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BULLETIN



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RECAP OF THE GOVERNOR'S BUDGET PROPOSAL

By Marshall R. Collins, Esq., CAS Lobbyist
President, Marshall R. Collins & Associates, LLC.

On February 16, Governor Dannel Malloy delivered his much-anticipated budget address to a joint session of the Connecticut General Assembly. From the outset, Governor Malloy indicated that the focus of his budget was jobs. "Jobs are the light at the end of the budget tunnel." He again stated that Connecticut was "open for business." His proposal was based upon having to fill a \$3.2 and \$3.0 billion projected deficit for Fiscal Years 2012 and 2013, respectively, that resulted from a combination of spending, the recession, use of one time revenues for ongoing expenses, borrowing and numerous deferrals. Specifics of his proposal include:

- Spending increases to \$19.738 billion in FY 2012 (+2.4% and \$406 million under the spending cap);
- Revenue is increased by \$1.514 billion in FY 2012;
- Spending increases to \$20.206 billion in FY 2013 (+2.4% and \$57 million under the spending cap); and,
- Revenue increases by \$1.345 billion in FY 2013.

Underlying budget assumptions are:

- an increase in employment of 0.4% and 1/5% in FY 2012 and 2013, respectively;
- an unemployment decrease to 8.4% and 7.2% for the same years; and,
- revenue growth of 4.9% (\$766 M) and 5.7% (\$944 M) for FY 2012 and 2013.

Additionally the governor proposes a provider tax (on hospitals and nursing homes) that requires state spending to secure federal revenue. The tax of 5.5% until 9/30/11 and 5.71% thereafter is a user fee that will generate net additional revenue of \$150 M per year.

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CIAC ALLOWS SUNDAY MAKEUPS OF POSTPONED REGULAR SEASON WINTER CONTESTS

The CIAC Board of Control approved the following plan to address the numerous cancellations of member school athletic events due to the weather.

1. The CIAC will waive the policy prohibiting Sunday play for the remainder of the regular winter season. This waiver applies only to the current winter season. Schools will be allowed to schedule make-ups on Sundays for the remainder of the winter season provided:

- No Sunday athletic event may start prior to 12:30 PM
- Make-up games/meets rescheduled to Sunday must be by mutual agreement

2. No changes will be made to the last dates to count, entry deadlines or competition dates for CIAC winter tournaments. The last day to count and the CIAC winter tournament schedule will remain as scheduled in all sports.

3. Minimum established game standards necessary to qualify for tournament entry remain.

4. Schools are reminded that CIAC rules prohibit league tournament contests being scheduled or rescheduled in place of regular season contests or make-up games.

THE SIXTEENTH ANNUAL HIGH SCHOOL ARTS RECOGNITION BANQUET

Register now for the upcoming Outstanding Arts Awards Banquet. Don't miss this celebrated event which recognizes seniors from throughout Connecticut (two per member school) who excel in the performing or visual arts.

DATE: April 4, 2011

TIME: 6:00 pm

PLACE: Aqua Turf

SPEAKER: David Dunlop

SPONSORS: CAS and Jostens

REGISTRATION DEADLINE: March 4th



David Dunlop

Artist, lecturer and teacher David Dunlop is the engaging host and Emmy Award-winning writer of the 13-episode PBS television series *Landscapes Through Time with David Dunlop*, which debuted to great success in June 2008. The Series was awarded a 2009 Daytime Emmy for Outstanding Writing and a CINE Golden Eagle Award for excellence in television production. For more information about David Dunlop, visit www.landscapethroughtime.com/.

To register, visit <http://casciac.org/go?336>

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: One of the students at the high school just celebrated his eighteenth birthday by telling his father to go take a jump. Specifically, he dropped off a note he signed himself, telling me that he, as an "eligible student" under FERPA, was prohibiting us from sharing his report card or attendance information with his parents. We want to continue to work with the parents to help this young man with some issues, but his explanation of how FERPA works sounded pretty convincing. And when we called his parents, they were total wimps, just saying that they want the information if we can provide it to them legally. Are we forced to cut the parents out of the information stream?

- *Nigh On Indignant*

A. DEAR INDIGNANT: This young man should read the whole statute. As you know, FERPA provides that personally-identifiable information in student records is confidential, and that the rights of parents transfer to the student him- or herself when he or she reaches age 18. However, FERPA permits school officials to release student records without consent in various situations. One of those situations is when the disclosure is to a parent of a child who is a dependent for tax purposes. Unless the young man is living off a trust fund, you can share report card and other information with this young man's parents.

Q. DEAR MAILBAG: I consider my school a family with me as the head. I take care of my teachers, and I expect them to take care of me. I was sick of the huge snow piles right near my parking place, and I asked a couple of the sturdy young teachers to help me move the snow during their prep period so that I wouldn't have so much trouble parking. It took us the whole period, but I was delighted to get the area cleared out for me and my assistant. Now, the teachers are acting like I asked them to donate a kidney, and the union is even grumbling about filing an unfair labor practice. Can I tell them to stop whining?

- *Rank Has Its Privileges*

A. DEAR RANK: You may well have overstepped here. It is nice when people volunteer to help others out. But your construct of yourself as the paterfamilias causes me to wonder whether the teachers felt conscripted in this particular situation. If you required them to shovel your space out, they have a legitimate beef. Teacher duties typically do not include shoveling snow, and if you forced them into it, you changed working conditions in violation of the Teacher Negotiation Act. If I were you, I would apologize to them. Don't ask them to pick up your dry cleaning either.

Q. DEAR MAILBAG: Right before the Christmas break, one of the students at my school (K-5) brought presents for his classmates. After checking to make sure that the presents did not contain peanut products (it was a book), she let him pass them out. Now, one of the other parents is threatening to sue me and the teacher because it turns out that the books the student gave out as presents were religious tracts. The irate parent claims that we had no business allowing the distribution of religious literature at a public school. Like most principals, I don't want to be sued. Should I agree with her that we will never permit books or other documents with a religious message to be passed out at school? - *Where Do I Sign?*

A. DEAR WHERE: I understand that this parent prefers that her child not receive religious information from other children at school. However, we have to ask a larger question - do we permit students to give gifts to other students at school? If so, you had better be careful. The constitutional imperative for public school officials is to be neutral in matters of religion. You can ban all student/student gifts in school, or you can allow such gifts, including those with a religious message. Otherwise, you would be singling out gifts with a religious message for special disfavor in violation of the First Amendment.

ct news & notes

■ The CT State Department of Education is calling for nominations for the statewide *Challenge to Educational Citizenship Award Program*. These awards are designed to celebrate student-organized activities that demonstrate good citizenship, a commitment to others, civic awareness, leadership, responsibility and teamwork, and that provide opportunities for students to help others. For more information, visit http://www.casciac.org/pdfs/Citizenship_Award_Program_2011.pdf.

■ A recent report released by the Connecticut Conference of Municipalities focuses on four of the state's largest cities - Bridgeport, Hartford, New Haven, and Waterbury - and the enormous challenges they face in areas such as social services, education, public safety, and revenues. The report suggests that these cities bear a disproportionate burden when it comes to paying for and providing services to Connecticut's neediest residents, offering the following statistics that demonstrate this burden.

- 14% (491,882 residents) of Connecticut's population resides within Bridgeport, Hartford, New Haven, and Waterbury. These cities have very high population densities (Bridgeport: 8,525.3 per square mile; Hartford: 7,167.1 per square mile; New Haven: 6,560.7 per square mile; Waterbury: 3,746.5 per square mile) compared to the State average of 722.7 people per square mile.
- The poverty rates in these four communities are at least twice as high as the rate for the state as a whole.
- They have more than half of Connecticut's homeless.
- These cities experience much higher unemployment rates (Hartford - 16.9%, Waterbury - 14.5%, Bridgeport - 14.0%, New Haven - 13.4%) than the state average (9.3%).
- While 30.3% of Connecticut's K-12 students are eligible for free/reduced-price meals, over 90% are eligible in both Bridgeport and Hartford. In New Haven, 73.4% of students are eligible, and in Waterbury, 74.7% are eligible.
- In Connecticut, 5.2% of students learn English as a second language. Those numbers are significantly higher in the state's poorer cities: 14.4% in Hartford; 13.4% in Bridgeport; 12.6% in New Haven; and 11.4% in Waterbury.

... more ct news & notes

LEGISLATIVE PRIORITIES: CAS Needs Your Input

The CAS Legislation Committee is interested in determining priorities for this session of the Connecticut Legislature. In order to best represent our member school leaders, we need to know what issues are most important to you. Please take the time to fill out a short survey by visiting <http://casci.ac/318>. The survey asks for your input on bills that have been introduced into legislation this year. Specific information about each of these bills can be found on the CAS website under the Legal and Legislative Resources tab.

■ Connecticut received a scathing review of its U.S. History standards from the Thomas B. Fordham Institute. In *The State of State U.S. History Standards 2011*, the research and advocacy group charges, "Connecticut's unofficially adopted social studies standards, insofar as they cover U.S. history at all, offer isolated historical scraps which are devoid of context, explanation, or meaning. And even these arbitrary thematic shards are merely 'suggested' to teachers, not required." Connecticut received 1 out of 10 points (1 out of 7 points for "content and rigor" and 0 out of 3 points for "clarity and specificity"), for an overall grade of F. A majority of states received failing or near-failing grades. The average grade across all states was barely a D. The majority—28 states—received scores of D or lower and only one state, South Carolina, earned a straight-A score. Critics of the Fordham study said the poor ratings owe largely to differences between the institute and various states on how American history is best taught, what it should cover, and how detailed the curricula should be in elementary, middle, and high school. To view the report in its entirety, visit http://www.edexcellencemedia.net/publications/2011/20110216_SOSHS/SOSS_History_FINAL.pdf.

■ On December 28, 2010, the Connecticut State Department of Education issued Circular Letter: C-6, "Update on Guidelines for In-School and Out-of-School Suspensions." To provide school district personnel with guidance regarding the changes to the Connecticut General Statutes Section 233c, Suspension of Pupils, the CSDE is offering training sessions to assist with implementation. Three opportunities are available for appropriate staff to receive updated information.

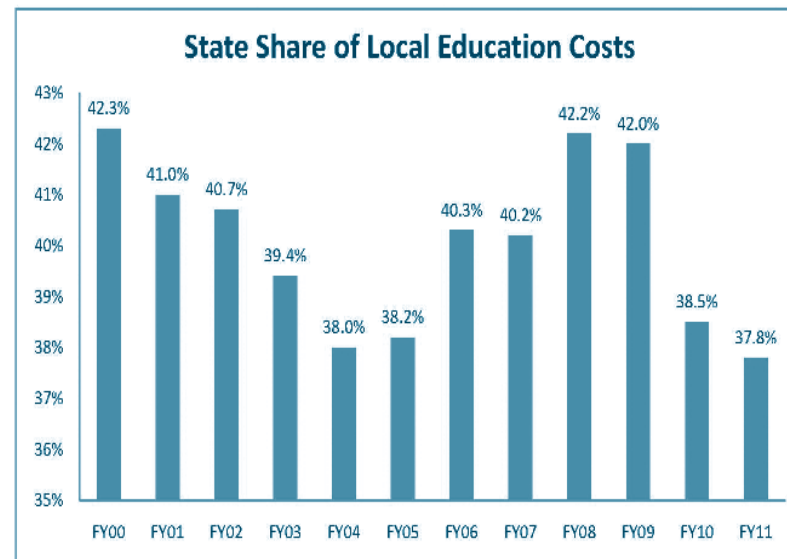
Date	Time	Registration Deadline
March 16, 2011	1:00 – 3:30 p.m.	March 9, 2011
March 25, 2011	1:00 – 3:30 p.m.	March 18, 2011
March 31, 2011	9:00 – 11:30 a.m.	March 24, 2011

All training sessions will be held at the state department offices in Middletown in room MCR-3. To register, contact Marie Aligata at 860-807-2061 or Elba Rivera at 860-807-2050. To access the updated guidelines visit www.sde.ct.gov/sde/lib/sde/pdf/pressroom/In_School_Suspension_Guidance.pdf.

EDUCATION COSTS: State vs. Local Share

According to the U.S. Census, Connecticut's towns and cities contribute a larger portion of funds for public education than do municipalities in all but one other state – and that portion is growing. The cost for public education across the state for the current school year is \$10.4 billion. Municipal property taxpayers will:

- Finance 54.4% of that amount (at least \$5.7 billion). The State contributes an estimated 37.8% and the federal government 7.4%. The rest comes from private sources.
- Pay about \$0.64 of every \$1.00 raised in property taxes toward K-12 public education.
- Pay for at least 60% of Connecticut's over \$1.5 billion in special-education costs.
- Pick-up the bill for numerous other state-mandated education priorities that are not fully funded by the state.



Source: State Department of Education; CCM calculations

Estimated State Share of Local Education Expenses, FY 2011 (billions \$)

	\$	%
Local Share	\$5.65	54.4%
State Share	\$3.93	37.8%
Federal Share	\$0.77	7.4%
Other	\$0.05	0.5%
Total Estimated Local Education Expenditures	\$10.40	100%

CCM estimates based on State Department of Education data.

(Source: *The State-Local Partnership for Education: An Unbalanced Relationship*, published by the Connecticut Conference of Municipalities)

national news & notes

■ Children are consuming more caffeine and sleeping less than in the past according to a research study conducted at the University of Nebraska Medical Center in Omaha. Although researchers do not state a causal relationship between the two, children with greater amounts of caffeine in their diets slept fewer hours. When parents brought their children to the medical center for routine clinical visits, Dr. William Warzak and his research team asked them about the kinds of foods and beverages their children consumed on a daily basis, with an emphasis on items high in caffeine. They found that 75% of children 5 to 12 years of age consumed a significant amount of caffeine on any given day, two to three times more for this age group than 10 years ago. Study participants from 8- to 12-year-olds averaged 209 mg of caffeine every day, or almost three 12-oz cans of soda, and 5- to 7-year-olds consumed 52 mg—much greater than the minimum amount known to raise blood pressure, increase heart rate, and stimulate addiction in adults. Health professionals suspect that unlike teenagers who probably get most of their caffeine from coffee and energy drinks, younger children generally drink too much soda. As a result, pediatricians are telling parents to take caution and reduce the amount of caffeine in their children's diets. (Source: MedPageToday.com, 12/16/10)

■ The teen birth rate among American girls dropped to a record low in 2009. The birth rate among girls aged 15 to 19 decreased 6% from 2008 to 39.1 births per 1,000 teens. This marked the lowest rate to have ever been recorded since the federal government started tracking these numbers 70 years ago. This decline also marked the second straight year the teen birth rate had fallen. Some experts attribute the decline to the recession, and others suggest that improved contraceptive use is the reason for the lower rates. (Source: Washington Post, 12/21/10)

■ Earlier this month, seniors at San Francisco's Urban School got tested for HIV, in what appears to be the nation's first such group test for the virus by a high school class. The initiative was conceived by senior Oliver Hamilton whose goal was to educate his peers on how easy and important it is to get tested. Administrators at the private high school in Haight Ashbury were receptive to Mr. Hamilton's plan when he presented it in the fall. "We understand that one of the best ways to alleviate the stigma that can be attached to testing is to let it become just part of the normal health practice of all teens," says Charlotte Worsley, Urban's assistant head for student life. In the lead-up to the test, Mr. Hamilton and fellow student organizers held an information session required for all seniors as well as a voluntary lunchtime forum open to all students at the school. On testing day, nearly all 75 seniors got tested in the gym by adult volunteers during study hall, lunch and other openings in their classes.

■ A National Institutes of Health study that followed participants until age 26 indicates investing in early childhood education yields impressive economic benefits for children and taxpayers. Each dollar spent on the Chicago-based, federally funded Child-Parent Centers generated \$4 to \$11 in return, since participants finished high school or college, earning more than their peers, and were less likely to be held back, arrested, depressed, involved with drugs, or sick, the study says. This is an up to 18% annual rate of return, says Arthur Reynolds of the University of Minnesota, a lead author of the study. Researchers analyzed records for over 1,500 low-income children born in 1979 or 1980. The program included heavy parental involvement and education, meals, health services, and home visiting. The report can be accessed at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2010.01563.x.pdf>.

■ A new study from Columbia University featured in *Education Next* analyzes a recent New York City Department of Education (DOE) policy that tested whether merit pay for all teachers at an effective school could increase student achievement. The city's School-Wide Performance Bonus Program, launched in 2007 and endorsed by both the department of education and the teachers union, was implemented in a randomly selected subset of the city's most disadvantaged schools. Researchers examined data from the first two years of the bonus program, in which teachers received bonuses based on overall performance of all tested students in their school, rather than just in their own classrooms. According to proponents, this design can minimize conflict and foster cooperation among teachers. In fact, researchers found little effect overall, positive or negative. (Also, over the period examined, all schools experienced increases in student achievement on the New York state test that has since been determined too easy, which meant 90% of participating schools received a bonus in the second year.) Researchers found some evidence, however, that the program had a positive impact in smaller schools, an environment in which it may be easier for teachers to cooperate in pursuit of a common reward. The study leaves open the question of whether a bonus program that rewards teachers for their own specific effectiveness would be more successful. See the report: <http://educationnext.org/does-whole-school-performance-pay-improve-student-learning/>.

■ The proportion of each high school graduating class that passes an Advanced Placement exam continues to grow, with nearly 17% of the class of 2010 passing at least one such exam, according to a College Board report released earlier this month. New figures show that 16.9% of students in last spring's graduating class scored a 3 or better on one or more AP exams by the time they graduated, up from 15.9% in 2009 and 10.8% in 2001. The exam is scored on a scale of 1 to 5,

with 3 considered passing. The College Board's research says that students who score 3 or higher are more likely to succeed in college courses. Of the 3 million students in last year's graduating class, 28.3% took an AP exam sometime in high school, up from 26.4% in 2009 and 16.8% in 2001. As the popularity of Advanced Placement courses and exams grows, however, fewer tests get a passing grade, a continuing trend that College Board officials have said is to be expected because the testing pool includes more students who have not previously had access to good preparation. In the class of 2010, 56.1% of the exams taken received a passing grade, compared with 56.5 in 2009 and 60.8% in 2001. But students from some ethnic and racial minority groups continue to be underrepresented among students who take and pass the tests, the data show. While African-American students made up 14.6% of all graduating seniors in 2010, for instance, they were only 8.6% of AP test-takers and 3.9% of those who passed them. Latino students were not as severely underrepresented, making up 16.8% of the class, 16% of those taking the exams, and 14.6% of those passing. Asian students were overrepresented; while they were 5.5% of the graduating seniors, they made up 10.2% of those taking AP exams and 11.7% of those passing them. White students presented a mixed picture of representation, making up 60.5% of the graduating class, 57.9% of the students taking AP exams, and 62.5% of those scoring 3 or higher.

■ Teaching social and emotional learning can rival the effectiveness of purely academic interventions to boost student achievement, according to the largest analysis of such programs to date. In a report published earlier this month in the peer-reviewed journal *Child Development*, researchers led by Joseph A. Durlak, a professor emeritus of psychology at the University of Chicago, found that students who took part in social and emotional learning, or SEL, programs improved in grades and standardized-test scores by 11 percentile points compared with nonparticipating students. That difference, the authors say, was significant—equivalent to moving a student in the middle of the class academically to the top 40% of students during the course of the intervention. Such improvement fell within the range of effectiveness for recent analyses of interventions focused on academics. Compared with their peers, participating students also significantly improved on five key nonacademic measures: They demonstrated greater social skills, less emotional distress and better attitudes, fewer conduct problems such as bullying and suspensions, and more-frequent positive behaviors, such as cooperation and help for other students. Also, the effects continued at least six months after the programs ended. (Source: Education Week Online, *Study Finds Social-Skills Teaching Boosts Academics* by Sarah D. Sparks, February 4, 2011)

... more national news & notes

■ According to the National Assembly on School-Based Health Care (NASBHC), school-based health centers (SBHCs) have a direct and positive impact on student academic success. There are approximately 1,900 SBHCs throughout the country that are not only delivering comprehensive healthcare to students, but are improving their academic performance as well. Linda Juszczak, executive director of the NASBHC, says that SBHCs provide access to primary medical care, mental health services, preventive care, social services and youth development to nearly 2 million U.S. children and adolescents. According to Juszczak, high-school SBHC users had a 50% decrease in absenteeism and 25% decrease in tardiness two months after receiving school-based mental health counseling. African-American male SBHC users were three times more likely to stay in school than their peers who did not use an SBHC. Furthermore users of mental health services increased their grade point averages over time compared to nonusers.

■ A new study suggests that students in the middle of the social hierarchies at their schools, rather than the most popular or the most socially outcast, are more likely to be bullies. Robert W. Faris, an assistant sociology professor at the University of California, Davis, spent several years surveying students at middle and high schools in rural and suburban North Carolina. He and UC-Davis colleague Diane Felmlee mapped social networks, based on students' responses to surveys about who their friends were and whether those students listed them in turn, allowing the researchers to discern which students were at the center of a particular school's social web. Then they asked which classmates treated them aggressively, discounting playful teasing. The surveys showed that the students from whom the spokes of school popularity emanated were less likely to harass classmates verbally, spread rumors, engage in cyber-bullying, or use physical violence against their peers. "Our interpretation is, kids view this as a means to an end. Once they get to the top, they no longer need to be aggressive. Aggression could be counterproductive: It could signal insecurity," Mr. Faris said. But, he added, "there are definitely some kids who were socially marginal and highly aggressive. There's always going to be exceptions." The researchers, whose longitudinal study followed 3,722 students from 2002 through 2005, found that regardless of their backgrounds, race or ethnicity, or grade levels, the patterns of aggressors' places in the social spectrum were the same.

■ The results of a nationwide survey of school board members show a shift in focus toward student achievement and away from the nitty-gritty district management issues known as the "killer B's": buses, buildings, books, budgets, bonds, and similar issues. But today's school board members appear not to be as interested in issues many policy observers deem to be on the cutting edge of

school reform. They consider charter schools, performance pay for teachers, and year-round school not as important to student achievement as strong leadership and professional development, according to the survey results. "School Boards Circa 2010: Governance in an Accountability Era," was written by Frederick M. Hess, the director of education policy studies for the American Enterprise Institute in Washington, and Olivia Meeks, an AEI researcher. The survey gathered responses from 900 school board members and 120 superintendents in more than 500 school districts. The study can be found on the National School Board Association's website, www.nsba.org.

■ After a controversy in the fall of 2010 over a transgendered female student who ran for homecoming king, Mona Shores High School students will not vote for a prom king or queen, but instead a two-person prom court. The decision came after the Michigan chapter of the American Civil Liberties Union (ACLU-MI) threatened to sue for suppression of free speech and gender discrimination. Votes for the transgender student for homecoming king in September were disallowed by school authorities because the student's original records, including a birth certificate copy, indicated female. "The administration has been hashing this over with the ACLU, the high school administration and the student leaders of the senior and junior classes," said Mona Shores School Board member Linda Kelly. "This was the students' solution and it was very mature on their part. This was their recommendation. There has been no board input." (Source: NASBA Legal Clips, 2/17/11)

■ The Secular Student Alliance (SSA), which promotes atheism and humanism, currently has chapters at more than 200 colleges and is seeking to launch 50 new high school clubs. SSA's goal is to provide Godless teens with the same social benefits that religion-minded teens find at court-sanctioned after school Bible clubs or through Christian, Jewish and Muslim student groups. According to J.T. Eberhard of the SSA, "High school is hard for anybody and we are among the most reviled groups in America. These clubs give kids a chance to socialize with like-minded people. There's nothing in our mission statement about tearing down religion." SSA has encountered school administrators using technicalities to block student-led clubs. SSA has launched five new clubs but "three had a struggle and six more are still stymied." So far, of the 17 student-led clubs now operating, "two meet secretly," Eberhard says. One student claims that the club at his school held one meeting but as soon as the principal heard about it, he was ordered to the school office where he was accused of launching a "hate club." Shortly thereafter, the requisite faculty adviser withdrew, so the club was forced to disband. (Source: USA Today, 2/9/11, by Cathy Lynn Grossman)

CT KIDS: LET'S GET MOVING

By Dave Maloney, Asst. Executive Director

Ever since the first lady, Michelle Obama's "Let's Move Campaign" was announced just one year ago, children's health, and childhood obesity in particular, have taken center stage. And for good reason. We've all heard the statistics: one in three children are either overweight or obese, with even higher rates among African Americans, Hispanics and Native Americans. One in three children will suffer from diabetes at some point in his/her life. The cost to our economy is staggering - somewhere near \$150 billion every year to treat obesity-related conditions.

But wait. There's a way to help our kids right here in Connecticut right now.

KiDSMARATHON, a program that enables kids, ages 7-12, to complete a full marathon by running incremental distances each week leading up to the finish in front of hundreds of fans, is accepting registrations for the 2011 program. Structured around an eight to ten week training program which can take place before, during, or after school, kids follow a booklet of healthy living suggestions while keeping track of their mileage toward the 26 mile goal. The program's author is Rod Dixon, a former long distance runner from New Zealand and winner of the New York City marathon. Schools can begin and implement the program in a variety of settings, but the ideal start time is right after the Connecticut Mastery Test in March.

In reality, perhaps schools should make sure that their kids are running before the state tests as the latest research shows that regular running benefits the brain in numerous ways! John Ratey, professor of psychiatry at the Harvard Medical School, notes, "Exercise helps memory retention and all the learning functions especially in children's growing brains." Another study by Charles Hillman, professor of kinesiology and neuroscience at the University of Illinois, pointed out "a clear connection between exercise and academic performance". Hillman elaborates further, "children ages 7-11 who exercised 40 minutes a day had academic improvement gains over those who only exercised 20 minutes a day."

"So let's get our elementary and middle school kids moving in 2011 in their PE classes and at recess, notes CAS Assistant Director, Dave Maloney. "The beauty of KiDSMARATHON is that it doesn't infringe on what is an already overcrowded curriculum. It can be implemented in virtually any format that the local school chooses."

continued on page 7

Budget Proposal, *continued from page 1*

In essence, hospitals and nursing home use will be taxed and the state will redistribute the money, along with some matching federal revenues, to the facilities based on a formula which it is believed will recognize uncompensated care. Thus as with previous proposals, some facilities will experience a net gain and others a net loss.

Revenue

There are numerous tax increases:

- The sales and use tax will be increased from 6% to 6.35% (0.1% will go back to municipalities based on retail sales).
- The base of the sales and use tax is expanded through the elimination of some 20 exemptions.
- There will be a 3% luxury goods tax on amounts over various thresholds.
- Rental Car Surtax increased +2%.
- Hotel Tax increased to 14%.
- Personal Property Tax on boats and aircraft based on a statewide 20 mill rate.
- Insurance Companies premium tax increased from 1.75% to 1.95%.
- Cigarette tax from \$3 to \$3.40/pack.
- Alcoholic beverages tax increases.
- Repeal exemptions to the Admission & Dues Tax.
- Establishing a 3% Cabaret tax.
- Increase gasoline and diesel tax \$.03 and \$.02, respectively.
- Increase the tax on electric generators by \$0.002/kwh.
- Increase Estate Tax revenue by lowering the threshold from \$3.5 million to \$2.0 million.
- The Personal Income tax is made more "progressive" by increasing in various amounts on individuals and couples earning over \$50,000 and \$100,000 respectively.
- The Real Estate Conveyance tax increases from 0.11% to 0.5% by making the 0.25% tax permanent and expanding the optional municipal charge.
- The \$500 Property Tax Credit is eliminated.
- The Corporation Business Tax surcharge of 10% is continued for another two years.
- A "Throw-Back" rule is established for the corporation tax (to recapture additional revenue).

The budget summary states that the "Governors tax package for businesses is relatively modest compared with other components of the plan. His rationale is simple - it's all about jobs." The budget summary contends that less than 20% of the new tax burden falls on the business sector.

Spending

The Governor contends that there will be "no new overall spending" in this budget. However, he announced various "investments" and initiatives:

Tax Fairness

- Earned Income Tax Credit. For a family of four with an income of \$20,000 there would be a 30% tax credit which amounts to a payment of appx. \$1,500. The tax credit is meant

to help offset the impact of the sales tax increase on low income families. The cost of this initiative is an additional \$108 million in FY 2012 and \$113 million in FY 2013.

Education and Early Childhood

- Flat funding the Education Cost Sharing formula. This necessitates an additional \$540 million over the biennium in view of the use of one-time \$270 million in federal stimulus money. The Governor asked the teachers not to use the ECS funding for raises, since that would only mean job losses and higher class sizes.
- \$5.7 million over two years to begin universal pre-kindergarten.
- \$60 million for new magnet school spaces.
- \$6.5 million for new charter school spaces.
- \$7.5 million for the Open Choice program.
- \$2 million per year to equalize rates for child day care slots in (DSS) licensed facilities and the school readiness slots (SDE).
- \$1.7 million over two years for public/private partnerships to support early childhood education, parent leadership training and early literacy programs. This will generate another \$4.1 million in private funding.

Elementary and Secondary Education

- \$1.1 million year for data collection
- Transferring the vocational technical high schools to the resident communities or the Regional Education Service Centers, (with accompanying grants to pay for the cost transferral).
- \$50,000 to the RESCs to study school transit options and uniform school calendars.

Miscellaneous

- \$15 million yr for improvements to state parks and recreation areas.
- \$25 million yr for brownfields.
- \$15 million yr for tourism.
- Expanded job creation tax credits to \$6,000.

Savings

- Elimination of the state reimbursement to municipalities for lost revenue under the personal property tax exemption for newly acquired manufacturing machinery and equipment. The exemptions in Sections 12-81(72) and 12-94(f) for such equipment remain in effect; however, the state will no longer reimburse the municipalities. Section 12-81(74) is repealed which will allow the property taxation of commercial motor vehicles.
- Concessions from state employees of \$2 B over two years in the areas of wage, health care and pension changes. Areas such as a wage freeze, furlough days, adjusting the retirement age and longevity payments, and higher medical and prescription drug copayments are being sought. Concessions are needed " because the alternative would be to shred the safety net and to lay off thousands of state workers."
- There are major consolidations of state agencies that are estimated to result in short term savings of \$10 million but to increase efficiency and services.

Details

The Budget Summary (43 pages) and the Budget in detail (155 pages) as well as the test of Governor Malloy's speech can be found by going to the Governor's web site: CT.Gov/Malloy. The preceding represents elements of all three sources. It is by no means definitive. Rather it represents a quick reading and analysis of the materials.

Passage of various proposed pieces of legislation will be necessary to adopt this budget. The following is a non-inclusive list of some bills related to the budget that have been introduced:

- SB 6392 AAC Birth to three services
- HB 6384 AA Transferring the Labor Department's Apprenticeship Program to DECD
- HB 6385 AA Implementing the Budget Recommendations of the Governor Concerning Education
- SB 6387 AAC personal property tax exemptions
- HB 6394 AAC fare increases on the New Haven Line and the elimination for the transportation strategy board
- HB 6386 AA Establishing the department of energy and environmental protection
- SB 1002 AA transferring the office of workforce competitiveness and commission on culture and tourism to DECD and other changes to economic development statutes
- HB 6380 AAC the budget for the biennium ending June 30, 2013
- HB 6383 AA creating an economic development grants program
- SB 1011 AAC a reorganization of CT's system of higher education
- SB 1009 AA creating the office of governmental accountability
- SB 1000 AA reforming the state budget process
- HB 6388 AA implementing the Governor's budget recommendation concerning OPM.

The governor has scheduled a series of forums across the state to discuss budgetary issues. The date, time and locations can be found on his web site at www.ct.gov/governor/. They will provide an opportunity to communicate opinions on what has been proposed and to learn additional details.

**"You can't build
a reputation
on what you're
going to do. "**

**– Henry Ford,
Industrialist and Inventor**

REGIONAL CONFERENCE TO FOCUS ON HIGH SCHOOL CHANGE

By Dr. V. Everett Lyons

Registration has now opened for the New England Secondary School Consortium's (NESSC) annual regional conference for New England educators, *High School Redesign In Action II*. The event features practitioners from across New England sharing success stories and exchanging best practices in an effort to transform the region's secondary schools for the 21st century. This is the second year that the NESSC has sponsored this program, providing participants with a valuable opportunity to hear directly from educators in the field who are doing the hard work of changing their schools. Last year's conference was subscribed to capacity.

Schools from each participating member state of the New England Secondary School Consortium - Connecticut, Maine, New Hampshire, Rhode Island and Vermont - will showcase programs currently in place at their schools which prepare all students for success in college and careers. This year, representatives from three Connecticut high schools will conduct workshops. East Hartford High School, E.O. Smith High School and Simsbury High School will lead sessions on advisor-advisee programs, capstone/senior projects and student success plans, respectively.

The conference will take place April 7-8, 2011 at the Radisson Hotel in Nashua, New Hampshire. Additional information and registration materials may be found at www.newenglandssc.org/conference.



SAVE THE DATE



Annual Conference for School Office Personnel

Friday, April 29, 2011 / Aqua Turf Club

This one-day conference is designed to support the daily work of school office personnel and the important contributions they make to a school's culture and positive teaching and learning environment.

Keynote Presenters:

Attorneys Tom Mooney & Gwen Zittoun, Shipman and Goodwin, LLC

Kate Cofrancesco, Stress Management Training Consultant

BandJam
The Ultimate
Battle of The Bands!!
BandJam East
Norwich Free Academy
May 13, 2011
&
BandJam West
Darlen HS
May 20, 2011

Featuring top high school rock bands from across the state

KiDSMARATHON, continued from page 5

"KiDSMARATHON is very doable, particularly for kids who haven't been very active," adds Janice Mayernan, PE instructor at McKinley School in Fairfield. Mayeran describes her greatest memory from last year when some of her students ran extra laps to help encourage a girl who was struggling to complete her third lap at the Cheshire celebration. "My kids had huge smiles on their faces knowing that they were offering support to a fellow student who they didn't even know. It really warmed my heart!"

The CAS KiDSMARATHON Committee has set up four sites for the 2011 celebrations. KiDSMARATHON celebrations are set for Fairfield Ludlowe High School on May 14th, Cheshire High School on May 21st, Norwich Free Academy on June 4th and Litchfield on June 11th, associated with the Litchfield Hills Road Race. Schools can pick the site which suits their program best when they register. The only charge for the program is \$5. per participant which covers the training booklet, T-shirt, and beautiful medal awarded during the celebration.

The direct link to register is www.casciac.org/register. Inquiries can be directed to Regina Birdsell (rbirdsell@casciac.org) or Dave Maloney (dmaloney@casciac.org) at CAS, 203-250-1111.

LEADERSHIP CONFERENCE THRIVES IN NEW HOME

By Earle G. Bidwell,
Assistant Executive Director

After many successful years at Quinnipiac University, "Making Acceptance Acceptable- the CAS Middle Level Student Leadership Conference" has moved to a new home, Wesleyan University in Middletown. The move was necessitated by a new intercession at the former site rendering it unavailable during the school year. CAS is extremely grateful to the leadership at both Quinnipiac and Wesleyan for hosting this premier event for middle level student leaders and their adult advisors.

A record of 436 students from 37 middle schools enrolled for the all day conference that featured team building activities where each student met peers from 19 different schools and developed a working relationship for the day. This was followed by large group presentations. Half of the students were treated to a performance by ESTEEM from Canton High School, who acted out vignettes about social issues, then interacted with the audience. The other half met for an interactive "fish bowl" activity with Jennifer Buckley, Director of Wesleyan's Upward Bound Program.

Guided by Upward Bound student leaders, groups then participated in three breakout sessions presented by thirty presenter groups made up of teachers, counselors, youth officers, principals and high school student council leaders. The topics were wide-ranging and varied, yet generally fit into one or more of four strands:

- Building a Climate of Acceptance
- Making a Difference in Your School
- Taking Risks and Rising to the Occasion
- Social Networking

Two sessions were designed especially for advisors. The first was a roundtable discussion where participants were able to discuss issues relevant to middle school leadership topics. The second featured Peace Jam, a program devoted to engaging students in service learning and developing character, positive values, conflict resolution skills, leadership and teamwork.

The day ended with students and advisors reassembling in their school groups and, using a planning guide, began to develop an action plan around LID; what did we Learn, what Interested us and what will we Do when we return to school.

THE NAESP 2011 CONVENTION - BEST PRACTICES FOR YOUR SCHOOL

When NAESP asked members what interested them most, 99 percent resoundingly said "Best Practices!"

The NAESP 2011 Annual Convention & Exposition, April 7-10 in Tampa, Fla., is your best opportunity this year to garner a wealth of best practices you can put into action.

Come learn from a remarkable collection of the best and brightest minds in education today addressing the important issues for principals of elementary and middle schools. Sessions are designed to inspire you to action, inform you on the most relevant leadership issues, help you investigate deeper, foster interaction, and improve your knowledge so you can support ongoing growth for your school and students.

There's truly something for everyone at this year's well-focused, yet flexible program. You can follow a single focus area or choose from a variety of sessions that suit your professional development needs best.



What Members Said Matters Most Focus Areas for the Convention Program

How to be a better instructional leader	Leading for Change
Teacher and staff development	Professional Learning Teams
School improvement strategies	School Culture
Assessment at all levels	Evaluation of Classroom Instruction and Technology Supporting Accountability and Communication

Register today at www.naesp.org/2011! It's your best chance of the year for affordable, high-value professional development-you'll get enormous returns for a small investment, all in one location at one event.

CAS is grateful to Jennifer Buckley and Upward Bound for advance planning, training student presenters, hosting the event, providing student guides and ongoing support during all aspects of the conference. We look forward to a long and fruitful relationship between Wesleyan and the CAS student leadership conference

CAS is indebted to our corporate partner, Connecticut Lighting Centers, for its support. Represented at the conference was family member Mrs. Judy Guzman. A long-time leader in philanthropy and community service in our state, Connecticut Lighting Centers provides the financial support to make it possible for all students to attend, regardless of their circumstances. It also underwrites the "Arthur Director Student Leadership Award," named for company founder, which is awarded annually to a school that excels in exemplifying the ideals of the conference.

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THE BULLETIN

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ciac news

CT'S DONNA VAVRINEC NAMED NCAA'S SOFTBALL NATIONAL COORDINATOR OF UMPIRES



INDIANAPOLIS—Donna Vavrinec has been named the NCAA's softball national coordinator of umpires and will serve as the primary administrator of the Softball Umpire Improvement Program.

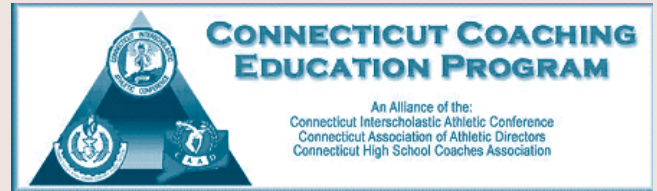
"Donna's wealth of experience and knowledge will ensure the Softball Umpire Improvement Program continues its strong tradition of training and educating umpires for the collegiate game," said Scott Farmer, chair of the NCAA Division I Softball Committee and senior associate athletics director at the University of Louisiana at Lafayette.

Vavrinec has umpired at every level of the NCAA softball postseason since 1985, including 14 national championships in all three NCAA divisions. In addition, she is an experienced softball clinician, assignor, and evaluator who has served as the Umpire in Chief for several Division II and Division III softball national championships and was a member of the SUIP National Observation Team.

"I am looking forward to the opportunity to contribute back to the great sport of softball in this role and to collaborate with the umpires, coordinators and coaches in fostering a culture of excellence and respect," Vavrinec said. "I also look forward to learning and working with the committees and the NCAA staff to continue to move the game forward and enhance the student-athlete experience."

Vavrinec's commitment to education is reflected in her 35 years as a physical science educator with the Norwalk (Connecticut) Board of Education. The recent retiree from Norwalk High School is a graduate of Plymouth State College with a degree in social science and conducted post-graduate work at Southern Connecticut State University and the University of New England.

Locally, Donna Vavrinec has been a long-time field hockey and softball official on the high school level. In field hockey, she is the Fairfield county assigner (commissioner) and she trains the new officials. In softball, she is the officials coordinator for the CIAC softball tournament.



MARCH 2011 CEU MODULE OFFERINGS FOR COACHES

CIAC Office - 30 Realty Drive, Cheshire
NO WALK IN REGISTRATIONS

Thursday, March 17, 2011 / 6:00-9:00 p.m.

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

Friday, March 18, 2011 / 6:00-9:00 p.m.

Module 13 - Nutrition, Performing Enhancing Supplements

Saturday, March 19, 2011 / 8:30-11:30 a.m.

Module 7 - CIAC Roles & Responsibilities of a Coach

Saturday, March 19, 2011 / 12:00-3 p.m.

Module 4 - Legal Aspects of Coaching

Saturday, March 19, 2011 / 3:15-6:15 p.m.

Module 3Rev - Safety Rules, Care & Prevention of Injury

These SDE approved classes will help a coach satisfy the required coaching education needed to maintain a coaching permit.

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

UNIFIED SPORTS® TEAMS PREPARE FOR A NEW BASKETBALL SEASON

By Lou Pear, Director of Unified Sports®

Now that we have shoveled ourselves out of some of the largest snow storms this winter, we are preparing for an exciting and newly improved basketball season for our Unified Sports teams. New schools and tournaments highlight this season's progress. In addition to the current 104 middle and high school teams, we have added 11 others. They include Haddam Killingworth, Shepaug and Avon Middle Schools as well as Shepaug, Joel Barlow, Wilby, Valley Regional, Westhill, Watertown, Bassick, and Stafford Springs High Schools. There will also be three new sites for basketball tournaments; Haddam / Killingworth, Waterbury and Fairfield Ludlowe High Schools.

League tournaments will be held in the following leagues: Central CT Conference, Southern CT Conference, Eastern CT Conference and the Fairfield County Interscholastic Athletic Conference. Each of these tournaments will host 200 - 250 athletes and partners. The new league to this special format is the FCIAC. A special thank you goes out to Dave Schultz, athletic director of Fairfield Ludlowe High School. Last year he started with a track and field tournament and this year the FCIAC teams will be able to participate in both track and basketball as a league. The FCIAC soccer tournament has been hosted for many years now at Staples High School, under the direction of Janet Zamary.

The impact of Unified Sports programs can be seen on many levels. Partners are mentoring peer athletes. There is an increased level of respect taking place in our schools and these schools are rallying around the progress and success this socially inclusive sport has brought to each school.

We have just completed a very successful Unified Sports Youth Leadership Summit and are in the process of preparing for the Unified Sports Michaels Cup Award Banquet. If you have student partners who are interested in submitting essays please send them to Karol Brzozowski at CAS. Until then best wishes for a happy and healthy new year!

... more cjac news

Bill Riccio, Jr. of West Haven has been named one of three 2010 recipients of the Eastern College Athletic Conference's (ECAC) prestigious Red Hill Award for excellence in football officiating. The recipients of the Red Hill Award were honored on February 17th at the annual Eastern College Football Awards Banquet at the New Meadowlands Stadium in East Rutherford, N.J. Riccio's career has expanded over a multitude of positions as both an official and rules interpreter. He has been officiating since 1974 while enrolled as an undergraduate student at Southern Connecticut State University. He is still a member of the New Haven Football Officials Association and has been a rules interpreter since 1982. From 1981-83 he was a member of the Eastern Association of Intercollegiate Football Officials Metro Chapter and, then in 1983, he joined the Connecticut Chapter where he still holds membership. Since 1987, Riccio has been a rules interpreter for the EAIFO. In 1994, he became a New Haven representative for the Connecticut Football Officials Association. From 2001-09 he was an Associate State Rules Interpreter, becoming a State Interpreter in 2010. Riccio was appointed as an officials' representative to the National Federation of State High School Associations Football Rules Committee between 2006 and 2010; for the 2011-12 season, he has been named to the NFHS Manual Sub-Committee for Section I (New England, New York and New Jersey). In his 37 years in football officiating, Riccio has received 10 NCAA playoff assignments, three collegiate league championship games and two ECAC bowls. He has also officiated five state high school championships and three state semifinal games. During the spring, Riccio takes to the diamond as a member of the Greater New Haven Baseball Umpires Association, a tenure he's had since 1972. In 2003, he became Vice-president of the GNHBUA, and since 2007 has been the Association's President. In 2010, Riccio was inducted into the Connecticut Football Officials Hall of Fame. Off the field, Riccio has been a publication editor, assistant teacher, and most notably, an organist for various parishes around Connecticut.

■ Last month, federal lawmakers re-introduced legislation to Congress that would force school districts to adopt concussion management plans that educate students, parents, and school personnel about concussion recognition, response, and prevention. The legislation, titled the *Protecting Student Athletes From Concussions Act*, would require schools to post information about concussions on school grounds and on school websites. It would also emphasize a "when in doubt, sit out" policy for student-athletes. Rep. Tim Bishop was the original sponsor of the bill; Rep. George Miller, the ranking Democrat on the Education and The Workforce Committee, was the original co-sponsor. Bishop initially introduced the legislation to Congress in the fall of 2010. (NOTE: Overall, 10 states currently have legislation that controls when a student-athlete who suffered a concussion can return to the playing field.

Connecticut's concussion law went into effect on July 1, 2010. PA 10-62 requires student-athletes who suffer concussions to obtain clearance from a medical professional before returning to play. Furthermore, it mandates that all coaches complete a state-approved course in concussion management.)

■ A new study by researchers at the University of San Diego finds young athletes may spend less time than expected participating in moderate to vigorous physical activity. Researchers found that on average, children who play organized soccer, baseball, or softball participate in only 45 minutes of moderate to heavy exercise during practices, or 15 minutes less than the daily time recommended for this age group. The 200 7-to-14-year-olds studied were outfitted with devices that measured physical activity during at least one practice and one game a week. Though practices sometimes lasted for more than three hours, researchers discovered much of that time is spent standing in line for exercises meant to improve skills or strategy rather than being constantly active. The research found that 25 percent of the athletes experienced at least 60 minutes of moderate or vigorous exercise, with soccer players exercising an average 14 minutes longer and those younger than 10 years old 7 minutes longer than youths who play the other sports. Researchers also found that boys exercised an average of 11 minutes longer than girls. (Source: *Archives of Pediatrics & Adolescent Medicine*, 12/6/10)

Exercise Increases Students' Cognitive Function, Study Finds

Regular exercise helped previously sedentary, overweight children to perform better on goal-oriented tasks and improved their mathematics ability, according to a recent study from the Georgia Prevention Institute at Georgia Health Sciences University. In the study, which was published in *Health Psychology*, 171 children ages 7 to 11 were assigned to separate groups. One group got 20 minutes of aerobic exercise in an after-school program, one group got 40 minutes of exercise, and another group got no exercise. The study found that the more exercise the students got, the more their brain activity increased in the prefrontal cortex, which is a region of the brain associated with complex cognitive behaviors, moderating social behavior, and decision-making. Researchers analyzed the effects of exercise on the students and found that the students who received 40 minutes of exercise per day increased their intelligence scores by an average of 3.8 points. Students who exercised 20 minutes a day noticed a similar, smaller increase in their scores. "That's exciting and has important implications," said the lead author, Dr. Catherine L. Davis, an associate professor of pediatrics at GHSU. "I think it shows that children being sedentary may adversely impact their ability to do mathematics. And that's very important." The original study looked at a three-month period for the after-school exercise program; the researchers are now testing the program for a whole school year to examine any change in the effects. "I hope these findings will help re-establish physical activity's important place in the schools in helping kids stay physically well and mentally sharp," Davis said. "For children to reach their potential, they need to be active." (Source: *Exercise Increases Students' Cognitive Function, Study Finds*, Education Week blog by Bryan Toporek, 2/10/11)



INVESTORS IN CT YOUTH



- ★ Anthem ★
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- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Dick's Sporting Goods ★
- ★ ESPN ★
- ★ Grynn & Barrett Studios ★
- ★ Horace Mann ★
- ★ IGA / Bozzutos ★
- ★ Jostens ★
- ★ Knight ★
- ★ Liberty Mutual ★
- ★ MaxPreps ★
- ★ McDonald's ★
- ★ N.E. Fitness Distributors ★
- ★ PureTech Water ★
- ★ Rawlings ★
- ★ Sodexo ★
- ★ Spalding ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ Team IP ★
- ★ U.S. Marine Corp ★
- ★ Wilson Sporting Goods ★

caad news

CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS

27th Annual Athletic Directors Conference

Thursday and Friday, March 24-25, 2011 ♦ Rocky Hill Marriott

EARLY BIRD SCHEDULE

Thursday, March 24, 2011:

- 7:30 - 8:30 a.m. Donut Derby - Gift Redemption
 8:30 - 11:00 a.m. CIAC Workshop - *Paul Hoey, Assoc. Executive Director*
 12:15 - 1:30 p.m. Luncheon / CAAD General Meeting -
Trish Witkin, CAAD President
 2:15 - 3:15 p.m. General Session - *Mike Golic, ESPN*
 3:30 - 4:30 p.m. Workshop Sessions
 5:00 - 6:00 p.m. Social Hour
 6:00 - 9:00 p.m. Awards Banquet

Friday, March 25, 2011:

- 8:00 - 9:30 a.m. CAAD Annual Breakfast - *Safe Sport Zone*
 9:45 - 11:45 a.m. CAAD Coaching Education Modules
By CAAD State Faculty
 12:00 - 1:30 p.m. Coca-Cola Buffet Luncheon and
 CAAD Closing Meeting

CEU'S WILL BE AWARDED EACH DAY

2011 C.A.A.D. AWARD RECIPIENTS

*Distinguished Service Award Recipient From
 Inside the Field of Athletic Administration*
**GARY MAKOWICKI,
 NORWICH FREE ACADEMY**

*Distinguished Service Award Recipient From
 Outside the Field of Athletic Administration*
DR. CARL W. NISSEN

NIAAA State Award of Merit
LEONARD CORTO, NEW BRITAIN H.S.

Meritorious Service Award
STEVE DIVERNIERO, ELI WHITNEY TECH. H.S.

Past President Award
RAY DEANGELIS

PRE-REGISTRATION INFORMATION**Early Bird Conference Registration**

Name _____
 School _____
 Town _____ Zip Code _____
 Telephone () _____

Payment enclosed is to cover:

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

Turfer Wind Jersey (circle size):
 Unisex sizes: S M L XL 2XL 3XL 4XL

Make checks payable to: **CAAD**

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

No one-day fees ♦ No refunds after March 12, 2011
 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
 Expiration date: _____

Check one: 2 Double Beds King Bed
 \$104 per night plus 12% tax

Send this form along with check or credit card # to:

Rocky Hill Marriott
 100 Capital Boulevard
 Rocky Hill, CT 06067
 Attn: Laurie Quinn

OR register online at: <http://www.caadinc.org/conference.html>
 Room Rate NOT guaranteed after March 12th

... more caad news

ATHLETIC DIRECTORS PROFESSIONAL DEVELOPMENT CONFERENCE SHINES IN ORLANDO

By Trish Witkin, CMAA, Athletic Director, Glastonbury High School
C.A.A.D. President

This past December more than 30 athletic directors from Connecticut, several of their spouses, and members of the CIAC staff traveled to the 41st Annual National Conference of High School Athletic Directors held in Orlando, Florida December 15-19, 2010. Long considered one of the country's premier conferences, administrators from all fifty states, the District of Columbia, and the Canadian provinces, along with the Connecticut contingency, converged on the Orlando World Center Marriott Resort in Orlando Florida for a professionally rewarding experience and perhaps some sunshine.

The National Interscholastic Athletic Administrators Association (NIAAA) and the National Federation of State High School Association (NFHS), along with the Florida Host Committee created another outstanding conference program which featured professional speakers, 35 workshop sessions, leadership training coursework and awards recognition programs. More than 200 exhibitors showcased their latest products and services in the exhibit hall. The conference kicked off with inspirational remarks from Pat Williams, Senior Vice President of the Orlando Magic. John Cassis, a minister and former professional athlete, was the feature speaker. Both gentlemen entertained and inspired attendees with stories of their rise in athletics and other facets of their lives.

For athletic administrators wanting to set the standard of excellence for their athletic programs, the workshop sessions were a valuable resource. Athletic administrators, professionals and experts in their field presented such topics as "Meeting Title IX Expectations," "Student Leadership-Developing Team Captains," "Contest Preparation and Management- Safety First!" and "Sports Law Year-in-Review," to name a few. The Connecticut delegation was in full force to support our very own Karissa Niehoff, Executive Director of CASCIAC, who shared her experiences and expertise in "Providing Difficult Responses."

One of the highlights of the conference each year is the awards recognition programs. In total, 29 outstanding individuals were recognized with awards. At the conference luncheon, the NFHS honored eight individuals with citations while the NIAAA honored 21 individuals at the conference banquet, including 9 outstanding athletic administrators who were inducted into the NIAAA Hall of Fame. Personally speaking, I was awestruck by the contributions and accomplishments these extraordinary individuals achieved in their impressive careers. It was truly inspirational.

The national conference is and continues to be an incredible experience for all who attend. The professional development and networking opportunities are rewarding and



Trish Witkin, CAAD President

fulfilling. One cannot help but leave feeling connected and inspired. We return to our districts armed with strategies and ideas that will help us continue to set the example of excellence for our student-athletes, coaches and programs.

Next year's conference will be held in Indianapolis, IN December 9-13, 2011. I hope you will consider joining your colleagues in what is sure to be another outstanding professional development opportunity for athletic administrators.