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JANUARY 2010

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A Quiet Occurrence

The following story, shared by Waterford High School Principal Donald Macrino, describes a powerful and uplifting act of kindness that almost went unnoticed.

When working in a high school with 1000 students and 100 staff members, it is not uncommon to see gestures of kindness and compassion, but seldom have I witnessed an act so poignant and so moving as the one I am about to relay.

It began with a trip to Florida by one of our freshman boys. His name is Tyler and against his wishes, he had to attend a family wedding that would cause him to miss a few practices for the freshman baseball team of which he was a new member.

On the day following the wedding his father rented a boat and took Tyler and two of his cousins out to do some snorkeling. The water was not clear enough for snorkeling, so the boys made a day of diving off the boat and swimming in the warm water of the Atlantic. At some point during the early afternoon, while the boys were diving off the bow of the boat, the boat drifted over a sandbar
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CAS NAMES 2010 ASSISTANT PRINCIPALS OF THE YEAR



Michelle Zeuschner
Elementary School Assistant
Principal of the Year



Jacquelyn Gilmore
Middle School Assistant
Principal of the Year



Jeffrey Provost
High School Assistant Principal
of the Year

The Connecticut Association of Schools is pleased to announce the selection of the **2010 Assistant Principals of the Year!** Each year nominations are submitted for the elementary, middle, and high school *Assistant Principal of the Year* awards. The winners are chosen by the CAS Awards and Recognition Committee, a selection committee consisting of active and retired principals and assistant principals. Congratulations to the *CAS Elementary Assistant Principal of the Year*, **Michelle Zeuschner**, assistant principal of Andover Elementary School; *CAS Middle School Assistant Principal of the Year*, Jacquelyn Gilmore, house principal of North End Middle School in Waterbury; and *CAS High School Assistant Principal of the Year*, **Jeffrey Provost**, assistant principal of East Lyme High School.

Michelle Zeuschner

Dr. Michelle Zeuschner, assistant principal and director of special education at Andover Elementary School, has been selected as the **2010 CAS Elementary School Assistant Principal of the Year**. Michelle is a tireless leader whose every action is driven by her desire to meet the academic, social and emotional needs of her students.

Michelle was nominated for the award by her principal, Dr. H. David Griffin, who praises her "understanding of collaborative leadership, her knowledge of learning and teaching styles, and her passion for a child-centered school."

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Jacquelyn Gilmore

Jacquelyn Gilmore, house principal of North End Middle School in Waterbury, is the **2010 CAS Middle School Assistant Principal of the Year**. A 19-year educator, Jackie has served the Waterbury public schools and the greater Waterbury community for her entire professional career. After earning her bachelor of science degree from Southern Connecticut State University (SCSU) in 1990, Jackie took her first job as a health and physical education teacher at North End. She subsequently earned her master's degree from SCSU and her sixth year certificate from Sacred Heart University in New Haven. In 1999, she became supervising vice

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Jeffrey Provost

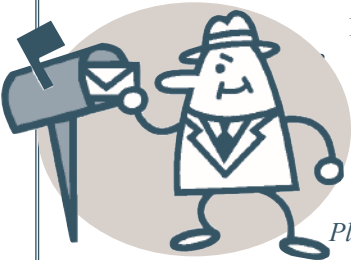
Jeffrey Provost, assistant principal of East Lyme High School, has been named the **2010 CAS High School Assistant Principal of the Year**. Provost, now in his seventh year as assistant principal of East Lyme High School, was chosen by the selection committee for his purposeful leadership and uncompromising dedication to his students and school community.

"I am honored to receive the 2010 Connecticut Association of Schools High School Assistant Principal of the Year Award. It is a very prestigious award and, considering the many talented and worthy administrators

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LEGAL MAILBAG

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



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

Q. DEAR MAILBAG: In these tough times, we are looking for every nickel. Our head custodian recently cleaned out the basement of our building, and he found a bunch of junk that we were thinking about throwing out. But one man's junk is another man's treasure, and we decided to hold a tag sale to raise some money for our school. We did it as part of a winter carnival, and the sale was a rousing success. We were shocked, therefore, when the First Selectman sent us a letter demanding that we turn over the revenue from the sale as "Town property." We figured that the town is as desperate as we are, and we tried to laugh it off. But when I saw the First Selectman the other day, he was not even smiling, and he mentioned something about "jail." Is there anything to this?

- *Entrepreneurial Spirit*

A. DEAR SPIRIT: While I do not think that you need a lawyer, you need to understand the concept of school property. Property used for school purposes is not owned by the board of education, but rather it is owed by the municipality. Property dedicated to school use is under the control of the board of education, but ownership remains with the town. When we look at it this way, we realize that the First Selectman may be humorless, but he is also correct in this matter. If you cannot talk him into changing his mind, you will have to cough up the money.

Q. DEAR MAILBAG: My school is in the affluent part of town, and we have the "everyone is above average" syndrome here. Some parents are driving me nuts because they cannot abide that their little Einstein got some B's at midyear. Now, they are bugging me to share the teacher's grades for the whole class. I have told them that grades are confidential student information, but they aren't buying it. They told me that I can redact the names of the students, and they have demanded a list of the teacher's grades under the Freedom of Information Act. Can I tell them no?

- *Passively Aggressive*

A. DEAR AGGRESSIVE: Perhaps you should take up rugby for your aggression, because as it is you are violating the parents' rights under the Freedom of Information Act. To be sure, personally-identifiable student information is generally confidential, and that is certainly true of grades. However, when a public agency can provide information in a redacted form that removes the personally-identifying information, it must do so and release the information so redacted.

Q. DEAR MAILBAG: Our school has sixty-five video surveillance cameras, and we have had several requests from parents over the last few years to view video of fights or other disciplinary incidents. Citing FERPA, we have declined these requests because the footage contains personally-identifiable student information. The only time we have permitted access to our video system is when the footage is subpoenaed for court. Is this video footage subject to disclosure under the Freedom of Information Act or can we continue to rely on FERPA to keep it confidential?

- *Here's Looking At You*

A. DEAR LOOKING: The Freedom of Information Commission has ruled that surveillance videos may be considered protected student information under FERPA because they contain personally-identifiable information. However, sometimes you may want to be able to share the information with parents to prove to them that their little darling was in fact the one throwing the punches. Your rights are not totally clear in such cases, but if it is important, it may be OK to show the parents the video with the understanding that they will not be permitted to take a copy of the tape, and that the information they observe as to other students is confidential.

ct news & notes

■ Section 10-215e of the Connecticut General Statutes requires that the Connecticut State Department of Education (CSDE) publishes the Connecticut Nutrition Standards by January 1 of each year. The state nutrition standards committee met this fall to review the Connecticut Nutrition Standards and make revisions based on current nutrition science and national health recommendations. The revised *Connecticut Nutrition Standards for Food in Schools* document (including rationale and implementation recommendations) is now available at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322422>. The changes are effective July 1, 2010 for the 2010-2011 school year.

C.S.A.C. ROLL OF HONOR

The Connecticut Student Activities Conference (CSAC) salutes the schools that hosted Fall Student Leadership Workshops.

LEWIS MILLS HIGH SCHOOL
Karissa Niehoff, Principal

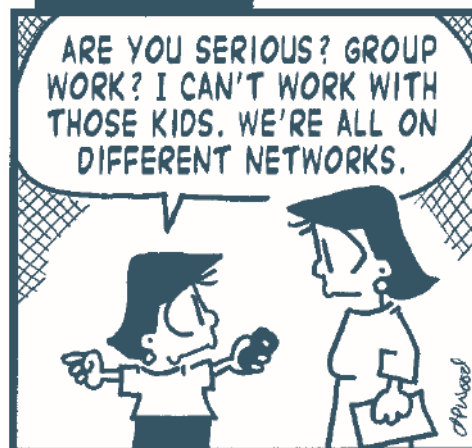
NAUGATUCK HIGH SCHOOL
Francis Serratore, Principal

POMPERAUG HIGH SCHOOL
Lorrie Rodrigue, Principal

ROCKY HILL HIGH SCHOOL
Mario Almeida, Principal

GRISWOLD HIGH SCHOOL
Dr. Mark Frizzell, Principal

SCHOOLIES © 2010 by John P. Wood



national news & notes

■ After years of talk and stalled efforts, the creation of a national certification program for principals is finally under way, with plans to launch the initiative formally sometime in 2011. The National Board for Professional Teaching Standards, which is spearheading the effort that will mirror the now 20-year-old advanced-certification program it runs for teachers, announced this week that it has completed work to define what skills and characteristics school leaders need to be effective. It is in the final stages of crafting specific standards for principals. As is true for the teachers who pursue voluntary national certification, the NBPTS program for principals is intended for those with at least a few years of experience who can prove a high level of accomplishment. As envisioned by the national board, the principal-certification program is the first phase of what will ultimately be an advanced certification for other school leaders, namely teacher leaders. The nine "core propositions," a specific set of skills and characteristics that dozens of practitioners helped the National Board for Professional Teaching Standards to define over several months, were designed to apply across all school leadership roles. With work on the draft standards nearly complete for principals, the board will begin next to design the assessment that will measure how accomplished principal-candidates actually are. (Source: www.edweek.org, *Plans Set for National Certification of Principals*, By Lesli A. Maxwell, Dec. 10, 2009)

■ Programs that pay teenagers to stay in school may be controversial, but here's some evidence from overseas to suggest that they just might work at least for some students.

A group of British researchers, in a study published in *The Journal of Human Resources* last month, shares results from a pilot program that offered 16- to 18-year-olds in the United Kingdom payments to stay in school for up to two years past the minimum age of compulsory school attendance. (That's 16 in the U.K. just as it is in most U.S. states.)

The program went national in 2004. But, in 1999, when it first began, it was available only to students in some urban school districts whose family incomes fell below a certain level. The weekly payments, which typically came to 30 to 40 British pounds, were about a third of what students would have earned had they been employed instead, according to the study. The sums were apparently large enough to entice more students to stay in school, though. School participation rates in the nine experimental districts were 4.5 percentage points higher in the first year of the program than they were in nine demographically similar areas in which no payments were offered. In the second year of the program, participation rates were 6.7 percentage points higher. The bigger the weekly payment, the study also found, the greater was the impact. (Source: www.edweek.org, *Cash Induces Students to Stay in School, U.K. Study Finds*, By Debra Viadero, Dec. 30, 2009)

■ To make access to quality professional development even easier, NASSP has added online courses to its comprehensive catalog of professional development offerings. These robust courses will offer participants the opportunity to learn from facilitators who are experienced in the challenges of education and improving student achievement. In addition, these courses will be interactive, thus allowing for an enhanced learning experience as participants share their knowledge and skills. As a benefit of membership, NASSP members receive a special discount when registering for the online courses. For more information, visit: www.principals.org/tabid/3883/default.aspx.

■ It may come as a surprise to teenagers, but driving is not a "major life activity," at least under the Americans with Disabilities Act. The U.S. Supreme Court let stand a ruling to that effect by federal appellate court, despite arguments that particularly in the rural west, where distances are great, driving is essential to independent life.

REPORT FOCUSES ON PRINCIPAL TENURE AND RETENTION

University of Texas researcher Ed J. Fuller and colleague Michelle D. Young published new data on the retention rates of newly hired principals in Texas. Their report, *Tenure and Retention of Newly Hired Principals in Texas*, documents the principal tenure and retention rates of newly hired principals in Texas public schools from 1996 through 2008. The purpose of the report was to provide basic information about the actual length of tenure and retention rates of newly hired principals and explore some possible relationships between personal and school characteristics and the tenure and retention of principals. The results of the study suggested seven major findings:

- (1) Principal tenure and retention rates vary dramatically across school levels, with elementary schools having the longest tenure and greatest retention rates and high schools having the shortest tenure and lowest retention rates.
- (2) High school retention rates are strikingly low for all schools just over 50% of newly hired principals stay for three years and less than 30% stay for five years.
- (3) Principal retention rates are heavily influenced by the level of student achievement in the principal's first year of employment, with principals in the lowest achieving schools having the shortest tenure and lowest retention rates and the high achieving schools having the longest tenure and highest retention rates.
- (4) The percentage of economically disadvantaged students in a school also has a strong influence on principal tenure and retention rates, with principals in high-poverty schools having shorter tenure and lower retention rates than principals in low-poverty schools.
- (5) Principal retention is somewhat lower in schools in rural and small town districts and somewhat greater in suburban districts whose students tend to be white and not economically disadvantaged.
- (6) The personal characteristics of principals such as age, race, and gender appear to have only a small impact on principal retention rates.
- (7) Certification test results appear to have little impact on principal retention rates.

"We think the job has outgrown the ability of one person to handle it," said Mr. Fuller, who is a special research associate for the University Council for Educational Administration, an international consortium of research institutions at the university's main campus in Austin. "Nobody is staying long enough to make connections or shepherd a reform through," he added.

To view the report in its entirety, visit www.casciac.org/pdfs/ucea_tenure_and_retention_report_10_8_09.pdf.

Seven out of ten parents would encourage their children to pursue a career in teaching.

(Source: 41st Annual Phi Beta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools)

Provost, continued from page 1

working each day to provide students and staff with the best possible facilities and practices; it is quite humbling. I want to thank all of the people who made this possible, particularly the teachers that have supported me and shown confidence in my abilities, fellow administrators for their support and guidance and most importantly the students at East Lyme High School."

Jeff earned his undergraduate degree from Central Connecticut State University in 1993 and his master's degree from Southern Connecticut State University in 1999. A lifelong resident of East Lyme and a product of the East Lyme public schools, Jeff was eager to serve the East Lyme school district, joining the staff of East Lyme High School immediately after college. In 1998, after three years as a teaching assistant and classroom teacher, Jeff was hand-picked to establish and oversee the alternative education program for at-risk students. His successes in this role ultimately led to his appointment as East Lyme High School assistant principal in 2003.

East Lyme High School Principal Dr. John Sullivan, who nominated Jeff for the award, praises Jeff's ability to be both a building manager and instructional leader. While skillfully handling the tasks of student discipline, teacher supervision and evaluation, and staff development, Jeff still finds time to implement new programs, design and implement curricula, and strengthen the bond between the school and its community. Says Sullivan, "He has boundless energy and is totally dedicated to the success of his students and their school."

School Counselor Michelle Dean calls Jeff "a true mentor, visionary, and leader of this community." She commends his determination to approach every encounter with a student, even if it stems from an adverse event, as an opportunity for new learning. "Jeff is an educator who sees every occasion as a teachable moment," says Dean. "Jeff deals with the most difficult and sometimes awkward situations with fluency, discretion and fairness."

Jeff is credited with building a cohesive school community which is responsive to the educational needs of all of its students. Since joining the ELHS administration, he has introduced several programs designed to create a nurturing, safe community where each member feels valued and supported. In collaboration with the school psychologist, Provost developed the Student

Support Program (SSP), which he considers to be the proudest accomplishment of his educational career. The program serves a population of at-risk students who do not meet the state requirements for special education services. SSP is a voluntary initiative designed to help meet struggling students' academic, social and emotional needs by pairing them with a teacher who provides individualized instruction and attention. Staff members willingly give up one of their planning periods to help at-risk students in areas such as organization, study skills and time management. Under Jeff's leadership and guidance, the program has flourished, with more than eighty students and fifty teachers actively involved over the past two years. The benefits have been widespread and have been felt by staff and students alike. The school has experienced a significant decrease in behavioral referrals and a reduction in the number of alternative education students. Furthermore, the faculty participants have indicated that the program has positively influenced their instructional practices and approaches.

First Selectman Paul Formica lauds the SSP and Jeff's tireless efforts in implementing it. "The SSP not only helped bring students to a higher level, it also had a profound effect on the teachers as well. I was honored to have met with him to hear first-hand of the direct benefits of the program."

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8 Reasons to Choose UCAPP

University of Connecticut Administrator Preparation Program



1. UCAPP is a program that gets you ready to do the job of school/district leader.

There are less expensive and faster ways to get certified but none that prepare you as well to "hit the ground running" when you obtain an administrative position. UCAPP is for those who are serious about preparing to lead schools and districts.

2. UCAPP helps you to get a job as a school/district leader.

Approximately three out of four UCAPP graduates are working as administrators in Connecticut within five years of graduation; the best placement rate of all the state's 092 preparation programs.

3. UCAPP is organized around a cohort model.

The cohort quickly becomes a network, support system, and extended family all rolled into one. Cohorts from the first years of this 20 year old program still get together for reunions and networking.

4. UCAPP is organized around the internship.

The program follows an adult learning model based on the belief that the best way to prepare school leaders is to have them experience leadership in a school setting under the supervision of an experienced mentor. UCAPP has the most robust internship requirement in the state: 540 hours spread over two years.

5. The CAS-UCAPP partnership is a particular source of strength.

CAS provides a rich trove of experienced principals to serve as mentors, exemplary former school leaders to serve as clinical supervisors, and an extensive array of professional development offerings to complement UCAPP. No other program in the state or nation is similarly partnered.

6. UCAPP personalizes the program to meet your needs.

UCAPP is small enough (four Year I cohorts, four Year II cohorts, approximately 100 students) that students don't get lost. They intern with a leader and at a site that meets their needs, not those of the program.

7. UCAPP & UCONN bring a national reputation.

A Stanford University study two years ago rated UCAPP one of the eight best principal preparation programs in the nation. The Neag School of Education is ranked 21st among schools of education nationally.

8. The quality of the UCAPP/UCONN faculty is excellent.

Tenure-track education leadership department faculty combines with selected adjunct practitioners to provide a rich diversity of teachers who skillfully integrate the worlds of theory and practice.



CSAC ENDORSES EXCITING NEW STUDENT ACTIVITIES PROGRAMS

At its meeting on December 17th, the Connecticut Student Activities Conference (CSAC) Board of Control approved two innovative new student activities initiatives that will provide valuable co-curricular experiences for our member school students. The first is called *FIRST*® (For Recognition of Science and Technology), a program that engages students in exciting mentor-based programs that build science, engineering and technology skills; the second, PeaceJam Northeast, is designed to equip young people with the desire and skills to be a force for change in their communities and the world. Remarked CAS Student Activities Director Dave Maloney, "I can see these activities generating a great deal of enthusiasm and interest from our member schools at all levels."

said Dave Maloney. "We are excited about the impact that *FIRST* programs are having on its participants, and that's why it's a pleasure to be able to signal our endorsement of the world's most effective and fastest growing organization devoted to inspiring young people to seek the knowledge and professional attitudes they need to solve the world's problems."

"We are truly honored by the endorsement and are excited about collaborating with CAS to educate Connecticut schools about *FIRST* programs so that we can open up new fun and educational opportunities for all our students," said Sue Glasspiegel, Regional Director of *FIRST* programs in Connecticut.

More information about *FIRST* can be found at www.usfirst.org.

FIRST® is a registered trademark of U.S. *FIRST*.
LEGO® is a registered trademark of The LEGO Group.

FIRST®



In keeping with President Obama's Educate to Innovate Campaign, CSAC voted on December 17 to endorse *FIRST*® (For Inspiration and Recognition of Science and Technology), a not-for-profit organization founded by inventor Dean Kamen that runs after-school programs to inspire young people's interest and participation in science and technology.

Educational studies have consistently confirmed that if the next generation of young people is going to take on the challenges of the 21st century, it'll need to hone its skills in science, technology, engineering and math (STEM). CAS closely examined the scope of *FIRST* robotics programs and was impressed with the organization's emphasis on fostering well-rounded life capabilities like teamwork, sportsmanship, self-confidence, communication, presentation skills, time management, problem-solving, adherence to rules, working under pressure, project management, conflict resolution, leadership and delegation *in addition* to imparting STEM skills.

FIRST provides a continuum of ever increasing technology, research and presentation challenges first introducing children to Junior *FIRST* LEGO League (ages 6-9), then *FIRST* LEGO League for 9-13 year old students, and finally, the *FIRST* Robotics Competition and *FIRST* Tech Challenge for high school students. In each of these levels, professionals from industry, academia and the community work alongside the students. At the high school level, engineers and other professional mentors help the students design, build, and program sophisticated robots to compete in performing complex functions. In CT, over 5000 students and 1800 volunteers participate in *FIRST* programs.

"CAS is in a unique position to evaluate educational programs that enhance a love of learning,"

PeaceJam Northeast

Founded in 2006, PeaceJam Northeast offers educational programs and youth conferences that have touched the lives of over 2,000 young people in over 100 urban, suburban, and rural locations in Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont. Its purpose is to inspire young people to step up and actively engage in creating a future that they can be proud of - a peaceful, just world, full of hope and opportunity.

Working in conjunction with Nobel Peace Laureates, PeaceJam Northeast offers a wide range of programs for students of all ages. Teachers, guidance counselors, social workers and other community-based youth workers are trained to facilitate flexible, experiential semester- or year-long curricula that can be integrated into the classroom or run in after-school clubs, as well as in community- and faith-based youth groups.

PeaceJam Ambassadors (Grades 9-12)

PeaceJam Ambassadors explores complex issues that youth face today. Topics in the first part of the curriculum include violence - how their lives are touched by it, root causes, how the media portrays it; intolerance and their own biases and blind spots; privilege and power; social justice; and what it takes to be a peace-maker. The second part of the curriculum focuses on the life and work of one of the PeaceJam Nobel Laureates.

PeaceJam Leaders (Grades 6-8)

PeaceJam Leaders is designed to meet the unique developmental and social needs of

adolescent youth. At this critical stage of their lives, youth are developing their values, choosing their role models, and creating a new sense of self. This standards-based curriculum guides youth through a process of exploring their identities and re-examining the choices they make, including their role models and the peer groups to which they belong, and their role in the broader community and world.

PeaceJam Juniors (Grades K-5)

PeaceJam Juniors is a standards-based curriculum that focuses on the childhood of Nobel Peace Prize winners - what it was like growing up in their countries; the issues they faced as they grew up; and how they used civic participation and democratic ideals to work for positive change. This curriculum addresses character education and conflict resolution, with each Nobel Laureate module focusing on a different character trait and conflict resolution skill. It does this in a way that also addresses educational content standards in reading and writing, history, math, science, geography, and visual arts. Service-learning plays a key role in this program. It may be used as a stand-alone curricular unit, or may complement existing curricula or programs.

Service-Learning

All PeaceJam groups at every program level create their own service projects that address issues such as violence, racism and hate, poverty, environmental degradation, rights of women and children, human rights and security. Students develop leadership and problem-solving skills, as well as a commitment to civic engagement through these service-learning activities.

2010 PeaceJam Northeast Youth Conference

During its first three years, over 700 PeaceJammers have had the life-changing opportunity to spend a weekend with Betty Williams, who won the 1976 Nobel Peace Prize for her efforts to create a grassroots movement for peace in Northern Ireland.

This year's conference, with Adolfo Pérez Esquivel, winner of the 1980 Nobel Peace Prize for his leadership in promoting fundamental human rights and true democracy for the peoples of Latin America, will take place on March 27-28, 2010 at the University of Hartford. While most groups who attend have already begun their curriculum work, a limited number of spaces are offered to schools that use the conference as a way to launch a new group, provided that they complete a short curriculum (around 12 hours) to prepare the students to fully participate in the weekend.

For more information, please visit www.NextGenLeaders.org or call 203-687-4340.



Quiet Occurrence, continued from page 1 that was just below the surface but invisible because of the cloudy water. It was Tyler's turn. He was perched on the bow of the boat. He prepared to dive down, swim a few yards and then surface to repeat what each had been doing all morning. This time, however, as he dove he struck the sand bar with the full weight of his body and the momentum of the dive. He lay below the surface unconscious with his neck broken. His father and cousins saw that something had gone terribly wrong. They dove in and pulled him to the surface. He was not moving and his respiration was labored. His father held him in the shallow water while the cousins made a 911 call for help. Tyler was airlifted to a trauma center nearby.

His spine was badly damaged. He was placed on a respirator. In the hours and days that followed, his condition remained grave. He was not able to breathe on his own and there was no movement in any of his extremities. This was truly a tragedy. This energetic, well liked kid suddenly lay nearly lifeless in a hospital far from home. The impact on the school and community was felt quickly as news of the accident spread. Speculation about his dire prognosis and even rumors of his death circulated, but he remained alive.

Weeks passed and he began to show tiny signs of improvement; first consciousness, then slight movement. There was hope. We learned that the hospital to which he was flown happened to be a hospital that specialized in spinal cord injuries and that Tyler was given a newly developed drug that minimized the swelling of his spinal cord.

Months went by and his condition continued to improve. Extensive physical therapy and, as most insist, a miracle brought the day when, six months later, Tyler walked unassisted back into the high school. While he must deal with the residual effects of his spinal cord injury, he will enjoy a fairly normal life.

During the ordeal, there was an enormous outpouring of support for Tyler and his family. Even two of our rival high schools held fundraisers to help defray medical costs. Tyler was approaching his 16th birthday and preparing to get his driver's license prior to his injury. His father, while facing daunting medical expenses, found a used pickup truck that he was able to buy and recondition for Tyler. He thought that this may provide incentive for Tyler to get well.

Tyler and our school were recovering from the trauma of his injuries when we were dealt another blow. A popular sophomore named

GLASTONBURY TEACHER SELECTED AS HIGH SCHOOL EDUCATOR OF THE YEAR

By Dennis Carrithers, Assistant Executive Director



Toussaint Olivetti,
High School Educator of
the Year

Toussaint Olivetti of Glastonbury High School was selected as 2009 CAS High School Educator of the Year and as such received additional recognition by the Ronald McDonald House as a *Connecticut Local Hero*. He was presented the award in October at a reception at the governor's residence in Hartford.

In his nomination of Toussaint, Glastonbury High School Principal Matthew Dunbar wrote: "He is a master teacher whose excellence in the classroom is buttressed by unwavering and pure joy for students, teaching, and learning. I am continually impressed by his dedication to our school community and the profession at large. Toussaint's fabulous contributions are masked by his humble nature and that is yet another reason he has earned the respect and admiration of students and staff."

Former assistant principal, Karen Adamson, mentioned that Toussaint enhances student learning outside the classroom by planning week long trips to Canada and Italy, as well as trips to local museums, New York and Boston. He is advisor to the Foreign Language National Honor Society and prepares students

to compete in the UConn Early College Experience High School Day and the French Quiz Bowl, the American Association of Teachers of French Grand Concours, and the annual CT Council of Language Teachers poetry contest.

Toussaint is known for using technology to enhance instruction. He uses the internet to enhance classroom discussion and has created electronic games for review and student engagement. He has pioneered videoconferencing with students in Marseille, France. His students have been able to conduct live classes with students in France and have interviewed each other in French and English.

Assistant Superintendent in Glastonbury, Christine Brown, notes that Toussaint is quadri-lingual, speaking Corsican, French, Spanish, and English. He grew up in Corsica and received degrees in France and the United States. He is also extremely proficient in American Sign Language, having studied at Gallaudet University and at the American School for the Deaf. She concludes, "Toussaint is a brilliant educator, a person who embraced his new country and the teaching of students from different cultural perspectives early in life. He lives what he teaches by leading a multicultural life with friends and colleagues from every continent. He travels frequently to sharpen his extensive skills as a talented purveyor of contemporary culture and language. He is a fabulous representative of his country France, as well as his adopted country, the United States."

Scott was out of sorts during school one day. He appeared to be intoxicated. He was brought to the nurse's office and an ambulance was called as is our practice if a student is suspected of being under the influence of alcohol or drugs. We learned the next day that Scott was not intoxicated but had a glioma, which is an inoperable, terminal brain tumor.

As Scott's illness progressed, he underwent treatment and enjoyed a brief period during which his symptoms subsided. Coincidentally, Scott lived next door to Tyler and was part of the support effort following Tyler's accident. It was also coincidental that Scott was preparing to get his driver's license when he was diagnosed.

It was here that something wonderful hap-

pened. Tyler became aware of Scott's prognosis. He also came to the realization that as the result of his injury it would be a long time before he would get his license and be able to drive his truck. So, in the beautiful simplicity and honesty we see in adolescence, Tyler told Scott that he wasn't going to be able to use his truck, so Scott might as well have it. There was no fanfare. This was a quiet occurrence between two boys who understood something about life that takes most of us a lifetime to learn.

In my thirty six years as a secondary school educator, I have been constantly reminded of the goodness of the human spirit and its innate quality. It seems forever present and as complete in a child as in one who has lived many decades.

Zeuschner, continued from page 1

Upon learning of her award, Michelle stated, "I am very honored to have been chosen for this award. It really is more reflective of the great work of our entire school community; the board of education, administration, all of the faculty and staff, students and parents. Having such community and professional support helps make my job all that more fun and exciting, I couldn't do it without all of them."

A 1990 graduate of the University of Hartford, Michelle earned her master of science degree from Ohio University and her doctorate from the Central Connecticut State University. She began her professional career in 1993 as a special education teacher at West Hartford's Ben Bronz Academy, a day school for learning disabled students. During her thirteen years at the academy, she was promoted from classroom teacher to head teacher and, ultimately, to assistant education director. In 2006, she was appointed assistant principal of AES, the position she now holds.

Though the assistant principal at AES for only three-and-a-half years, Michelle has had a tremendous impact on her students, staff, and community. Says Dorothy Carso, parent of two AES students, "Dr. Zeuschner consistently goes beyond what is required in her role as assistant principal. She is personally invested in and committed to each student, teacher, staff member, and family member in our school."

Michelle has been a catalyst for change in teaching, learning, and assessment; and her efforts have resulted in a multi-faceted educational program which allows all AES students to achieve at high levels. Since joining the AES administration, Michelle has secured grant money for and led the expansion of the AES pre-school program, has revised the school's special education procedures, has guided her staff through the implementation of AIMSweb, an Internet-based data-management and student monitoring system, and has adapted the school schedule so that teachers can devote more time to planning, collaboration, and individualized student instruction.

Highly visible and engaged, Michelle is a hands-on administrator who willingly and eagerly "rolls up her sleeves" to engage in any task that will make AES a better place to work and learn. Says Griffin, "Michelle Zeuschner is the poster woman for the leader who juggles a myriad of tasks with a passion for the end result that makes school a better place for children."

Improving Teaching through Instructional Rounds

By Earle G. Bidwell, Assistant Executive Director



Earle Bidwell

Several times a year, a group of middle level principals and assistant principals gather at a member middle school to conduct instructional rounds.

Patterned after

rounds in the medical profession, instructional rounds are widely accepted to be the invention of Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel from Harvard University and the Cambridge Public Schools. The purpose is to examine what actually is happening in classrooms and to work together purposefully and systematically to improve classroom instruction and provide high quality instruction for all students.

Rounds begin with the host administrator sharing background information about the school, faculty and students, and the professional development focus of the district and school. This information sets the stage for the creation of a problem of practice that is related to the focus. For example, if the focus of professional development for a school is "engaging instructional practices," then a problem of practice might be, "how does one define engagement and what does (or should) it look like in the classroom? The visiting team spends some time discussing the strategies they might see employed in high performing classrooms, what teachers might be saying and doing and what students might be saying and doing. Armed with this information, small teams are then sent to classrooms for 15 to 20 minute stints to record evidence of the target practice. In the aforementioned example about engagement, observers might expect to see a preponderance of students performing active learning in teams or groups with the teacher acting as a coach or facilitator rather than the teacher giving a lecture or PowerPoint presentation. The observers are expected to focus only on the target strategies

and record what they actually see and hear rather than drawing conclusions or rendering judgments about the effectiveness of the class. The key to the observation of practice is to be precise in recording. Rather than observing that "students were actively engaged in learning," the observer might record, "student 'A' was relating an example of humor in literature by reading sticky notes she had in her copy of Huckleberry Finn to three other classmates. The teacher, who was listening in on the conversation asked, 'what other examples did the group find in that chapter?'" "Student B responded..."

Following two or more observation cycles, the visitors gather to debrief their observations with the host administrator. Here, based on the evidence, they would discuss, and eventually make predictions on what they determined students were learning from the classes observed. The predictive stage might be framed as questions the observers would answer such as, "If I were a student at this school, and did everything I was expected to do, what would I know or be able to do?" By linking the teacher's instruction directly to student learning, predictions about specific behaviors can lead to the desired outcomes.

The final step in the process is identifying the next level of work, where the visiting teams brainstorm what supports and resources might be needed to move teaching and learning to the next level. The results are invaluable to the host school in developing specific professional development activities that can lead to the desired improvement.

Many Connecticut middle level leaders are fast learning what some of the most respected names in the profession have said about instructional rounds. Michael Fullan stated, "This is a powerful, specific, accessible treatment of what it means to get in the classroom in order to make a difference in the daily lives of teachers and their students." And Douglas Reeves pronounced, "Instructional rounds in education will have a profound influence on educational leaders who are willing to invest the time to observe, listen, and learn."

Gilmore, continued from page 1
principal at the Kingsbury and Sprague Schools in Waterbury where she worked for four years before assuming her current position as house principal at North End Middle School.

Jackie was nominated for the Middle School Assistant Principal of the Year Award by her principal, Michael LoRusso. Upon receiving word of her selection, Jackie remarked, "I was shocked and overwhelmed to be named assistant principal of the year. It is an honor to be recognized for something you love doing at a school as great as North End Middle School. I share this honor with all of the dedicated staff and wonderful student body I have the pleasure to work with everyday."

Described by LoRusso as a "dedicated, hard-working individual who has demonstrated a tireless work ethic," Jackie is respected for her ability to juggle the increasingly demanding responsibilities of today's assistant principal. A highly-visible administrator, she is a constant presence in the hallways, cafeteria and classrooms. "Mrs. Gilmore is involved in every aspect of the school day at North End. She is the first one at the door in the morning, greeting students and staff and helps set the tone for the rest of the day," says LoRusso.

During her six-and-a-half years as assistant principal of North End Middle School, Jackie has demonstrated an exceptional ability to find and build upon the strengths of her staff members, to generate community support for and involvement in school programs, and to foster a positive school climate with high staff and student morale. Kimberly Collette, special education teacher at North End Middle School, praises Jackie for her efforts in sustaining a nurturing and supportive atmosphere for all who work and learn at North End Middle School. "I have come to

admire and respect her strong leadership ability and deep, personal commitment to the adults and students with whom she works."

Since joining the NEMS administration, Jackie has been the driving force behind a number of successful programs. She conceived and implemented the "Our Time" initiative, which extends the length of the homeroom period to provide opportunities for more meaningful interactions between students and teachers; she helped develop the new literacy lab to support students who have scored at the basic or below basic level on the Connecticut Mastery Test; and she promoted the Positive Behavior Support program which helps build a culture of trust and respect among students and teachers.

Despite the countless demands on her time, Jackie still manages to assume an active role in the greater Waterbury community and engages in numerous activities to better the city in which she was born and raised. Says State Representative Jeffrey Berger, "Jackie can often be found, along with her husband and three children, cleaning litter from the streets, marching for a 'drug free' city, planting community gardens, and cheering on neighborhood children at the park.

Jackie's commitment to improving the quality of life in Waterbury is only surpassed by her commitment to her students' success."

Jackie has been selected by CAS to represent Connecticut in the National Assistant Principal of the Year Program sponsored jointly by the National Association of Secondary School Principals (NASSP) and Virco, Inc. Gilmore, along with assistant principals from each of the other fifty states, as well as the District of Columbia and the Department of Defense Education Activity associations, will compete for the national honor.

ciac news

NEW LICENSING PROGRAM TO BENEFIT HIGH SCHOOLS

By Stephanie Ford, Director of Marketing

In the spring of 2009 the National Federation of State High School Associations (NFHS) entered into an agreement with Licensing Resource Group, LLC (LRG) to establish a licensing program that protects the logos and marks of its 51 member state associations and their member schools. Since then, more than 50% of the state associations, including the CIAC, have also entered into agreements with LRG which ultimately will provide a new source of revenue for high schools throughout Connecticut.



Stephanie Ford

Currently, many high schools have merchandise being sold in retail locations, and the school does not financially benefit from the sale of these items. This initiative is designed to change that fact. Under this new partnership, LRG will secure licensee and retail partners, administer each license, and the schools will receive royalties on the sale of this merchandise. Associations and leagues such as the NCAA, NBA, and NFL, as well as most major colleges and universities participate in similar programs to protect their trademarks and generate income. As of January 2010 all licensed apparel and products carried by retailers with the local school's name, logo and/or mascot will have a "hang tag" that identifies it as an authentic, quality licensed product. This hang tag will read "NFHS Official High School Licensed Product", and will show retailer support of local schools and let the consumer know that the purchase supports the local school and the CIAC. Two retailers that LRG has already secured to carry the licensed merchandise are Wal-Mart and Kmart.

There is absolutely no cost to schools to participate in this program, and no work or time required by the school's staff. The entire program is implemented and executed by LRG in coordination with the CIAC. It is strongly suggested, but not required, that schools "trademark" their name, mascot and/or logo if they have not done so already. This can be easily done online by going to the Secretary of State's website at <http://www.sots.ct.gov/sots/cwp/view.asp?a=3177&q=392124#trade>. Although all high schools will automatically be included in the program, schools can still choose to allow certain groups (i.e.-booster clubs, a small local retailer with longtime relationship to the school, etc.) to continue selling unlicensed product for fundraising efforts. If a school is not interested in participating in this program they can choose to opt out by notifying the CIAC. If you have any questions or should need additional information please contact Stephanie Ford at the CIAC at 201-250-1111 or sford@casciac.org.

... more ciac news

■ CIAC statistical leaders are now available on the boys basketball, girls basketball and ice hockey pages of the CAS-CIAC website. The stats are powered by MaxPreps, the official statisticians of the CIAC, based on data submitted by coaches. To view the information, which includes a number of popular categories in each sport, go to the page for the desired sport and click on the "Stats" tab. There is also information for schools that are not submitting their stats on how to do so. Stats were added to the football and girls volleyball pages in the fall. CIAC and MaxPreps are working on adding them to additional sports as well.

General Info

Schedules/Results

Stats

Divisions

Tourney Results

Committee



CIAC GIRLS BASKETBALL, STATISTICAL LEADERS
POWERED BY MAXPREPS

Official Statisticians of the CIAC

Don't see stats for your team in the leaders below?
Click here to print the Coach Handout

Click to a member of the coaching staff - get your team on board with MaxPreps!

■ Scoring

#	Results: 5-18 of 18	GP	FG	FGA	FG%	Points	P/G
1	Burlington	5	73	170	43	224	74.7
2	Holy Cross (Waterbury)	4	56	277	35	280	65.0
3	Gulford	3	49			196	65.0

■ Athletic directors are encouraged to subscribe to the Connecticut State Medical Society's *SportsMed Newsletter*. This electronic publication provides quarterly clinical updates on medical issues impacting athletes in Connecticut and beyond. Send an email to news@csms.org and ask to be notified when new issues are released.

SAVE THE DATE

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Join us in recognizing the
dedication of your school's coaches,
partners, athletes



The CIAC Football Press Conference and Luncheon was held on Wednesday, December 2, 2009 at the Aqua Turf in Southington. All twelve teams that made it to the finals attended the event. Pictured above are players and coaches from Notre Dame - West Haven, along with the official sponsors of the CIAC Football Championships. Standing from left to right are Roger Perno from IGA and owner of Roger's Marketplace, along with Rod Mergardt of MaxPreps, and Vern Pindar from Spalding. Notre Dame went on to clinch the 2009 Class L Championship.

UNIFIED SPORTS® GROWING AND
GAINING NATIONAL ATTENTION

By Lou Pear, Director of Unified Sports

This past fall, through elementary sports days and middle and high school soccer tournaments, almost 1,300 athletes and partners demonstrated a high degree of sports proficiency on the fields and in the gymnasiums. With the support of athletic directors, principals and coaches, our CIAC member schools hosted two elementary sport skill days and nine middle school and high school soccer tournaments. Host schools included Jack Jackter Intermediate School, New Canaan Country Day School, Griswold Middle School (Rocky Hill), Cheshire, East Hartford, Amity Regional, Avon Old Farms, Conard, Staples and Bristol Central High Schools.

At each event, students had the opportunity to enjoy sports skill development and athletic competition while fostering life long friendships.

This year's participation rate is a 35% increase over that of the past two years. This is a tribute to the CAS-SOCT partnership and the dedicated coaches who inspire our athletes and their partners.

Another factor in this growth is our partnership in The Project Unify Grant which has helped us to provide seed money for new schools to start a Unified Sports team. This is the second year of the grant which is sponsored by the United States Department of Education. This grant has also helped us to enrich the Unified Sports Youth Leadership Summit which now reaches out to 200 students and advisors from over 40 schools. This year, Unified Sports leaders and students from Rhode Island and Massachusetts will join us with the hope of replicating the valuable student led conference in their states. It is hoped that student participants will go back to their schools and encourage their peers to be more sensitive to students with disabilities and make their school one of acceptance.

In addition to these two initiatives, Bob Deasy, Assistant Director, and Barbara Horn, Project Unify Coordinator, will pilot a character education game with a focus on student engagement in strengthening leadership skills. Once students are trained

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... more ciac news

HARVEY ALSTON HIGHLIGHT OF THIRD ANNUAL SPORTSMANSHIP CONFERENCE

By Karissa Niehoff, Principal, Lewis Mills High School

The third annual CIAC Sportsmanship Conference held last fall was a tremendous success, involving approximately 600 participants representing over 100 Connecticut high schools. All those in attendance enjoyed a day at the Aqua Turf, spending time in a variety of activities focused on promoting and demonstrating good sportsmanship.

The conference featured a unique beginning. While waiting for the projection system to come to life, keynote speaker Harvey Alston had some impromptu fun with the audience-inquiring as to who had traveled the farthest that morning; who had the highest GPA; who was the oldest person in the room (we're still not sure who won that category); and who would be brave enough to come onto the stage to sing. "Winners" received a complimentary water bottle from Dick's Sporting Goods, a friend and sponsor of CIAC activities.

The official agenda began with welcoming remarks by Paul Hoey, CIAC associate executive director. Ronald Walter, a senior at Nonnewaug High School, wowed the crowd with his sweet voice as he sang the National Anthem. A review of the CIAC sportsmanship guidelines was presented by Karissa Niehoff, principal at Lewis S. Mills High School and chairperson of the CIAC Sportsmanship Committee. And then there was Harvey! Harvey Alston, international motivational speaker extraordinaire, delivered a rousing keynote message about "Being the Best" that had the audience engaged on stage, laughing, thinking and ultimately shouting in unison!

Following the keynote presentation, participants split into two groups; half attended a follow-up session with Harvey entitled, "Climbing the Rough Side of the Mountain" while half moved to another area for a workshop on "The Do's and Don'ts of Sportsmanship." Harvey's session focused on aspects of team leadership, establishing expectations, demonstrating self-respect, and rebuilding confidence. The "Do's and Don'ts of Sportsmanship" session was facilitated by six students who attended the National Federation of State High School

Associations National Student Leadership Conference, Maggie Montefeltri, a teacher at Lewis S. Mills High School, and Karissa Niehoff. Participants sat in small groups with adults and students from other high schools and brainstormed lists of what they consider to be appropriate and inappropriate displays of sportsmanship. Each group then decided which items on the list were most significant and marked them with "sticky dots." One person from each group then shared his/her responses with the entire audience. It is the intent of the sportsmanship committee to use the feedback from the student-athletes to develop language that might guide athletic directors from member schools as they determine the "Do's and Don'ts" of sportsmanship in their leagues.

After enjoying both breakout sessions, participants were treated to an outstanding buffet lunch and had the opportunity to socialize and make new friends. The lunch break was followed by the presentation of the Michaels' Cup awards to the top three schools in each division (SS, S, MM, L, LL) and to the overall winner across all divisions. Mr. Michael Savage, executive director of CAS-CIAC, facilitated the presentation of the awards. Mr. Savage was joined by John Michaels, of Michaels' Jewelers, and Fred Balsamo, CIAC staff representative for the Michaels Cup Committee. A very deserving Weston High School was the recipient of the overall Michaels Cup Award.

Final conference activities included a review of the Sportsmanship Ratings Week activities for this year. The dates are February 1-6, 2010, for the winter season; and May 10-15, 2010, for the spring season. This year, the data will be mailed to schools following each season.

Harvey Alston returned to the stage to offer final words of motivation, encouraging participants to go back to their schools and be a catalyst for positive change. Paul Hoey shared closing remarks and participants were on their way home in time for afternoon athletic and club activities. Needless to say, a lot was accomplished in the span of only five hours!



Keynote Speaker Harvey Alston



Student participants share their views on sportsmanship

A review of the conference evaluation forms reveals that participants found the conference to be very valuable and informative. Specific comments highlighted Harvey's motivational efforts and the sharing of ideas in the small group discussions. The students expressed that they were committed to bringing new ideas back to their schools, and were hopeful that they would have the support of their teammates and school leaders. It is the hope of the CIAC Sportsmanship Committee that our conference participants will serve as influential ambassadors in their leagues, spreading the word about new ideas learned at the conference and promoting positive sportsmanship in their schools. It is also our hope that more schools will join us at next year's conference on September 23, 2010. To borrow a marketing phrase- "The cost (~\$20 per person) is minimal; the potential impact on sportsmanship in our schools through the implementation of new ideas- priceless."

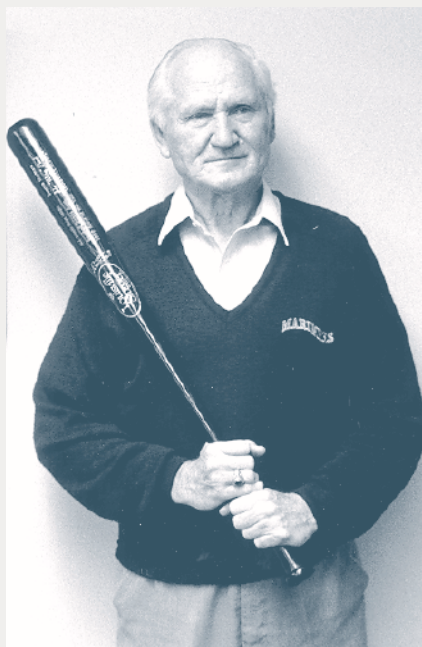
... more ciac news

A Legend Passes. . .

John "Whitey" Piurek, long-time coach and athletic director from West Haven, passed away on December 3, 2009. Whitey was a legend in Connecticut high school sports as a player, coach, official, and administrator. He was revered by individuals both in and out of the sports world and his influence was felt at the local, state, regional, and national levels.

Whitey earned a reputation as a consummate professional with a pure heart and an inextinguishable love of sports. His career in coaching spanned forty years, during which time he garnered countless honors and awards — including the prestigious Connecticut Sports Writers Alliance Gold Key Award — and achieved the rare distinction of coaching teams to state championships in three sports — football, basketball, and baseball. Perhaps Whitey's most significant achievement was having been the first Connecticut nominee in the history of the National High School Sports Hall of Fame to be selected for induction.

Whitey had a long history of service to the CIAC, not least of which was directing the CIAC ice hockey tournament for more than twenty-five years. Executive Director Mike Savage commented, "This is a heavy loss to Connecticut's sports community. Whitey exemplified the best in all of us, the American virtue of fair play, of respect for others, of playing by the rules and of working hard."



Unified Sports®, continued from page 10

in the playing of this game, they will be asked to share their expertise with their Unified Sports colleagues and share their success with health teachers at their schools.

Another exciting initiative which has been awarded to CAS/SOCT is a national outreach survey research project to measure the impact Unified Sports has on athletes, partners, school climate and the school community. This research project will be prepared by the University of Massachusetts and the results will be given to the United States Department of

Education, the funding source for Project Unify. Participating in this project will give us strategies for improvement and potentially additional grant funding to expand our programs.

A special thank you goes out to all of our coaches, athletic directors and principals. Through your support, Unified Sports Connecticut is alive and well. It is your extra effort that helps us to *change attitudes and change lives*.

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