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The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference



# BULLETIN



JANUARY 2011

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## A Principal's Message: *Bullying in the Cyber Age*

By Tom Moore, Principal  
Wethersfield High School

Many families and schools are dealing with the issue of bullying. This is not a new circumstance; however, awareness of social issues within schools and among students is gaining more time and publicity with our various media. Bullying is not an easy topic to approach. Sometimes both sides of the same circumstance feel that they are being bullied. It is a developmental inevitability that children and adolescents will not always see eye-to-eye with their peers or their families. The issue is that some of the disagreements take a different stance. Some children go beyond arguing and debating and resort to harassment, intimidation and threats as a way to make their point. The advent of social media (facebook, twitter, etc.) has given new courage to people who resort to these types of tactics. That new courage is in the forms of anonymity and distance. It is so much easier to be mean to someone when you don't have to show your name or face.

*continued on page 5*

## CAS NAMES 2011 ASSISTANT PRINCIPALS OF THE YEAR



**Cindy Smith**  
Elementary School Assistant  
Principal of the Year



**Susan Muirhead**  
Middle School Assistant  
Principal of the Year



**Michelle Marion**  
High School Assistant Principal  
of the Year

The Connecticut Association of Schools is pleased to announce the selection of the **2011 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 **Cindy Smith**, Nayaug Elementary School, Glastonbury, *CAS Elementary School Assistant Principal of the Year*; **Susan Muirhead**, Mabelle B. Avery Middle School, Somers, *CAS Middle School Assistant Principal of the Year*; and **Michelle Marion**, East Hartford High School, *CAS High School Assistant Principal of the Year*.

### Cindy Smith

Cindy Smith, assistant principal at Nayaug Elementary School in Glastonbury, has been selected as the **2011 CAS Elementary School Assistant Principal of the Year**. Nominated for the award by her principal, Dr. Holly Hageman, and described by her colleague Andrew Batchelder as "hard working, conscientious, goal oriented, and student-centered," Smith has worked tirelessly to create and sustain a highly-focused, caring and professional learning community at Nayaug. Three and a half years ago, Smith was asked to serve as assistant principal of the newly constructed pre-K through

*continued on page 7*

### Susan Muirhead

Susan Muirhead, assistant principal of Mabelle B. Avery Middle School (MBA) in Somers, is the **2011 CAS Middle School Assistant Principal of the Year**. Though an assistant principal at MBA for only three-and-a-half years, Muirhead's efforts and influence have dramatically shaped the culture and climate of the school and community. She has been a catalyst for change in teaching, learning, and assessment; and her efforts have resulted in a multi-faceted educational program which allows for individualized instruction for all students.

Upon learning of her award, Muirhead stated

*continued on page 8*

### Michelle Marion

Michelle Marion, assistant principal of East Hartford High School (EHHS), has been named the **2011 CAS High School Assistant Principal of the Year**. Marion, now in her fifth year as assistant principal of EHHS, was chosen by the selection committee for her purposeful leadership and uncompromising dedication to her students and school community. Assistant principal of an urban school where almost 60% of students receive free or reduced-price lunches, Marion has succeeded in boosting the academic achievement of a diverse and challenging student body while at the same time

*continued on page 8*

## 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:** One of my teachers has lesson plans that are a thing of beauty, and I have suggested that other teachers review her lesson plans. However, the teacher has sent me an email requesting payment for sharing her lesson plans with other teachers. When I called, she explained that she has the copyright on her lesson plans and that she doesn't "work free." Please tell me that she can't charge us for making her share her lesson plans. Please!

*- Call Me Incredible*

**A. DEAR INCREDULOUS:** I am happy to report that she is not the owner of her lesson plans, at least insofar as they are required for her to do her job. When an employee is required to create intellectual property as part of his/her job, the employer, not the employee, generally owns the copyright. Preparing lesson plans are part of a teacher's basic duties, and thus the teacher does not hold copyright vis-à-vis her employer. However, if and when a teacher creates intellectual property above and beyond job requirements, it is a different story and the teacher may well own the copyright.

**Q. DEAR MAILBAG:** I have a mother who reported that her son is being bullied. However, the mother is adamant that we not speak to her son because she feels it will only make matters worse. She asked that teachers just be on the lookout for incidents but not speak to her son directly about bullying. Should I comply with the mother's request or do we have a legal obligation to do a formal investigation, including talking with the son? Are we in hotter water if things do get worse?

*- Do I Need to Marry an Attorney?*

**A. DEAR NEED:** Under some circumstances, you will be able to oblige. Section 10-222d is the bullying statute, and it requires that "school administrators . . . investigate any written reports made under this

section . . . ." If Mom files a written report, you must investigate, but if she doesn't, you can acquiesce to her wishes, with two caveats. First, you should respond to her in writing, documenting her request that district officials simply keep an eye out rather than investigating possible bullying. Second, you should also inform Mom that it may not be possible to refrain from investigation. The bullying statute also requires that "teachers and other school staff who witness acts of bullying or receive student reports of bullying [must] notify school administrators in writing." If teachers file a written report of bullying, those events must be investigated. Finally, marrying an attorney is a little extreme, but in your case, it is your good fortune.

**Q. DEAR MAILBAG:** I hope you can help me with the following situation. One student has a restraining order against another student. One of the terms of the restraining order is no contact and another term is that the student must maintain a distance of 300 feet. What is the high school's responsibility to enforce that restraining order if both students attend the same school? I don't want to deny either student the right to attend school but it seems to put us in an impossible situation.

*- Is It Possible?*

**A. DEAR POSSIBLE:** I suggest that you establish a plan whereby (a) both students are directed to avoid any and all contact, and (b) if one student sees the other, he is strictly prohibited from interacting in any way. There may be times when the students pass within 300 feet, but such situations would be incidental and driven by school obligations, not the choice of either student. If that plan is acceptable to the student who obtained the court order (or his parents), he (or they) should submit it to the court for approval. If that student objects, I would notify the other and give him a chance to seek court modification of the order based on the plan. If that doesn't work, you will have to put on your Solomon hat and decide which student to exclude, pursuant of course to the normal disciplinary procedures.

## ct news & notes

### Are you interested in hearing about new position vacancies

Sign up for CAS's e-mail notification service. Every time a new job opening is posted on the CAS website, you will receive a copy of the posting via e-mail. CAS currently accepts postings for position vacancies in eight categories: (1) Principals; (2) Assistant Principals; (3) Superintendents; (4) Teachers; (5) Athletic Directors; (6) Boys' Sports Coaches; (7) Girls' Sports Coaches; and (7) Other/Miscellaneous. Sign up to receive notification of openings in any or all of these categories. Visit:

[www.casciac.org/postingupdates.shtml](http://www.casciac.org/postingupdates.shtml)

### Norwich school turns tables on texters

The Norwich Free Academy, which serves as the area's public high school, employed a program this past summer that exploited students' addiction to text-messaging.

Called "Learning Doesn't Take a Vacation," it delivered a text message each weekday on a different subject, mimicking a class schedule.

Monday's message, for instance, conveyed a new vocabulary word; Tuesday was for science; Wednesday for math; Thursday for history; and Friday for cultural literacy.

The program was not compulsory, but some 300 students signed up to receive the messages and 40 more had parents who signed up for them.

James Landherr, the director of research and strategic planning who prepared the program, introduced it last May by noting that most teachers and principals are convinced cell phone use, including texting, has become the top distraction to education.

In addition to the brief text-messages, Landherr also sent longer weekly e-mails on topics such as the Great Lakes and the solar system.

Students who did not have computers at home to access email were urged to use their local libraries.

(Source: *Connecticut Town & City*, October 2010)

## ... more ct news &amp; notes

## DOT STATS SHOW DECREASE IN ACCIDENTS BY TEEN DRIVERS

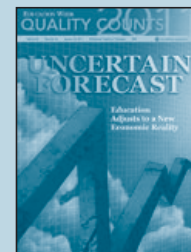
Recent department of transportation statistics provide a detailed look at trends involving 16- and 17-year-old drivers who caused collisions from 2000 to 2008. The numbers appear to hold some good news, such as a drop in the number of accidents with injuries and the small fraction that involve alcohol. The statistics show:

- Crashes caused by 16- and 17-year-old drivers that involved injuries decreased steadily from 2000 to 2008. Some observers point out that there has been a corresponding drop in the number of teen drivers in the same period.
- In each of the nine years, the most common primary "contributing factor" noted by police in crashes caused by new drivers was following another vehicle too closely.
- In every year but one, crashes happened most often between 2 and 3 p.m. — about the time high school classes are done for the day.
- The most common day of the week for collisions was Friday; the most common month was June.
- There was no indication of alcohol or drugs in 99 percent of the crashes, although a researcher, a driving instructor and a teenager interviewed about the statistic questioned its accuracy.
- Danbury had the highest number of crashes caused by 16- and 17-year-olds in eight of the nine years.

(Source: *DOT Statistics: Accidents With Injuries Caused By New Drivers Down*, Christine Dempsey, [courant.com](http://courant.com), 1/9/2011)

## QUALITY COUNTS 2011

Education Week has released *Quality Counts 2011*, the fifteenth annual report card on public education in the 50 states. In this year's report, states were awarded overall letter grades based on their ratings across six areas of performance and policy: chance-for-success; K-12 achievement; standards, assessments, and accountability; transitions and alignment; the teaching profession; and school finance. Connecticut ranked second in the nation and fifth in the nation on the "chance for success" and "school finance" indices, respectively. Connecticut's 2011 report card appears below. For the third year in a row, Maryland ranked highest with a B-plus, followed by New York and Massachusetts, both of which merited a B. Overall, the nation received a C. The majority of states receive grades of C-plus or lower.



	CT - 2010	CT - 2011	Nation - 2011
<b>Overall:</b>	<b>C (76.4)</b>	<b>C+ (78.3)</b>	<b>C (76.3)</b>
Chance for success	A- (89.8)	A- (90.6)	C+ (78.3)
K-12 achievement	D (66.2) (2008)	C (73.1)	D+ (68.7)
Standards, assessments, and accountability	C+ (77.4)	C+ (77.4)	B (84.2)
Transitions and alignment	C- (71.4) (2009)	C (75.0)	C+ (78.3)
The teaching profession	D+ (66.9)	D+ (66.9)	C (73.3)
School finance	B+ (86.5)	B+ (86.9)	C (75.3)
* A state's overall grade is the average of the scores for the six graded categories.			

## 2011 TEACHER EVALUATION WORKSHOPS FOR SCHOOL ADMINISTRATORS

The CT Principals' Center is offering a five-part workshop series designed to provide administrators with an opportunity to fulfill the requirements of the amendment to the CT General Statutes which mandates the completion of 15 hours of the required 90 hours of continuing education in the area of teacher evaluation. All workshops will be held in March.

### Speakers:



Thomas Mooney, Partner,  
Shipman & Goodwin, LLP  
Neag School Of  
Education, UCONN



Diane Ullman, Ph.D.  
Superintendent,  
Simsbury Public Schools  
Adjunct Professor, UCONN



Kathleen Butler, Ph.D.  
Interim Dean,  
St. Joseph College,  
West Hartford

For more information, visit:

<http://www.casciac.org/pdfs/TES2011Brochure.pdf>



## national news & notes

■ The Belvidere (NJ) School Board voted to extend a random drug-testing program already in place at its high school to students in the middle school. School board President Brian Smith said the move is necessary "because sixth-, seventh- and eighth-graders use drugs. We want to correct the problem before they get to high school." The program will randomly test sixth, seventh and eighth graders to see if they are under the influence of drugs. Elementary School Principal Sandra Szabocsik said school officials want to use the testing "as a deterrent." The program is voluntary and both parents and students must consent. School officials said it was important to note that if a student tested positive, they would not be suspended or have the results sent to the police. Instead, those students would get counseling or even be referred to a rehab facility. Drug testing is currently mandatory at Belvidere High School for students who park on campus, join clubs or participate in athletics. "It's been working well in the sense that parents and students understand the choices they make and are able to make better ones," high school assistant principal Joe Flynn said. The district said it wants to convey a similar message to its students — that the tests are not about punishment, but about getting help to those who may be experimenting with drugs. (Source: CBS New York, 1/10/11, msnbc.com, 1/13/11)

■ According to a recent study, the Avalon charter school in St. Paul, Minn., which is run by teachers and has no principal, administrators, or librarian, has produced significant positive outcomes for students. Students have almost as much power as teachers, and oversee their own curricula, grading themselves with the help of peers and family. Charles Taylor Kerchner of Claremont Graduate University, the author of the study, found that Avalon students scored higher than the state average on reading scores and the ACT and SAT, and sent a large portion of its students to college. He also found overwhelming support and involvement from parents. The school has 176 students in grades seven through 12. Of those students, 22 percent qualify for free or reduced-price lunch, 25 percent are in special education, and 29 percent are minorities. Kerchner says the obvious lesson to draw from Avalon and other teacher-run schools is that students are capable of much more self-control than most schools expect. These schools "are unlikely to constitute the 'next' public education, and there are probably significant limits on how fast and far they will grow," but "they exhibit changes in responsibility and job roles that would have great promise if they were artfully borrowed by district-run schools."

■ In a new brief from ASCD Express, the authors of an international study of the best way to teach boys propose that successful lessons for boys fell into eight general categories: (1) lessons that produced products; (2) were structured as games; (3) required vigorous motor activity; (4) required boys to assume a role or responsibility for promoting the learning of others; (5) required boys to address "open," unsolved problems; (6) required a combination of teamwork and competition; (7) focused on boys' personal realization (their masculinity, values, or present and future social roles); or (8) introduced dramatic novelties and surprises. Another key finding was that boys tend to elicit the pedagogy they need -- teachers present material, and if the substance or conveyance isn't right, boys will disengage and engage in either passive inattention or diverting disruption. A successful teacher does not accept these responses and adjusts content, manner of presentation, or relational style. The authors also found that boys are relational learners and engage well with attentive teachers.

■ A new poll from the Associated Press finds that 88 percent of Americans feel the country's education system has a major effect on its economic health, but 47 percent oppose raising taxes to finance public school improvements. Views about education's impact on the national economy differ little by gender, age, race, or levels of education and income. The poll also shows that people blame students and their parents for poor college graduation rates and give high marks to all sectors of American higher education, including for-profit colleges.

## The Cost

### BUSES AND SCHOOL TRANSPORTATION



Cost of a new 72-passenger bus with air conditioning:  
**\$87,000** (in 2009-10); **\$93,000** (in 2010-11)

#### Average hourly rate of bus driver:

- \$8/hour (Monday-Friday);  
\$9/hour on weekends or holidays
- For a trip leaving at 6 a.m. and returning at 10 p.m. — \$128

**Bulk rate fuel cost:** \$2.34/gallon

**For a two-hour trip:** Fuel cost estimate — \$80

**Insurance cost per bus:** \$411/year

\*These prices serve as approximate costs and are not intended to reflect any specific manufacturer's prices.

## CAS OFFICERS: 2010-2011

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President-Elect.....	Janet Garagliano, Jonathan Law H.S., Milford
Vice President (H).....	Francis Kennedy, Stafford H.S., Stafford Springs
Vice President (M).....	David Russell, John Winthrop M.S., Deep River
Vice President (E).....	RoseAnne O'Brien-Vojtek, Ivy Drive School, Bristol
Treasurer.....	Donald Macrino, Waterford H.S., Waterford

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Earle Bidwell.....	Asst. Executive Director
Regina Birdsall.....	Asst. Executive Director
Ken Bragg.....	Asst. Director of Unified Sports®
Michael Buckley.....	Director, Principals' Center
Dennis Carrithers.....	Asst. Executive Director
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### THE BULLETIN

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### Cyber-bullying, *continued from page 1*

The social media networks are not helpful. They tend to exacerbate problems that occur between people and provide a forum for others to get involved. When I am speaking with students about their involvement on social networks or intervening before a physical confrontation, I always speak to the idea of human dignity. "You are not someone else's entertainment" is a quote that I often use. As distasteful as it is, some students "egg" others on to argue and fight because of the drama it provides. Students at Wethersfield High School "get it." They understand the idea of human worth and value. For the most part, a large portion of our student population avoids some of the foolishness associated with social networks and bullying. Part of the reason our students will think about these issues is the annual "Names Can Really Hurt You" assembly presented in conjunction with the Anti-Defamation League for our ninth grade students. We began this anti-bullying campaign in 2004 and our entire school has gone through the training. The purpose of the day is to provide a forum to discuss bullying, harassment, threats, meanness and ways to positively impact on our peers and society. Our students explore their own feelings and experiences and break away from the egocentric thinking which often affects the thinking of adolescents. I truly believe that our students develop more emotional maturity because of the "Names" assembly and the follow up discussions.

This is not to say that bullying and harassment do not occur between and among our students. That would be an "ostrich-like" approach. But we make every effort to ensure that students do not "fall through the cracks" in terms of anger, depression, self-injurious behaviors and pressure. We work with students, with counselors, with families to mediate issues; we document and provide consequences when warranted; our school resource officer provides a preventative approach and expert counseling to many students at our school; and, our school counselors attend to the many needs of our students and provide great care when a student crisis arises. We understand the social issues that occur with adolescents and we work diligently, on a daily basis, to address those issues and give students the skills to handle them in the future.

(NOTE: The Connecticut Chapter of the Anti-Defamation League will be leading a discussion on bullying at the upcoming student leadership conference in March. See article page 7.)

### JUST FOR TODAY

**Just for today** – I will live through the next 12 hours and not try to tackle all of life's problems at once.

**Just for today** – I will improve my mind. I will learn something useful. I will read something that requires thought and concentration.

**Just for today** – I will be agreeable. I will look my best, speak in a well modulated voice, be courteous and considerate.

**Just for today** – I will not find fault with friend, relative or colleague. I will not try to change or improve anyone but myself.

**Just for today** – I will do a good turn and keep it a secret. If anyone finds out, it won't count.

**Just for today** – I will have a program, I might not follow it exactly, but I will have it. I will save myself from two enemies – hurry and indecision.

**Just for today** – I will do two things I don't want to do, just because I need the discipline.

**Just for today** – I will believe in myself. I will give my best to the world and feel confident that the world will give its best to me.

- Ann Landers

## HIGH SCHOOL STUDENT LEADERSHIP CONFERENCE SET FOR MARCH

By Dave Maloney  
Assistant Executive Director

*So, you're a student leader . . . now what?  
What kind of a leader might you be?*

These essential questions will serve as the backbone of a series of interactive learning experiences for the Connecticut Association of Student Councils' next leadership conference at Wesleyan University on March 18, 2011.

The key note speaker will be Patrick Maurer, entertainer, educator, and motivational speaker, who has presented workshops to over 20,000 students across the nation. Maurer is scheduled to lead breakout sessions for student leaders as well as faculty advisors attending the annual event.

Members of the state student advisory board have assisted in the planning of the conference which, according to Sarah Jones, Executive Director of State Student Council, has ensured that all the activities are "student focused, driven, and connected to improving the school climate within high schools."

A featured session that students selected as a "hot topic" is how to reduce the bullying behaviors that student leaders all too often witness in their daily activities in schools. The Connecticut Chapter of the Anti-Defamation League will be leading a presentation and discussion at the conference in that critical area.

Jones has also announced that elections will take place at the conference for next year's state student advisory board. The end of the workshop will feature campaign speeches, school caucuses and an election of the 2011-12 state student advisory board that meets four times each year carrying out the mission of student councils in Connecticut. If your school has student leaders who aspire to holding a state position be sure to attend the conference!

Registration materials may be accessed via the CAS website at [www.casciac.org/register](http://www.casciac.org/register). There is a reduced fee for early bird registration. Inquiries about the conference may be directed to CAS Assistant Executive Director, Dave Maloney at 203-250-1111, extension 3936.

For more information about the conference, visit [http://www.casciac.org/pdfs/state\\_leadership\\_conference\\_11.pdf](http://www.casciac.org/pdfs/state_leadership_conference_11.pdf)

Is there a member of your faculty whom you think should consider a career as a school or district leader? If so, please encourage him/her to enroll in UCAPP. Four informational sessions will be held in late January and early February. For more information, visit <http://www.casciac.org/pdfs/UCAPPInfoSessionsJan.Feb2011.pdf>.



## 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 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 a robust internship requirement, 540 hours spread out 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 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 three years ago rated UCAPP one of the eight best principal preparation programs in the nation. The Neag School of Education is ranked sixteenth among public schools of education nationally.

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

The NEAG School of Education 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.



## FREE WOMEN'S SELF DEFENSE CLASS OFFERED TO K-12 TEACHERS AND ADMINISTRATORS

By Pamela Horton

Affinity Marketing Director - Bearingstar Insurance

Think about the many teachers you know who willingly reach into their own pockets and pay for classroom supplies to help students. On average, women tend to think about their families and career first, often ignoring their own needs including our own personal safety. National statistics tell us that one in four women will be assaulted during her life time. Did you know that 45% of all teens (your students) know a victim of dating violence or that almost half of all female college freshman and sophomores will be assaulted on campus between September and coming home for Thanksgiving?

These are just some of the reasons that a company called IM-SAFE ([www.im-safe.com](http://www.im-safe.com)) is currently working in conjunction with the Connecticut Association of Schools and Bearingstar Insurance to begin offering a free women's empowerment series called *Girls Strike Back* (GSB) to all female teachers and administrators in all K-12 schools across Connecticut. This national program has been incorporated into the health and wellness programs of several of Connecticut's leading corporations and media outlets. Briefly described, GSB teaches women how to stay safe by using both their minds and body to protect themselves. There is no need for whistles or pepper spray. In just 90 minutes women gain self-confidence as they learn how to use a range of skills and, if necessary, physical force to stop unwanted physical attention.

Not wanting to leave the men out, IM-SAFE will also offer its *Building Respectful Relationships Program*. This workshop encourages male teachers, administrators and parents to be actively involved as role models for male students. It is the intention of CAS to offer both of these programs to faculty and administration staff as part of a pilot designed to evaluate effectiveness. When complete, we will have fine tuned the focus so that we can eventually offer targeted programs designed to meet the needs of our students. An additional benefit of both programs is that they address the many issues surrounding the topic of bullying.

As teachers and administrators, we are all aware that the problem of bullying begins early in elementary schools and blossoms in earnest in the middle schools. It can reappear in high school and becomes more sophisticated at the college level. One hundred percent of all U.S. colleges report attacks on female students. Additionally, all colleges acknowledge significant issues surrounding stalking, sexual harassment and more. Bullying not only impacts students; national studies now reveal that over 52 million adult Americans are victims of workplace bullying each year. As teachers and administrators the need to break the patterns established in our schools is critical if we ever hope to have a respectful environment in which we can all thrive. We hope you will take advantage of this free training opportunity. This training series typically costs several hundred dollars. Thanks to CAS and full sponsorship from Bearingstar Insurance, you can now learn these life savings skills and do something for yourself that in the long run, will give back to your family and students.

If your school is interested in taking part in one of the IM-SAFE programs please contact Pamela Horton, Affinity Marketing Director at [pamela.horton@bearingstar.com](mailto:pamela.horton@bearingstar.com) or 860-682-3333.

### Cindy Smith, *continued from page 1*

five school. Since then, she has been the driving force behind the successful implementation of instructional systems and structures that allow all Nayaug students to achieve at high levels.

"I am humbled and honored to have been selected Connecticut Association of Schools' 2011 Elementary Assistant Principal of the Year," said Smith. "This recognition is truly a tribute to the Nayaug School community and beyond as I am continuously surrounded by excellence and a deep commitment to our students at every level."

Smith received a bachelor and master of science degree from Eastern Connecticut State University and a sixth year certificate in administration from Sacred Heart University. She began her career in education in 1994 as a teacher at Jack Jackter Elementary School in Colchester where she worked for eight years before being named assistant principal of Hopewell School in Glastonbury. In 2007, she was appointed assistant principal of Nayaug, the position she now holds.

Smith juggles a myriad of responsibilities and approaches every one, big or small, with a level of preparedness, organization and attention to detail that ensure successful outcomes. Says Dr. Hageman, "Cindy always attends to every detail of each leadership task. Her incredible organization combined with a deep understanding of how to do valuable school improvement work have helped Nayaug to thrive." Smith's warm personality and sense of humor combined with a seriousness of purpose and a strong professional focus inspire and energize all those with whom she works. Adds Dr. Hageman, "While Cindy has a serious style, everyone appreciates her great sense of humor and her big heart."

What makes Smith a great leader is that she takes genuine joy in the successes of those around her. She opens all of the meetings that she chairs with "Celebrations," inviting others to share a personal triumph or a student success story. She always finds time to recognize and reward excellence, through simple gestures such as a note of appreciation in a teacher's mailbox. Her heartfelt efforts to give credit and show gratitude inspire her staff to keep doing its best.

Smith has defined herself by her kindness, her work ethic, her enthusiasm for the teaching and learning process and, above all, her devotion to her students and staff. She engages herself fully in an earnest endeavor to understand and appreciate the experiences, expectations and needs of her students and teachers. Says Batchelder, "Her ability to perceive the needs, concerns and problems of others has allowed her to promote a school environment that is warm, inviting, safe and secure for students, teachers, parents and community members."

### **Susan Muirhead, continued from page 1**

"I am thrilled to be honored with this prestigious award. This recognition has been a wonderful opportunity for me to reflect upon the dedicated and remarkable staff whom I have the privilege to work with everyday. Together, we have developed programs and strategies to engage, motivate, and challenge each student to pursue excellence, foster creative expression and to develop a concern for the quality of life for all."

Muirhead attended St. Joseph College in West Hartford where she earned a bachelor of science and master of arts degree before earning her sixth year certificate from the University of Connecticut. She has spent her entire professional career working with middle level students, having taught Science to seventh and eighth graders in Bloomfield and Tolland before being appointed assistant principal of MBA. She enjoys the challenges of trying to find ways to meet the unique needs of young adolescent learners. Says her principal, Nancy Barry, who nominated her for the award, "Susan is truly a middle school educator. She understands the intricacies of middle level education, loves working with young adolescents and brings enthusiasm and energy to her work each and every day."

As the district's BEST facilitator from 2007 to 2009 and now a member of the district-wide Teacher Educator and Mentoring Coordinating Committee, Muirhead has been instrumental in shaping the professional growth and development of every new teacher, not only at the middle school, but at all of the Somers' schools. Her commitment to continued professional growth has set a powerful example for her teachers and has had a positive influence on instruction. Says Somers High School Assistant Principal Rob Kapner, "Susan has demonstrated her knowledge of all aspects of teaching and learning and has established herself as an effective collaborative leader. She is very analytical, full of ideas, and has the ability too inspire others to improve upon their instructional practice."

While skillfully handling the tasks of student discipline and staff development, Muirhead still finds time to implement new school improvement initiatives, interact with students, assist staff in reviewing and revising curricula, and create a professional climate where there is a clear focus on activities that enhance the learning process.

One of Muirhead's many strengths is her ability to work with staff to use assessment data as a tool to accelerate student learning, especially among at-risk students. As chair of the Student Support Team (SST), she works closely with staff to compile, study and analyze data on at-risks students as a means to monitor their academic progress and, ultimately, help them feel more "connected" to the school.

Muirhead has engaged in directed efforts to use technology to improve classroom instruction and building management. She led her staff through the introduction and implementation of PowerTeacher and Parent Portal, two high-quality web-based applications designed to maximize student achievement. Says grade eight teacher Patricia Kmon, "With competency in technology and her understanding and patience during the training that she conducts for all staff, Susan has made our school an exemplary one."

### **Michelle Marion, continued from page 1**

enhancing the social and cultural climate of the school. East Hartford High School Principal Matthew Ryan, who nominated Marion for the award, praises her ability to juggle a myriad of roles and to bring "a level of professionalism, expectations of excellence and energizing leadership" to each and every one.

Reacting to the news of her award, Marion remarked, "For me it is truly an amazing feeling to accept an award for something that I love doing each day. At East Hartford High School we pride ourselves on our ability to build a school community that fosters leadership among students and collaboration among staff. Students begin their high school years with a dedicated faculty willing to teach, mentor and push students to become responsible citizens. Together our staff and administration has forged a commitment to the students of East Hartford."

Marion earned her undergraduate degree from Keene State College (NH) in 1998 and her master's degree and sixth year certificate from Central Connecticut State University in 2002 and 2004, respectively. She has spent her thirteen years in public education at East Hartford High School where she began as a transition tutor before becoming a Social Studies teacher and, ultimately, assistant principal.

As an educational leader, Marion is celebrated for her ability to create a culture of learning that is innovative and supportive and that allows all staff members to fully develop and explore their individual talents. She fosters an open and nurturing professional atmosphere where teachers are encouraged to take risks and to think creatively, as long as their focus remains on the academic enrichment of their students. Says Ryan, "Mrs. Marion individualizes each teacher's professional growth plans to ensure ownership and maximum growth. Her ability to encourage creativity and risk-taking in the classroom has led to tangible, specific and measurable improvement in student work."

The hallmark of Marion's career is her drive to ensure that every student feels a sense of belonging and connection to the school. Since joining the EHHS administration, she has introduced several programs designed to create a nurturing, safe community where each member feels valued and supported. Recognizing that students benefit from regular interaction with at least one adult in school who is concerned about their well-being and progress, she researched, developed and, in 2008, led a team in the implementation of an advisory program called *Connections*. The ambitious mission of the *Connections* program is to provide small-group discussions and activities which strengthen interpersonal skills, encourage self-evaluation and goal setting, foster meaningful relationships between students and their community, develop positive connections among students and staff, and promote academic achievement and social well-being throughout the school. The program takes the form of an advisory period that meets each week for twenty-five minutes and which provides opportunities for meaningful and directed interactions and discussions between students and teachers. Says Ryan, "The intense, inclusive and extensive process that Mrs. Marion has engineered has impacted our school on every level."

Marion 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. Marion, 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

### NFHS MEMBER STATE ASSOCIATIONS REJECT PROPOSAL TO CONDUCT NATIONAL CHAMPIONSHIPS

INDIANAPOLIS, IN (January 14, 2011) - In a re-affirmation of its longstanding opposition to national championships in high school sports, the membership of the National Federation of State High School Associations (NFHS) defeated a proposed amendment to the NFHS Bylaws that would have allowed the NFHS to conduct national championships in golf and cross country.

At the January 4 NFHS National Council meeting in Savannah, Georgia, the 43 member state associations in attendance defeated the proposed amendment to Article 17 of the NFHS Bylaws, 21-22. (21 opposed, 22 in favor). A two-thirds majority of the Council members in attendance was necessary to amend the NFHS Constitution or Bylaws. The Council is composed of one representative from each of the 51 member associations (the 50 states plus the District of Columbia).

Article 17 of the NFHS Bylaws states that "sanction shall not be granted for any tournament, meet or other contest to qualify for and/or determine a single national high school individual champion or championship team." The proposed amendment would have added the following: ". . . with the exception of a team/individual golf championship and/or cross country championship, provided said championships are conducted by the NFHS."

As a part of the 2008-2011 NFHS Strategic Plan, the NFHS staff was instructed to develop model national championships in several sports for consideration by the membership. After discussion at the 2010 NFHS Summer Meeting and at all eight section meetings this past fall, the NFHS Board of Directors - at its October 2010 meeting - forwarded the proposed amendment to the entire membership.

Since the original declaration by the membership against national championships in 1934, the NFHS has not supported or sanctioned national competition that leads to a single team champion. Prior to the action by the council earlier this month, the only other recorded vote by the entire membership occurred in 1979, when the council, by a 38-9 vote, turned down a

*continued on page 12*

### CIACMobile.com

#### WEBSITE NOW AVAILABLE FOR SMARTPHONE USERS

By Matt Fischer, Director of Information Services

Due to the continuing increase in people accessing website sports information from mobile phones, the CIAC has created a "mobile" version of CIACSports.com.

"During the recently completed Fall championships in excess of 35% of our website traffic came from mobile devices," said CAS-CIAC Director of Information Services Matt Fischer. "The number of people with various types of smartphones has been growing rapidly and will continue to grow. It's important that we make the content of our site accessible to this ever-increasing group of users."

The mobile version provides some additional content not available on the existing SchoolZapp Connecticut iPhone app. More importantly, CIACMobile will work in the browser of any iPhone, iPod or Android device, as well as Blackberrys that use the latest version of the Blackberry OS. It will also work to varying extents in the web browsers of other phones.

To access the site, point the web browser on your phone to <http://ciacmobile.com/>. If you plan on using the site regularly, when you first visit, you may wish to save the site as a favorite on your home screen.

CIACMobile provides users with instant access to the most up-to-date info on CT High School sports, including:

- \* Listing of schools with the ability to save schools as "Favorites".
- \* E-mail and phone contact information for school athletic staff members
- \* Driving directions to athletic facilities
- \* Game/schedules and results
- \* Rosters
- \* Brackets and tournament results at playoff time
- \* Tournament rankings and statistical leaders
- \* Tournament rules, divisional breakdowns and committee listings
- \* Sport-by-sport latest updates via e-mail and Twitter feeds
- \* The ability to submit results with a coach's access code
- \* Local sports news from Connecticut newspapers
- \* Results from past championships
- \* View and post games wanted requests and position vacancies

Over the next few months the CIAC will also be developing a mobile version of the Online Eligibility Center, along with other tools especially geared towards mobile users.



# FALL 2010 CIAC SPORTS CHAMPIONS

## GIRLS SOCCER

<i>Champion</i>	<i>Runner-up</i>
Class LL: Shelton	Westhill
Class L: RHAM	Avon
Class M: Suffield	Lewis Mills
Class S : Immaculate	Morgan

## BOYS SOCCER

<i>Champion</i>	<i>Runner-up</i>
Class LL: Farmington	Staples
Class L: New Canaan	Bunnell
Class M: Bethel/Montville	-- CO-CHAMPS
Class S : Somers	Valley Regional

## GIRLS VOLLEYBALL

<i>Champion</i>	<i>Runner-up</i>
Class L: Greenwich	Fairfield Ludlowe
Class L: East Lyme	Darien
Class M: RHAM	Joel Barlow
Class S : Coventry	Morgan

## FOOTBALL

<i>Champion</i>	<i>Runner-up</i>
Class LL: Xavier	Trumbull
Class L: Masuk	New Canaan
Class M: Hillhouse	New London
Class S : St. Joseph	Ansonia

MaxPreps.com photo by Kevin Pataky



Class LL Football Champions, Xavier Falcons

## BOYS CROSS COUNTRY

<i>Champion</i>	<i>Runner-up</i>
Open: Tolland	Guilford
Class LL: Amity	Xavier
Class L: Bristol Central	Darien
Class MM: Guilford	Watertown
Class M: Tolland	Suffield
Class SS : Canton	Nonnewaug
Class S : Shepaug Valley	Bolton

## GIRLS CROSS COUNTRY

<i>Champion</i>	<i>Runner-up</i>
Open: Glastonbury	Guilford
Class LL: Glastonbury	New Milford
Class L: Pomperaug	Cheshire
Class MM: Guilford	Wilton
Class M: Ellington	Hillhouse
Class SS : Griswold	East Hampton
Class S : Thomaston	Immaculate

## GIRLS SWIMMING

<i>Champion</i>	<i>Runner-up</i>
Open: Greenwich	New Canaan
Class LL: Greenwich	Glastonbury
Class L: New Canaan	Cheshire
Class M: Wilton	Branford
Class S: Weston	East Catholic

MaxPreps.com photo by Paul Stockmann



The triumphant Immaculate Mustangs,  
Class S Girls' Soccer Champions

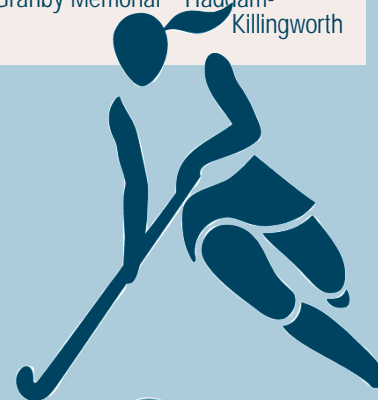


MaxPreps.com photo by Wayne Beach

New Canaan Rams defeat the Bunnell Bulldogs in  
the Class L Boys' Soccer Champions

## GIRLS FIELD HOCKEY

<i>Champion</i>	<i>Runner-up</i>
Class L: Glastonbury	Pomperaug
Class M: Darien	Daniel Hand
Class S : Granby Memorial	Haddam-Killingworth



## ... more ciac news

■ The random steroid testing program for University Interscholastic League (UIL) athletes in Texas is shrinking. Although the state legislature initially funded the effort in 2007 with an annual budget of \$3 million, the current allotment is \$750,000, after a cut to \$1 million a year earlier. A total of 4,560 athletes are scheduled to be tested in 2010-11, compared with 35,077 in 2008-09. While Don Hooton, an anti-steroid advocate, concedes shrinking state financial resources have played a role in reduced funding for steroid testing, he believes state politicians don't fear steroid use as much as they did when the bill was enacted because the 51,635 tests done over the last 2½ years have resulted in 21 positive tests, two unresolved and 139 not passing for procedure violations, such as unexcused absences. Last spring, all 3,308 tests were clean. After examining the cumulative UIL test results and details of the program provided on the organization's website, Dr. Don Catlin of the Olympic Analytical Lab at UCLA concluded: "The numbers are nowhere near what they should be for a bona fide program." He noted that the UIL program tests for only 10 steroids instead of at least 40 and that the 10 drugs being tested for aren't the most pervasive among high school users. He questioned giving athletes privacy during testing because it could lead to cheating. "A poorly operated program leads people who are tested to get the impression the program doesn't work," Catlin said, "and they're right." According to the UIL's most recent survey of state superintendents, 89 high schools conduct their own steroid testing in addition to the state program. (Source: *Dallas Morning News*, 1/2/11)

■ The NCAA squashed a proposal that would have stopped college coaches from offering scholarships to students as young as middle-schoolers, one of several closely watched measures that were either defeated or set aside by NCAA rule-makers. The legislative council also voted down tougher academic restrictions for incoming basketball players at the NCAA's annual convention. Another proposal intended to tighten the use of college athletes in promotional activities was sent back to NCAA members for more comment. The defeat of the early scholarship proposal came after another NCAA committee last year backed the idea. It would have prohibited scholarships offers in all sports to recruits before July 1 in the summer between their junior and senior years in high school. The issue involving using the likeness of student athletes was also discussed and could be revisited in three to four months, Lyons said. Under the proposal, schools would have greater autonomy to use the likeness of their most recognizable stars in school and charitable promotions. Lyons called it one of the "hottest topics" that the NCAA will continue to discuss over the next three to four months. "There's some concern of potential exploitation and more and more uses of the student athlete's likeness," Lyons said. In other council decisions, a proposal to move the date players can withdraw from the NBA draft and return to school from late May to mid-April was sent out for more comment. So was a proposal prohibiting players from opting out of the sickle-cell trait test.

### LEGAL ISSUES IN HIGH SCHOOL SPORTS

#### ■ Gender Equity Claim Against Indiana School Districts, IHSAA, Falls Short

A federal judge from the Southern District of Indiana has ruled that a decision by more than a dozen school districts and the Indiana High School Athletic Association to allow the scheduling of more boys' basketball games than girls' basketball games on the weekend does not violate Title IX or the Fourteenth Amendment of the United States Constitution. The plaintiffs, Amber Parker and Tammy Hurley, were mothers of two players participating on the school's basketball team. The plaintiffs alleged that 14 Indiana school districts and the IHSAA violated Title IX and the United States Constitution by scheduling girls' basketball games "on non-preferred dates and times." Key to the ruling on the Title IX claim was a Policy Interpretation issued in 1979 by the Department of Health, Education, and Welfare's Office for Civil Rights and used by the Department of Education's Office for Civil Rights. "Although the 1979 Policy Interpretation 'is designed specifically for intercollegiate athletics . . . its general principles will often apply to club, intramural, and interscholastic athletic programs, which are also covered by the regulation,'" wrote the court. The judge acknowledged that the policy interpretation allows for the possibility that a disparity in a single program component, such as scheduling, can constitute a violation of Title IX. However, he ruled that, in this instance, a violation did not occur because the disparity was not 'substantial enough to deny equality of athletic opportunity.'

#### ■ Court Rules against Family of Deceased Player Who Sued School

An Ohio state court has ruled that Bowling Green State University was not liable for the death of a student athlete who, while at football practice, suffered cramping and subsequently died. The opinion holds relevance for some high schools and school districts as well. Specifically, the court noted that because of the football player's sickle cell trait condition, the athletic trainers could not have been expected to act any sooner than they did in trying to save the player. On September 15, 2004, Aaron M. Richardson left football practice after he began to experience cramping in his legs. Once in the locker room, an assistant coach, who was tending to Richardson, sent another assistant to get a trainer. At that point, the cramps moved up to Richardson's abdomen. The trainer arrived, and finding Richardson's pulse to be very weak, decided to call 911. As she was placing the call from an adjacent room, one of the other assistants called for help because Richardson had stopped breathing and had no pulse. Davidson attempted to revive Aaron with an Automatic Electronic Defibrillator (AED). The ambulance arrived minutes thereafter. However, Aaron never regained consciousness and was pronounced dead not long after he arrived at the hospital. A lawsuit was subsequently filed by Richardson's family. In providing background, the court noted that Aaron's brother, Jaron, was diagnosed with sickle cell disease while Aaron had sickle cell trait but not sickle cell disease. A patient with sickle cell disease inherits the abnormal gene from both parents whereas a sickle cell trait patient inherits the gene from just one parent. Patients with sickle cell disease experience sickling and related physiological problems throughout their lives and they require lifetime treatment. Sickle cell trait patients rarely experience adverse effects from the disease and may never require treatment. The plaintiff's argument was that "when Aaron first complained of cramping while stretching on the practice field, the standard of care required an immediate evaluation of his condition by a qualified athletic trainer." The plaintiff alleged that a competent evaluation at the outset would have alerted the training staff to the possibility that Aaron's condition was more serious than simple exertional cramping. The court concluded that "the standard of care did not require defendant's training staff to perform an examination of Aaron before he left the field." The court agreed with the defendant's expert, Michigan State University Head Athletic Trainer Stephen Monroe, a past president of the National Association of Athletic Trainers, who suggested that "cramping in the lower legs is a common condition among practicing athletes and that an athlete who complains of calf pain after having run pre-practice gassers, need not be evaluated by training staff." **See related item page 12.**

(Source: "Legal Issues in High School Athletics," November-December 2010)



## ... more ciac news

### **Proposal for National Championships Rejected, *continued from page 9***

proposal to conduct national invitational competitions in golf, tennis, and track and field during the summer. In the ensuing decades, the membership has revisited periodically the subject of national championships; however, in the absence of full membership support, the NFHS has not conducted or endorsed such events.

"The continued opposition to national championships by our membership reaffirms the belief that state championship competition should be the culminating activity for high school student-athletes," said Bob Gardner, NFHS executive director. "The NFHS will continue to support the more than 7.6 million student-athletes involved in high school sports whose dream each year is to win a state title in their particular sport."

### **Sickle Cell Trait Growing Concern in Sports**

According to the Dallas-based National Athletic Trainers' Association, exertional sickling, a complication of sickle cell trait that turns oxygen-carrying red blood cells into sickle-shaped cells that clog blood vessels and restrict blood flow has killed nine young athletes over the past seven years: five college football players in training, two high school athletes, and two 12-year-old boys training for football. Of 136 sudden, nontraumatic sports deaths in high school and college athletes from 1983 to 1993, seven were from exertional sickling, according to a 1995 study published in the journal *Medicine & Science in Sports & Exercise*. That places the trait among the top four causes of nontraumatic deaths for the athletes studied, along with heat illness, asthma, and cardiac disorders. Sickle cell trait is found in people from Africa, South or Central America (especially Panama), the Caribbean islands, Mediterranean countries (such as Turkey, Greece, and Italy), India, and Saudi Arabia. In the United States, the trait is believed to be carried by about 8 percent of the African-American population. People with sickle cell trait carry one abnormal gene for creating hemoglobin. Having one abnormal gene is generally benign—people who inherit an abnormal gene from each parent have full-blown sickle cell anemia, a serious illness—but extreme exertion in those with the trait can cause the blood cells to morph into the sickle shape. The symptoms, such as muscle weakness and pain, can look like heat stroke to the untrained eye. But unlike with heat stroke, the onset of symptoms can come in cooler weather, and sometimes quite early in a workout session. Also, rapid cooling isn't the right treatment. Stricken athletes respond best to rest, oxygen, and observation to make sure that organs and muscles aren't being affected by reduced blood flow. As the player rests, the sickled cells regain oxygen and revert to normal shape. Last year, the National Collegiate Athletic Association approved mandatory sickle-trait testing for athletes in its Division I schools. Testing opponents worry about privacy, or that the athlete's playing or practice time will be curtailed. Its proponents assert that testing is an important part of managing the disorder, along with educating coaches and the other adults who work around the students. (*Genetic Trait Linked to Young Athletes' Deaths*, Education Week, December 16, 2010)



## INVESTORS IN CT YOUTH

- ★ Anthem ★
- ★ Baden Sports ★
- ★ Bearingstar™ Insurance ★
- ★ Big Y Supermarkets ★
- ★ Bob's Stores ★
- ★ 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 ★