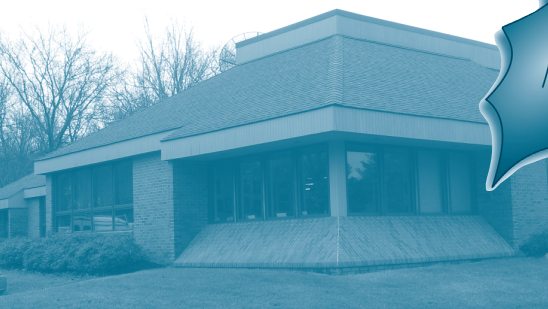


- Affiliated with:
- National Federation of State High School Associations
 - National Association of Secondary School Principals
 - National Middle School Association
 - National Association of Elementary School Principals



BULLETIN



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SCHOOL IN HAITI SOON TO BE A REALITY

CAS is pleased to announce that the statewide fundraising effort launched earlier this year following the devastating earthquake in Haiti raised more than \$165,000. The fundraising concluded on October 30th.

The relief effort was organized in conjunction with the Governor's office and all monies collected have been earmarked for building and equipping a modern, earthquake resistant school in Haiti.

"The generosity of students, parents, teachers and staff in schools across the state will undoubtedly better the lives of schoolchildren in Haiti," said Governor Rell. "Every penny we raised over the past 10 months will help - thanks to students in school systems from across the state. As soon as we launched this fundraising effort earlier this year, the response from Connecticut schools was incredibly overwhelming and heartwarming and their willingness to help Haitian schoolchildren their age carried over into the new school year. I am proud of all of them."

Connecticut schools across the state held different kinds of fundraising activities, collected spare change and encouraged people in their respective communities to make a donation to this special effort.

continued on page 7

A HOLIDAY MESSAGE

Editor's Note: *Waterford High School Principal Don Macrino wrote the following message to his staff at the outset of the 2009 holiday season. The sentiments are perennially fitting and no doubt applicable to the staff members of all of our member schools.*

If you are looking for goodness, you needn't look farther than here. I share the image that I see everyday as I walk through this school.

At Waterford High any student may attend. You need not qualify by aptitude, physical ability, race, religion, or social station. And our students represent the full gamut. Some come from loving homes, some from homes with no love at all. Some are wealthy, while others have very little. Some of our students are brilliant, while others struggle with the simplest academic challenge. We have gifted athletes, and we have students who will never walk.

Everyday they come to us. And, regardless of how we feel, what is going on in our own home, or how thin our patience, we give to them. We teach them; we walk for them; we care for them when they are not well; we feed them; and we steer them through difficult times. We have an opportunity everyday to make a difference and we do.

In the warmth and comfort of your home over this holiday break, take pleasure knowing that the kindness, the counsel, and the knowledge that you give to each of your students will positively effect their lives.



"Everyday our students come to us. And, regardless of how we feel, what is going on in our own home, or how thin our patience, we give to them. We teach them; we walk for them; we care for them when they are not well; we feed them; and we steer them through difficult times."

MEMBERS SCHOOLS INVITED TO HONOR VOLUNTEERS ON MARCH 15TH!

The Connecticut Association of Schools invites its members to participate in the CAS Volunteer Recognition Banquet to be held on March 15, 2011, at the Aqua Turf Club, Southington. This event affords member school administrators an opportunity to give public recognition to parents or other volunteers who have made major contributions to their schools. Contributions may include volunteering, service to the school, chairing committees, PTA/PTO involvement, organizing events and fundraisers, etc.

Given past trends, it is expected that a large number of schools will participate. An early response will ensure a better seating location. Member schools are encouraged to take advantage of this opportunity to say "thank you" to those deserving individuals who make their schools a better place for students.

Registration will be available starting the week of January 3, 2011 on the CAS website at casciac.org/register.

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: The holidays confuse me. This year, a fourth grade teacher asked her students to write an essay on what the holidays mean to them, and one of the students went on and on about her personal devotion to Jesus and how she has accepted Him into her heart. The teacher is posting the essays on the classroom wall, but she didn't post that one because it has such a strong religious message. I supported the teacher's decision, and now the student's mother and pastor are all over me. Aren't we obliged to keep religion out of the classroom?

- Wall of Separation

A. DEAR WALL: I am afraid that you have gotten carried away. The First Amendment does provide that the government shall not establish a religion. However, it also protects free speech, and the teacher inappropriately censored this student's individual speech on the basis of its religious content. The rule is that school officials must be neutral in matters of religion. The essay is the individual work of the student, not religious expression promoted by school officials. Accordingly, the teacher should not have refused to post it simply because it described the student's religious beliefs.

Q. DEAR MAILBAG: I have a problem that most principals would envy. One of the parents in my school is quite wealthy, and he has offered to upgrade our media center to a state-of-the-art facility by giving us \$25,000! When he made the offer, I eagerly accepted and even offered to name the new media center after him and his family. This would be a wonderful thing for our school and our students. However, now I am having second thoughts. Do I have anything to worry about, or can I just accept this generous gift?

- Cautiously Grateful

A. DEAR GRATEFUL: The statutory duties of your board of education include the duty to provide "an appropriate learning environment for its students which includes . . . (2) equitable allocation of resources among its schools." Conn. Gen. Stat. § 10-220(a). Here, this parent's largesse could indeed cause a problem for you and the school district. In assessing compliance with this requirement, your board must consider all resources, whether they are provided by public funds or through donations. Here, this large gift could well cause an inequitable allocation of resources among the district's schools. Given this concern, decisions whether to accept such gifts must therefore be made on a district-wide basis. You should confess promptly to your superintendent.

Q. DEAR MAILBAG: I am dealing with a crazy parent, and when we meet, I am careful to take notes so that I can refute whatever fabrication the parent makes up about our meeting. My note-taking has not escaped this parent's attention, and now when he says particularly outrageous things, he points his finger at me and tells me to "write that down," which of course I do. Now, this parent has filed an FOI request asking for copies of all my notes of our meetings. As far as I am concerned, the notes are accurate, but I would rather not give him a copy. Do I have to?

- Careful Scrivener

A. DEAR CAREFUL: Most records you create within the scope of your employment are public records subject to public disclosure. However, the Freedom of Information Act exempts "preliminary drafts or notes" from disclosure under certain circumstances. The Appellate Court has ruled that this exemption applies to such personal notes because it would impede the work of public employees if they could not take private notes at meetings. If you have not shared your notes with others, but rather simply took the notes as a memory aid, you do not have to disclose those notes pursuant to an FOIA request.

ct news & notes

■ Nominations Sought for Neag School of Education Alumni Society Awards:

The Neag School of Education is seeking nominations for the annual Neag Alumni Society Awards. The 13th annual awards dinner will be held on Saturday, May 14, 2011. The Alumni Society has established a number of awards, which will be given at the dinner. In addition to the *Distinguished Alumni Award* which is selected by the Neag faculty, there are seven other prestigious awards that the Alumni Society also recognizes. You are invited to nominate individuals for the other awards, which will be given at the awards dinner. Nominations are due Jan. 14, 2011. For more information, visit http://www.education.uconn.edu/alumni/alumawardnoms_2011.cfm.

■ CAS Opens Nominations for Distinguished Friend of Education Award:

The Awards and Recognition Committee of CAS is accepting nominations for the 2010 Distinguished Friend of Education Awards. Nominations for this award must be submitted electronically via the CAS-CIAC website. The Distinguished Friend of Education Awards, established in 1983, honor a person and an organization or corporation for outstanding service to education in Connecticut. If you wish to nominate an individual or an organization/corporation for these prestigious awards, please complete the nomination form on-line at http://www.casciac.org/nominate_dfe.shtml by January 7, 2011. Nominations must be submitted and/or endorsed by the building principal. There is a limit of one nomination per principal. For additional information, including award criteria, visit casciac.org/go?211.

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

- Douglas Sloan, Editor, Teachers College Record

national news & notes

■ According to new guidance released last month by the U.S. Department of Education's office of civil rights, certain types of harassment rooted in sexual orientation or religious differences may be a federal civil rights violation, even though members of those groups are not specifically protected in federal law. For example, harassment of gay, lesbian, bisexual, or transgendered students may be a form of gender stereotyping and therefore a federal offense, the department said. Federal civil rights law also protects against harassment of religious groups "based on shared ethnic characteristics." The department offered some cases as examples in its "Dear Colleague" letter sent to schools, colleges, and universities. In one instance, a gay high school student was harassed because he did not conform to stereotypical notions of how teenage boys are expected to act or appear. Because the student identified as gay and because the harassment was homophobic, the school did not recognize the discrimination as being covered under Title IX. That is incorrect, the department said. "It can be sex discrimination if students are harassed either for exhibiting what is perceived as a stereotypical characteristic for their sex, or for failing to conform to stereotypical notions of masculinity or femininity," the letter said. With religion, the department said in its letter, "...harassment against students who are members of any religious group triggers a school's Title VI responsibilities when the harassment is based on the group's actual or perceived shared ancestry or ethnic characteristics, rather than solely on its members' religious practices." The department cited an example of anti-Semitic harassment of a Jewish student, and also an incident in which two non-Jewish students were subjected to anti-Semitic insults based on ethnic stereotypes.

■ A new study by the National Institutes of Health reports that victims of cyberbullying feel more depressed than victims of face-to-face bullying. Researchers relied on surveys of more than 7,000 children in grades 6-10 in 2005, well before recent news of suicides allegedly stemming from online harassment. The report found that students who are victims of bullying online or by text message feel more isolated, dehumanized, and helpless during the time they are bullied than students bullied in person. Researchers also suggest that traditional face-to-face bullying and cyberbullying are not always separate

actions, but often one leads to the other. This study follows a prior report that revealed cyberbullying as most prevalent from 6th to 8th grade. Sources: *Washington Post* (9/21/2010) and *Journal of Adolescent Health* (9/22/10)

■ While farm-to-school food movements have sprouted up nationwide in an effort to get more fresh fruits and vegetables into students' meals, a new study from the University of Minnesota determined that such programs also aid local economies. The research found that if every school in a five-county region purchased just one locally sourced meal per month, the economy would gain \$20,000. Larger purchases of foods such as apples, beef hot dogs, cabbage, carrots, and other products could return up to \$430,000 to local farmers every month – enough to support two or three full-time farms. Source: *Associated Press* (9/22/10)

■ A National Institutes of Health study reports that school interventions that address middle school students' eating and physical activity habits may help keep them from getting type 2 diabetes. Researchers conducting the HEALTHY study collected data from 42 middle schools across the nation with high percentages of high-risk students (ethnic minorities and/or low income). Results of the study, published in the June 27, 2010 issue of the *New England Journal of Medicine*, show that in schools using the study interventions, the students most at risk for developing type 2 diabetes (the most overweight) were 21 percent less likely to be obese at the end of the eighth grade than students in the control group schools. However, the overall student populations in both the control and intervention schools saw a 4 percent decrease in the number of overweight students. Source: *Pittsburgh Post-Gazette* (7/7/10)

■ A new report from Bellwether Education Partners shows that, nearly two years after the American Recovery and Reinvestment Act (ARRA) provided more than \$100 billion in stimulus funding for public education in the United States, the net impact on school improvement is still undetermined. The report looks at whether the ARRA saved and created education jobs, prevented program cuts, and spurred a major education overhaul, as had been intended. Bellwether concluded that districts used stimulus money

primarily to maintain spending levels in the face of state and local budget cuts. However, some districts also used ARRA funds concurrently to move forward with reforms, particularly in the area of human resources. According to the report, "The ARRA has played an important role in closing district budget gaps created by state and local revenue losses, sustaining education spending, and saving jobs. But that success in closing state and local budget gaps is only temporary; districts will face even greater pain once funds go away." The report, *Conflicting Missions and Unclear Results: Lessons from the Education Stimulus Funds* can be downloaded in its entirety at http://bellwethereducation.org/wp-content/uploads/2010/11/Bellwether_Conflicting-Missions-Unclear-Results.pdf.

Massachusetts Study Links Obesity to Income

A study by the Massachusetts Department of Health has linked economic class to how much a person weighs. The height/weight study of about 11,000 students from school districts statewide found students from poorer districts were consistently heavier than those in more affluent school districts. For instance, 47 percent of students in Lawrence, one of the state's poorest cities, are excessively overweight, while only 10 percent of students in the wealthier Arlington community were found to have the same problem. "Impoverished, and especially inner-city, communities are almost optimally designed to promote obesity," said Dr. David Ludwig, director of the Optimal Weight for Life Program at Children's Hospital Boston. "At the same time, those communities make physical activity either inconvenient or dangerous." Overall, the study reported that approximately 17 percent of students in the state are overweight and another 17 percent are obese, which is near the national average for these categories. Sources: *Boston Globe* (9/9/10), *The Status of Childhood Weight in Massachusetts, 2009*

... more national news & notes

■ A new report by America's Promise Alliance shows some of the first signs that America is reducing the number of students who drop out of high school. Nationwide, "dropout factory" high schools -- where 40 percent or more of the students fail to graduate -- fell by 13 percent, from 2,007 in 2002 to 1,746 in 2008. Most of the reduction in these schools occurred in the South, with Texas reducing its number by 77. Georgia, Alabama, and Tennessee eliminated or improved 20 or more. Tennessee and New York led the nation by boosting graduation rates 15 and 10 percentage points, respectively. More than half of all states -- 29 in total -- increased statewide graduation rates substantially from 2002 to 2008. Only three states lost ground: Arizona, Utah, and Nevada. The report highlights four case studies of success: Tennessee; Alabama; New York City; and Richmond, Indiana. Common elements to this success include strong leadership with clear graduation-rate goals; multi-sector collaboration guided by data; commitment to innovation and continuous improvement; technical assistance for evidence-based solutions; and raising expectations, improving policies, and increasing student supports. The report can be accessed at www.americaspromise.org/Our-Work/Grad-Nation/Building-a-Grad-Nation.aspx. (Source: *PEN Weekly Newsblast*, 12/3/2010)

■ Nationally, there is an almost \$500 billion shortfall for teacher pensions, with a growing gap for which taxpayers will ultimately be responsible. In New Jersey, Illinois, and Connecticut, for example, unfunded liabilities for teacher pensions alone are more than \$3,000 per state resident.

■ The results of the most recent National Assessment of Educational Progress (NAEP) show that twelfth-grade reading and math scores have improved in the past four years. Between 2005 and 2009, 12th graders' average reading scores rose two points, from 286 to 288, on a 500-point scale. While higher than in 2005, the latest reading scores are four points lower than those in 1992. Students performing at or above the "proficient" level rose from 35% in 2005 to 38% in 2009, although those figures are still lower than 1992 levels. One-quarter of high school seniors, however, are still reading below NAEP's "basic" level. On the math part of the exam, average scores rose three points between 2005 and 2009, from 150 to 153, on a 300-point scale. A greater proportion of students scored at or above the proficient level than four years earlier -- 26% compared with 23% in 2005. More than a third of 12th graders remain below the basic level.



COMING TO A MEETING AT CAS? BRING A TOY!

Over the next few weeks the CAS office will be holding a toy drive, collecting new unwrapped toys for donation to needy children. If you are coming to the office for a meeting prior to the holidays and would like to contribute you're welcome to leave a toy in the collection box in the main lobby area.



IMPROVING STUDENT PERFORMANCE *The Time is Now!*
NASSP CONFERENCE
FEB. 24-27, 2011 • SAN FRANCISCO, CA

Bring your leadership team to the NASSP Conference! Develop strategies for building leadership capacity, enhancing school culture, and improving student performance. The conference is ideal for principals, assistant principals, teacher leaders, and superintendents and district leaders to:

- Learn from renowned speakers Diane Ravitch, Bill Daggett, and Linda Darling-Hammond
- Hear firsthand how a diverse group of schools is achieving success in the *Breaking Barriers* School Showcase
- Connect with educators who are facing similar challenges through strands targeted to the middle level, assistant principals, urban issues, and technology
- Discover new products and services from NASSP exhibitors who offer tailored solutions for your school challenges
- Work with facilitators to develop a specific work plan to take back to your school or district.

Your team will leave rejuvenated and motivated to achieve the goals you set for improving your school.



Diane Ravitch



Bill Daggett



Linda Darling-Hammond

Register today! Discounts available for teams and advance registration.
www.nasspconference.org

2011 Official Conference Sponsors:



IMPORTANT REMINDER

All member schools are required to annually update their school information in the online CAS membership database. To date, only 28% of our members have done so. It is vital that we keep our membership data as current as possible. This allows member schools to take full advantage of the benefits of CAS membership and ensures that our online membership directory information is up-to-date. **Please keep in mind that if we don't have the correct e-mail address on file for the building principal, he/she will miss out on important news and announcements.**

To access the on-line membership database visit www.casciac.org and click on the blue "Member Login" icon in the upper left hand corner of the page. A pop-up dialogue box will appear requesting a "school number" and "login ID". Once access is gained, simply click on the "Edit Membership Directory Data" link (first bullet).

All member school principals should have received an e-mail containing their school number and login ID for accessing the on-line membership database. Principals who did not receive this message should contact Karen Packtor at 203-250-1111, ext. 3910 or kpactor@casciac.org. Visiting the on-line membership database also provides principals with an opportunity to review and sign off on the CAS membership agreement for the 2010-2011 year. Acceptance of this agreement is a requirement of CAS membership.

CAS LAUNCHES NEW UNIFIED ART PROGRAM

In keeping with the goals of the long-running Unified Sports® program, CAS has expanded its efforts to foster inclusion and integration through the newly established Unified Art program. Unified Art is designed to provide collaborative opportunities in the visual arts for school-aged children with and without intellectual disabilities. Participating students will be paired in two-person teams to create artwork which will be showcased in community settings. Mediums include but are not limited to drawing, painting, printmaking, fibers, ceramics, sculpture, photography, graphic design and digital media. The experience of engaging in Unified Art sessions will allow participants to develop artistically as well as socially.

The culmination of the program is an art exhibition which will be held at the Special Olympics Connecticut summer games. Each Unified Art pair will submit one collaborative work. In addition to all artwork submitted by individual teams, participating schools will be given the opportunity to create a collaborative canvas to which all of their Unified Artists contribute.

For further information about this exciting new program, please contact CAS-CIAc Unified Art Coordinator Barbara Horn, bhorn@casciac.org.

FOUR MEMBERS HONORED FOR SERVICE TO CAS



Left to right: CAS Deputy Executive Director Karissa Niehoff; Sue Homrok-Lemke; George Synnott; Loraine Giannini; Sally Biggs; and CAS President Kit Bishop.

HIGH SCHOOL WORKSHOP ON SOCIAL NETWORKING

The CAS High School Board is sponsoring a workshop on social networking on January 26, 2011 at 3:30 p.m., at the CAS office in Cheshire. Attorney Tom Mooney of Shipman & Goodwin, LLP will present a legal perspective on issues relating to social networking, both for adults and students. Dealing with these issues has become a constant challenge facing high school leaders. Registration for this free workshop is open to high school principals and assistant principals. Visit www.casciac.org/register. Numbers will be limited.

At the CAS Fall Conference held at the Hartford Marriott Rocky Hill in October, four member school principals - two active, two retired - were honored for their long-term contributions to the association. One administrator received a CAS Letter of Commendation and three were presented with the prestigious CAS Citation, the association's highest honor. The following individuals were recognized:

- **SALLY BIGGS**
Principal, Hartford Magnet Middle School
- **LORAIN GIANNINI**
Retired Principal, Elmer Tienes-Mary Hall School, Marlborough
- **SUE HOMROK-LEMKE**
Principal, Henry James Memorial School, Simsbury
- **GEORGE SYNNOTT**
Retired Principal, Berlin High School

In presenting the awards, CAS President Kit Bishop stated, "Throughout its history, CAS has relied heavily upon the volunteer efforts of its members in the trenches who are willing to add onto their everyday professional responsibilities by serving in key positions within the association. Their efforts are vital to the success of the association and necessary if we are to maintain our standards of excellence. While there are literally hundreds of administrators who devote their time and energy to serving CAS each year, there are always a few outstanding individuals who display an extraordinary level of commitment to and involvement in our work."

Photo courtesy of CAS' official photographer, Grynn & Barrett Studios



CDA ATTENDANCE A RECORD IN NOVEMBER

By Everett Rutan, Executive Director, CDA

The Connecticut Debate Association (CDA) had its largest draw ever when 340 debaters from 28 schools journeyed to Amity and Westhill high schools for the November tournaments. The topic was "Resolved: Developing nations should privatize their water systems," a variant of the broader issue of whether free enterprise or state direction provides the best path for development out of poverty.

The Amity varsity final round was won by the Amity team of Arian Jadbabaie and Emily Feng, supporting the Affirmative against the combined team of Lisa Vickers from Cromwell and Mary Harrison from Nonnewaug. This was the first time a team of two debaters from different schools who had not met prior to the tournament reached the final round.

The Westhill varsity final round was won by the Wilton team of Michael

Kaelin and Ben Marchi, also supporting the resolution, against the Joel Barlow team of Henry Knight and Sam Torchio.

The October tournaments at the Academy of Information Technology and Engineering (AITE) and Westhill in Stamford attracted 180 debaters from 18 schools. The topic was, "Resolved: The US should legalize the sale and use of 'illicit' drugs," a very timely topic given the increased drug-trade violence in Mexico. The Staples High School team of Rubel and Harris won the varsity final round at AITE, while the Westhill team of Krowitz and Jepsen won at Westhill.

Our next tournaments are scheduled for December 11 at King School in Stamford and Pomperaug High School in Southbury. Complete results for all tournaments as well as invitations for upcoming tournaments can be found at the CDA website, <http://ctdebate.org>.

CAS EXEMPLARY EDUCATOR AWARD

Every school in Connecticut has a number of outstanding professional educators, including classroom teachers, counselors and specialists. The purpose of the CAS Exemplary Educator award is to give public recognition in Connecticut and nationally to a CAS member school educator at the elementary middle level and high school who exemplifies the profession. Nominations may be made by any present or former member of the school staff, or by district central office personnel. The educators chosen will receive recognition in the media, in CAS publications and at a CAS-sponsored ceremony in their communities.

To download an application, visit our website at: www.casci-ac.org. Click on "Awards and Recognition Programs;" select the appropriate level; click on "Teachers" and scroll down to "Click here to download an application."

**Applications will be accepted until
February 28, 2011.**



CT High School Leadership Week

"Go Figure"

60

High Schools who participated in the half-day workshops during Nov. 1-5

1

Keynote presenter, Bob Tryanski, widely recognized as one of America's top speakers for his commitment to student activities.

1277

High school students who attended the week's workshops

888

Miles traveled by CAS Assistant Director Dave Maloney during the week

4

Host schools who partnered with C.S.A.C. on afternoon programs

2

Middle Schools, Sage Park & Smith, who held afternoon assemblies as part of the program.

72

Percent of girls who made up the roster of participants

3

Consultants, Sarah Jones, Joyce Niestemski and Arlene Salvati, who launched the newly developed student leadership curriculum at the workshops.

\$15.

Paid by each participant for three hours of awesome instruction on 21st century leadership skills

5

Host schools – Bethel, Newington, Griswold, Lewis Mills & Hillhouse – who graciously opened their buildings for morning workshops

"Cooperation is the thorough conviction that nobody gets there unless everybody gets there."

- Virginia Burden Tower

BRISTOL'S IVY DRIVE SCHOOL SELECTED AS CAS ELEMENTARY SCHOOL OF THE YEAR

By Regina Birdsell, Assistant Executive Director

The Connecticut Association of Schools has selected Ivy Drive Elementary School in Bristol as Connecticut's 2010-2011 CAS Elementary School of the Year. Ivy Drive is truly a collegial learning community that serves approximately 400 children from kindergarten through fifth grade. It houses the district's medically-fragile program and a district preschool speech and language program. Each day, everyone works diligently to further the school's mission, to perform at optimal levels, and achieve the school's high standards and expectations.

When notified of the award, Ivy Drive Principal Rosie Vojtek was ecstatic. "WOW! What a tremendous honor for the Ivy Drive School Community!", said Vojtek. "I am so proud to be able to work with such a talented and dedicated faculty and staff. I have known since the first day I walked through the doors of the school in 1999 that Ivy Drive was a special place. It is awesome to be recognized and celebrated for doing what we all love to do - helping students learn, grow, and achieve."

Vojtek went on to say that "Our school wouldn't be the great place it is without the help and support from our parents. All we have to do is ask and they are at our school selling pencils to support field trips, making copies, working in learning centers, planning enrichment activities, listening to children read, and organizing fun family events." Vojtek added, "But, what I love best about the school is how happy the students are. They come to school eager to learn. They walk through the halls with smiles on their faces; and each day they really do strive to *Be The Best They Can Be*."

Bristol Superintendent Dr. Philip Streifer shared his excitement in hearing the news of Ivy Drive's selection. "It's distinctive. So many schools are worthy, and we are so pleased Ivy Drive has been selected as CAS



Ivy Drive School's students and staff form a rainbow.

Elementary School of the Year. The staff has a fundamental and relentless focus on instruction. They continue to succeed with all the challenges presented to them. We see that in their NCLB reports as they achieve at high levels. The school is an exemplar in its ability to integrate technology into the learning process."

Dr. Streifer praised the tremendous parent involvement in the school. "The parents are actively involved in and connected to the school. Community engagement is readily on display each day, night and weekend. It's a great school."

The criteria used to judge the school included the following:

1. Providing an educational program conducive to meeting the needs of all of its students;
2. Providing student opportunities that go beyond those that are part of the typical school day;
3. Providing educational programs that are consistently reviewed and improved;
4. Providing an atmosphere that welcomes participation from all constituencies;
5. Playing an active role in the community; and,
6. Encouraging strong parent-school involvement.

Under the leadership of Principal Dr. Rosie Vojtek, the school has provided educational programs conducive to meeting the needs of all of its students. The school's sense of community, its outstanding programs, its level of academic achievement, and the overwhelming positive feeling one enjoys

at Ivy Drive School have made it the choice for the Connecticut Association of Schools' Outstanding Elementary School of The Year Award.

Ivy Drive School received its award at the Connecticut Association of Schools Elementary Program Recognition Banquet held at the Aqua Turf Club in Southington on November 22, 2010.

Haiti, continued from page 1

"The dream to build a school in Haiti will soon be a reality," said CAS Executive Director Mike Savage. "What a gratifying feeling to know that, thanks to all the wonderful donations made by school children of Connecticut and their families, thousands of children of great need will be given the chance to better themselves and their environment."

Brother's Brother Foundation, the charitable organization which partnered with CAS to build the school in Sri Lanka following the devastating tsunami in 2004, and Food for the Poor, another international relief agency, have agreed to match donations dollar for dollar. Therefore, all funds that CAS collected will be tripled. An architectural firm has been engaged and preliminary plans for the new school have already been drafted. The school will serve approximately 1,500 students and will be constructed in an area of Port-au-Prince which is less vulnerable to earthquakes. The anticipated completion date is late spring, 2011.

GUIDING PRINCIPLES: *Essential Standards for the Effective School Leader*

By Vincent Federici

Just as teachers are the "lead learners" in their classrooms, school administrators are the "lead learners" among the broader academic community they supervise and serve. Effective leaders adhere to a philosophy of excellence and achievement for everyone in their learning community and seek to make non-negotiable best practices a reality in their schools.

Effective school leaders must seek out and implement reliable, research-based instructional practices that will support students in their quest for intellectual growth and development. In their book *Reframing Organizations*, Lee Bolman and Terrence Deal speak to the corporate examples of companies working smarter, not harder, when it comes to achieving success and sustainability. Although schools do not resemble factories, we do need to provide teachers with the metaphorical "tools" and techniques to be effective and achieve measurable student growth. Like students, teachers will not grasp concepts or exhibit measurable results by simply reading a book or watching a video on professional development topics. It is critical to foster the same productive and healthy learning environment for teachers provided to students in our classrooms.

Professional development cannot be accomplished in a monthly workshop; it is a process on a broader continuum which can be equated to the observation cycle. Much like teachers, supervisors must cultivate a learning environment among their faculty and provide clear rationale for the existence of observation cycles. [Supervisors must] conduct extensive training and open discussions among all members of the school community about what excellent teaching looks like and what it means for a teacher...to meet a high standard.¹ A skillful supervisor works with teachers, observes strengths and challenge areas, communicates and sets goals and monitors progress. This is congruent to effective classroom practice that yields results.

Effective school leaders provide targeted and strategic professional development through research-based approaches with an ultimate goal of the faculty using instructional best practices and becoming experts in their application. Supervisors need to be visible in the classroom and should expect experienced faculty to learn and be able to use the best of what newly trained professionals are bringing to the district. Set time lines for learning, establish criteria for successful performance, provide choices and support, follow contract

guidelines and confront the professional honestly if the work is not done.² Some additional data sources to assess teacher performance can be gathered during lesson observations within the observation cycle. The evidence of best practices application will be clear, as the observation cycle gives opportunities to address professional development topics in an authentic instructional setting. The similarities between developing teacher performance and improving student performance are striking, yet we often see administrators abandon these principles when it comes time to deal with their faculty. True professional development is not a one-off entity. It must be planned based on current data, it must be deliberate and it must be ongoing. As a result, there should be measurable growth among teachers reflected in student achievement data which goes beyond a single standardized test.

Student discourse, collaboration and cooperation lead to increased engagement, understanding and investment. These are non-negotiable standards for many teachers as they should be for all school leaders. Supervisors must provide opportunities for teachers to collaborate in professional learning communities throughout the year to review, reflect on and revise instructional practices and goals. An effective supervisor will have a level of openness and transparency that fosters shared leadership in lateral and vertical staff structures. Bolman and Deal's multi-frame thinking can be achieved on its highest levels when supervisors share leadership. Collaborative approaches minimize the "me vs. them" mentality and help to break down misconceptions and the perpetuation of unsavory behaviors due to frustration, anger or disenfranchisement. Building norms of excellence and deep commitments to student learning require that faculty members give up a certain amount of individual autonomy in service of agreed upon goals.³ Professional Learning Communities (PLC) must be established as a non-negotiable, yet be flexible enough to meet the needs of a particular community. These needs, of course, must be directly related to student achievement and be data driven.

Effective school administrators collect and use data to drive decision-making and instruction. In schools that boast high levels of student achievement, data teams operate as part of the PLC block where grade level expectations are analyzed, student objectives are developed and clarified, baseline data is gathered and a short cycle instructional plan

is created. Student progress is assessed with authentic data collected at the end of the cycle. From there, this data is analyzed again and instructional strategies are developed and fine tuned for the future. Teachers' skills must be developed in the same way! Specific facts and unanswered questions based on data allow teams to focus on something other than vague fears and perceptions of hopelessness. Data can help teams of people to set clear, attainable goals and pursue those goals with precision and tenacity.⁴ Supervisors and teachers must work together to determine these instructional goals and plans for implementation in the classroom. The supervisor must also have evidence of implementation and effectiveness through the teacher observation cycle. Simply put, effective supervisors should expect the same growth and achievement from faculty as they do from students for students are the beneficiaries of improved teacher performance and accountability.

Decision making by school leadership must be guided by Federal, state, local and district policies. Supervisors work directly with human beings with rights, needs, diverse learning styles and equally diverse backgrounds. There is a delicate balance that must be struck between having high expectations and expectations that are unattainable, and perhaps a violation of agreed upon working conditions. At the same time, supervisors have an obligation to both their students and their teachers, and development of one cannot come at the expense of the other. The 3-Cs of Control, Competence and Conviction may be the best tools to remedy these problems on an administrative level.⁵ Some might be tempted to classify these Cs as "weapons in a battle against teacher attitudes" and not tools, but skillful supervisors do not "fight" with their faculty. They are all on the same side. Instead, it is important to use political, human resource and symbolic frames of thinking to improve attitudes or come to consensus on difficult issues. As a last resort, the structural frame can be used to illustrate vertical hierarchy and compliance. Isn't a sledgehammer a useful tool, too, when one needs it?

A view of supervision might be best summarized as follows from *The Skillful Leader*: Skillful leaders create cultures that reject "good enough" and "getting by." They seek worthy challenges to care about and pursue. By paying attention to a collection of "gaps" between present and desired student and adult performance, leaders signal that the work of

continued on page 9



STATE OF CONNECTICUT DEPARTMENT OF EDUCATION



SERIES: 2010-2011
CIRCULAR LETTER: C-S

TO: Superintendents of Schools
Executive Directors of State-Approved Nonpublic Special Education Programs
Executive Directors of Regional Educational Service Centers (RESC)
State Education Resource Center (SERC)

FROM: Mark K. McQuillan Commissioner of Education

DATE: December 1, 2010

SUBJECT: Guidance Targeting Harassment Outlines Local and Federal Responsibility

On October 26, 2010, the United States Department of Education, Office for Civil Rights issued a very significant "Dear Colleague" letter. This letter emphasized "that some student misconduct that falls under a school's anti-bullying policy also may trigger responsibilities under one or more of the federal antidiscrimination laws enforced by the Department's Office for Civil Rights (OCR) ... by limiting its response to a specific application of its anti-bullying disciplinary policy, a school may fail to properly consider whether the student misconduct also results in discriminatory harassment."

The letter responds to recent, high-profile instances of bullying and harassment that led to student suicides and OCR's year long review of federal antidiscrimination statutes, regulations and case law. The letter warns that school districts that fail to appropriately identify, thwart and remedy bullying and harassment risk violating federal civil rights laws and losing federal funds. The full text of this letter, along with a fact sheet, can be found at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>.

I urge you to ensure that your school personnel are fully informed of this guidance. For further information and resources, please go to <http://www.sde.ct.gov/sde/>. Under Quicklinks, click on "Bullying and Harassment." If you have any questions, please contact Dr. William A. Howe at 860-713-6752 or by e-mail at william.howe@ct.gov or Dr. Jo Ann Freiberg by e-mail at joann.freiberg@ct.gov or by telephone at 860-713-6598.

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Principals, continued from page 8

excellent teachers is never done. In public and private speech, leaders make it clear that children's needs are driving the push for instructional improvement. They establish, in effect, the moral imperative that helps give the entire organization conviction.⁶

In these days of declining student achievement, the answer is not just to expect more from students, but to expect more from teachers as well. Skillful supervisors are just as critical to those they supervise as good teachers are in classrooms, and will ensure that teachers are equipped to maximize

student performance at all levels and in all locales. Teaching and educational leadership are not mutually exclusive; they are actually identical in many ways.

Vincent Federici is a fifth grade teacher at Eli Terry School in South Windsor, Connecticut and a student in the University of Connecticut Administrator Preparation Program (UCAPP). He is a former assistant dean of students, director of judicial affairs and director of alumni relations at Hofstra University.

Notes:

1. Platt, Alexander D. *The Skillful Leader: Confronting Mediocre Teaching*. Acton, MA: Ready About, 2000. p. 32
2. Ibid. p. 28
3. Ibid. p. 29
4. Ibid. p. 27
5. Ibid. p. 29
6. Ibid. p. 28

Bolman, Lee G., and Terrence E. Deal. *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey Bass, 2008.

ciac news

■ Of the fifty states and the District of Columbia, only fourteen state athletic/activities associations sponsor a girls' state championship in field hockey. Thirty-four of the fifty-one state associations conduct their football championships at one neutral site.

■ A U.S. Court of Appeals for the Fifth Circuit (LA, TX, MS) three-judge panel has ruled that a Texas school district did not deprive a high school student of any due process property interest; nor did it violate the student's equal protection or free speech rights when school officials removed her from the cheerleading squad for refusing to cheer for a member of the boys basketball team, whom she had accused of sexually assaulting her. The panel concluded that because students possess no constitutional right to participate in extracurricular activities, the student was not deprived of a protected property interest in violation of her due process rights under the Fourteenth Amendment. It also rejected her equal protection claim because there was no showing that the school officials were motivated by her gender. Lastly, the panel held that her removal from the cheerleading squad for refusing to cheer did not implicate her free speech rights because as a cheerleader her speech was school speech, not private student speech. (Source: *NSBA Legal Clips*, November 18, 2010)

■ The National Women's Law Center filed complaints against 12 U.S. school districts where district data showed a double-digit gap between the percentage of female students and the percentage of female athletes. According to the complaint, that gap is 33 percentage points in Chicago high schools, the highest among the cited schools.

Suspension of athletes at Massachusetts high school over hazing incidents defended

A number of education and athletic associations have expressed support for Needham High School officials' decision to suspend members of the school's girls' soccer team for allegedly hazing younger teammates. The suspended students are accused of blindfolding freshmen on the team, leading them around on dog leashes, and smashing pies in their faces, according to a school official.

Although Needham Public Schools Superintendent Dan Gutekanst declined to provide details about the alleged "initiation ritual" of new players, he defended the actions taken against the students. "I would say that the high school principal has acted with fairness, humility, and accountability," Gutekanst said in a telephone interview. Gutekanst confirmed that the team's coach has been placed on paid administrative leave for the duration of the season, but he declined to comment on the number of students suspended, other than saying that there were more than two and that some were suspended for as long as five days. He added that none of the students, as far as he knows, were injured during the alleged hazing.

Among those supporting the school's actions is Tom Scott, executive director of the Massachusetts Association of School Superintendents. "These events have to be handled firmly and directly," he said, adding, "It's not just the students directly involved; it's the whole culture of the school. Everyone is watching how the adults are going to respond, and if the adults don't send a message with some degree of severity, it's as if they're condoning it." Glenn Koocher, executive director of the Massachusetts Association of School Committees, said, "The only thing I can say is that hazing is a form of bullying."

According to Paul Wetzel, a spokesman for the Massachusetts Interscholastic Athletic Association, schools have increasingly cracked down on hazing over the past decade. He also noted that his association runs a mandatory program for all first-year coaches and alerts them to the dangers of hazing.

The suspension of the girls before their state tournament game outraged parents so much that some asked a judge to allow their children to play in the matchup against Brockton. The judge refused, and the team lost 7-1. They played without their coach. A number of players' parents claim the incident has been misrepresented as hazing, when it was nothing more than an initiation ritual, and accuse school officials of overreacting.

Police Chief Thomas Leary said his officers are investigating the hazing allegations. David Traub, a spokesman for the Norfolk district attorney's office, declined to say whether charges would be filed. The state's 25-year-old anti-hazing law applies to secondary schools and carries a penalty of up to a year in prison and a \$3,000 fine. The law defines hazing as "any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person."

(Source: *Boston Globe*, 11/11/10, By David Abel and Erica Noonan, *NASBE Legal Clips*, November 18, 2010)

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THE BULLETIN

Published monthly except July, Aug. and Sept. by the CT Association of Schools at 30 Realty Dr, Cheshire, CT, 06410. Phone: 203-250-1111. Third class postage paid at New Haven, CT. Permit #561. POSTMASTER: Send address changes to -- BULLETIN, 30 Realty Drive, Cheshire, CT 06410.

... ciac news

VIRGINIA STATE ASSOCIATION IMPOSES BAN ON ENERGY DRINKS

The Virginia High School League (VHSL) has instituted a ban on the consumption of energy drinks by VHSL athletes during practice and competition. The VHSL Executive Committee voted 24-2 in favor of the policy, which went into effect immediately.

The new rule, which prohibits the use of popular drinks such as Monster and Red Bull, was instituted due to concerns about potential safety and health issues including adverse side effects, potentially harmful interactions with prescription medications, or positive drug tests.

The policy is modeled in part on the position statement of the National Federation of State High School Associations (NFHS) regarding what not to drink during exercise. Energy drinks are high in caffeine, and the NFHS states that such beverages produce a "high risk of dehydration associated with excess urine production, or decreased voluntary fluid intake." Further, the NFHS states that energy drinks are not regulated by the FDA, and "thus, the purity and accuracy of contents on the label are not guaranteed."

The NFHS reported in 2006 that "more than seven million adolescents reported that they had consumed an energy drink."

Electrolyte-replacement drinks such as Gatorade and PowerAde and soft drinks are not banned under the new policy. Members schools found to be in violation of the new rule will be penalized with an initial warning.

(Source: *High School Today*, November 2010)

UNIFIED SPORTS® NEWS

By Lou Pear, Director of Unified Sports

■ Unified Sports Host International Leadership Summit

This year's Unified Sports Leadership Summit will not only bring athletes and partners together to share school-based successes but will host Special Olympics leaders from 17 states and the the District of Columbia as well as regional officers from other countries. Students from Cheshire High School will explore ways to prepare for leadership roles after high school, while Middletown High School will feature a workshop on "Spreading the Word to end the Word." The newly formed Youth Activation Council (YAC) will focus on leadership objectives which were recently demonstrated at the National Special Olympics games and conferences in Nebraska. Additional workshops will address school diversity, disability awareness and leadership for the 21st century.

As an additional feature to this year's summit, Unified Sports coaches and advisors will have the opportunity to hear how to create and maintain a climate of respect in their schools. Dr. JoAnn Freiberg, CT state department consultant and Jenni Newberry will present an overview of the newly revised "Get Into It" curriculum. Special Olympics leaders will take part in the CAS/CIAC/SOCT Youth Leadership Summit and will hold their three day conference here with the goal of developing a better understanding of the CT model of sports participation, youth leadership and award recognition. The CAS and SOCT staff will be called upon to set the agenda as leaders from around the world look to duplicate the CIAC/SOCT partnership.

Beau Doherty will keynote the Special Olympic Conference as he focuses on the history of Unified Sports and how it has the potential to change attitudes and change lives for a wider population around the world. He will focus on the importance of corporate sponsorships for sustainability and will show how a school-based model can grow an existing successful Special Olympics program.

Kevin Nathan, Channel 30 sportscaster, will be the master of ceremonies for the Youth Activation Leadership Summit and will share his support for the Connecticut Unified Sports program. As you can see, this years summit has a top rate line up with the hope of expanding Unified Sports programs in Connecticut and worldwide!

■ Middletown High School Teachers Recognized

This fall has been extremely rewarding for the Unified Sports® coaches from Middletown High School. They received the American Disability Act Coalition's Award for outstanding leadership and recently were awarded the Project Unify's Learning and Leading Grant. Kelly Griffin, an English teacher, and Liz Mancini, a social studies teacher, are in their third year as Unified Sports Coaches. In their second year, they held a "Spread the Word to End the Word" campaign at their high school. Over 1,200 staff and students participated. The ADA Coalition read about this school-wide initiative and commended it to its board of directors. Liz and Kelly were warmly welcomed and enthusiastically recognized for their dedicated work at a recent ADA Coalition awards luncheon.

In addition to this special honor, Liz and Kelly are the recipients of the 2010-2011 Project Unify Learning and Leadership Grant. This \$2,000 grant will be used to expand the leadership initiatives at Middletown High School to continue to change attitudes and change lives. Their Unified Sports team has enjoyed a successful soccer season. These two coaches will be presenters at the upcoming CAS/SOCT Youth Activation Leadership Summit. Congratulations on jobs well done!



Special Olympics

UNIFIED SPORTS®

... more ciac news

NEW ADA REGULATIONS IMPACT SCHOOL SPORTS PROGRAMS

by Lee Green

The ADA's 20th Anniversary

On July 26, 2010, as the nation marked the 20th anniversary of the Americans with Disabilities Act (ADA), President Barack Obama announced the issuance of new regulations clarifying the application of the law. In particular, the revisions address the ADA Standards for Accessible Design, a component of the statute which directly affects school sports programs and athletics facilities.

Enacted in 1990, the ADA requires reasonable accommodations in employment, in activity participation rights, in transportation, and in access to facilities for persons with physical or mental disabilities. Initially, the law defined "disability" as any condition that substantially impairs one or more major life activities, and the Congressional Record from the date the ADA was signed into law by President George H.W. Bush indicated that 43 million Americans suffered from a disability as so defined.

In 2008, the ADA's definition of disability was revised to include chronic health conditions such as cerebral palsy, diabetes, cancer and epilepsy, resulting in an expansion of the number of covered Americans to an estimated 54 million.

Although most of the 2010 ADA revisions take effect on March 15, 2011, compliance with the new ADA Standards for Accessible Design does not become mandatory until March 15, 2012. The full text of the new rules, along with fact sheets identifying key components of the regulations applicable to renovation or new construction of recreation or school sports facilities, is available at www.ada.gov/regs2010/ADAREgs2010.htm.

Key Changes Pertaining to School Sports Facilities

The following is a non-exhaustive list of some of the ADA accessibility revisions applicable to school sports facilities such as gymnasiums, stadiums, playing fields, weight rooms, locker rooms and athletics common areas.

- **Areas of Sport Activity:** The 2010 regulations require at least one accessible route to sports facilities, elements and spaces on the same site and an accessible route to connect the boundary of each area of sport activity such as courts and playing fields, whether indoor or outdoor. An accessible route is a pathway that provides reasonable ingress or egress for an individual in a wheelchair or a person with a motor skill impairment. Details regarding the required width, slope, ground surface characteristics and other technical specifications of accessible routes are available in the full-text ADA Standards for Accessible Design at www.ada.gov/stdspdf.htm.
- **Accessible Routes to Press Boxes:** The 2010 standards require that all areas of newly designed and constructed press boxes and altered portions of existing press boxes be accessible. However, two exceptions were added that exempt small press boxes that are located in bleachers with entrances on only one level and small press boxes that are free-standing structures elevated 12 feet or more above grade, when the aggregate area of all press boxes in a sports facility does not exceed 500 square feet. The Justice Department anticipates that these two exceptions will significantly reduce the economic impact on smaller sports facilities such as those associated with many high schools.
- **Public Entrances:** The 2010 revisions require at least 60 percent of public entrances to sports facilities to be accessible; therefore, if two

public entrances are planned for a newly constructed or renovated facility (as is typically required by local building and fire codes), both must be accessible.

- **Wheelchair Spaces and Companion Seats:** The 2010 regulations require assembly areas with 501 to 5,000 traditional fixed seats to provide at least six wheelchair spaces and companion seats, plus one additional wheelchair space and companion seat for each additional 150 seats (or fraction thereof) between 501 and 5,000. In assembly areas with more than 5,000 traditional fixed seats, at least 36 wheelchair spaces and companion seats are required, plus one additional wheelchair space and companion seat for each additional 200 seats (or fraction thereof) in excess of 5,000. The 2010 standards also include detailed rules regarding line of sight and dispersion of wheelchair spaces, the specifics of which are available at www.ada.gov/stadium.pdf.
- **Wheelchair Requirements in Team or Player Seating Areas:** The 2010 revisions require that at least one wheelchair space be provided in each team or player seating area serving locations of sport activity. For bowling lanes, the requirement for a wheelchair space in player seating areas is limited to lanes required to be accessible.
- **Locker Rooms:** The 2010 regulations establish new accessibility requirements for dressing rooms, fitting rooms and locker rooms with the primary change being a new provision mandating clear floor space alongside the end of any seating in the rooms (e.g., beside the short axis of any benches between rows of lockers). This requirement applies only to new construction and renovations, not to already-existing locker rooms.
- **Exercise Machines and Equipment:** The 2010 revisions require that at least one accessible version of each type of exercise machine or equipment is provided and that an accessible route is established to at least one of each type of exercise machine or equipment. Clear floor space must be provided so that an individual with a disability or an individual in a wheelchair is able to use the accessible machine or equipment. Details regarding the clear floor space requirements and the accessible exercise machines and equipment requirements are available in Section 236 of the 2010 standards at www.ada.gov/regs2010/ADAREgs2010.htm.
- **Golf Facilities:** The 2010 regulations require an accessible route to connect all accessible elements within the boundary of the golf course, including golf cart rental areas, bag drop areas, tee boxes, putting greens, weather shelters and practice areas. The accessible route requirements will be met by providing adequate golf cart passage, assuming all ADA specifications for width and curb cuts are met.
- **Play Areas:** The 2010 standards require that accessible ground surfaces, access routes, and ground and elevated play components must be provided in newly designed or renovated playground areas. Numerous play area technical requirements and exceptions are set forth in Section 1008 at www.ada.gov/regs2010/ADAREgs2010.htm.
- **Swimming Pools:** The 2010 regulations require at least two accessible means of entry/exit for larger pools (300 or more linear feet) and at least one accessible entry/exit for smaller pools. At least one entry/exit must be a sloped entry or a pool lift, if two are required or provided, the other may be a transfer wall or transfer system.

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IN MEMORIAM

**GEORGE J. FORD, JR.**

Legendary swimming and diving official George J. Ford, Jr., died on December 3rd, leaving behind a legacy of exceptional and distinguished service to Connecticut high school athletics. George's passing is a tremendous loss to the CIAC staff, to his many friends and colleagues, and to the student-athletes whose lives he enriched.

George was the sport of swimming's most respected and senior official in the state of Connecticut. He served as head referee in more league championships, state championships and dual meets than any other official in the state. He officiated more than 3,500 swim meets and assigned referees and judges for more than 30,000 meets.

The founding father of the Connecticut Swimming Officials' Association, he also served as the organization's secretary, recruiter, assigner, rules interpreter and head referee almost up until his death. Joe Tonelli, director of the CIAC Officials' Association, said, "For several decades, George filled all of these roles and much more while demonstrating the highest standards of sportsmanship, ethical conduct, and moral character. He epitomized the ideal qualities we look for in the very best officials that serve high school sports in this country."

George was a prominent figure on both the state and national levels, having served on the NFHS Swimming and Diving Rules Committee, as well as the National Federation Interscholastic Officials Association Board of Directors. George was inducted into the prestigious National Federation of State High School Associations (NFHS) Hall of Fame in 2009.

George was an officials' consultant for the Connecticut Interscholastic Athletic Conference Board of Control for many years. "This is a heavy loss to Connecticut's sports community," said CAS-CIAC Executive Director Mike Savage. "George's commitment to young people, to the values of sport and to the principles of fair play has continued undiminished throughout his long and prodigious career."

**CONNECTICUT COACHING EDUCATION PROGRAM**

An Alliance of the:
Connecticut Interscholastic Athletic Conference
Connecticut Association of Athletic Directors
Connecticut High School Coaches Association

**JANUARY 2011 CEU MODULE OFFERINGS
FOR
COACHES IN NEED OF CEU'S**

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

Thursday, January 20, 2011 -6-9pm

Module 15 - Concussion Management
(satisfies CT Law PA-10-62)

Friday, January 21, 2011 6-9pm

Module 8 - Strength & Conditioning Design for Athletic Programs

Saturday, January 22, 2011 8:30-11:30am

Module 5 - CIAC Rules & Regulations

Saturday, January 22, 2011 noon-3pm

Module 2 - Communication, Public Relations & Organization

Saturday, January 22, 2011 3:15-6:15pm

Module 10 - Gender Equity & Diversity Training

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

**ALERT TO COACHES:
CONCUSSION CERTIFICATES**

With the recent concussion law, PA10-62, now in full swing, coaches must be made aware that the state department of education is requiring that the "OFFICIAL ORIGINAL" concussion management CEU certificate accompany all renewal and temporary applications for a coaching permit. Please put your certificate in a safe place as we are being overwhelmed with requests to reissue certificates less than a month after they were issued. Reissuing a concussion certificate could take up to a month and delay your application to the state!

... more ciac news

High school injury rates stable; concussions on rise

BY CHRIS GOFF

Injury rates in high school athletics competition have remained constant while the number of diagnosed concussions continues to increase, a study shows. The High School Sports-Related Injury Surveillance Study found that injury rates in the competition of nine major sports have either held steady or decreased slightly over time. However, the proportion of injuries diagnosed as time-loss concussions (those which cost the athlete at least one day of participation) has increased again. The 2009-10 data, released in August, indicate that 14 percent of sustained injuries are identified as concussions, up from 8.4 percent in the 2006-07 survey.

Dr. Dawn Comstock, associate professor of pediatrics at Ohio State University, prepared results of the survey for the National Federation of State High School Associations (NFHS). According to Comstock, concussions that may have gone untreated in the past are now being diagnosed and managed.

"The rise is a little concerning," Comstock said. "But I think that can be attributed to education."

The NFHS estimates 140,000 athletes suffer a concussion each year. Ongoing public awareness campaigns and stricter concussion guidelines help, but Comstock said concussion rates may have yet to peak.

Though injury rates varied among the 20 sports included in the survey, 16 sports featured higher rates in interscholastic competition than in practice. Only girls volleyball, cheerleading, and both boys and girls swimming and diving sustained equal or greater rates of injury in practice.

With the exception of boys ice hockey, the most common diagnosis of injury in every sport was a strain/sprain. Concussions were the leading diagnosis for boys who suffered injury on the ice.

Knees, ankles, and the head or face were frequently nicked body sites in most sports.

The highest injury rate occurred in boys football, with a rate of 12.7 injuries per 1,000 athletic exposures (AE), where an AE is defined as "one practice or one competition involving one athlete." Boys ice hockey endured the second-highest injury rate at 5.6. The combined rate for the 20 sports included in the study was 1.86 injuries per 1,000 AE.

"Overall, injuries are not alarming in high school sports," Comstock said. "We can never prevent all injuries, but we are doing a good job of keeping our athletes safe."

Comstock said having access to detailed data ensures high school athletics remain healthy.

"Coaches may compare their team's data to the national team data and see discrepancies," she said. "For athletes, understanding the injuries in your sport can aid prevention."

Comstock recommends high school competitors always wear proper equipment and assure that it is fitted properly.

In its fifth year, the surveillance study consists of nine original sports (boys football, soccer, basketball, wrestling and baseball, along with girls soccer, volleyball, basketball and softball). It has expanded to survey 11 additional sports and is now the longest-running sports surveillance study. The data is randomly selected from 100 representative high schools across the country. Certified athletics trainers report the data online each week during the school year. The study is funded by the NFHS as well as a research grant from the National Operating Committee on Standards for Athletic Equipment (NOCSAE).

Chris Goff is a fall intern in the NFHS Publications/Communications Department. He is a junior at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in history.

ADA, continued from page 12

• Ticketing: The 2010 standards provide guidance on the sale of tickets for accessible seating, the hold and release of accessible seating to persons other than those who need accessible seating, the measures required to prevent fraudulent purchase of accessible seating, and the obligations of venue operators to accommodate an individual with a disability who acquired inaccessible seating through secondary ticket markets. Details regarding all ticketing requirements imposed on operators of sports facilities are available in Section 35.138 at www.ada.gov/regs2010/ADAREgs2010.htm.

The School District's Responsibility

If a school district retains an architecture or engineering firm to design and execute renovations or new construction of sports facilities, presumably the architects or engineers will be fully aware of the new ADA regulations and will design facilities that are compliant with the guidelines established by the ADA and the U.S. Architectural and Transportation Barriers Compliance Board. Ultimately, however, the responsibility for compliance lies with the district itself and district personnel should not, at a minimum, make specific inquiries of facility designers to ensure that all ADA requirements have been met. And if a district undertakes renovations or new construction on its own, using its in-house maintenance staff or other forms of "sweat equity" (e.g., coaches, student-athletes or booster clubs making upgrades to sports facilities), the burden will fall wholly on the district to ensure compliance with all ADA mandates.

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 is a member of the High School Today Publications Committee. He may be contacted at Lee.Green@BakerU.Edu.

caad news

2011 CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS, INC. AWARD RECIPIENTS

*CAAD Distinguished Service Award - Inside the Field of
Athletic Administration*

Gary Makowicki - Norwich Free Academy

*CAAD Distinguished Service Award - Outside the Field of
Athletic Administration*

Dr. Carl W. Nissen, MD

NIAAA State Award of Merit
**Leonard Corto - New Britain
High School**

*Robert Duncanson "Meritorious Service
Award"*

**Steve DiVerniero - Eli Whitney
Technical High School**

CAAD Past President Award
Raymond DeAngelis

NIAAA CERTIFICATES OF MERIT (SERVICE AWARDS)

15	Joseph Madaffari	Brien McMahon High School
15	Joseph Monroe	Wolcott High School
15	Elizabeth Remigino-Knapp	West Hartford Public Schools
15	William Ryan	Thomaston High School
20	Jake Palluzzi	Branford High School
20	Robert Roach	Lyme-Old Lyme High School
20	Savas Synodi	Branford High School
20	Chris Webster	North Branford High School
25	Frank Luysterborghs	Jonathan Law High School
30	David Johnson	Bunnell High School
30	Thomas Malin	East Catholic High School

ATHLETIC DIRECTORS: HOW TO KEEP THE PRINCIPAL'S PLATE CLEAN

by Kevin Horrigan

A very wise principal once said that if he had a good secretary, a good custodial/maintenance person and a good athletic director, his life would be easy. With these three individuals in place, the school year would go smoothly and he would be able to remain a principal for a long time.

In the same vein, if you insert a good principal into the formula and keep the other two, for the most part the same would be true for the majority of athletic directors. Hopefully, the athletic administrator has the good fortune to work for a principal who understands the role athletics plays in a school setting, is supportive of him or her on a daily basis, and is someone the athletic director can trust and respect.

Following are some ideas for a school's athletic director to develop a strong relationship

with the principal and to keep as much off of the principal's plate as possible.

In this day and age, everyone in education is busy. Certainly the athletic director has a busy job on a daily, weekly, monthly and yearly basis. Consider what the athletic director has to deal with and compound it times every other group and activity in the school. Add in curriculum, student discipline, a superintendent, a school board, state and national education departments, and parents and more parents, and you get an idea of what the principal is dealing with on a daily basis. Take notice that this list does not even include one's own family.

As with most people, principals love the positives and hate the negatives. The athletic director should involve the principal in as many of the good things going on in the athletic program as possible, let the principal

congratulate the coaches and players, let them be interviewed, let them hand out the awards.

No one likes to deal with the negatives that arise in a job and principals are no different. The athletic director should try to keep as many negatives from reaching the principal's plate as possible.

As President Harry S. Truman used to say, "The buck stops here." If a principal has to take time from his or her busy day to solve athletic department problems, pretty soon the principal will start to regret seeing the athletic director and will not feel good about attending athletic events. Eventually, the principal may get to the point of wondering why he or she hired the athletic director.

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A better situation is for the principal to look forward to visiting with the athletic director. How are the teams doing? How are the coaches holding up? Did we win last night? Are we ranked? Is there anything you need? These are much better questions to have your principal asking on a daily basis.

The school's principal wants basically what the athletic director wants out of his or her coaches – that is, not to be blindsided and for things to run smoothly and efficiently. Athletic directors tell their coaches that no matter how bad something is, they would rather hear it from them first than from someone else. The principal is the same way.

No matter how hard one tries, there are going to be those days when things will go wrong. The principal should not be blindsided and first hear the negative news from someone other than the athletic director. And that "someone" should definitely not be the media. One of the worst things that can happen is for a reporter to ask a school's principal for a quote on something about which he or she knows absolutely nothing.

The athletic director wants his or her principal to be supportive of all individuals in the department. In order for that to happen, the athletic director must be open and honest with the principal.

Many times, the athletic director will prepare the principal for an expected situation, such as a problem with a parent, only to discover nothing ever developed. However, by informing the principal that it might happen, a level of trust was developed.

In those times that a problem does make it to the principal's plate, he or she will be appreciative of the heads-up from the athletic director and that he or she had enough time to prepare an appropriate response to the situation.

In America, most people like a full plate of food; however, when dealing with athletics, whatever the athletic director can keep off of the principal's plate is a good thing indeed.

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