

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



# BULLETIN



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## A Principal's Message: *Advice to Parents as a New Year Begins*

By John Dodig, Principal  
Staples High School, Westport

I have been going to the same gym in the early morning for about ten years now. I have noticed that beginning in late January of each year, the number of people who show up at the door at 5:00 a.m. increases visibly. These must be people who resolve to do something about their weight, their lethargy, their health, etc. By the end of February they are all gone. What good are New Years resolutions when we know from the start that there is no way we will stick with them? Knowing that resolutions should be easily doable, I came up with a list to share that some of you may find useful:

- Resolve to allow your child to experience failure or rejection without coming to her/his aid. If your child gets a "C" on a test or gets cut from a team or doesn't get a part in a play, offer a shoulder to cry on but let her/him know that things like this will happen throughout life. Being resilient is a helpful skill for one's entire life.
- If you don't already, tell your children that you love them at a moment when nothing special is happening. I know this sounds silly but I keep hearing from kids that they only hear those words when they bring

*continued on page 4*

## CAS NAMES 2012 ASSISTANT PRINCIPALS OF THE YEAR



**Bridgette Gordon-Hickey**  
Elementary School Assistant  
Principal of the Year



**Vicenta Gibbons**  
Middle School Assistant  
Principal of the Year



**Tiffany Violette**  
High School Assistant Principal  
of the Year

The Connecticut Association of Schools is pleased to announce the selection of the **2012 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 **Bridgette Gordon-Hickey**, Regional Multicultural Magnet School, New London, *CAS Elementary School Assistant Principal of the Year*; **Vicenta Gibbons**, Amity Middle School, Orange, *CAS Middle School Assistant Principal of the Year*; and **Tiffany Violette**, South Windsor High School, *CAS High School Assistant Principal of the Year*.

### Bridgette Gordon-Hickey

Bridgette Gordon-Hickey, associate director of Regional Multicultural Magnet School (RMMS) in New London, has been selected as the **2012 CAS Elementary School Assistant Principal of the Year**. RMMS Director Paul Carolan, who nominated Gordon-Hickey for the award, describes her as a "gifted individual who ranks among the best educators and leaders with whom I have had the honor of working."

"With all of the many dedicated and caring administrators across the state, I'm honored to have been selected for this recognition," said Gordon-Hickey. "The award

*continued on page 5*

### Vicenta Gibbons

Vicenta Gibbons, assistant principal of Amity Middle School in Orange (AMSO), is the **2012 CAS Middle School Assistant Principal of the Year**. Now in her twelfth year at AMSO, she is credited with fostering a vibrant, caring, student-oriented culture where students can grow socially and emotionally as well as academically. A passionate advocate of the middle school philosophy, Gibbons continues to enjoy the challenges of finding ways to meet the unique needs of young adolescent learners. She helped successfully transform AMSO from a junior high into an effective middle school which now

*continued on page 5*

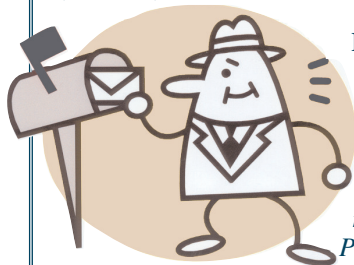
### Tiffany Violette

Tiffany Violette, associate principal of South Windsor High School (SWHS), has been named the **2012 CAS High School Assistant Principal of the Year**. Though an assistant principal at SWHS for only four-and-a-half years, Violette'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-dimensional educational program which allows for personalized instruction for all students.

Reacting to the news of  
*continued on page 6*

## 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>

**Q. DEAR MAILBAG:** For some time, one of my teachers has been complaining that a parent in my school might not be up to the job of parenting. I admit that I was a little dismissive, telling the teacher that not all moms in our school shop at Talbots. But yesterday I met the mother as she was picking up her third grade daughter, and I was taken aback. She was quite a mess and was very rough around the edges. Of greatest concern, though, was the fact that I smelled alcohol on her breath when I engaged her in conversation. She seemed fine, and indeed she drove off with her daughter without incident. But now I wonder if I did my job. Should I have prevented her from leaving? Should I have called the police?

- *Having Second Thoughts*

**A. DEAR SECOND THOUGHTS:** Your reservations are understandable, but it appears that you did the right thing in this case because you did not observe any behaviors that suggested that the parent was not capable of safely transporting her daughter. You do have an overarching responsibility for the safety of children, and accordingly you must make judgments. If a parent appears to pose a threat because she or he is under the influence, you can suggest to the parent that she or he call a friend. You may be more persuasive in making that suggestion if you also threaten to call the police. If that doesn't work and you truly believe it to be a dangerous situation, you should call the police and do whatever is reasonable to attempt to detain the parent until police officers arrive.

**Q. DEAR MAILBAG:** All this hoopla about teacher evaluation is annoying. I have been a principal for twenty-five years, and I know a good teacher - and a bad teacher - when I see one. I don't see why I have to go through all the hoops that

the geniuses on the professional development committee have put into place. Do I really have to go through all that paperwork, or can I simply call them as I see them?

- *Grizzled Veteran*

**A. DEAR GRIZZLED:** You may want to spend some time in a re-education camp. You have a bad attitude that is likely to get you into trouble. The premise of teacher evaluation is to improve instruction, and it is important for you to follow procedures and give teachers guidance based on that experience of yours of which you think so highly. The law provides that a determination of incompetence can be made only in accordance with the teacher evaluation plan. In addition, procedural violations of the plan are subject to grievance. You had better get with the program.

**Q. DEAR MAILBAG:** One of my teachers worked last summer on curriculum and was paid handsomely for her time. Now, she wants a royalty from the district any time we use the curriculum she wrote. Her cousin is a lawyer, and he sent me a threatening letter warning me that any further "expropriation of her intellectual property" will subject me to liability under federal copyright law. Does she actually have a claim?

- *Say it Ain't So*

**A. DEAR AIN'T:** It ain't so. Educators must be respectful of intellectual property rights. For example, school personnel have been liable for using pictures on their websites without permission. Similarly, we must be vigilant to make sure that staff members do not make excessive copies of materials in violation of the "fair use" rules, and each computer program we use should be supported by a license for that copy. As principal, you should make sure your staff understands these copyright rules. However, here the teacher is off base. When someone is paid to create curriculum as part of his or her job, it is considered a "work-for-hire," and the copyright belongs to the employer who paid for the work to be done.

## ct news & notes

### Two-Fifths of Connecticut High School Graduates Complete A College Program, Report Says

A new report says that three-quarters of Connecticut's public high school graduates go on to college — but that only 41 percent complete a certificate or degree within six years.

The report — the first in the state ever to provide college completion rates by high school — looked at the high school Class of 2004 and at how many of each school's students had completed a college program by 2010. For the 35,671 high school students who graduated from Connecticut public high schools in 2004, just two in five had earned a degree or certificate from college six years later. Thirty-three percent enroll in college but don't finish. The other quarter don't enroll at all.

The state Board of Regents for Higher Education, the state Department of Education and the Connecticut P-20 Council released the report, which can be downloaded at [http://www.ctregents.org/files/pdfs/p20/NSC\\_report\\_2004\\_FINAL.pdf](http://www.ctregents.org/files/pdfs/p20/NSC_report_2004_FINAL.pdf).

The new data on college completion further reflects the significant achievement gap seen in other assessments of educational progress in Connecticut through the years — between well-off and poor students, between white and minority students, between suburban and urban school districts.

Of the 41 percent of the class of 2004 who completed at least one degree or certificate program, half -- representing 20 percent of the class -- went to Connecticut colleges and universities, and half attended colleges or universities out of state.

Statistics previously have been available that highlight various aspects of Connecticut's college graduation rates, but none have provided the high school by high school detail found in this report.

Robert Kennedy, interim president of the Board of Regents, said that he hopes the report will prove useful to high schools and allow them to see how they compare.

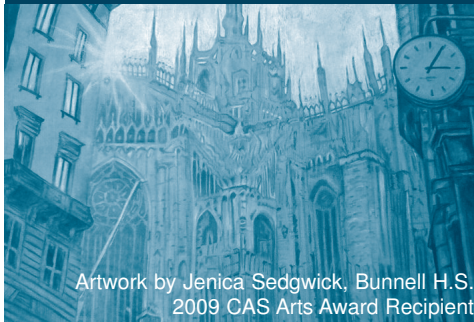
"This data should really help them enormously in providing a focus on where the students are succeeding [and] where more resources are needed," he said.

(Source: *Hartford Courant*, December 29, 2011)



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

## REGISTER NOW!



The Seventeenth Annual High School Outstanding Arts Award Recognition Banquet will be held on April 9, 2012, at 6 :00 p.m., at the Aqua Turf Club. Information packets were sent to high schools in early January. For registration information, visit: [http://www.casciac.org/pdfs/hsarts\\_reg\\_form.pdf](http://www.casciac.org/pdfs/hsarts_reg_form.pdf)

■ In May, CAS is hosting a conference at Lincoln Middle School in Meriden with the theme of student led clubs and initiatives focusing on safe school climate and bullying prevention. If you have student clubs or initiatives with these themes at your school, please share them with us! Kindly send an email to [dmaloney@casciac.org](mailto:dmaloney@casciac.org) indicating the number and types of such clubs and initiatives at your school.

### Glee Awards \$10,000 to Lebanon School for Music Program

LEBANON— Lyman Memorial High School in Lebanon has won one of 73 grants awarded by the Fox network, television show *Glee*, paired up with the Give a Note Foundation.

Lyman Memorial has won \$10,000, which band director Ann Birrell said will go toward improving stage lighting in time for the school's spring musical.

Almost 500 schools submitted applications – in the form of videos – to the *Glee Give a Note* campaign. Three grand prize winning schools received \$50,000 for their music and arts programs; ten first prize winners were awarded \$25,000; and 60 second place winners received \$10,000. Lyman Memorial was the only Connecticut school to win.

## QUALITY COUNTS 2012

Education Week has released *Quality Counts 2012*, 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 fourth in the nation on the "chance for success" and "school finance" indices.

Connecticut's 2012 report card appears below. For the fourth year in a row, Maryland ranked highest with a B+, followed by Massachusetts and New York, both of which merited a B. Overall, the nation received a C.



	CT - 2011	CT - 2012	Nation - 2012
<b>Overall:</b>	<b>C+ (78.3)</b>	<b>C+ (78.6)</b>	<b>C (76.5)</b>
Chance for success	A- (90.6)	B+ (88.4)	C+ (77.6)
K-12 achievement	C (73.1)	C- (71.2)	C- (69.7)
Standards, assessments, and accountability	C+ (77.4)	C+ (78.6)	B (85.3)
Transitions and alignment	C (75.0)	C (75.0)	C+ (78.3)
The teaching profession	D+ (66.9)	C- (70.8)	C (72.5)
School finance	B+ (86.9)	B+ (87.3)	C+ (78.3)

\* A state's overall grade is the average of the scores for the six graded categories.

## 2012 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 & April.

### Speakers:



**THOMAS MOONEY**  
Partner, Shipman & Goodwin, LLP  
Neag School Of  
Education, UCONN



**DIANE ULLMAN, Ph.D.**  
Superintendent,  
Simsbury Public Schools  
Adjunct Professor, UCONN



**KIM MARSHALL**  
Writer, Professional Development  
Consultant

**For more information, visit:**  
<http://www.casciac.org/pdfs/TES2012Brochure.pdf>

## national news & notes

■ A landmark new research paper by economists at Harvard and Columbia, underscores that the difference between a strong teacher and a weak teacher lasts a lifetime. Having a good fourth-grade teacher makes a student 1.25 percent more likely to go to college, the research suggests, and 1.25 percent less likely to get pregnant as a teenager. Each of the students will go on as an adult to earn, on average, \$25,000 more over a lifetime — or about \$700,000 in gains for an average size class — all attributable to that ace teacher back in the fourth grade. That's right: A great teacher is worth hundreds of thousands of dollars to each year's students, just in the extra income they will earn. The research paper is available at [http://obs.rc.fas.harvard.edu/chetty/value\\_added.html](http://obs.rc.fas.harvard.edu/chetty/value_added.html).

■ Overriding a veto, New Hampshire's Republican-led legislature approved a measure last month requiring school districts to give parents the opportunity to seek alternatives to any aspect of the school curriculum they find objectionable. The new law calls on all of the state's districts to establish a policy for such exceptions, but the district must approve of the substitute materials and the parents must pay for them. In vetoing the law last summer, Gov. John Lynch, a Democrat, said the measure was too vague about what might be deemed objectionable and would prove burdensome to school districts. He also said it risked stifling teachers, who might shy away from exposing students to "new ideas and critical thinking" for fear of sparking complaints.

■ Enrollment in rural schools is growing faster than in any other geographic area, and its students also are becoming poorer and more racially diverse. Those are among the key findings of *Why Rural Matters 2011-12*, the latest in the biennial series of reports released by the Rural School and Community Trust. The 11.4 million students in rural schools or rural districts make up 23 percent of the nation's public school

enrollment, according to 2008-09 figures used for the report. Rural districts saw a 22 percent increase in enrollment over a 10-year period, compared with a 1.7 percent increase in non-rural areas. Among those attending schools in rural districts, two in five live in poverty, and one in four is a racial minority. Rural advocates say the numbers should make rural education a higher priority at local, state and federal levels. The full report can be accessed at <http://files.ruraledu.org/wrm2011-12/WRM2011-12.pdf>.

### **Marijuana use continues to rise among U.S. teens, while alcohol use hits historic lows**

In December, Monitoring the Future released the results of its annual survey of U.S. secondary school students. The survey, conducted by the University of Michigan, involved approximately 50,000 8th, 10th and 12th grade students across the country. Among the more important findings from this year's survey were:

- Marijuana use among teens rose in 2011 for the fourth straight year, a sharp contrast to the considerable decline that had occurred in the preceding decade. Daily marijuana use is now at a 30-year peak level among high school seniors.
- "Synthetic marijuana," which until earlier this year was legally sold and goes by such names as "K2" and "spice," was added to the study's coverage in 2011; one in every nine high school seniors (11.4%) reported using that drug in the prior 12 months.
- Alcohol use - and, importantly, occasions of heavy drinking - continued a long-term gradual decline among teens, reaching historically low levels in 2011.
- Energy drinks are being consumed by about one third of teens, with use highest among younger teens.

### **New Year, continued from page 1**

home A's on their report card or score a goal or get a part - in other words, for an accomplishment. They can't sort through the message that it is really they that you love just for being your children.

■ Try saying NO once in a while to a request that you know in your gut is not appropriate, and that the decision may incur the anger of your child. I can't tell you the number of parents who just can't say no when asked for permission to go to a concert on a Tuesday night, for example. Coming home at 1:00 a.m. seems inappropriate when the next morning is a school day, but saying no is so difficult.

■ Resolve never, ever, ever to leave your child at home alone on a weekend. This may work for some of you, but I stopped counting the number of times we hear about a child being left alone, perhaps with a sleepover friend, and the home being crashed by a dozen teenagers. It is impossible for your child to monitor that situation.

■ When your child comes home Friday or Saturday night at whatever time you establish, get up and give her/him a great big hug. Remember to take a deep breath in mid-hug and be prepared to smell something you don't want to smell. For most of you, this will not be a problem, but you would be surprised how many times you will smell something and, then, be faced with a decision on what to do.

■ I know it may be difficult, but try to have dinner as a family once or twice a week. Don't accept silence. Ask about school, life, sports, music, friends, and keep on asking until a conversation begins.

■ Think of something simple that you can do with just one child and make your way through all of them over a month. Take a walk on the beach. Take a bike ride. Get a cup of coffee together, etc. You are creative. You will think of something. It is not so much what you choose, but that each child gets alone time with you.

I will stop my suggested list of New Year's resolutions at this point. None of these suggestions will improve your health, take off weight or build muscle. But they will all improve someone's life, strengthen relationships and/or make you happy.

Happy New Year!!

### **CAS Schools Invited to Honor Volunteers on March 13th!**

The Connecticut Association of Schools takes great pleasure in announcing the CAS Volunteer Recognition Banquet to be held on March 13, 2012, at the Aqua Turf Club, Southington, at 5:00 p.m. This program is designed to give public recognition to parents or other volunteers who have made major contributions to your schools. Don't miss this opportunity to say "thank you" in a very special way to all those volunteers - whether parent helpers, PTA/PTO officers, committee chairs, event organizers, fundraising coordinators, etc. - who have made your school a better place to learn and work.

Don't wait! Register online now via the Members Only section of the CAS website. We expect that many of our elementary, middle and high schools will participate. Seating assignments are determined by registration order - the earlier you register, the better your seating!

**Gordon-Hickey, continued from page 1**

validates what is possible when an entire learning community – teachers, caregivers, and community members – come together to support students. I'm fortunate to be part of a team which makes children the priority and I'm grateful to the Connecticut Association of Schools for honoring the work being done at the Regional Multicultural Magnet School.

Gordon-Hickey, now in her fourth year as associate director of RMMS, was chosen by the selection committee for her purposeful instructional leadership and her uncompromising dedication to her students and school community. Administrator of a K-5 elementary school serving 540 students in twelve school districts in southeastern Connecticut, she has succeeded in boosting the academic achievement of a diverse and challenging student body while at the same time enhancing the social and cultural climate of the school.

Gordon-Hickey views her responsibility for overseeing such a demographically, racially, culturally, and ethnically diverse student body not as a challenge but as a cause for celebration. In keeping with the school's mission, "respecting cultural diversity, empowering all learners, and developing compassionate people who take responsibility for making positive changes in society," she started a Special Olympics Unified Sports program at RMMS. The program, which pairs individuals with and without intellectual disabilities on sports teams for athletic training and skill building, has helped to foster an inclusive school community where the values of tolerance, patience and sensitivity are cornerstones. The program has been widely successful, drawing more than fifty students in less than a year's time.

Though an assistant principal at RMMS for only three-and-a-half years, Gordon-Hickey has had a tremendous impact on her students, staff, and community. She has spearheaded a number of initiatives that promote the important role that parents play in the education of their children. She developed a parent-friendly guide to the school's support services and established a Child Study Team process which allows parents and staff members to work together to cultivate and monitor each student's success. And Gordon-Hickey is careful to ensure that each child has a personalized support framework which meets his/her individual academic, social and emotional needs. Says RMMS parent Kate MacArevey-Colello, "I have never encountered an individual more dedicated to educating the whole child."

Gordon-Hickey received a bachelor of arts degree from Rutgers College (NJ) and a master of arts degree and sixth year certificate from the University of Connecticut. She began her career in education in 1992 as a tutor and paraprofessional in the Groton Public Schools. In 1996, she became a special education teacher at Windham Center School and remained there as an instructional consultant while simultaneously completing an administrative internship. In 2008, she was appointed assistant principal of RMMS, the position she now holds.

**Gibbons, continued from page 1**

serves as a supportive, personalized learning community where team leadership is prized and parents are fully engaged in the lives of their students.

Gibbons was nominated for the award by her principal, Kathleen Fuller-Cutler, eighth grade school counselor Bobbie Miller, and nine members of the AMSO faculty and staff. Says Fuller-Cutler, "I count my blessings that I have such an amazing woman to work with each day, one who is willing to collaborate, to share the load and to keep an open mind to new ideas and new possibilities for AMSO."

Upon learning of her award, Gibbons stated, "I am both proud and humbled to receive the prestigious award of *Connecticut Middle School Assistant Principal of the Year*. I love working together with my entire school community to improve every aspect of students' lives. Students, at any age, need to be nurtured, loved, guided, and taught on their own terms while conveying to them the benefits of learning differently from all that life has to offer. It really does take a village to teach each child and I am proud to be a part of that village."

Gibbons welcomes almost 400 students into her building each day and somehow manages to make each and every one of them feel special. A leader who exudes warmth and good will, she has excelled at making personal connections with every student in her building. Recalls former student Gina Mondo, "I can remember so distinctly how Mrs. Gibbons was able to relate to all her students. It did not matter if you were an honor student, a jock, a troubled student, a transfer student or just your average, everyday student. It was a guarantee that Mrs. Gibbons would know more than just your name."

Gibbons leads by example, always exhibiting the characteristics of honesty, respect, and kindness that she works to instill in her students on a daily basis. Recognizing that students benefit from regular interaction with at least one adult in school who is concerned about their well-being and progress, Gibbons strives each day to make sure that every student feels a sense of belonging and connection to the school. As chair of the School Climate Committee, she has introduced several programs, including the "Jackie Robinson's Nine Traits to Live By" character education initiative, which have helped create a nurturing, safe community where each member feels valued and supported. Notes Fuller-Cutler, "Vi works to ensure that AMSO is a school where students and faculty want to come to work each day."

Gibbons earned her undergraduate degree from Albertus Magnus College in New Haven and her master's degree and sixth year certificate from Southern Connecticut State University. Upon her graduation in 1976, she took a job as a Spanish teacher at Coleytown Junior High School in Westport. In 1978, she joined the Amity Regional School District and has remained there ever since, serving as a Spanish teacher at the high school for twenty-one years before being appointed as assistant principal of AMSO in 1999.

**EMPOWER SPONSORS  
FLANAGAN GRANTS**

By Dave Maloney, CAS Assistant  
Executive Director

The Connecticut Student Activities Conference received a wonderful gift over the recent holidays - a generous corporate sponsorship from EMPOWER. Empower is a leadership sports and adventure center located in Middletown, Connecticut.

"We are both thrilled and grateful to have the support of Empower as our new corporate partner," stated Stephanie Ford, CAS Director of Development, "Through the programs that they offer, Empower is committed to delivering extraordinary experiences that help foster strong relationships, build self-confidence, promote team work, and develop leadership skills. The fact that they are partnering with CAS to support the Flanagan Grant Awards and our many student leadership initiatives coincides perfectly with their mission."

Empower will sponsor grant awards for the annual Thomas R. Flanagan Memorial Student Activity Program. Thomas Flanagan was the former principal of Waterford High School. His untimely death in 1979 brought sadness to all who were privileged to know and love him. A long-time member of the CIAC football and basketball committees, Tom was most closely identified with the CAS Student Activities Board. He was also a highly respected member of the NASSP Standing Committee for Student Activities. The 2012 Flanagan Grants will be dedicated to the legacy of this special person.

CAS member schools at all levels are encouraged to apply for the Flanagan Grants. The objectives are: to stimulate the growth and improvement of student activities, recognize outstanding student activities, and provide stipends to support deserving applications. Members of the Connecticut Student Activity Conference Board will review and rate each application at their May meeting. CAS Assistant Director, Dave Maloney, who works closely with student activities, notes, "with the renewed interest and focus on school climate across the state, we couldn't be happier to have Empower step forward and recognize the outstanding contributions of student activity programs that help build a positive school climate."

CAS member schools can find the Flanagan Grant award application on line at [www.casciac.org](http://www.casciac.org). The application deadline is April 27, 2012. Questions and inquiries may be directed to Dave Maloney at 203-250-1111, ext. 3936, [dmaloney@casciac.org](mailto:dmaloney@casciac.org).



## THREE VETERAN MEMBERS RECEIVE CAS CITATIONS



At the December meeting of the CAS Board of Directors, three long-time members of the association - two active, one retired - were presented with the prestigious CAS Citation, the association's highest honor. Congratulations to:

- **JOSEPH SCHEIDELER**  
Principal, Canton Middle School
- **GINA VANCE**  
Retired Assistant Principal, Gideon Welles School, Glastonbury
- **STEVE WYSOWSKI**  
Principal, Bristol Eastern High School

In presenting the awards, CAS Awards and Recognition Committee Chair Mike Rafferty stated, "Throughout its history, CAS has relied heavily upon the volunteer efforts of its members in the trenches who are willing to add onto their everyday professional responsibilities by serving in key positions within the association. Their efforts are vital to the success of the association and necessary if we are to maintain our standards of excellence. While there are

literally hundreds of administrators who devote their time and energy to serving CAS each year, there are always a few outstanding individuals who display an extraordinary level of commitment to and involvement in our work."



Counter-clockwise from left: (1) CAS President Kit Bishop (l), Gina Vance and CAS Executive Director Karissa Niehoff (r); (2) Joe Scheideler and Kit Bishop; and (3) Dr. Steve Wysowski and Karissa Niehoff

### *Violette, continued from page 1*

her award, Violette remarked, "I am honored to be recognized as CAS' choice for High School Assistant Principal of the Year. I am fortunate to work with such talented staff, caring parents, and devoted students. The people around me provide the support I need to make a difference. My job is not just a job; it is a career I am passionate about and truly look forward to every day."

Since joining the SWHS administration in 2007, Violette has been a driving force behind the successful implementation of instructional systems and structures that allow all students to achieve at high levels. During her short tenure, Violette has worked with staff to revitalize the SWHS ninth-grade communities in order to make them data-driven; facilitated the implementation of an exemplary RTI model for all Tiers of instruction; created opportunities within the school schedule for more than 30 new elective courses in math, science and English; and, helped the staff transition to differentiated instruction practices.

A tireless instructional leader, Violette's own commitment to continued professional growth has set a

powerful example for her teachers and has had a positive influence on instruction. Says classroom teacher Michael Webb, "As a direct result of her knowledge and leadership, the past three years have been my most productive and rewarding period of professional growth." Adds fellow associate principal Mitch Orkin, "Filled with intellectual curiosity and enthusiasm to share what she has learned, Tiffany has taken full advantage of professional development opportunities and conferences to expand her craft and advance the profession."

In her four-plus years as associate principal, Violette 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 sustain a highly-focused, caring and professional learning community at SWHS. Violette's successes as an assistant principal are best captured by Webb, who states, "Tiffany epitomizes the dynamic administrator: a collaborative and reflective practitioner who continues to hone her craft, a visible presence in the classroom, and one who is able to maintain a solid rapport with students and staff at SWHS. Throughout my fifteen years in education, I have

yet to see one in her position impact a community to the magnitude that she has."

Violette graduated from the University of Connecticut in 1993 with a bachelor's degree in journalism and sociology. She went on to earn a master's degree in education from the University of Haven as well as two sixth year certifications, one from UCONN and one from Central Connecticut State University. In 1996, she received an executive leadership program certification from UCONN. Violette joined the SWHS administration in 2007 after spending twelve years in the Hartford Public Schools where she served as an elementary school teacher and a high school assistant principal.

Violette has been selected by CAS to represent Connecticut in the National Assistant Principal of the Year Program sponsored by the National Association of Secondary School Principals (NASSP) and Virco, Inc. Violette, 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 association, will compete for the national honor.

## 2012 ELEMENTARY STUDENT LEADERSHIP CONFERENCES SET ATTENDANCE RECORD

By Dave Maloney, Assistant Executive Director

"Talk about a shot in the arm - these students are really inspirational!," proclaimed Theresa Ream, student council advisor at Litchfield High School. "They have done some really exciting things in their schools," she continued. "After their presentation, I immediately went back to my home school and fired off an email to the principal listing all the things that we learned. I can't wait until the next student council meeting to tell the kids all about the leadership activities." Ream was reflecting as a presenter at the CAS sponsored elementary leadership conference which took place on January 11th at Naugatuck Valley Community College.

Yet, it was a youngster in another breakout session who really surprised Shavonna Humbles, a student leader from Kaynor Technical High School who was conducting a leadership lesson. At the end of her session entitled "It's In The Bag," the participating student - a fifth grader - approached Shavonna and asked, "May I have your autograph?"!

Now that was quite a compliment! The student leaders from Kaynor, under the direction of advisor Kathryn Patrick, had just finished their breakout that focused on one of the most important skills in leadership: communication. "I love it!," proclaimed another student from Torrington. "It's about communicating together and making new friends!"

Similar comments resonated with participants at the 19th annual elementary leadership conferences held in Waterbury, Enfield, Bridgeport and Norwich during the second week in January. Over 825 children from 115 schools in grades 4 through 6 descended on Sacred Heart University, and Naugatuck, Asnuntuck and Three Rivers Community Colleges to experience what CAS Assistant Executive Director Dave Maloney called "unique, interactive learning activities that are not commonly part of an already overcrowded elementary curriculum. We're so very pleased with the record turnout this year!"

Each conference stressed the acquisition of three essential leadership skills: productive thinking, decision making and communication. Students were divided into groups and attended breakout sessions that covered the three skills with a variety of approaches. From competitive games to art to solving

problems to large and small group activities, students couldn't wait to see what their presenters had in store for them. The presenters - all volunteers from across the state - included high school and college student leaders as well as full-time faculty, administrators and even parents! A first time attendee, Mike Barile, principal of Chester Elementary School, noted, "This was a great day. It far surpassed our expectations. Our staff and student leaders acquired lots of new ideas that we plan to bring back and immediately incorporate into our programs."

The CAS Elementary Leadership Conference Committee, co-chaired by principals Karen Brimecombe, Lauren Elias, Eileen Roxbee and Kathi Walsh, recruited the presenters and planned the program at each college. Each event, which served the dual purpose of a "college visit" for elementary students, engaged a multiple-tiered approach to helping students develop their leadership skills. As Karen Brimecombe, principal of John Lyman Elementary School in Middlefield, noted in her opening comments at Asnuntuck Community College, "Our purpose today is to provide you with the many ways you can enhance your skills to be more effective leaders in your schools. Every class and every school needs positive student leaders who can improve the day to day experiences contributing to a positive school climate."

While students were in their breakouts, parent chaperones had an opportunity to explore how they might contribute and develop leadership skills in their children. Faculty advisors also had a separate session sharing what their student councils were doing to improve the climate of their schools. CAS Committee members Harry Gagliardi, Eileen Roxbee, Jean Barbaro, Mary Giard, Lauren Elias, and Debbie Ponte joined Brimecombe and Maloney, as teachers developed a list of "best practices/



At the elementary leadership conference at Asnuntuck Community College on January 9th, students used TooBeez™ to construct a tool with which to write their names. This activity required planning, communication and patience - all qualities of a great leader.

projects" that students were engaged in across the state.

Joan Muller, a teacher from Eastford noted, "This conference was awesome! It was such a positive experience for the student leaders to share and exchange ideas with their peers from so many schools. Furthermore, I was so impressed by the lessons I observed that I immediately requested presenter contact information so that I can bring them back to my school!"

The thinking abilities of our children are such valuable resources for our schools and communities. To predict things that might happen and to effectively look into the future, children need to know what the details of the situation are; what must be considered before action is taken; what the effects of the actions will be; and how the actions might affect others. By all accounts, the 2012 elementary leadership conferences would appear to have surpassed everybody's expectations.




## IB, Therefore I Learn

The International Baccalaureate® (IB) offers three programs of international education for students aged 3 to 19. The IB is a recognized leader in the field of international education. It is a non-profit, mission-driven foundation that offers three challenging programs for pupils aged 3 to 19: the Primary Years Program (PYP), the Middle Years Program (MYP) and the Diploma Program (DP). In addition, IB is introducing a fourth program, the IB Career Certificate (IBCC). All four programs are centered on the IB Learner Profile which is the IB mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

The IB programs are offered in over 2,000 schools worldwide, serving over half a million students and their families. In the United States, over 600 schools offer at least one IB program, and in Connecticut a total of 13 schools offer at least one IB program: Six schools offer the PYP, three schools have MYP, and there are four DP schools in the state. IB is growing in the United States and in New England in particular.

If you would like to learn more about any of these programs, register for the orientation seminar to be held on Saturday, April 28, 2012 at Long Beach, (Long Island), NY (see details below). Information can also be obtained on the Guild of IB Schools of the Northeast website at [www.gibsib.org](http://www.gibsib.org) or by contacting Art Arpin at [arpin.ac@easthartford.org](mailto:arpin.ac@easthartford.org).



**Guild of IB World Schools of the Northeast**

# IB ORIENTATION SEMINAR

**Long Beach, New York • 28 April 2012**

Join us Saturday, 28 April 2012 in Long Beach, New York to learn more about offering the IB at your school. Orientation Seminars are one-day sessions that are designed for school officials and leaders who are investigating the feasibility of bringing the IB to their schools. Participants will follow one of three possible tracks:

- PYP - Nelyda Miguel, Whitby School, Connecticut
- MYP - Dianne Drew, Dwight School, New York
- Diploma - Art Arpin, Connecticut IB Academy, Connecticut
- IBCC - Bob Gazda, Binghamton High School, New York

Additional information and registration is available on the GIBS website at [www.gibsib.org](http://www.gibsib.org).



**CONTACT:** Dr. Patty Gazda—[pgazda@binghamton.edu](mailto:pgazda@binghamton.edu)

Web: [www.gibsib.org](http://www.gibsib.org) • Facebook: The Guild of IB World Schools of the Northeast

## ciac news

### 'Strong Evidence' of Link Between Physical Activity, Academic Success

(Excerpted from an article by Bryan Toporek, [www.edweek.org](http://www.edweek.org), January 3, 2012)

Children who participate in physical activity also tend to benefit in the classroom, according to a new systematic review of 14 studies from the past few decades. The review, published last month in the *Archives of Pediatrics & Adolescent Medicine*, sought to discover a potential link between childhood physical activity and improved academic performance.

The review authors, based out of the EMGO Institute for Health and Care Research in Amsterdam, the Netherlands, examined 10 observational and four intervention studies, mostly from the United States and mostly focusing on physical education or school sports.

The sample sizes of the studies ranged from 53 to roughly 12,000 participants, anywhere from 6 to 18 years of age. The researchers highlighted two of the 14 studies as particularly "high-quality."

In total, three of the four intervention studies and three of the 10 observational studies (including both of the "high-quality" studies) suggested that being more physically active is positively related to improved academic performance in children.

According to the review's authors, this link could be caused by many factors: increased blood and oxygen flow to the brain, boosts in hormones such as norepinephrine and endorphins which help improve mood, and "increased growth factors that help create new nerve cells and support synaptic plasticity."

However, there's much more work to be done in this field.

The authors stress that only two of the 14 studies that they examined were deemed "high-quality," and thus, more high-quality studies that use objective measures of physical activity—rather than students' or teachers' reports—need to be conducted.

In short: based on the literature they reviewed, the authors believe they've discovered a "significantly" positive correlation between physical activity and academic performance. Now, it's just a matter of confirming their findings and figuring out how the two are interrelated.

Armed with that knowledge, schools could tailor their physical education and sports programs to benefit both their students' bodies and their minds.

To access the abstract to "Physical Activity and Performance at School: A Systematic Review of the Literature Including a Methodological Quality Assessment," visit <http://archpedi.ama-assn.org/cgi/content/short/166/1/49>.



## ... more ciac news

## NCAA News & Notes

■ A newly released NCAA report of student athletes' drug and alcohol habits shows a continued decline in usage of some drugs and an overwhelming majority of athletes who have never used banned substances. The NCAA's Study of Substance Use Habits of College Student Athletes, which surveyed 20,474 student-athletes at 1,076 NCAA institutions in 2009, found that less than 4 percent of respondents had ever used anabolic steroids (0.6 percent), ephedrine (0.9 percent) or amphetamines (3.7 percent). Those responses indicate a 0.5 percent decrease in amphetamine usage, and 0.7 percent drop in use of anabolic steroids from the previous survey conducted in 2005. Ephedrine was a new addition to the 2009 survey. An overwhelming majority of respondents also reported never using cocaine (98.2 percent) or other narcotics (96.7 percent). But use of social drugs and alcohol showed increases since 2005. Use of marijuana within the last 12 months was reported by 22.6 percent of respondents, a 1.4-point increase over the 2005 study. More than half of the respondents reported using the drug less than once per month, and the majority indicated their usage was limited to the off-season. The NCAA's report also showed a 5.6-percent rise in alcohol consumption over the 2005 report, with 83.1 percent of respondents reporting drinking alcohol in the previous 12 months.

■ On the heels of the implementation of a protective eyewear requirement at the high school level last year, the collegiate field hockey community is now weighing whether a recommendation to require

protective eyewear is good for the game. Citing increased rates of injuries to the face and head, the NCAA Committee on Competitive Safeguards and Medical Aspects of Sports is recommending that NCAA field hockey work toward requiring players to wear protective eyewear in the near future. The competitive-safeguards committee based its recommendation on NCAA data showing that 25 percent of all injuries in field hockey competitions occur to the head and face, with 28 percent of those being from contact with the ball and another 16 percent because of contact with the stick. Although rare, 8 percent of head injuries involve the eye (eye injuries include eyelid lacerations, corneal abrasions, orbital fractures, soft tissue contusion and others).

## CIAC SPONSORS FIRST CONNECTICUT HIGH SCHOOL BOWLING TOURNAMENT

On Saturday, May 19th, co-ed bowling teams from many Connecticut high schools will gather at the Bradley Bowl in Windsor Locks to compete in the first Connecticut High School Co-Ed Bowling Tournament. It will be sponsored by the CIAC with support from the Connecticut Bowling Proprietors Association.

Teams will be comprised of eight bowlers. Five members will bowl ten games using the Baker Format (each team member alternates frames; bowler one bowls frames one and six, bowler two bowls frames two and seven, etc.). Competition will begin promptly at 10:00 a.m. and will conclude with an awards ceremony at which the three teams with the highest scores will be presented awards. There will be an entry fee of \$100.00 that will cover all of the bowling costs as well as the cost of the awards.

Nineteen states currently sponsor bowling as an interscholastic sport with several more states slated to begin offering the sport. Sixty-five colleges offer bowling scholarships.

Athletic directors have been sent information on the bowling tournament and are encouraged to select a team to represent their respective schools. The first 80 teams to apply will be accepted into the tournament. For additional information, contact Bob Lehr at the CIAC: 203-250-1111 or [rlehr@casciac.org](mailto:rlehr@casciac.org).

## NCAA'S DIV I BOARD ADOPTS NEW INITIAL-ELIGIBILITY STANDARDS

High school athletes who want to accept a Division I scholarship and play a sport in college may have to start hitting the books harder if they are going to meet more stringent academic standards recently adopted by the NCAA. The new initial eligibility requirements, adopted last October by the NCAA Division I Board of Directors, apply to the class of 2015 and beyond. To obtain athletic eligibility out of high school, students will need a minimum GPA of 2.3. The current minimum is 2.0.

Students also may need to score higher on the SAT. Currently, students with a core GPA of 2.5 need to score at least 820 on the SAT (combined math and critical reading sections) to be eligible. Under the new plan, students with a 2.5 core GPA would need to score at least a 1,000.

The NCAA also mandated that students must pass 10 of the 16 required core courses prior to the seventh semester of high school in order for him or her to compete in their first year at college. That means students can't cruise through the first part of their high school career and load up on required courses at the end.

(From "NCAA raises the bar for would-be college athletes," By Seth Walder, November 23, 2011, [nydailynews.com](http://nydailynews.com))

**To help principals and athletic directors better understand the newly adopted NCAA initial eligibility standards, the CIAC has made available on its website two valuable resource documents.**

❑ **A Powerpoint presentation containing a detailed synopsis of all of the changes:**  
[http://www.casciac.org/pdfs/NCAA\\_Initial\\_Eligibility\\_Changes.ppt](http://www.casciac.org/pdfs/NCAA_Initial_Eligibility_Changes.ppt)

❑ **A quick reference guide outlining the freshman eligibility standards for both Div I and Div II:** [http://www.casciac.org/pdfs/NCAA\\_quick\\_reference.pdf](http://www.casciac.org/pdfs/NCAA_quick_reference.pdf)

## ... more ciac news

## THE POWER OF ONE

By Lou Pear, Director of Unified Sports®

At the recent Unified Sports Youth Leadership Summit, George Synnott encouraged attendees to take back to their school ONE Project Unify initiative to help enhance their school's positive learning plan. Julian Colquitt, president and CEO of the Henkel Corporation and program sponsor, reinforced this message as the "power of one" also has an important impact on the corporate world. Both conference speakers challenged the attendees to be leaders in their schools, commended them for their interest and praised their enthusiasm.

This year's keynote speaker was Harvey Alston, a former football coach, teacher and university dean. His motivational presentation got the summit off to an energetic and enthusiastic start. His message focused on how school-aged students can make a difference in their schools. He reminded them that, as with the tin man in the *Wizard of Oz*, all they needed was heart and a dose of happiness.

Following Harvey's charge to make each school a better place for all students, there were seven breakout sessions which covered topics including "R - Word" Campaigns, Movies that Move, Leadership Skills and Unified Art. The "R-Word" and Movies that Move sessions were led by the Unified Sports Youth Activation Council, athletes and partners from Avon, Farmington, Guilford, Lewis Mills and Rocky Hill High Schools. The Youth Activation Council is directed by Karol Brzozowski. Under the direction of Dan Lee, teacher and coach from Cheshire High School, and Mark Dube, teacher at Fermi High School, students from their respective schools demonstrated the skills needed to be a successful leader.

Rounding out these presentations was a hands-on demonstration highlighting the attributes of social inclusion and acceptance that are fostered by the Unified Art program. This presentation was led by Barbara Horn and Marney Pollack.

David Steffan was the luncheon speaker and Loretta Claiborne was our guest speaker. Both are Special Olympians who have overcome great physical and intellectual obstacles. Their presentations were inspirational and motivating.

Now that this conference has concluded and students and coaches have returned to their respective schools, have these powerful messages inspired them to put words into action plans? I am pleased to report that we now have fifteen new schools holding "R-Word" Campaigns. They are Avon, Bacon Academy, Bassick, Berlin, Enfield, Guilford, Haddam- Killingworth, Lewis Mills, Norwich Free Academy, Sheehan, Stafford and Stonington High Schools. Also embracing the "R-Word" initiative are Broadview, Har-Bur and Woodrow Wilson Middle Schools.

Four new schools will be embarking on a Unified Art Program - Farmington, Hall, Haddam -Killingworth and Wilton High Schools. We have also been told that many of our varsity basketball teams are hosting Unified Sports halftime games and Unified Sports teams are playing interscholastic games with neighboring schools. In addition to these great action plans, New Britain High School's Unified Sports team is partnering with Saint Joseph's College for basketball clinics, a halftime game at the college and a social gathering. The Central Connecticut Conference has established a 19 game interscholastic schedule with a culminating tournament to be held in Windsor on March 2, 2012. The high schools included in this schedule are East Hartford, Newington, Norwich Free Academy, South Windsor and Windsor.

All of this is great news and gives the CAS staff a renewed spirit as we prepare for the March basketball tournament marathon. A special thank you goes out to all of our coaches, athletic directors, athletes and partners. Through your leadership, each of you has shown that one person can make a difference in your schools and in the lives of those around you. You are all to be commended on jobs well done. Keep up the great work.

## Scenes from this year's summit...





## caad news

# CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS

## 28<sup>th</sup> Annual Athletic Directors Conference

Thursday and Friday, March 22-23, 2012 ♦ Rocky Hill Marriott

### EARLY BIRD SCHEDULE

**Thursday, March 22, 2012:**

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

**Friday, March 23, 2012:**

- 8:00 - 9:30 a.m. CAAD Annual Breakfast  
 10:00 - 11:00 a.m. CAAD Coaching Education Modules  
*By CAAD State Faculty*  
 11:15 - 1:45 p.m. Buffet Luncheon and CAAD Closing Meeting

**CEU'S WILL BE AWARDED EACH DAY**

### C.A.A.D. AWARD RECIPIENTS 2012

♦ *CAAD Distinguished Service Award* ♦

**DAVID SCHULZ**

Fairfield Ludlowe High School

♦ *NIAAA State Award of Merit* ♦

**MATTHEW PERACHI**

Shepaug Valley High School

♦ *Duncanson Meritorious Service Award* ♦

**JEANNE COOPER**

Hamden High School

### PRE-REGISTRATION INFORMATION

#### Early Bird Conference Registration

Name \_\_\_\_\_  
 School \_\_\_\_\_  
 Town \_\_\_\_\_ Zip Code \_\_\_\_\_  
 Telephone ( ) \_\_\_\_\_

Payment enclosed is to cover:

Registration: CAAD Member -- \$100 \_\_\_\_\_  
 Non-member -- \$255.00 \_\_\_\_\_

Total Enclosed -- \$ \_\_\_\_\_

Turfer Wind Jacket (circle size):

Unisex sizes: S M L XL 2XL 3XL

Make checks payable to: **CAAD**

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

OR register online at: <http://www.caadinc.org/conference.html>

No one-day fees ♦ No refunds after March 12, 2012  
 Conference gift not guaranteed after March 1st

#### Hotel Registration

Group: Connecticut Association of Athletic Directors

Name \_\_\_\_\_  
 Mailing Address \_\_\_\_\_

Telephone ( ) \_\_\_\_\_

Arrival Date: \_\_\_\_\_

Departure Date: \_\_\_\_\_

Credit Card #: \_\_\_\_\_

☐ VISA ☐ MC ☐ American Express  
 Expiration date: \_\_\_\_\_

Check one: ☐ 2 Double Beds ☐ King Bed  
 \$108 per night plus 12% tax

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

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

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

## Eligibility Center Updates

With the New Year come a number of changes to the CIAC Online Eligibility Center which should streamline the work of athletic personnel. Among them are:

- A new tool on the Eligibility Center's "General" tab lets you quickly retrieve the phone number and/or e-mail address of any athletic director you need to contact.
- The coaches information editors (high school and middle school) now have an option to designate one or more "seasons" for each coach (Fall, Winter, Spring) and to filter the people you are viewing on reports or e-mailing to only those in specific seasons. A field for state EIN numbers has also been added and will be automatically filled when we can determine the number based on the name and SSN you have entered.
- You can now add your own custom messages to show on schedule editors when an event is set to a certain date, similar to the system-wide ones which show for holidays and SAT/ACT testing dates. These can be used to remind you of a school or town event on a day, or anything else you wish. The messages will only show on your schedule editors; they are not viewable by other schools or the general public. Check out the "Manage Custom Messages for Schedule Editors" option on the Eligibility Center's "Schedules" tab.
- Schedules viewed via the public website will no longer show events from sports whose schedules have not yet been released. Previously, if people viewed a school's schedule without specifying a sport then those events would have shown.

## CAS OFFICERS: 2011-2012

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Earle Bidwell.....Asst. Executive Director  
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## THE BULLETIN

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