional School District*, a Pennsylvania high school student was suspended from athletics participation after he created his own version of a David Letterman-like Top Ten List which "dissed" the school's director of athletics. The list was created by the student at his home on his private computer and was distributed to his friends through e-mails to their homes. Hard copies of the list eventually made their way to the school via third-hand and fourth-hand recipients of the e-mail version.

The student filed suit in United States District Court challenging his suspension on free speech grounds. The District Court, although recognizing that schools may regulate student speech if it is school-sponsored (e.g. the student newspaper) or disrupts the educational process (e.g. actual disruption on school property), held that the suspension violated the student-athlete's freedom of speech as guaranteed

continued on page 13

... more ciac news

Behavior policies, continued from page 12

by the First Amendment to the U.S. Constitution. Because the list was not created on school property or distributed via school computers and because the list in no way disrupted the educational process, the District Court concluded that there was an insufficient connection for the school to have jurisdiction to regulate the speech in question.

The Killion case illustrates that courts will strictly scrutinize any attempt by schools and athletics programs, including the use of provisions in codes of conduct, to regulate purely off-campus speech by student-athletes. Although cases dealing with free speech issues related to student postings on social networking Web sites such as MySpace or Facebook have not yet been decided at the level of state Supreme Courts or U.S. Courts of Appeal, the Killion case indicates that regulation by schools of purely off-school-grounds conduct may be legally suspect.

Finally, numerous cases have established the principle that codes of conduct will be applied to student-athletes with disabilities in the same manner as such policies are applied to all student-athletes. In *Maine School Administrative District No. 1*, an administrative law case heard by the U.S. Office for Civil Rights in 2002, the OCR upheld the dismissal of a student with a learning disability from his basketball team for violating team rules regarding attendance at practice sessions, ruling that students with disabilities are not exempt from codes of conduct, so long as there is not a direct causal connection between the disability in question and the failure to comply with team rules. Similarly, in *Shelby County Alabama School District*, another 2002 OCR decision, the agency upheld the dismissal from the volleyball team for bad behavior of a student with learning disabilities because her disabilities were unrelated to the bad behavior and similar penalties had been imposed on other players in the past for similar offenses. Such cases illustrate that student-athletes with disabilities are not exempt from the mandates of codes of conduct as long as those policies are applied in a non-discriminatory manner.

Lee Green is an attorney and a professor at Baker University in Baldwin City, Kansas, where he teaches courses in sports law, business law and constitutional law. He may be contacted at Lee.Green@BakerU.Edu.

MOST POPULAR NICKNAMES IN CT HIGH SCHOOLS

- Panthers (10 schools)**
- Indians (9)**
- Falcons (8)**
- Bulldogs (7)**
- Eagles (7)**
- Warriors (7)**
- Wildcats (7)**
- Tigers (6)**
- Rams (5)**
- Spartans (5)**

National coaching report stresses need for qualified coaches

By Matt Vachlon

The National Coaching Report was released in early August by the National Association for Sports and Physical Education (NASPE) in partnership with the National Federation of State High School Associations (NFHS) stressing the importance of qualified coaches for every athlete. It was released prior to the start of the 2008 Summer Olympic Games because many Olympians' positive athletic experiences were the result of the influence and impact of their coaches.

More than 50 million children under the age of 18 participate in organized sport programs and the purpose of the report was to educate the American public about the training and qualifications currently required to coach athletes whose quality sport experience is of No. 1 concern.

The findings indicated that 84 percent of states have a coaching education requirement, but in some states, the requirement only applies to positions such as head varsity coach (Idaho), head coach (Minnesota), paid coach (New Hampshire), first-time coach (Alabama and Texas) and non-faculty coach (Alabama and Texas). Of the states that require coaching education, 15 states exempt individuals who have a teaching credential, regardless of the subject area that they teach.

Jody Brylinsky, Ph.D., professor of sports studies at Western Michigan University, and chair of the National Coaching Report Task Force, presented the results at a press conference at the National Press Club in Washington, D.C.

"The National Coaching Report clearly illustrates the need to increase the quality of training adults receive prior to engaging in coaching responsibilities," Brylinsky said. "It serves as a resource and advocacy tool for developing policy and legislation that requires coaching education."

NASPE is providing a full copy of the report online at its Web site at www.naspeinfo.org/coachingreport.

Matt Vachlon is a fall semester intern in the NFHS Publications/Communications. Reprinted from High School Today, October 2008.

DID YOU KNOW?

- ❖ In 2006, approximately 57.3 million children under the age of 18 participated in organized sport programs.
- ❖ In the 2005 youth sports national report card, conducted by the "Citizenship Through Sports Alliance," coaching received just a grade of C-.
- ❖ The National Federation of State High School Associations estimates that of the one million adult coaches in the public schools, only a few have received formal coaching education.
- ❖ Interscholastic sport participation by boys has increased 10.2% since 2001.
- ❖ Interscholastic sport participation by girls has increased 47.7% since 1991.

FALL 2008 CIAC SPORTS CHAMPIONS

■ GIRLS FIELD HOCKEY

Champion *Runner-up*

Class L: Simsbury/Stamford - CO-CHAMPS

Class M: Darien Wilton

Class S: New Fairfield Granby Memorial

■ BOYS SOCCER

Champion *Runner-up*

Class LL: Farmington Glastonbury

Class L: Wethersfield East Lyme

Class M: Ellington Granby Memorial

Class S: Old Lyme/Somers - CO-CHAMPS

■ GIRLS SOCCER

Champion *Runner-up*

Class LL: Trumbull Cheshire

Class L: Wilton Joel Barlow

Class M: St. Joseph Nonnewaug

Class S: Immaculate St. Bernard



Crowmwell High School - Class S Football Champions

■ BOYS CROSS COUNTRY

Champion *Runner-up*

Open: Danbury Shelton

LL: Danbury Shelton

L: Amity Conard

MM: Daniel Hand Darien

M: Tolland New Fairfield

SS: Weston Canton

S: Bolton Thomaston



2008 CIAC Girls' XC State Open Championships, Wickham Park
(c)2008 Ron Knapp, MySportsResults.com

■ GIRLS SWIMMING

Champion *Runner-up*

Open: Greenwich Cheshire

LL: Greenwich Cheshire

L: Farmington Pomperaug

M: Wilton Darien

S: East Catholic Luralton Hall

■ GIRLS VOLLEYBALL

Champion *Runner-up*

Class LL: NFA Fitch

Class L: Darien Torrington

Class M: RHAM Jonathan Law

Class S: Coventry Morgan



■ GIRLS CROSS COUNTRY

Champion *Runner-up*

Open: Glastonbury Guilford

LL: Glastonbury Norwich Free Academy

L: E.O. Smith Simsbury

MM: Guilford Wilton

M: New Fairfield Griswold

SS: East Hampton Ellington

S: Portland Old Lyme

■ FOOTBALL

Champion *Runner-up*

LL: Glastonbury Cheshire

L: Masuk Newington

MM: New Canaan Darien

M: Brookfield Ledyard

SS: New London Seymour

S: Cromwell Ansonia

CAAD News & Notes

■ 2009 CAAD AWARD RECIPIENTS ANNOUNCED

The Connecticut Association of Athletic Directors announced the 2009 CAAD Awards recipients who will be honored at their annual conference March 26, 2009 at the Rocky Hill Marriott. Congratulations to: Distinguished Service Award Recipients- Dave Johnson, Bunnell High School and Paul Hoey, CIAC; Award of Merit Recipient- John Krot, Killingly High School and Meritorious Service Award Recipient Brad Steurer from Norwich Technical High School.

■ STRATEGIC PLANNING COMMITTEE TO ADDRESS CONCERNS

The CAAD Board has appointed a sub-committee to address concerns from the membership which surfaced in last year's statewide survey. The committee has been diligently working to propose a 5 year strategic plan to the board of control by its January meeting. Topics being discussed to improve the Athletic Director position are: lack of time, respect by other educators, secretarial help, out of control parents, political interference, budgets, professional development, facility improvements and pay to play. The committee is comprised of Chairperson -Jeff Sunblade, Avon, CAAD Executive Director - Fred Balsamo, Past Presidents - Barbara Startup, John Shukie and Chip Dorwin, Current CAAD President Ray DeAngelis, Emmett O'Brien Technical, and President Elect Trish Wtikin, Glastonbury. A formal proposal of the 5 year plan will given to the membership at the annual conference on March 26, 2009.

■ 2008-09 CAAD SPORTSMANSHIP AWARD ANNOUNCED

Cheshire High School (CHS) is this year's recipient of the CAAD Sportsmanship Award for providing a rival school with support and comfort during a difficult time. The entire athletic community in Cheshire rallied to support Amity High School last year following the death of two athletes. For its unselfish actions, the CAAD Board voted unanimously to present CHS with the honor. Pictured below left to right are: Judy Gallagher, CHS principal; Emily LaRonde, CHS student; Reginna Wrenn, CHS student; Lauren Chin, CHS student; Steve Trifone, CHS athletic director; Fred Balsamo, CAAD executive director; Kathleen DeVlyder, CHS student; Kimberly Silva, CHS student; Katie Liberopoulos, CHS student; and Katherine Shidler, CHS student.



THE BOILED FROG SYNDROME

By Randy Bates, CAA

Reprinted from *Interscholastic Athletic Administration/Spring 2008*

A career in high school athletic administration can be a very rewarding experience. Our profession is filled with those who truly have a passion for fostering sound values in young people through athletic opportunities in our schools.

In my 25-year career, I have noticed something happening to far too many of my colleagues. Some suffer, at times, with a feeling of what I call "The Boiled Frog Syndrome." Perhaps, you have heard about how to cook a frog. It goes like this: place a frog in a large pot of warm water on a cold stove - frogs like water. Next, light the flame and adjust it gradually. As the temperature gradually rises, the frog hardly notices. The frog boils to death without even realizing that it is in danger.

Burnout is very similar. It comes on so gradually that a person may not recognize what has happened. But with awareness and action, we may be able to rebound.

What is Burnout?

Burnout can be defined by the appearance of several symptoms, including irritability, anger, fatigue, anxiety and apathy. Unlike stress, burnout is not necessarily caused by having too much to do. Having a great deal to do is the nature of athletic administration. Rather, burnout is a result of an accumulation of demands combined with many unsuccessful attempts to resolve the demands. The prolonged stress and unrelenting fatigue lead to exhaustion, detachment from our work and cynicism toward activities and people. Over time, passion begins to wane, commitment lessens and work is no longer as rewarding as it once was.

Burnout happens to highly passionate and successful individuals who are committed to achievement and meaningful work, but who have encountered numerous obstacles that simply outmatch their resources. The life of today's athletic administrator is filled with countless checklists, fund-raising projects, parental complaints and liability issues to address. It is no wonder we find burnout among our ranks. However, with some understanding of the signs and conditions of burnout, one can help dispel the myth that it happens only to people who lack enthusiasm and commitment. Burnout affects people who are highly motivated, intelligent, hardworking and idealistic.

Stages of Burnout

Burnout occurs in progressive and prolonged stages over time. There are three definable stages of burnout: emotional exhaustion, depersonalization and reduced personal accomplishment. Not all persons will experience all of the stages at one time.

- *Emotional Exhaustion:* Burnout is marked by accumulated fatigue. A warning sign of exhaustion is the inability to get a good night's sleep. Some will resort to sleeping aids. Those who continually wake up feeling tired and find that additional rest and relaxation do not leave them feeling restored may be experiencing an early stage of burnout.
- *Depersonalization:* In this second stage, people react by distancing themselves from their work and others. They may experience feelings of anxiety and tension. Their pleasure in life diminishes and they feel overwhelmed. Often times, they have less patience to face obstacles that they successfully overcame in the past. Sometimes, people in this stage can recuperate if given a prolonged time for rest combined with activities that help them reconnect with passions, goals and dreams. Unfortunately, for athletic administrators, such prolonged rest periods rarely occur. Lunch breaks may be filled with solving problems. Evenings are spent supervising events every night of the week. Summer vacations consist of preparing for the next sport seasons, in addition to doing household chores, making neglected home repairs and keeping postponed medical appointments. The lack of restorative rest, along with increasing demands, can lead to the last stage of burnout.

continued on page 16

... more caad news

Frog, continued from page 15

• **Reduced Personal Accomplishment:** Those in the third stage of burnout show specific behavioral changes. Individuals in this stage withdraw from social situations and express more negative feelings than in the past. They no longer care. Comments may become overly critical and cynical. Productivity and accomplishments decline, often along with self-esteem. Persons in this stage of burnout may feel disconnected from their work and the world in general. They feel paralyzed by an apparent lack of options. This is not a pleasant stage for them and those around them. Athletic administrators in this stage are perceived as negative and generalize about "kids these days" or "parents these days." These individuals were not always negative in their viewpoints; they felt great passion and hope, but they now feel overwhelmed, unappreciated, discouraged and perhaps even trapped. During this stage of burnout, many athletic administrators resign, retire or develop health problems.

Strategies to Fight Back

Burnout is a progressive condition that worsens over time. If a person is in any stage of burnout, it is wise to take action quickly. By following several tips, one can begin to restore the passion and hope destroyed by burnout.

- **Revisit Your Goals.** Does the way you spend your time and energy reflect your true goals and values? We often find ourselves reacting to a series of seemingly urgent situations. To maintain perspective, you need regular reflection time. Although daily reflection may not be realistic, schedule monthly appointments with yourself, away from the office, to revisit your goals and evaluate how you are spending your time and energy.
- **Plan Time for Professional Development.** Burnout created seemingly insurmountable challenges, but continuous growth and development can provide additional skills and tools to meet those situations. One of the best methods to combat burnout is participation in the NIAAA Leadership Training Courses provided at state and national conferences. The LTCs have proven tools one can use to overcome many of the challenges we all face. Just the realization that one has new tools to work with can give a feeling of hope.

- **Recognize Impossibilities.** Athletic administrators are educators who are trained to believe they can make a difference, that all things are possible and that their leadership is vital to their school's success. We as educators do need vision and dedication, but we also need to know the limits of our abilities. It is impossible to make every coach and parent happy. It is impossible to reason with unreasonable people. It is impossible to have the perfect response to every situation. Possibilities emerge when people recognize what they can control and change. Steven Covey calls this working in our sphere of influence.
 - **Have Limits.** Being a public servant does not mean that you must endure verbal abuse. Although our rights are limited, we should extend and receive basic courtesies. When dealing with conflict, revisit issues that you have previously addressed. Don't let pride or fear prevent you from setting limits.
 - **Keep a Positive Attitude.** Attitude is everything. Remaining positive in the face of shrinking budgets, unrealistic expectations and hounding parents can be very challenging. Who are the most positive people you know at your school? Surround yourself with these people. Get out of the office and visit practices. Talk to coaches about the good things that are happening on their teams. Limit your time with people or situations that seem to drain you. Spend some time each day focusing on what is good and positive. Read uplifting literature, watch humorous movies, choose your friends wisely, and find some time for fun.
 - **Take Time for Yourself.** We all know that good nutrition, rest and exercise are essential. Nonetheless, we often neglect ourselves because we are constantly attending to others. Ask yourself, how much sleep do I need and how much am I getting? Am I skipping meals or dining from the concession stand? Everyone needs occasional breaks. Take a stroll around your campus or school neighborhood. Get some fresh air and sunshine. Learn deep-breathing techniques. Take an occasional afternoon off. Vacations and extended weekends can help you gain a new perspective. Learn to delegate some duties to make it happen.
- "Boiled Frog" symptoms sneak up on you. By becoming aware of the symptoms of burnout and by applying some of these strategies suggested, perhaps you can avoid becoming a boiled frog.

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