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The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



BULLETIN



FEBRUARY 2010

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MIKE SAVAGE TO RECEIVE NATIONAL AWARD



CAS-CIAC Executive Director Mike Savage has been selected to receive the prestigious National Federation of State High School Associations (NFHS) Citation. An award designed to honor individuals who have made contributions to the NFHS, state high school associations, athletic director and coaching professions, the officiating avocation and fine arts programs, the NFHS Citation is one of the most highly regarded achievements in high school activities.

The 2010 NFHS Citation recipients will receive their awards in July at the 91st NFHS Summer Meeting in San Diego, California.

Editor's Note: The letter below, written by Farmington High School Principal Tim Breslin, was sent home to parents following the death of a young Rocky Hill High School student who was in a fatal accident while en route to a robotics competition at FHS. Dr. Breslin delivers a powerful message about the magnitude of the responsibilities that educators assume and the seriousness of purpose with which they assume them.

FARMINGTON HIGH SCHOOL

10 MONTEITH DRIVE - FARMINGTON CT 06034

PHONE: (860) 673-2514



Dear Parent:

Most likely you know that a student at the Greater Hartford Academy of Mathematics and Science died in a bus accident on I-84 on Saturday morning. In addition, the bus driver, a teacher, and several students from the Academy were injured. They were on their way to Farmington High School, where our robotics team was hosting the Connecticut FIRST Robotics Competition Kickoff.

Students from area high schools, including Farmington, attend the Academy. Although no one from Farmington was on the bus, several Farmington students know the students who were in the accident. The kickoff competition went on as scheduled. Several Academy students who had been on the bus decided to continue with their plans to participate. Counselors from the Academy came to speak with them. Members of the Farmington Robotics Team assisted them throughout the day.

As it happens, the school was full of activities on Saturday. In addition to the kickoff competition, there were basketball intramurals and an invitational wrestling match. At one point, I spoke with a Simsbury parent whose son was a freshman, wrestling for the first time. "This is all new to our family," she said. It occurred to me that any one of you - or I, for that matter - might have said something similar about a new experience that one of our kids was introducing us to. It occurred to me that we raise our children to be independent of us, and these new experiences contribute to that independence. Unfortunately, accompanying that independence is the chance that a child of ours might be hurt.

If you are like me - and I cannot imagine that we are **not** alike in this respect - your worry about your children is never far from your thoughts. In that sense, all parents are alike. So, as I thought about what happened on Saturday, it didn't matter which school the boy who died attended, or which town he lived in. He was a boy whom parents loved and for whom they had great hopes. He was a boy who left them, perhaps casually, on Saturday morning, but who did not return. Whether he was an only child, or one of several, in losing him, his parents have, at least temporarily, lost everything.

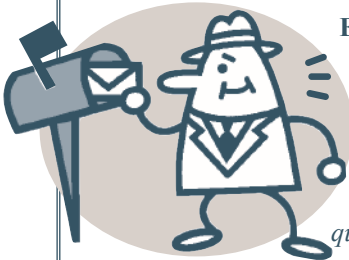
You give your children to us each day in the expectation that they will be safe. I want to assure you that keeping them safe is the responsibility their teachers and I take more seriously than any other. I hope you know that we care deeply about them as students and as human beings, both because of who they are and the joy they bring us, and, also, because we know that to you they are the most important thing in the world.

Sincerely,

Timothy Breslin, Ph.D.
Principal

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: A pit bull of a mother claimed her child is being bullied by an older student. When I investigated, I found that over the last two weeks there were five different times the older student ridiculed her child. I explained to the mom that I certainly could assign the student administrative consequences, but legally it wouldn't be bullying until it happened again because this was the first time it had been reported to any staff. The mother was furious and threatened legal action. Am I interpreting the recent changes to the bullying law correctly?

- *The Bully Police*

A. DEAR POLICE: I would beg to differ with your conclusion, but this situation reflects an unfortunate preoccupation with labels that we have seen with the bullying legislation. The revised statutory definition provides, "'bullying' means 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 committed more than once against any student during the school year." Significantly, this statutory definition does not mention anything about reporting the conduct, and the five separate incidents you identified in your investigation were "committed more than once against any student during the school year." Ironically, while the conduct is thus bullying under the statute, the disciplinary consequence should be moderated given the absence of prior warning. This situation reminds us that the labels are secondary to the underlying facts, which must be reasonably addressed.

Q. DEAR MAILBAG: As a building principal, I am well aware that if there is reasonable cause, we may search a student's locker to determine if a student has brought contraband to school. My question is: does an administrator or teacher who confiscates a cell phone have the right to read a text message? In particular, what if that administrator or teacher felt cheating may have occurred? We did have a teacher take a cell phone from a student in class and read the text message at that time. A test was not going on at that time, and the student's

parent called and complained saying that, while the teacher had the right to ask for the phone, reading the text was an invasion of privacy. What do you think, Legal Mailbag?

- *Color Me Curious*

A. DEAR CURIOUS: It depends. Whenever school officials search a student or his/her possessions, they should have reasonable suspicion that the search will yield evidence of a violation of the law or school rules. Thus, you can search a book bag if you have information to suggest that the student has contraband in it. Similarly, reading a text message is a search, and you should do so only if you have reasonable cause to believe that you will find a text message relevant to a suspected violation of the law or school rules, like cheating. Idle curiosity will not suffice. However, I do note that you may be overly careful about lockers. Whether you need reasonable suspicion to search a locker will depend upon whether students have an expectation of privacy in their lockers.

Q. DEAR MAILBAG: I understand, totally I think, about not keeping student cell phones after they are confiscated (re: December Legal Mailbag). However, our parent/student handbook specifies that we keep the confiscated cells as follows: 1st offense- 24 hours; 2nd- 30 days; 3rd- one year. We require that parents sign off on having read the handbook. If we have a parent sign-off in a particular case, does that change things for us?

- *Keep 'Em Danno*

A. DEAR DANNO: Nice try. When parents acknowledge that they have read your handbook, they do not automatically give up their property rights. You raise a good question, though, because the legal status of the handbook has been the source of confusion. For example, the Little Rock Board of Education reserved the right in its student handbook randomly to search book bags. The court held, however, that constitutional rights cannot be legislated away by administrative fiat. Similarly here, your handbook can say what you want, but the phones still belong to the parents, and they are entitled to receive them back upon request. BTW, do you know how long it has been since Hawaii Five-O was on television?

ct news & notes

OOOOPS!

Due to an error in exporting the BULLETIN mailing list last month, the January issue was initially sent to only half of our members. Once the error was discovered, we did a subsequent mailing to those members who were originally excluded. We apologize to those who received the issue considerably late.

■ At its meeting earlier this month, the state board of education voted to establish an ad hoc committee to examine a comprehensive overhaul of state education funding, including money for magnet, charter and traditional public schools. The committee will be asked to draft recommendations by September, in time to make formal recommendations to the state legislature for the 2011 session. Public schools in Connecticut are paid for through a patchwork of state, federal and local funds, which vary significantly across the array of public schools, from charters to magnets to traditional public schools. Even within the sphere of magnet schools, funding differs based on the region of the state and type of magnet school. "It's a bit of a crazy quilt that we have right now, and we should have a better designed system," said Education Committee co-Chair Rep. Andrew M. Fleischmann, D-West Hartford. "What makes sense is having dollars follow students so the state doesn't end up with too many situations where it is paying more than once for the education of one child," he said. (*Source: "Committee to examine education funding," New Haven Register, 2/4/10*)

■ The study "Projected Population in 2010 for Congressional Districts in Connecticut," conducted by the Connecticut State Data Center in the UCONN College of Liberal Arts and Sciences, indicates that the 2010 U.S. Census will show Connecticut among the first states to experience a forthcoming national trend of an increasingly higher ratio of older people who are dependent on people of working age. With declining enrollment in the public school grades 1 to 12, there also will be an increasingly smaller population entering the workforce while a larger aging population retires to live on a fixed income or retirement benefits. These demographic shifts will lead to a decrease in the income base tax base with a simultaneous increase in the demand and utilization of health care services.

... more ct news & notes

Around the state . . .

■ Enfield seeks 'senioritis' cure:

In Enfield, seniors at Enrico Fermi High School are being offered the chance to win a new car if they participate in a program intended to keep them focused right through to graduation. To be eligible to win the car, they must maintain a B average, have no more than six absences and also complete 40 hours of community service. The community service is a key to the program. School Principal Paul Newton said that if 100 seniors qualify for the car as hoped, they would have contributed 4,000 hours of service. Service was also the goal of the local car dealer who donated the prize, a 2010 Kia Soul valued at \$17,000, according to a Hartford Courant report. At the end of the year, 10 finalists will be picked at random from the students who qualify. Each of them will be given a car key, one of which will start the prize. If the contest is judged successful, the dealer pledged to donate a car next year for Enfield High and to then continue alternating between the two schools.



■ **Text features Berlin board as model:** The Berlin Board of Education is one of 16 panels nationally profiled in a new book on model board practices published by Harvard Education Press. Board President Gary Brochu, who was interviewed for the book, said the inclusion was "affirmation" of the work of fellow board members, according to a Berlin Citizen report. The book titled, "The Essential School Board Book: Better Governance in the Age of Accountability," was written by Nancy Walser, a former member of the Cambridge, Ma. school board. She examined 16 "high-functioning" school boards from across the country that in her judgment offered concrete examples of successful leadership. Among the others were boards in Boston, Norfolk, VA, and LaCrosse, WI.

■ **In Windsor, make-up class is digital:** Windsor High school has inaugurated a program that allows students who fail a subject to take it again, without going back to the classroom. The so-called Credit Recovery Program frees students from having to sit through an entire semester and instead work at their own pace on computer-based instructional programs. According to a Hartford Courant report, the program at Windsor High uses software from PLATO learning for math, English, social studies and science that can be modified to mesh with the school's own curriculum. Windsor first tested an online program from a different vendor in summer school with about 40 students. This year it was expanded to include about 75 students. In the long run, the online remedial lessons should boost the graduation rate by giving students more opportunities to make up lost credits. Principal Russell Sills said about 8 percent of the school's 1,373 students were a year or more behind in the credits needed to graduate. Among other area schools, Hartford's Bulkeley High also has a similar credit recovery program.

(Source: CT Conference of Municipalities)

legal news & notes

■ Earlier this year, the U.S. Supreme Court issued a decision in *Forest Grove Sch. District v. T.A., 129 S. Ct 2484* (2009) in which it ruled that the IDEA does not categorically bar reimbursement to parents who unilaterally place their child in a private school even if that child had not previously received special education services. However, this decision by the Supreme Court was not the end of the story, as the Supreme Court remanded the case to the district court for consideration of the merits of the parents' claim for reimbursement. On remand, a U.S. District Court in Oregon ruled that the parents were not, in fact, entitled to any reimbursement from the school district for their unilateral placement of the student in a private, residential facility. The court cited several key factors in its decision. First, the court concluded that the student had been placed for behavioral and drug problems and not for reasons related to a disability recognized by the IDEA (noting that "it is important to note that the district's responsibility under the IDEA is to remedy learning related symptoms of a disability, not to treat the underlying disability, or to treat other, non-learning related symptoms). Second, the parents had failed to provide adequate notice to the district of their intent to place the student as they did not tell the district about the placement until after the student had already been placed. Finally, the district court noted that the evidence showed that the parents had selected the private school without visiting the school or expending significant effort in researching appropriate schools, and that the evidence indicated that the student was enrolled "for reasons other than his ADHD and depression."

DON'T MISS OUT . . .

... on the exciting **CT FIRST Robotics** events coming soon!



FIRST
Connecticut

FIRST Tech Challenge
Connecticut State Championship
March 6, 2010 • 9:00 AM • Kingswood-
Oxford School, West Hartford

High School student-designed, built and programmed table-top sized robots compete on a 12' X 12' field, shooting balls into on-field and off-field goals in both autonomous and driver-controlled modes.

Northeast Utilities FIRST Connecticut Regional

April 2-3, 2010 • 9:00 AM • Connecticut Convention Center, Hartford
High School student-designed, engineered, machined and programmed automobile-sized robots shoot goals, climb platforms and lift robots on a tennis-court sized soccer-like field.

FIRST Robotics Workshop

March 24, 2010 • 3:30-5:00 PM • CASCAC, Cheshire, CT
Learn the ins and outs of organizing and managing the two FIRST Robotics after-school high school programs--FIRST Tech Challenge and FIRST Robotics Competition. CT FIRST staff and teams from both programs will describe how to start and run the programs, answer questions and demonstrate their robots from 2009 and 2010. Refreshments will be served and travel expenses will be reimbursed. Register on the CASCAC website or email dmaloney@casciac.org.

All events are free and open to the public.

national news & notes

■ As countries struggle with the economic recession, a new report makes a case for the viability of investing in education even in times of financial hardship. The long-term returns for countries that invest in quality education (preK-University) are well documented. The Organization for Economic Cooperation and Development's (OECD) annual report "Education at a Glance" found that the difference in salaries between people with university degrees and those without is continuing to grow in most countries. People with higher education degrees are more likely to have higher salaries, better health and less susceptibility to unemployment. Additional findings show that:

- Compared to a male with a secondary school education, a male with a higher education degree can expect a gross earnings premium over his lifetime of more than \$186,000 USD on average across OECD countries. For a woman with a higher education degree that average is \$134,000 USD.
- The U.S. had the highest earnings advantages - a male graduate can expect to earn more than \$367,000 USD extra over his lifetime and a female graduate more than \$229,000 USD.
- The country with the 2nd highest earning advantage for men was Italy with an average of \$322,000 USD. The country with the 2nd highest earning advantage for women was Portugal with an average advantage of \$220,000 USD.

■ A congressionally-mandated study on the impact of the 2002-2003 Head Start program showed that at the end of one program year, access to Head Start positively influenced children's school readiness, but when measured again at the end of kindergarten and first grade, Head Start children and control group children were at the same level. The study measured the cognitive and social/emotional development, health status, and behavior of approximately 5000 three- and four-year-olds randomly assigned to either a control group or a group with access to a Head Start program. In the wake of the report, Secretary of Health and Human Services (HHS) Kathleen Sibelius announced that her department is now in the process of raising Head Start performance standards; increasing program accountability by only renewing grants for high-quality, constantly improving programs; improving classroom practices by providing higher quality training

for classroom teachers, staff, and program directors; improving technical assistance to grantees looking to improve their programs; and convening a research advisory committee to gather insights from the Head Start Impact Study and other relevant research to ensure continuity of quality programs. See the report at www.acf.hhs.gov/programs/opre/hs/impact_study/reports/impact_study/executive_summary_final.pdf.

■ Last month, the Houston, TX school board gave initial approval to a policy that allows the district to dismiss teachers whose students consistently perform below expectations on standardized tests. The change represents a move to make personnel decisions based more on student learning instead of relying solely on principals' classroom observations of teachers. "I expect the number to go up," said board member Harvin Moore. "But this policy is not going to result in thousands of teachers losing their job. That is the fear being created by scare tactics. That's not what it is about. But we do have an obligation to our children to give them the very best teacher that we can." Recent research from the New Teacher Project, a New York-based nonprofit, shows that even teachers think some of their colleagues are ineffective. In Cincinnati, for example, more than one-third of teachers said a tenured colleague on their campus should be dismissed. And teachers in a large Midwestern district said that, on average, 7.5 percent of the tenured faculty delivered poor instruction. (Source: *HISD moves ahead on dismissal policy*, *Houston Chronicle*, January 14, 2010)

■ A new study from the University of British Columbia (UBC) finds that children who live in neighborhoods with higher rates of poverty show reduced scores on standardized tests seven years later, regardless of the child's place of residence in grade 7. *Science Daily* reports that the study is the first of its kind to compare the relative effects of neighborhood poverty at early childhood and early adolescence. "Our findings suggest that it's not necessarily where children live later in life that matters for understanding literacy in early adolescence -- it's where they lived years earlier," says lead researcher Jennifer Lloyd of UBC's Human Early Learning Partnership (HELP). "Children's reading comprehension may be set on a negative course early in life if children and their families are living in resource-deprived places."

The researchers say it's possible that the socioeconomic conditions of children's early residential neighborhoods exert a strong effect later because acquiring reading skills involves the collective efforts of parents, educators, family friends, and community members, as well as access to good schools, libraries, after-school programs, and bookstores. "Sadly, our findings demonstrate the lasting effect of neighborhood poverty on children's reading comprehension -- highlighting that children's literacy is not simply an important issue for parents, but also for community leaders and policymakers alike," Lloyd says. (Source: *PEN Weekly NewsBlast*, January 29, 2010)

■ A new study by Wilder Research of St. Paul, Minn., undertaken at the behest of Michigan nonprofit Early Childhood Investment Corp., finds that Michigan pre-school programs over the past 25 years are saving the state \$1 billion this year in crime and education costs, as well as contributing to increased state productivity. Michigan school superintendent Mike Flanagan said the study shows the state should spend much more than it does getting pre-kindergarten children ready for school, and suggested that the state and districts consider reducing the cost of school employee benefits and using the savings to expand preschool programs. "In a K-12 system, we spend \$1 billion a grade, but we don't spend anywhere close to that where it would get the biggest bang for the buck." Among the savings cited in the study were a \$220 million savings to public schools because fewer students repeat grades and there is less need for special education instruction; \$584 million less for programs for juvenile corrections, child abuse, and welfare; and \$347 million less in social costs as a result of less crime and substance abuse, as well as increased income for parents. It also affected state unemployment, and boosted work productivity when children enter the workforce. (Source: *PEN Weekly NewsBlast*, January 29, 2010)

■ First- and second-graders whose female teachers were anxious about mathematics were more likely to believe that boys are hard-wired for math and that girls are better at reading, according to a new study reported in *The Los Angeles Times*. The study also found that girls who believed this scored significantly lower on math tests than their peers who didn't. The gap in test scores was

... more national news & notes

not apparent in the fall when kids were first tested, but emerged after spending a school year in the classrooms of teachers with math anxiety. "Teachers who are anxious about their own math abilities are translating some of that to their kids," said University of Chicago psychologist Sian Beilock, who led the study. Beilock and her colleagues recruited seven female teachers from a Midwestern school district and assessed their level of math anxiety -- a condition in which the prospect of doing math evokes unpleasant physiological and emotional responses. They then tested their students over the course of a year. The study is the first both to examine math attitudes of teachers and to show that those feelings can spread to students and undermine their performance, said co-author Susan C. Levine, also a psychologist at the University of Chicago. (Source: *PEN Weekly NewsBlast*, January 29, 2010)

■ Researchers at U Penn have developed a curriculum to teach middle-school students specific strategies to challenge negative thought patterns and manage stress. Studies show that the habit of reacting negatively can lead to depressive thinking. "There's a lot of evidence that pessimistic thinking undercuts achievement and well-being," says researcher Jane Gillham of the Penn Resiliency Program, a behavioral therapy program at the University of Pennsylvania. If a person tends to see small disappointments as catastrophes or failures, they can become depressed or anxious. It's a common trick our minds can play on us, as children and as adults. But once thoughts are more aligned with reality, emotional responses can change for the better. Gillham and her colleagues have developed a curriculum aimed at teaching middle-school students specific strategies to challenge these thought patterns and manage stress. It's backed by 15 years of research that shows the benefits of this strategy. It's called resilience training, and it can be as powerful as taking antidepressant medicines. Gillham insists that the program is not just about positive thinking. "It's not just about telling yourself positive things over and over," she says. That could be delusional. "It's reality-based," she says. Gillham says there are other strategies, too. She wants kids to learn to take a step back and reflect before reacting to disappointing events. She has recently reviewed 17 published studies on the effects of resilience training. One study measured the effects of resilience training on middle-school students two years after the program ended. They looked for symptoms of depressive or negative thinking among the children. "In the resilience training group, it was only about 22 percent," explains Gillham. This was about 50 percent lower than the kids who hadn't been through the training. "That was very encouraging," Gillham says. Of course, this is no magic bullet. "I don't want to imply that depression doesn't have biological causes," says Gillham. Clearly, there is evidence for a strong genetic component, she says. And life events can lead to episodes of depression, too. (Source: *Emotional Training Helps Kids Fight Depression*, www.npr.org, January 18, 2010).

THE EARTHQUAKE IN HAITI: TALKING WITH YOUR CHILD ABOUT NATURAL DISASTERS

By now your child has had many opportunities to hear and/or learn about the recent earthquake tragedy in Haiti. The stories your child hears may prompt worry and questions. Are you prepared to handle these concerns and questions? Here are some tips on how you can help your children understand current events and the emotions that they may feel in response.

Answer children's questions

Children are most afraid when they do not understand what is happening around them. Make sure that when you are answering your child's questions, you are calm and respond in simple terms, at their developmental level. Too much or too many details may only cause young children to be more afraid or concerned. Your school-age child can be given a more detailed response. You may explain, for example, what happens during an earthquake or look together at an online or paper encyclopedia that helps illustrate.

Avoid too much media coverage

The disaster in Haiti has been covered extensively in the media. Remember, media images can be very graphic. For a young child, an image of a toppled home may be "graphic" enough to create feelings of fear. If your child is watching television, she may be exposed to a great deal of video and commentary that provides information for grown-ups but not the explanations or reassurances she may need. For example, depending on the age of your child, she may assume that what she is seeing on the television is occurring close to your home. This may cause the fear that a disaster will hit in your neighborhood. Remind her that she is safe and, if you think she will understand, show her on a map or globe, pointing out where you live and where Haiti is.

Maintain your daily routine

Routines are very important to children. Keeping a regular schedule, especially when the world seems unpredictable, gives your child a sense of reassurance. Hold him – physical comfort lets him know he is safe. Also, make sure your child gets appropriate sleep, exercise and nutrition.

Get children involved in the effort

If your child feels like she wants to help those in need, let her. Find a local or national organization or charity that is working to help those affected by the tragedy. This will show your child how people around the world are working together to help those in need. Ask your child what she would like to do. There are many things your child can do to be part of the relief efforts.

For more information

- Child Care Aware's® Preparing for Disaster: The Parent View http://www.childcareaware.org/en/resources/preparing_for_disaster/
- NACCRRA's Helping Families Cope with Traumatic Events http://www.naccrra.org/for_parents/traumatic-events/parents

From the National Association of Child Care Resource & Referral Agencies

FIX FUNDING FOR MAGNET, CHARTER SCHOOLS

by Joseph J. Cirasuolo, Ed.D

One of the reasons why the Titanic was unable to avoid crashing into an iceberg and sinking was that the ship was difficult to turn in another direction. Its forward momentum was so great that a rudder the size of the Titanic's could not alter the course of the ship in time to avoid the crash.

Altering the course of public institutions like public education is often as difficult to accomplish as turning a large ocean liner. One of the major reasons for this is that the ways in which public institutions are funded often lock those institutions into particular structures that are extremely difficult to change.

How this applies to public education can be seen vividly when it comes to how to fund magnet schools and state chartered schools. Funding for public education is designed for schools that operate within local school districts and serve children who live within the districts' geographical boundaries. Funding magnet and state chartered schools that draw students from more than one district integrate poorly with such a funding system.

This realization has given rise to a number of proposals for altering the present system for funding public education in Connecticut. Two of the proposals that are receiving a great deal of attention are variations of an identical theme.

One would require local districts to pay an amount equal to the local per-pupil expenditure to the magnet or charter school for each district student who enrolls. The other would transfer an amount equal to the local community's per-pupil state grant to the magnet or charter school for each community resident who enrolls.

Both of these proposals reflect little understanding of the dynamics involved in school system budgets because the proposals are based on two false assumptions.

- The local districts or communities will save an amount equal to the local per-pupil expenditure or state grant for every child who attends a

magnet or charter school.

- The magnet or charter school will incur an amount equal to the local per-pupil expenditure or state grant for every child who enrolls.

These assumptions are false for two reasons. Unless the students who leave a local district are grouped in ways that would allow for the elimination of sufficient teaching positions without increasing class sizes, the amount that a local district would save is a small fraction of its per-pupil expenditure or its per-pupil state grant.

Also, unless the students who enter a magnet or charter school come in groups that require the school to hire additional teachers to maintain effective class sizes, the school incurs an additional cost that is a small fraction of the sending district's per-pupil expenditure or per-pupil state grant.

Simply letting-the-money-follow-the-child proposals, therefore, cannot be defended. What would be defensible would be a funding mechanism for magnet and state-run charter schools that would incorporate at least these two features:

A formula that when applied to how much money should follow the child would reflect the actual savings that would be incurred by the sending districts. And one that provides for the magnet and state-run charter schools the funds that would cover any gap between what this formula would provide and a defensible level of expenditures for these schools.

Making the incorporation of these features the beginning point of conversation regarding the question of how to fund magnet and state chartered schools would focus the conversations towards an effective and equitable solution to the problem.

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Dr. Cirasuolo is the executive director of the Connecticut Association of Public School Superintendents.

SAVE THE DATE!

CAS Administrative Assistants' Annual Conference

April 30, 2010

Water's Edge Resort
Westbrook



To realize the value of one year, ask a student who has failed a final exam.

To realize the value of one month, ask a mother who has given birth to a premature baby.

To realize the value of one week, ask an editor of a weekly newspaper.

To realize the value of one hour, ask the lovers who are waiting to meet.

To realize the value of one minute, ask a person who has missed the train, bus or plane.

To realize the value of one-second, ask a person who has survived an accident.

To realize the value of one millisecond, ask the person who has won a silver medal in the olympics.

**Time waits for no one.
Treasure every moment you have.**

(Source unknown)

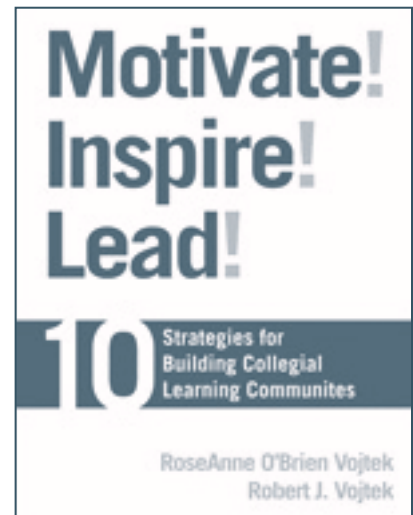
10 MOTIVATIONAL STRATEGIES FOR BUILDING COLLEGIAL LEARNING COMMUNITIES

A Special CAS workshop presented by Connecticut Principal Rosie Vojtek, April 6, 2010, 4:00 PM

What if your school were the one place that teachers couldn't wait to get to each morning and hated to leave each night? What would it look like, sound like, and feel like? As many school leaders have discovered, simply assigning teachers to a team and giving them the task of analyzing data to improve student achievement doesn't mean the teachers will be able to work together effectively or that their working together will improve the quality of teaching or guarantee high levels of student academic achievement.

In their book, *Motivate! Inspire! Lead! 10 Strategies For Building Collegial Learning Communities* (Corwin Press, 2009), Bob and Rosie Vojtek define the 10 motivational strategies that, when embedded within the school culture and climate, will increase the likelihood that teachers and

their students will achieve optimal levels of performance. Come and learn how to use the 10 motivational strategies to move from a professional learning community to a collegial learning community through positive interdependence, reciprocal relationships, and mutual responsibility. The Vojtek's will take you through one of the authentic situations from the book to help you explore the 10 motivational strategies and the essential conditions that are necessary to transform a professional learning community into a collegial learning community. Through facilitated conversations you will gain a greater understanding of motivational theory and how the 10 motivational strategies can lead to high levels of student achievement, enhanced quality instruction, and a greater likelihood of teacher retention.



REVIEWS

"The authors remind leaders that the first step in motivating others is changing themselves. This practical book uses case studies, examples, and reflective activities to provide leaders with the knowledge, skills, and strategies to create school cultures in which teachers and others can find purpose, hope, enjoyment, and a sense of belonging and competency."

- Dennis Sparks, Emeritus Executive Director
National Staff Development Council

"The Vojteks write lucidly about school improvement, offering realistic, down-to-earth cases and well-stated approaches to change based solidly in cognitive and social psychology. They spell out in detail how school leaders can use ten motivational strategies to achieve improved student performance."

- Richard A. Schmuck, Professor Emeritus, University of Oregon

"Engaging, true-to-life stories permeate this book, making it a joy to read. This resource provides practical strategies and ideas for school leaders who want to work with their staff to achieve the goals and outcomes that will make school a place that everyone enjoys coming to every day. This would be a great book for a book study."

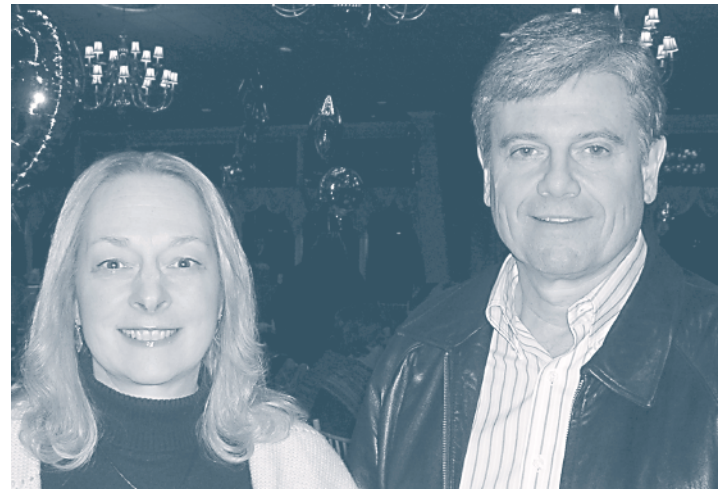
- Sandra Crowther, President-Elect
Phi Delta Kappa International

"The authors of this inspirational book offer a compelling, unique, and highly informed perspective on ways that administrators can motivate and inspire staff to perform at optimal levels. Dynamic and energetic school leaders, the Vojteks present ten well-defined strategies for creating conditions within a school community that will promote self-motivation and bring passion and joy back into teaching and learning."

- Michael H. Savage, Executive Director
Connecticut Association of Schools

"Schools today are charged not only with developing the whole child but also with increasing the professional capacities of faculty and staff. This is a smart and practical book that offers school leaders an innovative approach to motivating school personnel, which in turn helps create and sustain successful learning communities. School leaders can guide their staffs to higher performance levels by incorporating the authors' concept of motivation from within and utilizing the 10 motivational strategies."

- Gail Connelly, Executive Director
National Association of Elementary School Principals



BIO

Rosie O'Brien Vojtek earned her doctorate from the University of Oregon. She won NSDC's Outstanding Dissertation award in 1994. Rosie served as a member of the NSDC Board of Trustees and is a past-president of NSDC (2000). She co-authored the Technology column for the Journal of Staff Development with her husband, Bob Vojtek. Rosie has worked as a teacher, curriculum & staff development director and principal. This is Rosie's 11th year as a principal at Ivy Drive Elementary School in Bristol, CT.

Bob Vojtek earned his doctorate from the University of Oregon. He has worked in both K-12 schools and Higher Ed. He has been the Chief Information Officer for two universities as well as the Director of Instructional Technology for the Harvard law School. Bob designed a state of the art Pre-Engineering program for Avon High School and currently serves as the Unified Arts Coordinator.

To register, visit: www.casciac.org/register

CAS VOLUNTEER RECOGNITION BANQUET

Every elementary and middle school in Connecticut is blessed with parents and other volunteers who contribute to the success of their schools. The CAS Volunteer Recognition Banquet is intended to give public recognition to those who have made major contributions to their schools by volunteering, tutoring, organizing events, serving as PTO/PTA officers, supporting fundraising, etc. In short, the celebration is intended to provide an opportunity to say "Thank You" in a very special way in a very special place.

The Elementary and Middle Level Divisions of the Connecticut Association of Schools and Bearingstar Insurance Company take great pleasure in announcing the CAS Volunteer Recognition Banquet to be held on March 16, 2010, at 5:00 p.m. at the Aqua Turf Club in Southington.

The cost of the event, which includes recognition in the program, award certificates for the honorees, and the legendary Aqua-Turf dinner, is \$37.00 for attendees from a CAS member school. Schools that are not members are welcome to participate for an additional \$100 per school.

All registrations (award recipients, family members, school personnel) are handled online. To register, visit the Member School area of the CAS website at www.casciac.org/memberschools/ and enter the School Number and Login ID. Once successfully logged in, select "View/Edit Volunteer Recognition Banquet" from the list of options. Then select "continue", fill in the required information for the banquet, and "submit." Be sure to indicate the names of the volunteers to be recognized and include three sentences describing their contributions. An immediate email response will confirm the reservation.

The deadline for registration is March 5, 2010. It will not be possible to accommodate registrations after the deadline or admit anyone who has not been previously registered by the school principal. Schools will be seated on a first come-first-served basis. Schools may reserve individual tables for groups of 10. Smaller groups will be seated with participants from another school. An early response will ensure priority seating.

KiDSMARATHON

Anthem 

sodexo 

What is KiDSMARATHON?

KiDSMARATHON is an 8 to 10 week training program that enables kids to complete a full marathon by running incremental distances each week leading up to the finish in front of hundreds of fans! During the project, elementary students of ages 7 to 12 are encouraged to develop life-long fitness skills, social-emotional learning, a feeling of accomplishment, and self-confidence for themselves. The mantra of the program is "finishing is winning and winning is finishing."

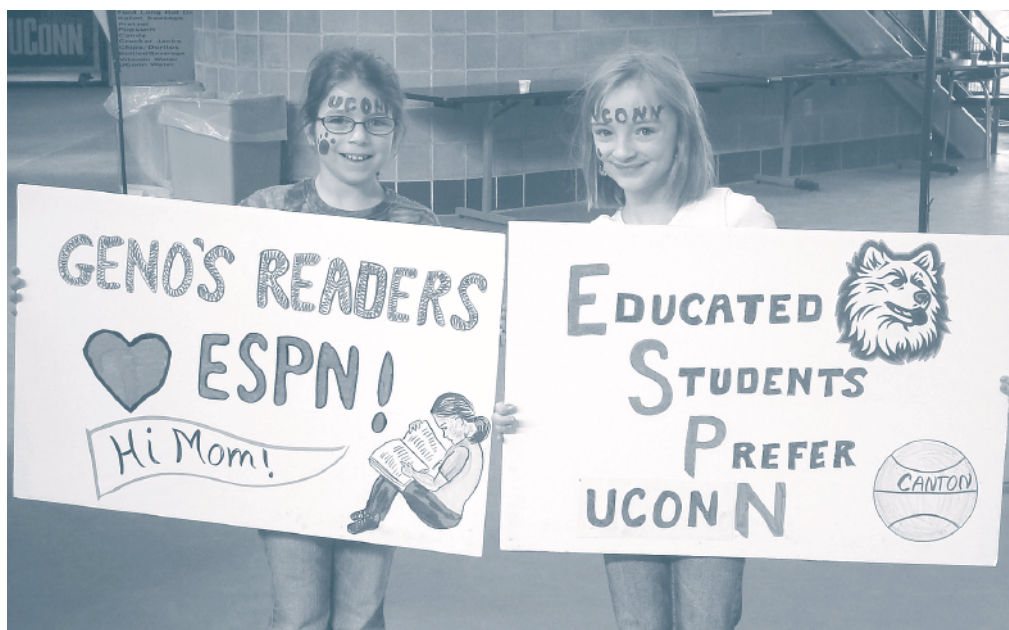
Who participates in KiDSMARATHON? Each CAS member elementary school may administer the program for any number of students in any format it chooses. From PE / Health classes to recess to parent-supervised running activities, kids are welcome to participate and benefit from this amazing fitness program. Because the goal of the program is to "FINISH", kids of all shapes, sizes, and ability levels may participate and be successful.

Will I Receive Training Materials? Included with the program is a wonderful training guide containing all the information to start your program describing warm-up exercises, drills, games, cooldown activities, and much more! The information is delivered in a way that kids will understand and enjoy. Students will record their distances on a personalized guide sheet and are offered other learning activities in the training guide that accompanies the program. There is NO COST for the training guide!

When Can We Begin? The second or third week of March, 2010, is the ideal start date for your program. KiDSMARATHON celebrations will be held at Southington High School on May 22 and Norwich Free Academy on June 5, 2010. On line registration will be available at www.casciac.org/register in early February, 2010.

How Much Does It Cost? The projected cost for each participant is \$5 for CAS member schools and \$10 for non-CAS member schools. Each student will be awarded a certificate, T-shirt, and medal for participating in KiDSMARATHON!

More Questions? Contact Dave Maloney at dmaloney@casciac.org or 203.250.1111.



Lindsay Vaccan (left) and Lauren Ducci, both fourth graders at Canton Intermediate School, show their enthusiasm for the Geno's Reading Team initiative at a pep rally held at Gampel Pavilion in January. The rally, which was organized in conjunction with "Women's College Game Day" sponsored by ESPN, was designed to celebrate reading in Connecticut's elementary schools.



Masuk High School student-leaders run a break-out session at the elementary leadership conference held at Asnuntuck Community College in Enfield on January 13th.



At the conclusion of the leadership conference in Norwich, Chris Pomroy, principal of Center School in Old Lyme, encourages participants to apply what they have learned back at their schools.

ELEMENTARY LEADERSHIP CONFERENCES - THREE TIMES THE FUN!

By Dave Maloney, Assistant Executive Director

Picture this! You enter a breakout session at an elementary leadership conference only to find out you can't talk! It turns out that the session is all about communication skills for future leaders and one of the activities covers sign language. That's exactly what happened in teachers' Shari Burns and Colleen Bretthauer, Eastbury School, Glastonbury, breakout session prompting one of the students to remark, "We couldn't talk to each other! We had to use sign language to communicate. We learned how to use our fingers to show the time of day and many other things." Burns and Bretthauer were focusing on one of the most important skills in leadership: communication. Their session continued with several activities on voice and body language as well as sign language. "I love it!," proclaimed a student from Vernon. "It's about working together and making new friends!"

Similar comments resonated with participants at the 17th Annual CAS Elementary Leadership Conferences held in Waterbury, Enfield and Norwich last month. Over 600 youngsters in grades 4 through 6 descended on Naugatuck, Asnuntuck, and Three Rivers Community Colleges to experience what CAS Assistant Executive Director Dave Maloney called "unique interactive learning activities that are not commonly part of an already over-crowded elementary curriculum."

Each conference stressed the acquisition of three essential leadership skills: productive thinking, decision making and communica-

tion. Students were divided into separate breakout sessions that covered the three skills with a variety of approaches. From competitive games to art to solving problems to large and small group activities, students couldn't wait to see what their presenters had in store for them. The presenters - all volunteers from across the state - included high school student leaders as well as full time faculty, administrators and parents! One of the faculty advisors noted, "This was a great day. We selected our kids because they are "double E's," which stands for excellent effort and excellent conduct. They acquired lots of new ideas that we plan to bring back to our student council."

The CAS Elementary Leadership Committee, co-chaired by Jean Barbaro, Lauren Elias and Chris Pomroy, recruited the presenters and planned the program at each community college. The venues had the added appeal of a "college visit" for elementary students.

The elementary leadership program is the brainchild of long-time CAS Assistant Executive Director Bob Carroll, who knew years ago that our schools are continually in need of successful, positive student leaders who can guide their peers and serve as role models. As Chris Pomroy noted in his opening comments at Three Rivers Community College, "Our purpose today is to provide you with the many ways you can enhance your skills to be more effective leaders in your schools. Every class and every school needs

positive student leaders who can improve the day-to-day experiences contributing to the welfare of the school community."

While students were in their breakouts, parent chaperones had an opportunity to explore how they might contribute to and develop leadership skills in their children. Michelle Femc-Bagwell, director of the educational leadership program at UCONN, facilitated the session which gave parents strategies, suggestions and activities to build better young leaders. Faculty chaperones and advisors also had a separate session in which they shared what their student councils were doing to improve the climate of their schools. CAS Committee members Sherry Harriman, principal of Eastbury School in Glastonbury, Karen Brimecombe, principal of John Lyman School in Middlefield and Mary Girard, principal of Griswold Elementary School, joined Dave Maloney and participating teachers as they developed a list of community service projects that student councils are engaged in across the state. The list will be posted soon on the CAS-CIAC website.

Andrew Cole, teacher at Thompson Brook School in Avon and a first time attendee, noted, "This conference was great! It was a positive experience for the Avon team of 6th graders who attended. It was particularly serendipitous for my school as we are rebooting student council this year. What a great opportunity for my kids to acquire some skills and ideas while bonding on the bus ride."

ciac news

■ Congratulations to Executive Director Mike Savage who was the recipient of the 2009 Connecticut Soccer Coaches Association's *John J. Vicar Distinguished Service Award*. Mike, a former high school soccer coach at Litchfield High School, was honored at the CSCA's 37th annual banquet for his long-term contributions to the sport of soccer in Connecticut.



Mike Savage and his wife, Margaret, at the CSCA awards banquet held at the Aqua Turf Club on January 24th

■ Tournament packets for 2010 spring sports are available for immediate download via the direct links below, the "Downloads" tab in the CIAC online eligibility center, and the "General" tab of each sport's mainpage in the public website.

■ Earlier this month, First Lady Michelle Obama launched a national campaign to confront the problem of childhood obesity. The *Let's Move* campaign will engage every sector impacting the health of children and will provide schools, families and communities simple tools to help kids be more active, eat better, and get healthy. To support *Let's Move* and facilitate and coordinate partnerships with states, communities, and the non-profit and for-profit private sectors, the nation's leading children's health foundations have come together to create a new independent foundation – the Partnership for a Healthier America – which will accelerate existing efforts addressing childhood obesity and facilitate new commitments towards the national goal of solving childhood obesity within a generation. Over the past three decades, childhood obesity rates in America have tripled, and today, nearly one in three children in America are overweight or obese. One third of all children born in 2000 or later will suffer from diabetes at some point in their lives; many others will face chronic obesity-related health problems like heart disease, high blood pressure, cancer, and asthma. A recent study put the health care costs of obesity-related diseases at \$147 billion per year. This epidemic also impacts the nation's security, as obesity is now one of the most common disqualifiers for military service. For more information, visit <http://www.letsmove.gov/>.

■ Democratic state lawmakers are proposing a bill to help protect student athletes from the effects of brain concussions. The tagline for the legislation is: "When in doubt, sit it out." The bill has been introduced by State Senate Majority Leader Martin Looney of New Haven and Senator Thomas Gaffey of Meriden. If the bill passes, Connecticut would become the third state – along with Washington and Oregon – to adopt a "comprehensive law protecting student athletes from the effects of concussions," a spokesman for senate democrats said. In a statement to the press, the CIAC officials noted: "The CIAC is supportive of any legislation which will further protect its student-athletes from sports-related concussions and the physical, cognitive, and emotional impairments they induce. The increased awareness and severity of concussions in youth sports, coupled with the medical research and data now available, compel us to support legislative measures that can aid in concussion identification, management and return-to-play regulations."

On a related note . . .

■ In December, United States Senator Robert Menendez (D-NJ) introduced the "Concussion Treatment and Care Tools Act of 2009" or "ConTACT Act of 2009." The bill, identical to the ConTACT Act of 2009 introduced on March 5, 2009, by U.S. Congressman Bill Pascrell (D-NJ), would create a federal-government spending program for grants to help ensure proper prevention, diagnosis and treatment of sports-related concussions in U.S. high schools and middle schools. The proposal follows an October 2009 U.S. House Judiciary Committee hearing on head injuries among NFL players, featuring testimony from National Football League Commissioner Roger Goodell and NFL Players Association Executive Director DeMaurice Smith. Under the legislation, grants would be awarded to states to implement best practices in concussion management for school-sponsored sports and fund schools' implementation of baseline and post-concussion neuropsychological testing technologies. Best practices would be developed by a conference of medical, athletic, and education stakeholders and would be used to model grant guidelines. The bill would authorize \$5,000,000 in grants each year for the next five years. Upon passage, the program would have to compete for actual funding in the federal appropriations process.

"The finish line is merely the symbol of victory. All sorts of personal triumphs take place before that point, and the outcome may actually be decided long before the end."

– Laurence Malone,
Six-time US National Champion bike racer
and former coach of the national team

... more ciac news

THIRD ANNUAL UNIFIED SPORTS® YOUTH SUMMIT

Nurturing Compassion, One Child at a Time

By Lou Pear, Director of Unified Sports®

At this year's Unified Sports® Youth Leadership Summit, over 200 participants had the opportunity to reflect on their accomplishments and learn new skills in enhancing their schools' climate. Opening remarks by Mike Savage focused on the value of each student's impact on the lives of his/her classmates and on how his/her leadership skills have enriched his/her teammates. Mr. Savage shared six important words which he strives to live by everyday: help, healing, kindness, compassion, mercy and justice. Through stories told of his career, he challenged all in attendance to keep up the great work and encourage others to be passionate in the pursuit of happiness and to be respectful of one another.

Continuing in the same vein, Beau Doherty, president of Special Olympics Connecticut, told stories of children who were institutionalized and were treated unfairly. With the dedication of Eunice Shriver and others, Unified Sports has begun to give hope to those whose lives were very dim. Mr. Doherty spoke of the valuable partnership between SOCT and CAS that has continued to grow and expand under the vision and leadership of Mike Savage. Through this unique partnership, many attitudes and lives have been changed.

Monica Barrett, keynote speaker from Special Olympics Arizona, shared her experience of Unified Sports opportunities in her state and challenged the audience to find different avenues to strengthen their unique partnership. One successful activity that was highlighted among others was that of Unified Cheerleading. She called on two students to help her demonstrate the fundamentals of cheering and relayed to all in attendance just imagine doing this with fifty team members at the halftime of a statewide football tournament. She also recommended that our athletes and partners share their experiences and best practices using social networking techniques. "We learn best when we share collectively."

Students from Farmington, Avon, Bristol and Danbury did a great job in breakout sessions which highlighted creative strate-

gies in developing meaningful relationships with special athletes and how to make practice fun.

The culminating speaker was Dr. JoAnn Freiberg, consultant for the state department of education, who encouraged the attendees to make their schools bully free. Her remarks provided the attendees strategies to convince their peers that words can really hurt and being positive is good for everyone. Paralleling Dr. Freiberg's presentation, a video from Middletown High School highlighted their strategy to end the "R" word. Their "Spread the Word to End the Word Campaign" showed how two teachers can make a difference. Through the school's "Pride Day" activities, 1300 students held meaningful discussions on this concern as they were encouraged to sign a pledge form at lunchtime. (See related item page 14)

This year's youth leadership summit was a rousing success, and a heartfelt thank you goes out to Bob Deasy and the Unified Sports staff. Plans are already in motion for the Fourth Annual Youth Leadership Summit.




CAS-CIAC Executive Director Mike Savage and Katie Kennedy, a student presenter from Broadview Middle School in Danbury

3rd Annual Unified Sports Youth Leadership Summit Thumbs Up to End the R-Word



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CONNECTICUT COACHING EDUCATION PROGRAM

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

CCEP Update

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March 2010 CEU Module Offerings

- Thursday, March 18, 2010, 6-9pm
Module 7: *CIAC Guide To the Roles and Responsibilities of a Coach*
- Friday, March 19, 2010, 6-9pm
Module 11: *Coaching the Female Athlete*
- Saturday, March 20, 2010, 8:30-11:30am
Module 1Rev: *Coaching Principles & Philosophy, Motivation, Character*
- Saturday, March 20, 2010, noon -3pm
Module 4: *Legal Aspects of Coaching*
- Saturday, March 20, 2010, 3:15-6:15pm
Module 2Rev: *Communication, Public Relations and Organization*

All modules are held at the CIAC office building, 30 Realty Drive, Cheshire, CT.
REGISTRATION MUST BE DONE ONLINE - NO WALK IN REGISTRATIONS

For more information and registration form go to : www.ctcoachinged.org/CEU.html

Secretary of Education Blasts NCAA and NBA

At last month's NCAA annual convention in Atlanta, Education Secretary Arne Duncan scolded the NCAA for not graduating more athletes; called the NBA's age rule, which requires players to be at least 19 years old and one year removed from high school before they can enter the league, a "farce" and "intellectually dishonest"; and denounced "renegade coaches" who "run a program into the ground, get in trouble, and then move on – often at a much higher salary."

Duncan, who was co-captain of his Harvard basketball team, asked, "Why do we allow the NCAA, why do we allow universities, why do we allow sports to be tainted when the vast majority of coaches and athletic directors are striving to instill the right values?"

Citing the fact that 25% of teams in last season's men's basketball tournament

graduated fewer than 40% of their players, Duncan said, "If you can't graduate two out of five of your players, what are they doing at your university?"

Critics of the controversial NBA rule say the policy forces athletes, the majority of whom are black, to attend college when they may not want to while sports with mostly white players, such as baseball and hockey, have no such age restrictions.

Duncan told *The New York Times* that he decided to speak forcefully because he remembered all the former college stars he used to see playing pickup games on the streets of Chicago. "They helped make their university successful, but at the end of the day, they didn't have a degree. They didn't have anything to show for it."

[Source: nytimes.com, 1/15/10]

COACHES' CORNER

News from the National Federation



■ **Volleyball Rules Changes:** Effective with the 2010-11 school year, coaches will be allowed to request a substitution after submitting his or her lineup for a set but prior to play commencing. The new rule was one of several rules revisions made by the NFHS Volleyball Rules Committee. Rather than beginning the set with a penalty of a loss of rally and a point for the opponents, the changes to Rules 10-1-4 and 7-1-2 will allow the head coach to make a substitution after the lineup is submitted, which may alleviate confusion by players and officials to start the set. For other rules changes, visit www.nfhs.org/volleyball.aspx.

■ **Gymnastics Rules Changes:** The NFHS Girls Gymnastics Rules Committee considered 94 proposed rules changes at its recent meeting in Indianapolis. The committee recommended the adoption of 65 rules changes, which were subsequently approved by the NFHS Board of Directors. Among them, changes in matting requirements were added to Rule 6-1-3. The landing area matting on vault will be required to be 18 feet by 8 feet, in addition to meeting all other matting requirements, starting July 1, 2012. Similarly, changes were made to Rule 8-1-3 requiring that the landing area matting on balance beam will be a minimum of 12 feet by 8 feet, also effective July 1, 2012. For information on other gymnastics rules changes, visit www.nfhs.org/ggymnastics.aspx.

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THE BULLETIN

Published monthly except July, Aug. and Sept. by the CT Association of Schools at 30 Realty Drive, 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.

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DIVERGENT RULINGS ISSUED BY COURTS ON ATHLETIC ELIGIBILITY

Indiana High School Athletic Association Prevented from Declaring a Transfer Student Ineligible

The Indiana Court of Appeals has upheld the decision of a trial court to enter an injunction prohibiting the Indiana High School Athletic Association (IHSAA) from enforcing a decision to hold Jasmine Watson ineligible to participate in athletics during her senior year. The IHSAA's ruling came as the result of Jasmine's mother Valerie moving her family from Elkhart to South Bend, Indiana. Although Valerie moved her family as a result of economic hardships including a notice of foreclosure on her Elkhart home, the IHSAA concluded that the move was primarily for athletic reasons and for improper undue influence. The Watsons filed for an injunction to allow Jasmine to play for the South Bend Washington High School basketball team. The trial court granted the injunction, citing the arbitrary and capricious action of the IHSAA. The IHSAA then appealed the decision to the Court of Appeals.

Although the decision from the Court of Appeals came after Jasmine played for the Washington basketball team and graduated from high school, the decision was not moot for two important reasons. First, the IHSAA had filed a counterclaim against the Watsons for damages sustained as a result of wrongful enjoinder. Second, if the trial court's decision was reversed, the IHSAA could have applied its Restitution Rule, which could have allowed the IHSAA to require Washington to forfeit certain victories, team awards, and funds received from a tournament during the time that Jasmine competed as an ineligible student athlete. Besides these two reasons, the case involved a question of great public importance, especially the issue of student eligibility following a transfer and the specific issue of families who have to move due to financial hardship. These are issues that will continue and the court decided that these issues alone would be enough to sustain the case even if this specific case became moot.

Background

Jasmine Watson played basketball for Elkhart Memorial High School during her freshman through junior years of high school (2005-08). She was a star on the team and was actively recruited by multiple NCAA

Division I schools. In the fall of 2007, Jasmine's mother Valerie Watson was told that her hours at work would be reduced significantly. Then, in March 2008, a judgment was entered against Valerie resulting in garnished wages. These events led to missed mortgage payments and eventually a foreclosure complaint in June 2008. Valerie listed the house for sale and instead of waiting until November 2008 to move her family, she located to a house in South Bend and moved her family before the 2008-09 school year began. Valerie chose the house in South Bend only after being unable to locate suitable housing in Elkhart, either because she was rejected for a low credit score or to avoid unsafe neighborhoods. She looked to South Bend because she could find affordable housing and her extended family lived there.

The IHSAA generally allows students who transfer from one school to another because of a change of residence to be immediately eligible for athletic participation. But if the student transfers for primarily athletic reasons or as a result of undue influence, the student is ineligible for 365 days following enrollment at the new school. Undue influence can be anything to secure or retain a student or one or both of the parents as residents.

Valerie completed the transfer report for Jasmine in August 2008. But Elkhart Memorial did not approve the request for full eligibility because the Elkhart Memorial coaches thought the transfer was based on athletic reasons and undue influence by the Washington coaches. The IHSAA reviewed the request and found Jasmine ineligible. The Watsons appealed the decision. During a full hearing both the Watson's and the Elkhart Memorial coaches presented testimony and witnesses refuting each other's story. The IHSAA concluded that Jasmine had transferred for primarily athletic reasons and undue influence by Washington coaches, and declared her ineligible for the 2008-09 basketball season. The Watsons then filed for and were granted a preliminary injunction prohibiting the IHSAA from enforcing its decision. The trial court found that the reasons the Watsons moved to South Bend were primarily for economic and family reasons, not athletic ones. The trial court also noted

that the IHSAA completely ignored the actions of the Elkhart Memorial coaches, who offered to provide living arrangements or transportation to allow Jasmine to continue attending Elkhart Memorial. In conclusion, the trial court found that the IHSAA's decision was arbitrary and capricious and entered the preliminary injunction. On appeal, the trial court's ruling was upheld. (Source: "Legal Issues in High School Sports," January-February 2010 / Written by Russell Romriell. Russell is a third year law student at the University of Texas School of Law)

The flip side of the coin . . .

Appeals Court Sides with OHSAA in Eligibility Dispute

An Ohio state appeals court has overturned a trial court's decision to issue a preliminary injunction, which prevented the Ohio High School Athletic Association (OHSAA) from forcing a student athlete to sit out a year, pursuant to its transfer rule.

In so ruling, the appeals court found that the trial court "interpretation was unreasonable, because it was not supported by the language in the OHSAA bylaws, or by the evidence presented. (The plaintiff) also failed to establish that OHSAA acted arbitrarily in applying the transfer rule. Accordingly, (the plaintiff) failed to prove that he had a substantial likelihood of success on the merits and that an injunction was warranted."

As a freshman, plaintiff Benjamin Ulliman played football at Alter High School in Kettering, Ohio. During the first semester of tenth grade, Ulliman transferred to Centerville High School, which was the district where his parents resided. He did not play sports at Centerville, due to grade ineligibility. After finishing his sophomore and junior years of high school at Centerville, Ulliman moved to his grandparents' home in Springfield, and began participating in football practice with the Catholic Central High School team. He did not, however, play football for most of the fall season because he was academically ineligible.

When Ulliman did become eligible in October of 2008, the OHSAA issued a letter
continued on page 14

PRIDE DAY IN MIDDLETOWN

Students Urged to Retire the 'R-Word'

by Melissa Pionzio, Courant Staff Writer

MIDDLETOWN – A national campaign by the Special Olympics is urging the elimination of the word "retarded" in everyday speech. So far, nearly 60,000 people have signed up online to the "Spread the Word to End the Word" campaign.

On Thursday, Middletown High School's 1,300 students were invited to do the same during a schoolwide "Pride Day" event meant to raise awareness of how words can be hurtful.

"The language you choose says something about who you are, about your character," English teacher Kelly Griffin told her students.

Griffin, who helped initiate Thursday's event, said she is very aware of how language is used. As a coach for the school's unified Sports team, she and fellow teacher

Liz Mancini offer students with intellectual disabilities the chance to play soccer, basketball and take part in track events. So when Griffin hears someone say "that's retarded" or "you're such a retard," she senses the hurt her athletes feel. "Pride Day" workshops help encourage dialogue about the issue, she said.

During "Pride Day," Middletown High students discussed why slurs about mentally challenged people seem to be tolerated more than racial slurs. The discussions eventually grew more lively, with encouragement from Griffin, Mancini and Louis Pear, director of the Unified Sports portion of the Special Olympics.

"I think it's just a word, they are not calling a person mentally retarded when they use it," said sophomore Zenobia Adgers.

"It really bugs me," a junior named Danielle said about hearing the word retarded used negatively. "I tell them to shut up, because what if someone next to you has Down syndrome? It can really be hurtful to them, even if you are saying it to someone else."

During lunch, students were invited to participate in the "Spread the Word to End the Word" pledge and received a rubber bracelet embossed with the campaign slogan.

"I think the awareness needs to be out there," said Pear. "Most kids are nice to each other, [but] some are mean because of peer pressure. ... Hopefully this will turn around some of those attitudes."

For information on the Special Olympics "Spread the Word to End the word" campaign, go to www.r-word.org.

Eligibility Rulings, *continued from page 13*

ruling to Central, indicating that he was ineligible to play for Central under OHSAA Bylaw 4-7-2, which governs student transfers. OHSAA noted that Ulliman would be ineligible to play interscholastic athletics at Central for one year from the date of his transfer. The letter cited possible exceptions to the policy — a change of custody to another individual living in a new school district, or a bona fide move by one of Ulliman's parents into a new school district.

Two days after this ruling, Ulliman filed a complaint against OHSAA in Clark County Common Pleas Court. He alleged in the complaint that he was unable to satisfy the custody exception because he turned 18 years of age in July 2008, and a domestic relations court's jurisdiction over child custody terminates when a minor reaches 18 years of age. Ulliman also alleged that he had met the requirements of the transfer rule because he had not participated in interscholastic athletics for more than a year after transferring from Alter to Centerville High School.

On the same day the complaint was filed, Ulliman also filed motions for a temporary restraining order and for a preliminary injunction. The trial court held a hearing the next day and converted the procedure into a preliminary injunction hearing. The court reasoned that temporary restraining orders are generally granted ex parte, but in this case OHSAA had received notice and was present at the hearing. During the hearing, the trial court heard testimony from Deborah Moore, an OHSAA Associate Commissioner, and Matthew Ulliman, who is the plaintiff's father.

The trial court ultimately enjoined OHSAA from prohibiting Ulliman from competing for Central. The court also enjoined OHSAA from taking adverse action against Ulliman or Central for allowing him to participate.

The appeals court noted that "the trial court concluded that Bylaw 4-7-2 does not apply to Ulliman's transfer. The court stated that the first sentence of 4-7-2 covers all high school transfers from one school to another. However, the second sentence codifies a much narrower definition of the word 'transfer,' and does not cover transfers that occur after an initial transfer from the school attended during the student's freshman year. Accordingly, when Ulliman moved from Centerville to Central just prior to his senior year, he did not engage in a transfer pursuant to this narrow definition of 4-7-2. The trial court also concluded that OHSAA had acted arbitrarily, because Exception 2 could easily have applied, but for the fact that Ulliman had turned 18 years old in July 2008."

On appeal, OHSAA argued that the trial court: "erred in exceeding its authority when it interfered with the management of the OHSAA and its member schools by enjoining the OHSAA from prohibiting the plaintiff from participating in interscholastic athletics during plaintiff's senior year at central when there has been no claim to a constitutionally protected property right or a showing that the officers acted in excess of their powers, or that collusion or fraud is claimed to exist on the part of the officers or a majority of the members."

After much analysis, the court agreed with OHSAA: "The court's interpretation was unreasonable, because it was not supported by the language in the OHSAA bylaws, or by the evidence presented. Ulliman also failed to establish that OHSAA acted arbitrarily in applying the transfer rule. Accordingly, Ulliman failed to prove that he had a substantial likelihood of success on the merits and that an injunction was warranted." (*Source: "Legal Issues in High School Sports," January-February 2010*)

caad news

26th Annual Athletic Directors Conference

CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS

Thursday and Friday, March 25-26, 2010 ♦ Rocky Hill Marriott

TENTATIVE SCHEDULE

Thursday, March 25, 2010:

7:30 - 8:30 a.m.	Donut Derby - Gift Redemption
8:30 - 11:00 a.m.	CIAC Workshop - <i>Mike Savage, Executive Director</i>
12:15 - 1:30 p.m.	Luncheon / CAAD General Meeting - <i>Ray DeAngelis, CAAD President</i>
2:15 - 3:15 p.m.	General Session - <i>Rulon Gardner</i>
3:30 - 4:30 p.m.	Workshop Session
5:00 - 6:00 p.m.	Social Hour
6:00 - 9:00 p.m.	Awards Banquet

Friday, March 26, 2010:

8:00 - 9:30 a.m.	CAAD Annual Breakfast - <i>CT Concussion Task Force</i>
9:45 - 11:45 a.m.	CAAD Coaching Education Modules <i>By CAAD State Faculty</i>
12:00 - 1:30 p.m.	Coca-Cola Buffet Luncheon and CAAD Closing Meeting

CEU'S WILL BE AWARDED EACH DAY

2010 C.A.A.D. AWARD RECIPIENTS

*Distinguished Service Award Recipient From
Inside the Field of Athletic Administration*
BRIEN?FELL, WOODLAND H.S.,
BEACON FALLS

*Distinguished Service Award Recipient From
Outside the Field of Athletic Administration*
JOHN?FONTANA, CHSCA

NIAAA State Award of Merit
TRISH WITKIN, GLASTONBURY?H.S.

Meritorious Service Award
MIKE?GAMARI, THE?GILBERT?SCHOOL,
WINSTED

PRE-REGISTRATION INFORMATION

Early Bird Conference Registration

Name _____ Sc _____
 hool _____
 Town _____ Zip Code _____
 Telephone () _____

Payment enclosed is to cover:

Registration: CAAD Member -- \$100 _____
 Non-member -- \$200.00 _____

Total Enclosed -- \$ _____

Turf Leader Jersey (circle gender and size):
 Men's or Women's S M L XL 2XL 3XL

Make checks payable to: **CAAD**

Return to: Judy Sylvester
 30 Realty Drive
 Cheshire, CT 06410

No one-day fees ♦ No refunds after March 12, 2010
Conference gift not guaranteed after March 1st

Hotel Registration

Group: Connecticut Association of Athletic Directors

Name _____
 Mailing Address _____

Telephone () _____

Arrival Date: _____

Departure Date: _____

Credit Card #: _____

☐ VISA ☐ MC ☐ American Express
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Check one: ☐ 2 Double Beds ☐ King Bed
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Send this form along with check or credit card # to:

Rocky Hill Marriott
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OR register online at: <http://cwp.marriott.com/bdlrh/caad2010/>
Room Rate NOT guaranteed after March 12th

... more caad news

CONNECTICUT COMMENDED AGAIN AT NATIONAL CONFERENCE OF ATHLETIC DIRECTORS

By Ray DeAngelis, CAAD President

The 40th Annual National Conference of High School Athletic Directors was held at the Gaylord Texan Resort and Convention Center in Grapevine (Dallas), Texas from December 11-19th. The National Interscholastic Athletic Administrators Association(NIAAA) and the National Federation of State High School Associations(NFHS) along with the Texas Host Committee all partnered to provide a premium conference that featured a wide variety of events from professional development sessions to recognition award programs. Athletic administrators represented all fifty states, Washington DC plus some Canadian provinces.

The Connecticut delegation was led by CAS-CIAC Executive Director, Mike Savage and by CAS-CIAC Assistant Executive Director, Paul Hoey. Also, from the CAS-CIAC office, attending his 30th National Athletic Director's Conference, was former Notre Dame of West Haven AD, Joe Tonelli. The Connecticut group was comprised of over twenty-one athletic directors and several of their spouses. Over 2,000 athletic administrators and guests were able to be part of the Texas-style conference experience. For the athletic directors, there were thirty-two NIAAA Leadership Training Courses (LTC's), the CAA exam, NIAAA Business meeting, numerous workshops, awards programs and an exhibitors hall complete with over 200 booths of nationally known vendors.

At the NIAAA State President's meeting, for the fourteenth straight year, Connecticut was commended for maintaining a 100% level of NIAAA membership for athletic directors with a rating of 113% for 2008-2009. Our state recognition banner will be displayed on our website (www.caadinc.org).

A major highlight of the conference was the NFHS Luncheon and the NIAAA Banquet. At the NFHS Luncheon, Robert Kanaby, the longtime and well-respected executive director, announced his retirement. The NFHS awarded citations to eight athletic directors, seven of whom have CMAA designa-

tion. For the NIAAA banquet, the master of ceremonies was Bruce Whitehead, executive director of the NIAAA. The Central High School Chamber Singers of Keller, Texas were featured in a rousing patriotic video presentation of our National Anthem. The NIAAA presented Distinguished Service Awards to seven athletic directors and Professional Awards to three athletic directors. Also, the NIAAA, for the first time, inducted twelve athletic directors into the NIAAA Hall of Fame.

The most enlightening workshop that drew your attention at the conference was a discussion of current legal issues by Lee Green, attorney and professor, Baker University in Baldwin City, Kansas. Green commented on how legal rulings can change between the State Supreme Court and the US Supreme Court. The second workshop involving time management was "How to Work 24-7 and Still Maintain a Life." Kevin Ozee, CAA, AD, Southlake (Texas) Carroll Independent School District, provided various recommendations for balancing work and home life.

The Closing General Session featured former Dallas Cowboy, Drew Pearson, speaking on how teamwork enabled him to become a successful business owner. Pearson recalled how his college and pro football experiences led him to his own T-shirt company.

The conference setting at the Gaylord Texan Resort and Convention Center is a major destination for the families of the greater Dallas-Forth Worth area. The holiday lights and decorations along the indoor waterway and the illuminated trees provided a very scenic background for family pictures.

Mark your calendar for the next National Conference of Athletic Directors in the sunshine state of Florida. The date is set for Dec. 15-19 in the city of Orlando. Try to attend and network with other awe-inspiring athletic administrators from all over the country. It's an amazing experience of professional growth that I would highly recommend to all athletic directors.



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