



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



Affiliated with: National Federation of State High School Associations • National Assoc. of Secondary School Principals • National Middle School Assoc. • National Assoc. of Elementary School Principals

VOL. 83 / NO. 9

JUNE 2009

57th ANNUAL BUSINESS MEETING SHORT AND SWEET

On May 22nd, member school principals and assistant principals gathered at the CAS Central Office for the association's 57th annual meeting. The administrators in attendance — predominantly from member high schools — elected a new slate of officers and approved a modest budget which included no dues increases. The CIAC membership adopted one change to the CIAC Bylaws without any debate or contention (*see related item page 13*).

Attendance at the annual meeting has continued to decline in recent years. Recognizing that May is a very busy time and that it is difficult for principals to be out of their buildings for an entire day, the annual awards ceremony was eliminated and the meeting format was shortened so that all business would be concluded within a two-hour timeframe. Unfortunately, there was no resulting increase in attendance. However, participants did express unanimous approval of the stream-lined meeting format.

PRESIDENT'S REPORT

CAS President Dr. V. Everett Lyons, principal of Bristol Eastern High School, began his president's report with a declaration of resounding optimism. "My message this morning is a direct one - the Connecticut Association of Schools is alive and well and thriving, despite the economic times we are facing," proclaimed President Lyons. "CAS continues to serve its member schools and principals with the highest level of quality."



CAS President V. Everett Lyons convenes the 57th Annual Meeting.

President Lyons concluded his remarks by praising the hundreds of loyal CAS members who devote countless hours to the association each year. "Our success is due to many of you seated here and others who could not join us this morning. Throughout its history, CAS has relied heavily upon the efforts of those school administrators willing to add onto their normal professional burdens by assuming key positions in the association," said Lyons. "Your work on the various oversight committees, governance boards and among the public on behalf of CAS is both commendable and certainly a tribute to the professional standards existing among Connecticut school administrators. Please know that your efforts are vital to the success of the association and necessary if we are to maintain our standards of excellence."

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THOMAS R. FLANAGAN MEMORIAL STUDENT ACTIVITY AWARDS

By David Maloney, Assistant Executive Director

The Connecticut Student Activities Conference (CSAC) is pleased to announce the 2008-09 winners of the Flanagan Awards. The winning schools were chosen by the CSAC board after reviewing nominations from elementary, middle and high schools from throughout the state. The Flanagan Awards are named after former Waterford High School principal, Thomas Flanagan, who was a champion of student activities for many years before his untimely death in 1979. The awards are designed to stimulate the growth and improvement of student activities as well as provide recognition for outstanding student activities. The following four schools were selected for recognition.

■ **Adopt-A-Family, Shelton High School** - Audrey Dreyer, school nurse, created the Shelton High School Food Bank, which presently serves more than 120 families with food or gift cards on a weekly basis. This year *continued on page 6*

GOVERNOR'S SCHOLARS RECOGNIZED AT LUNCHEON

By Dennis Carrithers, Ph.D, Assistant Executive Director

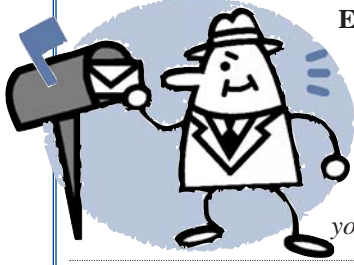
Thirty of Connecticut's top juniors were honored at the Thirteenth Annual Governor's Scholars Luncheon at The Aqua Turf Club on May 21, 2009. Co-sponsored by the Connecticut Association of Schools (CAS) and Big Y World Class Markets, the purpose of the program is to recognize academically talented high school students in schools throughout the state and present thirty students for special recognition to the governor of Connecticut.

CAS President Everett Lyons welcomed the scholars and their families on behalf of the 1088 member schools of the association. He delineated the process by which students were selected. All principals of CAS member high schools are given annually the opportunity to nominate one junior who ranks in the top two percent of his/her class. An essay on an assigned topic has to be completed. Members of the Governor's Scholars Committee, professional educators from throughout Connecticut, judge the completed applications and assign a composite score to each based on class rank, PSAT or SAT scores, GPA, and the student essay.

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LEGAL MAILBAG

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



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

Q. Dear Mailbag: We do our best, but sometimes that is not good enough. With all this talk about no children being left behind, the reality is that some children are left far behind. Of course, it isn't necessarily our fault, but I fear that some students graduate from our high school without the basic tools that would justify earning a diploma. I feel bad for such students, of course, but my question is whether our teachers or administrators can be held personally liable by parents or students for failing to provide a meaningful education. Should I get some malpractice insurance?

- *Better Safe than Sorry*

A. Dear Safe: While student learning remains a matter of professional concern, it does not raise issues of legal liability. For some time now, as a matter of public policy, the courts have refused to accept claims of educational malpractice. When a claim against a doctor or lawyer is made, for example, there are accepted standards of conduct that can be reviewed to determine whether the doctor or lawyer was at fault. By contrast, when students do not learn, the cause can range from weak teaching, cognitive limitations or simple lack of student interest. Given the inability to fix a cause for student poor performance, as well as the concern that any effort to do so would ossify educational strategies, the courts have decided that claims of educational malpractice will not be recognized.

Q. Dear Mailbag: As your readers are aware, our high schools have dress code policies to promote an appropriate educational environment. It goes without saying that we would not allow a student to wear a T-shirt with guns on it. My question, however, is how we should handle the situation when a student wears short sleeve shirts and exposes tattoos of guns on his arms? I presume laser removal treatments at district expense are not an option.

- *Show Me Your "Guns," not Guns*

A. Dear "Guns": Things are not always as simple as we may hope. While it seems appropriate to prohibit students from wearing pictures of guns in school, in 2003 one federal appeals court actually ruled in favor of a student who claimed that his free speech rights were

violated when such a policy was applied to prohibit him from wearing his NRA T-shirt. The court held that the blanket prohibition was overbroad, and as such violated his First Amendment rights. Since other courts may be more tolerant of this prohibition, you may choose to maintain the policy as written. If you do, you can also require that students cover up any tattoos that would otherwise violate the prohibition against pictures of weapons in school. If the prohibition against display of an object is proper, the prohibition can be applied to prohibit all such displays, including those tattooed on the student's body. Look at the bright side - if you are sued, we will find out for sure.

Q. Dear Mailbag: We have a student (grade 8) in our district who is currently home-schooled. The parent is requesting the child (and younger siblings in due time) be allowed to take certain high level courses at our high school over the next several years while remaining home-schooled for the bulk of their education. They have also inquired about eligibility for athletics, band, and other clubs and activities. Can a parent only enroll the child for high level classes and home-school for the rest? What about participation in the activities mentioned, especially sports, since that is their main concern?

- *Just Wondering*

A. Dear Wondering: No. Students are entitled to enroll in their local public school and then to participate in all school activities. They are also free not to enroll and receive their education elsewhere, either through private school or home-schooling. But if they choose not to enroll full-time, the school district may decide whether to permit them to participate in school activities. The public schools are not like a cafeteria where students can pick and choose. The CT State Department of Education has so opined, and CIAC rules require that students meet minimum academic standards to be eligible to participate in interscholastic sports. However, if you choose not to permit such participation, you must be consistent in applying the rule. Inconsistency in permitting non-enrolled students to participate in such activities would be an invitation to a claim from disappointed parents that you have violated their equal protection rights.

ct news & notes

■ The Connecticut International Baccalaureate Academy (CIBA) in East Hartford has received the *American Education Solutions Top Secondary Magnet School Award* from the Magnet Schools of America (MSA). CIBA was originally named as one of fifty-three *Magnet Schools of Excellence* by MSA. It was from this group of honorees that CIBA was selected as the top secondary magnet school based on criteria such as desegregation, innovative instructional strategies, student achievement, and parent and community involvement. CIBA offers a rigorous, pre-university curriculum created by the International Baccalaureate Organization. It is the only school in Connecticut that offers the IB Diploma Program to all of its students. Congratulations to CIBA principal Art Arpin!

■ The Connecticut Department of Emergency Management and Homeland Security is offering local principals and other education professionals the opportunity to gain access to the Homeland Security Information Network (HSIN) CT Education Portal. The HSIN features important information and updates from both the Connecticut and federal homeland security offices. The site also allows members to post messages and questions for each other (like a blog) except it is secure and for members only. The recent experience with H1N1 flu illustrates the need for school leaders to have direct access to relevant and timely information regarding threats, hazards or incidents under the jurisdiction of the Department of Homeland Security. DEMHS and CAS encourage all Connecticut administrators to participate. Simply submit your name for consideration by sending an email to lee.toffey@ct.gov or wayne.sandford@ct.gov. You will receive an email requesting information. Once that information has been received and validated, you will then be confirmed for access to the site. You can mention you were referred by CAS. While the site does require a little know-how to navigate, there are built-in tutorials; and, there is no cost involved.

national news & notes

■ Forty-six states, led by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO), have formally agreed to join forces to create common academic standards in math and English language arts. These states represent 80 percent of the nation's K-12 student population. Only Alaska, Missouri, South Carolina, and Texas have not entered the effort to date. "This is a giant step," said U.S. Secretary of Education Arne Duncan, who has been pushing states to adopt common, rigorous standards. "It would have been unimaginable, this kind of thing, just a year or two ago." Working groups composed of representatives from the Washington-based group Achieve, the New York City-based College Board, and the Iowa-based ACT Inc. will develop the standards. The groups plan to pursue their aggressive timeline of getting college- and career-readiness standards those things students should know by the time they finish high school in draft form for states and eventually the public to review in July. Grade-by-grade standards which the organizers are also calling "learning progression standards" are set to be done in December. A "validation" committee made up of independent national and international experts in content standards, nominated by states and organizations but ultimately chosen by NGA and CCSSO, will review and comment on the drafts. Once the standards are agreed to, it will be up to the states to get them adopted. (Source: Education Week, 6/1/09, By Michelle McNeil)

■ According to *The Salt Lake Tribune*, a number of Utah schools are using cell phone text messaging as a tool rather than seeing it as a menacing distraction. Throughout the state, coaches notify their players of schedule changes via text messages, and some teachers have started incorporating texting into their lessons. Still, other Utah schools hold firm in their belief that cell phones should be kept out of class, period. "They're still more of a distraction than a benefit," said Ben Horsley, Granite School District spokesman. Jordan School District spokeswoman Melinda Colton said Jordan also is trying to keep cell phones out of the classroom. "It's not really something we would probably sanction," Colton said of using cell phones for lessons. But some other districts and schools are beginning to embrace the

philosophy "If you can't beat 'em, join 'em." On a recent school day, Northridge English teacher Travis Lund asked his students to do something unusual in the middle of class -- pull out their cell phones. Lund then questioned them about papers they're researching. Students typed their paper topics into their phones, and their responses instantly appeared on a Web page Lund projected onto a screen at the front of the room. They spent another 10 minutes having a discussion -- via text messaging -- about their papers. "Instead of fighting it all the time, I try to embrace it just a little bit," Lund said. "It holds their attention. It's something different." He said it also prompts more class participation than he gets holding traditional discussions.

■ A study by the Thomas B. Fordham Institute found that in a survey of 1,000 Advanced Placement (AP) teachers, more than half fear that looser enrollment requirements for students are leading to a dilution of course quality. As high schools have introduced open enrollment policies, students are signing up for AP courses in large numbers to bolster their college applications. The number of students who took at least one college-level course in high school nearly doubled from 2004 to 2008, but 56 percent of surveyed teachers felt "too many students overestimate their abilities and are in over their heads," according to the study, and 60 percent said that "parents push their children into AP classes when they really don't belong there." Fifty-two percent said AP courses should be open only to students who demonstrate that they can handle the work.

■ Though minorities made up 99 percent of the population increase in suburban school rolls over the past 15 years, white suburban students still typically attend 75-percent-white schools, according to a new study from the Pew Hispanic Center. The data show school districts are more diverse, but individual schools segregate by race and ethnicity. A typical black suburban student in 2006-07 attended a school that was 34 percent white, down from 43 percent white in 1993-94. "So at a time when the white share of student enrollment in suburban school districts was falling by 13 percentage points, the exposure of the typical white suburban student to minority students in his or her own school was

growing by a little more than half that much -- or 8 percentage points," the report said. It noted that city schools tend to be more segregated than their suburban counterparts, with the typical urban black student attending a school with 60 percent black enrollees, and the typical Latino student attending a school with 63 percent Latino enrollment. Minority students in rural areas and in towns tended to be more exposed to whites than were their suburban counterparts.

■ A new study from Rutgers University shows that expansion of state-financed pre-kindergarten programs has faltered due to the sour economy. From 2002 to 2008, spending on pre-kindergarten by states nearly doubled, to \$4.6 billion from \$2.4 billion, enabling states to increase enrollment to 1.1 million preschoolers from about 700,000. That growth came partly because governors and legislatures, convinced of the value of early childhood education, stepped in to fill a gap left by federal inaction. The focus of the Bush administration was mainly on older children, which caused budgets for the largest federally financed preschool programs to stagnate. A dramatic drop in state revenues, however, has now prompted nine states -- Alabama, California, Connecticut, Florida, Iowa, Minnesota, New York, North Carolina, and South Carolina -- to cut back on Pre-K. The Obama administration and Congress have appropriated more than \$4 billion for the Head Start and Early Head Start programs that support childcare for low-income families, but the overall reduction may have significant ramifications for many middle-class families. To download the report, *The State of Preschool 2008*, visit <http://nieer.org/yearbook/pdf/yearbook.pdf>. (New York Times, April 8, 2009)



... more national news & notes

■ Overweight or obese children are vulnerable to weight bias and may be the target of stereotypes, prejudice, and unfair treatment because of their weight. A new resource from the Rudd Center for Food Policy and Obesity helps schools and educators think about and intervene in weight bias issues. Weight bias can be expressed in different ways among students: verbal comments (e.g., name-calling, derogatory comments, and teasing); physical aggression (e.g., being pushed, shoved, kicked, and bullied); and social exclusion (e.g., being avoided, ignored, and excluded by others). The bias most often occurs in the school setting, according to the center, but teachers can play an important role in reducing it. Studies show that overweight and obese children who are victimized because of their weight are more susceptible to depression, low self-esteem, and poor body image. Some research has also demonstrated that victimized obese youth are two to three times more likely to engage in suicidal thoughts and behaviors than overweight children who are not victimized. Weight bias also limits children's social relationships, making them more likely to be socially isolated and less likely to be chosen as friends.

■ An article published in the May issue of *BioScience*, citing results from past studies, revealed that more than 25 percent of U.S. high school biology teachers do not know it's unconstitutional to teach creationism. One third didn't major in biology in college and never studied evolution. One fourth believe creationism can be proven scientifically.

■ According to a new report from the National Assessment of Educational Progress (NAEP), U.S. high school students have made no significant gains in reading or math since the early 1970s, according to *The Wall Street Journal*. The study looked at results of the highly respected federal test, known as the "Nation's Report Card," for 9-, 13-, and 17-year-olds over four decades, finding that while the younger groups have progressed, scores for 17-year-olds are virtually unchanged, advancing a single point on a zero-to-500-point scale since 1971 in reading, and two points in math since 1973. In simple terms, the scores mean students can make generalizations about what they read, and perform moderately complex mathematical procedures, such as computing with decimals and simple fractions. The new

report, based on "long-term trend" tests given to a sampling of about 52,000 public- and private-school students in early 2008, comes as colleges and employers are complaining that too many students earn diplomas without skills for college or the workplace. Gov. Bob Wise, president of the Alliance for Excellent Education, says the scores indicate a "washing out" of gains by students as they get older: "What we are learning is that they need help all the way through."

■ A learning disability less recognized than ADD and dyslexia may strike a significant number of children, according to *Forbes Magazine*. The inability to write properly, or written-language disorder, is a "forgotten learning disability," according to Dr. Slavica K. Katusic in the May issue of the journal *Pediatrics*. The epidemiologist from the Mayo Clinic says the ability to

write is "a critical skill that [children] need to have for academic success and social well-being," stressing that children who lag in this area may suffer long-term personal and economic consequences. Specialists define written-language disorder as the inability to write near the level expected based on a person's age, intelligence, and education. People who suffer the condition may have problems with grammar, spelling, paragraph organization, and handwriting. Katusic and her colleagues looked at school and medical records of 5,718 students in Rochester, Minn., and found that between 6.9 percent and 14.7 percent of the children had the condition, depending on the formula used. Boys were two to three times more likely to have the condition than girls. Tutoring can help children learn how to write, Katusic said, but educators must appreciate that writing is just as important as reading and math skills.

legal news & notes

■ The North Carolina Court of Appeals has ruled that a Graham County Board of Education (GCBOE) policy requiring employees to submit to random, suspicionless drug-testing violates the search and seizure provision of the North Carolina Constitution. When several employees, along with the North Carolina Association of Educators, sued over this initial policy, the board revised it to apply only to employees designated as holding "safety sensitive" positions. The state trial court granted GCBOE's motion for summary judgment. The appellate court, however, reversed the ruling. Among other conclusions, the court found that "the evidence completely failed to establish the existence of a 'concrete' problem which the policy was designed to prevent;" and, that "the employees' acknowledged privacy interests outweighed the board's interest in conducting random, suspicionless testing."

■ The U.S. Court of Appeals for the Tenth Circuit (CO, KS, NM, OK, UT, WY) has ruled that a Colorado school district did not violate a student's free speech rights by requiring her to submit her valedictory speech for prior review or by withholding her diploma until she apologized for disregarding the policy. The court also found that the policy did not violate the student's right to free exercise of religion simply because her speech contained religious

content, nor did it violate Colorado's statute guaranteeing student publications freedom from prior restraint by school officials. Lewis Palmer School District's (LPSD) unwritten policy was for each valedictorian to submit his or her proposed graduation speech to the principal for review. The speech submitted by Erica Corder, one of 15 valedictorians at Lewis Palmer High School, made no mention of her religious beliefs. However, the speech she gave urged the audience to "find out more about the sacrifice [Jesus] made for you so that you now have the opportunity to live in eternity with Him." Erica was not given her diploma during the graduation and later was told she would not receive it unless she publicly apologized. She did so and received her diploma, but then sued LPSD, raising six claims: (1) violation of freedom of speech under the First Amendment; (2) compelled speech in violation of the First Amendment; (3) violation of the right to equal protection under the Fourteenth Amendment; (4) violation of freedom of religion under the First Amendment; (5) violation of the Colorado statute on student publications; and (6) violation of the Establishment Clause of the First Amendment. When the U.S. district court granted LPSD's motion for summary judgment, Erica appealed on all except the Establishment Clause claim. The Tenth Circuit affirmed the district court ruling.

legal, cont'd

■ The U.S. Court of Appeals for the Third Circuit (DE, NJ, PA, V.I.) has ruled that a Pennsylvania school district did not violate a student's or his parents' free speech or Establishment Clause rights by telling his mother she could not read the Bible to his kindergarten class. Donna Kay Busch wanted to read a passage from Psalms to her son Wesley's class at Culbertson Elementary School as part of a unit called "All About Me," in which parents participate and children learn about their classmates through things like their favorite books. Principal Thomas Cook informed Ms. Busch that the reading would be "against the law... of separation of church and state" and asked her to choose another book. Ms. Busch sued Marple Newtown School District (MNSD), claiming violations of the Free Speech, Equal Protection, and the Establishment Clauses. The U.S. district court granted MNSD's motion for summary judgment, and Ms. Busch appealed. In its ruling, the appeals court concluded that the classroom, during school hours, where curricular activities are being conducted by teachers, constitutes a nonpublic forum subject to a more relaxed standard for regulation of speech than a public forum. The age and impressionability of elementary school students must be factored into any restrictions, the court emphasized, because "parents ... trust the school to confine organized activities to legitimate and pedagogically-based goals." Furthermore, the court found that the school's pedagogical considerations are "heightened" when parents are speaking because, like teachers, they are viewed by young children as authoritative. Therefore, if school officials were denied the latitude to regulate the content of parent expression, then "educators would face the dilemma of either foregoing valuable curricular activities or foregoing the ability to control the pedagogical direction of their classrooms."

(Source: *NSBA Legal Clips* - June 4, 2009)

INFUSING 21ST CENTURY LEARNING INTO CONNECTICUT SCHOOLS: A Symposium for School and District Leaders

By Regina Birdsell, Assistant Executive Director



Carla Williamson (left) and Dr. Jorea Marple from West Virginia

On April 27 & 28, 2009, the Connecticut Partnership for 21st Century Education (CP21) hosted a symposium on *21st Century Learning* which key administrators and teacher leaders from around the state attended.

Dr. Jorea Marple, assistant superintendent of the Division of Curriculum and Instructional Services for the West Virginia Department of Education, was the keynote speaker for the symposium. She is the architect of West Virginia's statewide integrated program for 21st Century Skills that was spearheaded by Dr. Steven Paine, State Superintendent of Schools in West Virginia, the second state to join the National Partnership for 21st Century Skills. The West Virginia program is widely regarded as the most advanced statewide initiative in the country. Dr. Marple provided actual implemented models that focused on curricula/standards redesign, assessment and professional development.

Joining Dr. Marple was Carla Williamson, executive director, office of instruction, West Virginia Department of Education, and Helen Soule, senior consultant for the Partnership for 21st Century Skills. Commissioner Mark McQuillan spoke urging Connecticut educational leaders to advance authentic 21st Century curriculum, assessment and professional development within their districts despite diminished fiscal resources. Commissioner McQuillan emphasized that in these times we need to share what we accomplish.

To assist districts with sharing accomplishments, here are just a few of the 21st Century Learning resources from our Connecticut State Department of Education (CSDE):

- The CSDE is engaged in a number of efforts to integrate *21st Century Learning*



Connecticut Commissioner of Education Dr. Mark McQuillan

into our schools.

- Through the secondary school reform effort, model curricula are being developed and the use of 21st Century Skills will be woven throughout each of the curricula.
- Professional development for teachers is also an important part of the initiative and will include an emphasis on helping students develop the skills necessary for success in higher education and the work force.

Other efforts initiated by the CSDE include pending legislation to facilitate students' participation in online courses, efforts to expand Connecticut Education Network (CEN) connectivity and resources (such as Discovery Education Science for all middle schools), and supporting the September 2009 21st Century Learning conference. Commissioner McQuillan is also co-chair of the governor's new Connecticut Commission for the Advancement of 21st Century Skills and Careers.

Breakout sessions at the April symposium included:

■ **POLICY FOR 21ST CENTURY SKILLS** - Anita Rutlin, assistant superintendent, and Bob Hale, chairman of the board of education, Madison Public Schools, shared how districts are working to develop policy that supports 21st Century Skills.

■ **LEADERSHIP AND ACCOUNTABILITY** - Ron Remy, principal of Bassick High School in Bridgeport, and Eileen Howley, assistant superintendent of Farmington Public Schools, explained how they created the models for

continued on page 6

Governor's Scholars, *continued from page 1*

Attorney General Richard Blumenthal was the keynote speaker at the luncheon. He congratulated the recipients on behalf of the governor and spoke about the importance of recognizing excellence, especially during challenging times, and encouraged the students to make their futures in Connecticut as a way of contributing to their communities.

Each scholar received a plaque from Commissioner of Education Mark McQuillan designating him/her a Connecticut 2009 Governor's Scholar, a letter from Governor Rell presented by Attorney General Blumenthal, and a check from Big Y for \$300.00. Thirty-three of Connecticut's colleges and universities also support this program by making gratis college level courses available to the thirty scholars.

Governor's Scholars recipients also qualify for a University of Connecticut Achievement Scholarship valued at one half of full tuition for four years to if they enroll at the university.

Big Y Director of Data Base Marketing Harry Kimball cited Big Y's history of contributing to its communities, particularly with regard to support for education. In addressing the scholars, he stated, "We are proud and honored to be able to partner with CAS in recognizing the top high school scholars in Connecticut. Like us, these students have shown that through hard work and dedication they can achieve great things in their schools and communities."

Chair of the Governor's Scholars Committee since the program's inception is Laura Ferrante Fernandes, assistant principal at Masuk High school in Monroe. She opened the luncheon and assisted in the presentation of awards. Mike Hydek of WFSB-TV served as master of ceremonies.

A list of this year's Governor's Scholars can be found on the CAS web site: www.casciac.org.



CP21, continued from page 5 implementation, cultivation of interest and innovation that also has accountability as well as information on nurturing school-based teams.

■ NEASC - Presenter: Pamela Gray - Bennett, Ed.D, NEASC, provided a glimpse of the future and what schools will be expected to demonstrate under the new NEASC standards.

■ MANAGING CHANGE THROUGH PROFESSIONAL DEVELOPMENT-

Dr. Jorea Marple shared what happened at the state level and the district level followed by a discussion of how to provide professional development for staff and adopt and integrate best practices into the classroom.

The symposium attracted 150 participants with funding provided by CAS, The Leadership Institute at C.E.S. and CEMA.

On the second day of the symposium, Dr Marple facilitated teams from districts to develop implementation plans for curricular designs for *21st Century Learning*. During the afternoon, teams continued working with their district designs.

In this economic climate, we, as educators, can still contin-

ue to move Connecticut's education system forward in preparing students to thrive in the challenging global economy that is their future. In the *21st Century Learning* environment, students will:

- Use computers, technology, digital tools and other resources to learn, organize and apply knowledge
- Learn other world languages
- Work in pairs or teams to creatively solve problems and apply solutions
- Understand and appreciate differences around the globe
- Acquire basic financial skills to make responsible consumer decisions
- Understand their responsibility in a democracy to be an informed citizen
- Anticipate and plan for their future by taking challenging courses, mastering class work and committing to life-long learning.

SAVE THE DATE: *Teaching and Learning in the Future Tense: A conference sponsored by the RESC Alliance & CSDE, September 25th, at the Holiday Inn, Waterbury with a keynote speech by Jennifer James about 21st century skills and *Thinking in the Future Tense*.*

Flanagan Grants, continued from page 1 more than 22 student activity clubs rallied behind the project serving needy members of the Shelton community. Adopt-A-Family affords students the opportunity to display community service and volunteerism while demonstrating compassion in these difficult economic times.

■ **Leaders Engaged In Action Projects (L.E.A.P.), Smith Middle School, Glasstonbury** - Created in September of 2008, L.E.A.P. trained 25 members of Smith Middle School in conflict resolution, group facilitation, and leadership skills. The newly trained student leaders put their skills into action within the school and greater community at large. Students organized recreation activities with senior centers, helped with Veteran's Day celebration,

assisted with Red Ribbon Week and led breakout sessions on bullying for their peers. L.E.A.P. also spearheaded a drive to improve the school climate at Smith Middle School.

■ **Leaders Of Our Peers (L.O.O.P), Griswold Elementary School** - L.O.O.P. involves 13 permanent representatives and over 100 rotating alternates in a safety patrol project as well as food drives, troop support and fund raising for Griswold Elementary School. This year the students formed a Principal's Advisory Council that researched changes to the lunch menu and spearheaded an effort to improve cleanliness and better behavior throughout the school. Students learn real world problem solving techniques, organizational skills and communication strategies. Student

council members have made sure their voices can be heard as leaders of their peers have made change at Griswold Elementary School this year.

■ **School Recycling, Bielefield School, Middletown** - Student council members decided to make a difference in recycling by placing bins in each class area and collecting specific goods on a regular basis. The students designed the entire project from placement to a pick up schedule and worked cooperatively to problem solve various aspects of the project. 4th and 5th graders became so excited that they trained the kindergarten classes to become responsible recyclers, too! The project promotes cooperation, problem solving, and leadership for a real, practical matter that involves the entire school.

4TH ANNUAL CONNECTICUT DATA CONFERENCE

By Regina Birdsell, Assistant Executive Director

CAS Seeks Applications for the William Cieslukowski Outstanding First-Year Principal Awards, 2009-10

The *William Cieslukowski Outstanding First-Year Principal Award* recognizes a first-year school principal who has had a positive impact on his/her school and/or district. Nominees for this award must have demonstrated exemplary instructional and organizational leadership, a willingness to take risks, and the ability to overcome adversity.

This award is offered at the elementary, middle and high school levels. Nominations may be made by superintendents, teachers, or colleague principals.

Applications may be obtained on-line by visiting our website at www.casciac.org. The deadline for submitting applications for the William Cielukowski Outstanding First-Year Principal Award is **September 11, 2009**.

If you have any questions or need any further information, please e-mail Regina Birdsell at rbirdsell@casciac.org.

Dr. Nancy Love, director of program development for Research for Better Teaching in Acton, Massachusetts, delivered the opening keynote speech for the 4th Annual Data Showcase Conference. Dr. Love spoke about “unleashing the power of data to improve teaching and learning.” She identified the school-based practices necessary to bridge the gap between data and results and provided a clear roadmap to better align curriculum, assessment and instruction.

In her breakout session, Dr. Love engaged participants in a data-driven dialog using examples of student work. Dr. Love also discussed how to facilitate powerful conversations about student work using a structured, four-phase dialogue process. Through a simulation, participants experienced first-hand how to make student-work analysis a positive, collaborative, and productive experience for teachers, leading to instructional improvement for students. She demonstrated to data teams how to: 1) deconstruct the knowledge and skills in an assessment task; 2) activate their prior knowledge and surface assumptions; 3) separate observation from inference; 4) create colorful and visually vibrant data displays; 5) invite multiple perspectives; and 6) plan for re-teaching and extending learning based on evidence.

Dr. Love has coauthored [Designing Professional Development for Teachers of Science and Mathematics](#), Second Edition (Corwin Press, 2003) and is the author of [Using Data/Getting Results: A Practical Guide to School Improvement in Mathematics and Science](#); [Global Perspectives for Local Action: Using TIMSS to Improve U.S. Mathematics and Science Education](#); [Professional Development Guide](#); and, most recently, [Using Data To Improve Learning for All, A Collaborative Inquiry Approach](#).



A variety of breakout sessions provided by Connecticut educators were held throughout the day, all focusing on data, the effect of leadership and dealing with change. All sessions were extremely well received by those in attendance, numbering over 350. The conference provided school and district personnel opportunities to share data with the professional learning community. A variety of vendors were on hand with materials and software used in working with data, providing information and demonstrations.

On behalf of the the Connecticut Association of Schools, the RESC Alliance and the Connecticut State Department of Education, we would like to take this opportunity to thank everyone who participated in the 4th Annual Connecticut Data Conference. The widespread commitment to improving learning outcomes for the children of Connecticut was evident by the diverse representation from schools and districts across the state, and, more importantly, by the sharing and conversations that occurred throughout the day.

We look forward to your joining us next year at the 5th Annual Connecticut Data Conference. Mark your calendars and join other educators next year in May 2010 to come share Connecticut's successes, struggles and strategies for continuous improvement of student achievement.

CAS OFFICERS: 2008-2009

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President-Elect.....	Katharine Bishop, Daisy Ingraham School
Vice President (H).....	Donald Macrino, Waterford H.S.
Vice President (M).....	David Russell, John Winthrop M.S.
Vice President (E).....	Loraine Giannini, Elmer Thienes-Mary Hall School
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Ken Bragg.....	Asst. Director of Unified Sports®
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Karen Packtor.....	Editor, Asst. Executive Director
Beth Rasmussen.....	Young Athlete Program Coordinator
Joseph Tonelli.....	Director of Officials

THE BULLETIN

Published monthly except July, August and September by the Connecticut Association of Schools at 30 Realty Drive, Cheshire, CT, 06410. Phone: 203-250-1111. Third class postage paid at New Haven, CT. Permit #561. POSTMASTER: Send address changes to -- BULLETIN, 30 Realty Drive, Cheshire, CT 06410.

57th Annual Meeting,
continued from page 1



EXECUTIVE DIRECTOR'S REPORT

Executive Director Mike Savage expressed great pride in the association's recent initiatives and echoed President Lyons' optimism concerning the association's future prospects. "The association leadership has been reviewing past practices with a mind toward focusing on new and challenging work for the future," said Mike. "Thanks to the leadership of our boards and our talented staff, we are unquestionably going in new, different and important directions which will ultimately result in an even stronger and more vibrant enterprise than ever before in our 88-year history." Mike cited the Principals' Center's well-established partnership with UConn, the ever-expanding executive coaching program, and the increasingly popular CIAC athletic program evaluation project as just a few examples of the association's dynamic, timely and meaningful initiatives.

Mike spoke briefly about the challenges administrators face in the "digital age." He stated, "As you well know, computer games, email, the Internet, cell phones and instant messaging are now integral parts of our students' lives. "It is clear that, as a result of the ubiquity of technology, today's students think and process information fundamentally differently from their predecessors. In fact, there is scientific evidence that our students' brains have physically changed- and are different from ours - as a result of how they grew up." Mike identified with the anxiety and frustration that

school administrators encounter in the face of today's digital technology and the disconnect that exists between teacher and student.

Mike concluded his comments by acknowledging the hard work, talent and dedication of Connecticut's school administrators. "I want to thank each of you - in a big way - for giving of yourselves, not only for the great work you give to the association, but also for the great leadership you provide each and every day in your schools. And I want to thank you for caring so much about your students and providing them the best education possible with the limited resources available to you."



NEW BUSINESS

For the first time in several years, there were no proposed changes to the CAS Constitution. The membership elected a new slate of officers for the 2009-2010 school year. Congratulations to the following individuals who have been newly appointed to board and officer positions within the association.

CAS Board of Directors:

- RoseAnne O'Brien-Vojtek, Ivy Drive School, Bristol
- Gail Dahling-Hench, Pine Grove School, Avon
- Christopher Pomroy, Center School, Old Lyme
- Kathryn Walsh, Preston Veterans Memorial School

CIAC Board of Control:

- Joe Bacewicz, Tolland High School (newly appointed chair of the eligibility committee)
- Rick Misenti, Guilford High School

High School Board of Control:

- Susan McKernan, Ansonia H.S.
- Melissa Bavaro-Grande, East Granby High School

Middle Level Board of Control:

- Jeff Cryan, Mansfield Middle School (newly appointed vice chair)
- James O'Connor, Hamden Middle School
- Kelly Lyman, Irving Robbins Middle School, Farmington

Elementary Board of Control:

- Lauren Elias, Tinker School, Waterbury (newly appointed chair)
- Jeff Newton, Charles E. Murphy School, Oakdale (newly appointed vice chair)
- Karen Fitzsimmons, Memorial Elementary School, East Hampton
- Norma Fisher-Doiron, Southeast Elementary School, Mansfield
- Roxanne Augelli, Washington Elementary School, Waterbury
- Kathleen Carter, Nayaug School, Glastonbury
- Josephine Smith, Betances Elementary School, Hartford

CSAC:

- Bryan Luizzi, Brookfield High School (newly appointed vice chair)
- Karen Brimecombe, John Lyman Elementary School, Middlefield
- Thomas McMorran, Joel Barlow High School, Redding

Many thanks to the following outgoing board members who complete their terms on June 30th of this year. Those in attendance at the meeting were presented with distinguished service plaques in honor of their years of service to the association. They will surely be called upon to serve in another capacity!

CAS Board of Directors:

- Jay Brennan, Paul E. Chatfield School, Seymour
- Michael Galluzzo, East Farms School, Farmington
- Harry Gagliardi, Anna Lopresti School, Seymour

CIAC Board of Control:

- Gene Blain, Windham High School (outgoing eligibility committee chair)

High School Board of Control:

- Joseph Bacewicz, Tolland High School
- Francis Kennedy, Stafford High School

Middle Level Board of Control:

- Dave Russell, John Winthrop Middle School, Deep River

Middle Level Board of Control:

- Renata Lantos, Bielefield School, Middletown
- Jay Brennan, Paul E. Chatfield School, Seymour
- Victoria Reed, Highland School, Wallingford
- Linda Cahill, Green Acres Elementary School, North Haven
- Loraine Giannini, Elmer Thienes-Mary Hall School, Marlborough

CSAC Board of Control:

- Kirk Murad, Principal, Windham Technical High School
- Altressa Cox-Blackwell, Hazardville Memorial, Enfield

2009-2010 BUDGET

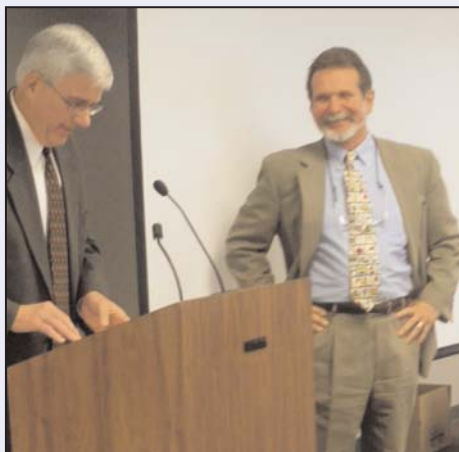
In a final order of business, the membership approved a budget which included no dues increases yet would preserve the existing staffing levels and existing programs and services.

AWARD PRESENTATIONS

At the conclusion of the business meeting, Dr. V. Everett Lyons, CAS President and chair of the CAS Awards and Recognition Committee, presented Letters of Commendation to five individuals who have made outstanding contributions to CAS and to the member schools it serves.

RECIPIENTS OF LETTERS OF COMMENDATION:

- Loraine Giannini, Elmer Thienes-Mary Hall School
- Donna Schilke, Smith Middle School
- Fran Kennedy, Stafford High School
- Karissa Niehoff, Lewis Mills High School
- Steve Wysowski, Coginchaug Regional High School



Clockwise from top left: Middle Level Vice President Dave Russell; CSAC Board Chair Scott Leslie; Elementary Vice President Loraine Giannini; CAS board member Donna Schilke; CIAC board member Karissa Niehoff; CIAC board member Steve Wysowski; and CAS board member Fran Kennedy.

middle school news

ADVISORY: NO YOUNG ADOLESCENT LEFT BEHIND

By: Kathleen Hill & Robert C. Spear Ed.D

If *No Child Left Behind* is the benchmark by which success in schools are measured, then an Effective Advisory ought to be the measure by which good middle level programs insure that *No Young Adolescent is Left Behind*. Since young adolescence is a period of academic, emotional, social, physiological, and psychological tumult, it behooves those who work with this age group to ensure that every child receives fair and equitable education throughout the middle school years. Advisory is the policy that accomplishes this end.

There is no argument that it is essential to provide sound academic experiences that foster intellectual growth for all students. However, as knowledgeable educators know, that is not enough during the middle level years. As the Carnegie Council on Academic Development indicated in its findings, every student should be well known by at least one adult. Students should be able to rely on that adult to learn from his/her experiences, comprehend physical changes and changing relations with family and peers, act on their behalf to marshal every school and community resource needed for the student to succeed, and to help fashion a promising vision of the future. (Turning Points, 1989, 2000). Middle schools that use an advisory provide the means to support the other indicators of student success.

Advisory is not a 'one size fits all' concept. Just as no one master schedule exists that addresses every school's needs and academic agenda, there is no one Advisory that offers all schools what it needs to assist their young adolescents. Different purposes exist for Advisory. Middle level educators must decide on the purpose of their advisory, expected benefits of their advisory, the specific design for their circumstances, and the ways their advisory will be measured and judged.

Some of the different kinds of advisory include:

- Administrative - general school business and "housekeeping" is addressed.
- Academic - the focus is on academic performance
- Developmental guidance approach - developmental assets are learned.
- The advocacy approach - solidifies the adult-student relationship and focuses on the affective needs of students.
- Community Based - foster group identity and personal belonging.
- Climate Invigoration - highlights opportunities for students to relax, recharge, and maintain their enthusiasm for school.

Practically speaking, most middle schools will use a combination of the above types. This approach adds variety and avoids overuse resulting in a mundane advisory.

In order for advisory to fully develop and be fully implemented, sufficient time in the master schedule must be allocated. Research suggests that 40 minutes a day is too long and will lose the attention of its participants and 10 minutes a day is too short and offers the temptation for no more than an elongated homeroom. Again, educators must define their school's priorities and select an organi-

zational format that will best speak to the identified purpose. Additionally, thought must be given to group size, grade level, or multi-age student groupings, time of day, appropriate topics, professional development for staff and embedding on-going support within the school year.

As middle schools wrestle with AYP and finding the right combination of curriculum and instruction to assure their students progress, advisory programs cannot be understated or underestimated in their capacity to assist schools demonstrate measureable gains. After all, students whose affective needs are met can become ready learners who will not be left behind.

Jackson, A. and Davis G. (2000). *Turning Points 2000: Educating Adolescents for the 21st Century*. New York: Teachers College Press and Westerville, OH: National Middle School Association.

Niska, John M. and Sue C. Thompson (2007). *Launching a Successful Advisory Program*. Westerville, OH. National Middle School Association.

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Kathleen Hill is a NELMS Board Member and the principal for Birchland Park MS, a NELMS Spotlight School in East Longmeadow, MA.

Robert C. Spear Ed.D. is the Executive Director of the New England League of Middle Schools, Topsfield, Massachusetts.

The last laugh!

"Hello! You have reached the automated answering service of your school. In order to assist you in connecting to the right staff member, please listen to all your options before making a selection:

- ★ To lie about why your child is absent - Press 1
- ★ To make excuses for why your child did not do his work - Press 2
- ★ To complain about what we do - Press 3
- ★ To swear at staff members - Press 4
- ★ To ask why you didn't get information that was already enclosed in your newsletter and several flyers mailed to you - Press 5
- ★ If you want us to raise your child - Press 6
- ★ To request another teacher for the third time this year - Press 7
- ★ To complain about bus transportation - Press 8
- ★ To complain about school lunches - Press 9

If you realize this is the real world and your child must be accountable and responsible for his or her own behavior, class work, homework -- and that it's not the teacher's fault for your child's lack of effort -- hang up and have a nice day!"

elementary news



You are invited to nominate an outstanding CAS elementary school for the

2009-2010 CAS ELEMENTARY SCHOOL OF THE YEAR AWARD

Nominations may be made by any present or former member of the school staff or by district central office personnel (application available by visiting www.casciac.org).

Purpose:

To give public recognition to an outstanding CAS member elementary school which provides exemplary programs that meet the individual needs of all students. The school chosen will receive recognition in the media, in CAS publications and at a CAS-sponsored ceremony in its community as well as at the Elementary Program Recognition Banquet on November 23, 2009.

Eligibility:

The following criteria will be used to determine the recipient of this award:

1. School must be a member of CAS and:
 - a. Provide an educational program which is conducive to meeting the needs of all of its students.
 - b. Provide student opportunities that go beyond those that are a part of a typical school, i.e., clubs, activities, support services, extra help for those who need it.
 - c. Show evidence that the school's educational programs are consistently being reviewed and improved.
 - d. Show evidence that the school welcomes participation from all constituencies.
 - e. Show evidence that the school plays an active role in the community.
 - f. Show evidence that the school welcomes parent involvement.
2. Each of the six criteria must be individually addressed. The total response must not exceed 10 pages (12 point font/single spaced).
3. Only one application per district will be accepted.
4. A copy of the strategic profile must accompany the application.
5. A copy of the student/parent handbook must accompany the application.
6. The winning school will be invited to share exemplary practices and programs with other CAS elementary schools by offering CAS workshops, writing for the CAS Bulletin and /or welcoming visitors to their school.
7. Deadline for submission of nominations is no later than **September 11, 2009**.
8. Nominations should be sent to:
Regina S. Birdsell, Assistant Executive Director
CAS, 30 Realty Drive, Cheshire, Connecticut 06410

NOTE: Applications will be reviewed in September 2009; the two finalists will be visited in late September or early October.

CONNECTICUT'S FIRST-EVER KiDSMARATHON PROGRAM

By Barbara O'Connor, CAS Administrative Assistant

On Saturday, May 30, 2009, a celebration for KiDS-MARATHON was held at Southington High School from 10:00 to 11:30 am. KiDSMARATHON is a 10-week training program that enables children from ages 7 to 12 to complete a full marathon. Rather than exposing young children to the extreme risks of completing an entire marathon in only one day, KiDSMARATHON encourages students to run 26.2 miles in increments over a period of ten weeks. The structure of this program allows kids of all different shapes, sizes, and fitness levels to both participate and to acquire the sense of pride and accomplishment that go hand-in-hand with the completion of a marathon.

Elementary school students from around the state participated in this ground-breaking fitness program. Students completed their weekly training in their home towns and then all came together to run the last leg of a marathon at Southington High School on May 30th.

The KiDSMARATHON program was authored and established by Rod Dixon, a renowned world-class runner and Olympic medalist. His intent for the program is to get kids off the couch and empower them with knowledge, social skills, emotional learning, and character that will help them succeed in all aspects of life. Dixon describes KiDSMARATHON as "an amazing life-changing fitness program resulting in a tremendous feeling of accomplishment and self-confidence," through its focus on physical, mental, spiritual, and emotional development.

KiDSMARATHON has partnered with the Lydiard Foundation, a non-profit organization that provides training and coaching for sports conditioning and promotes health and fitness. According to its statistics, one in five children in the United States is affected by obesity, and fewer than 25% of children perform 20 minutes of physical activity per day. On the other hand, the average child ages 6 to 11 watches 3 to 4 hours of TV per day, not including the amount of time he/she spends playing video games or using computers.

KiDSMARATHON is designed to change these statistics through its creation of an environment in which kids who typically shy away from physical activity become inclined to participate in athletics and obtain a sense of security in their abilities to improve

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... more elementary news

KIDSMARATHON, *continued from page 11*

their health and fitness. The motto of the program is, "Finishing is winning...winning is finishing."

Throughout the course of the ten-week program, the participants meet three to four times per week for group exercise sessions that are supervised by their teacher or coach. The typical session involves a proper warm-up, walking or running the allotted distance (usually 1 or 2 kilometers), performing running drills followed by a cool-down activity. Each session is concluded with a lesson or clinic that addresses running or other health-related topics.

The celebration that was held on Saturday, May 30th, marked the ultimate conclusion of this ten-week program which involved participants from Ivy Drive School in Bristol; McKinley School in Fairfield; Center School in Litchfield; Southeast School in Mansfield Center; St. Joseph School in Rockville; William M. Strong School in Southington; and, Cook Hill School in Wallingford. The event included opening remarks made by Dr. Steven Wysowski (pictured below), a top-notch runner and chair of the CIAC Track Committee; warm-up exercises with the Southington High School Track Team; and an awards ceremony that celebrated the successful completion of the first-ever KIDSMARATHON program in Connecticut.



A runner from Southington's Strong School celebrates her accomplishment with Mrs. Connecticut 2009, Jessica Bruenn.

ciac news

■ The NFHS Swimming and Diving Rules Committee, along with the NFHS staff, continue to monitor the evolution of new findings and policies in the swimming world regarding the new technical swim suits that debuted a little over a year ago. These suits are being developed and placed on the market at a rapid rate. FINA, the international governing body for swimming, has published a list of individual suit models that are approved for FINA competition. This list is valid only through December 31, 2009 and will continue to be updated during this time period. There will likely be changes in suit requirements to be eligible for use in FINA competition in the new year. In other words, these suits and regulations continue to frequently change. Through the scientific testing being conducted by FINA, the rule codes of other organizations may be impacted. The NFHS, at this time, is not adopting an approval list of high-tech suits, similar to that of FINA. Its position remains that the NFHS does not perform scientific tests on any specific items of equipment or apparel. Based on the information available to the NFHS at this time, the high-tech suits are not currently prohibited under Rule 3-3-2. The NFHS continues to monitor this situation and any change in its position on the high-tech suits and/or rule changes shall be communicated immediately to its state associations.

■ In recent years, NCAA Division I men's basketball coaches could only attend postseason basketball events approved by the respective state athletic associations. This is no longer the case. Now, Division I coaching staff members are restricted during the academic year to attending regularly scheduled high school, preparatory school and two-year college contests/tournaments and practices and regular scholastic activities involving student-athletes enrolled only at the institution at which the regular scholastic activities occur. Non-scholastic events are no longer permitted during the academic year; however, this restriction does not carry over into the summer evaluation period or summer showcase events.

Note to Abusive Soccer Parents in Maryland: Bring Binoculars

Kudos to the Washington Area Girls Soccer League in Maryland for penalizing soccer parents' misbehavior in a unique way: they're banished 100 yards away. It all started last season when a parent from Bethesda's Legacy team rushed the referee after an offside call. Another screamed at the ref's daughter, "Your father should be fired!" The league's disciplinary committee ruled that all the Bethesda parents had violated the league's code of conduct and ruled they could not be on the sidelines for the first two games this season. The new conduct policy is one of the nation's toughest. Coaches as well as players can receive yellow or red cards for unsportsmanlike conduct. Many must appear before disciplinary hearings. Each team has a sportsmanship liaison to control parents. The league used to fine parents for misconduct, but the adults simply wrote them a check and continued their abuse. So last month, when Bethesda's Legacy played Montgomery Soccer Club's Xcel at the Maryland SoccerPlex in Boyds, the Montgomery parents cheered from the sidelines in their beach chairs while the Bethesda miscreants strained through binocular lenses to catch the action from atop a nearby hill. Bethesda parent Elisa Chetrit said, "We've got to shut up and keep going. You can't let those things get to you." Another parent, Philip Page, called the banishment "very maddening. We accepted our punishment, and we're abiding by it. One of the functions of sports is to teach sportsmanship. When we as parents violate that, the girls need to see there are consequences to those actions."

[washingtonpost.com, 4/21/09]

. . . more ciac news

CIAC MEMBERSHIP ADOPTS ONE BYLAW CHANGE

At the 57th Annual Meeting held on May 22nd, the CIAC membership adopted one change to the CIAC bylaws. The change, which will go into effect on July 1, 2009, affects Section II.C of the CIAC Eligibility Rules, which is more commonly known as the Transfer Rule. More specifically, the change will be embedded in exception #14 of the Transfer Rule which concerns the eligibility of an athlete who transfers to or from a State of Connecticut designated school of choice. The current rule does not speak to the eligibility of athletes who transfer in or out of a school of choice during the school year. Under the current regulations, an athlete who transfers in or out of a school of choice at a time other than the start of a school year is not subject to the provisions of the Transfer Rule. The newly adopted language will subject any student-athlete who transfers in or out of a choice school during the school year to the same restrictions as an athlete who transfers without a legal change of address.

New language (changes in bold italics):

Section II.C (Student Eligibility)

(14) Athletes will be permitted to transfer ***upon entering*** grade ten to participate in any public school open choice plan enacted by the State Legislature or any state authorized charter, regional cooperative, vo-tech, inter-district satellite, magnet or other public school choice option. Transfers ***in or out of a school of choice*** may only take place once during grades 10, 11 or 12. ***Student-athletes who transfer in or out of a school of choice at the start of the school year will retain their eligibility providing they are otherwise eligible. Student-athletes who transfer out of a school of choice at the end of a school year must return to the school to which they would have been normally assigned by the Board of Education or be subject to the transfer rule. Student-athletes who transfer during the school year will be subject to all the provisions of the transfer rule unless they have a legal change of address to a new school district or meet one of the exceptions to the transfer rule.*** If a new charter, regional cooperative inter-district satellite, magnet or other public school choice option receives state approval subsequent to the year of a transfer, the athlete may transfer ***at the start of the school year*** to that school without loss of eligibility. ***Transfers during the school year will be subject to the transfer rules.***

"IT'S A WONDERFUL LIFE"

By Lou Pear, Director of Unified Sports®

PREFACE: At our recent CAS Annual Meeting, the video entitled "It's a Wonderful Life" was shown highlighting what really counts in life. As I watched the images of children and young adults enjoying life's simple pleasures, I couldn't help but reflect on the many special opportunities our Unified Sports® athletes, partners, and staff have enjoyed this year. For example, during the fall soccer season, a child in a wheelchair made a save in the goal for the first time in her life; in the winter, a child who is legally blind scored a basket with the help of her partner; and, at a recent Young Athlete event, a pre-school child carried the torch for his classmates to light the Olympic cauldron. These are just a few of the many life changing events that take place at our elementary, middle and high schools throughout our state. Every time the whistle blows to start a Unified Sports® event, "wonderful" things begin to occur.

- Lou

THE SIXTH ANNUAL MICHAELS CUP UNIFIED SPORTS® BANQUET

This year's Michaels Cup Unified Sports® Banquet was held on April 29th at the Aqua Turf Club in Plantsville. Middle and high school students were honored for the moving essays they submitted which detailed how their experiences with Unified Sports® helped them to change attitudes and change lives.

Matt Dinello, a student at the John F. Kennedy Middle School in Southington, earned top honors among his middle school colleagues with his description of making the right choice between opening day of baseball or participating in his Unified Sports® team practice.

Representing the high school top essayists was Marney Pollack, a junior from Farmington High School. As she read her essay, she highlighted her experiences these past three years with her sincere concern for her athletes. In addition to her dedication to Unified Sports®, Marney is an accomplished singer, theatrical performer and scholar; however her most rewarding experience is enriching and encouraging the lives of her Unified Sports® friends and the impact these athletes have had on her.

Ann Malafrone was also recognized for her 13 years of dedicated service as former director of the Unified Sports® Program. In recognition of her fine work, an award was established in her honor entitled the "Ann Malafrone Rookie School of the Year." This year's recipient was Southington High School.

The top middle schools also recognized at this year's Michaels Cup banquet were:

- ★ Broadview Middle School - Danbury
- ★ Irving Robbins Middle School - Farmington
- ★ Henry James Middle School - Simsbury
- ★ Moran Middle School - Wallingford
- ★ Chippens Hill Middle School - Bristol

The top high schools awarded distinction were:

- ★ Bristol Central High School - Bristol
- ★ Berlin High School - Berlin
- ★ Farmington High School - Farmington
- ★ Bacon Academy - Colchester
- ★ Branford High School - Branford

The "Be a Fan Awards" were awarded to Alexa Kovelakas for recruiting the Orange Avenue Elementary School and to Lori Bauchiero for her efforts in encouraging all of the Southington schools to establish Unified Sports® teams at their schools. Bob Nugent, owner of the Woodlawn Bowling Lanes, was also honored for hosting, at no cost, the middle and high school bowling tournaments for the past five years.

The Friends of Unified Sports® Awards were presented to Peter Baker of Crystal Rock Water Company for his generous donations over the years. Ruth Hewston was recognized for her support of our volleyball tournaments for the past 8 years; and Betty

continued on page 16

Retired AD's Corner

By Ed Tyburski

■ GOLD CARDS

CAAD Life Membership Gold Cards for retired athletic directors were initiated in 1996 at which time 34 cards were distributed. As of June 2009, there are 114 retired athletic directors awarded gold cards, plus four deceased, for a total of 118. The average number of years that our retired AD's have served our schools is 19.7 years. To be eligible for a gold card, you must be an athletic director and CAAD member for a minimum of five years in Connecticut and be retired from teaching. Retiring from teaching and becoming a part-time athletic director makes you ineligible, as well as retiring from the AD position and continuing to teach. Those people will be eligible when they retire from teaching.

This year there were two Gold Card recipients:

- **Pam Goodpaster** – Joel Barlow High School, Redding – 25 years
- **David Strong** – Masuk High School, Monroe – 10 years

■ MILESTONES

• Robert Harris has retired after 37 years in education. Bob served 30 years as athletic director at Fairfield College Preparatory School. He was a successful tennis coach for 23 years. He was the New Haven Register Boys Tennis Coach of the Year, CHSCA Boys' Tennis Coach of the Year, CHSCA Athletic Director of the Year, and earned the CAAD Award of Merit.

• David Frost has retired after 36 years in education. Dave served 5 years as athletic director at Manchester High School. He initiated the girls' swim team at Manchester High School and was a successful coach of the team for 31 years. He was inducted into the Manchester High School Sports Hall of Fame and was the CHSCA Girls' Swim Coach of the Year.

• Frank Niederwerfer has retired after 31 years in education. Frank served 14 years as athletic director at Cheney Technical High School in Manchester, CT. At Cheney Tech he coached boys' soccer, track, cross country and boys'/girls' volleyball. He also coached girls' soccer at Tolland High School and boys' soccer at South Windsor High School.

THREE READINGS AND A FAREWELL

By Jeff Sunblade, Athletic Director, Avon High School

I have a confession to make. From time to time I get disillusioned with the state of high school athletics. I ask myself, "What are we trying to accomplish? Is there a place for sports in high school?" There are days when it seems like all I do is fight an uphill battle. From helicopter-parents to budget cuts to more regulations to "blog-issues" to A-Roid and the latest scandal in professional sports, it seems as if high school athletics is doomed. How can sports be fun and educational when there is so much working against us?



Sure, much of my malaise comes from fatigue and frustration. It is at times like these that I find solace in reading. Three such books have given me renewed hope that all is right with the sports world and that high school athletics needs to be alive and well within our schools.

Tony Dungy's memoir, *Quiet Strength*, offers irrefutable proof why he is one of the most respected men in professional sports. He not only talks the talk; he walks the walk. This book is so rich in so many ways it is difficult to single out any one aspect. However, this segment rings true to me. He talks about "the competing views of success in our world and how they often create an interesting tension. Society tends to define success in terms of accomplishments and awards, material possessions, and profit margins. In the football business, winning is the only thing that matters." Dungy asks, "What will people remember us for? Are other people's lives better because we lived? Did we make a difference? Did we use to the fullest the gifts and abilities God gave us? Did we give our best effort and did we do it for the right reasons?" I have always believed that if we, as teachers and coaches, always did everything we could to improve the lives of our students, the answers to all of Tony's questions would be yes.

Drawn to the Rhythm by Sara Hall is one woman's story of self-discovery. Trapped in an abusive marriage, Sara first discovers that rowing a single shell gives her a physical outlet from her despair and loneliness. As she begins to experience small successes, she finds the courage to question her life and she begins to seek new pathways. With each new achievement, she becomes a stronger and stronger person, one who ultimately takes full charge of her life. Sara goes on to become an international World Masters Champion in the single shell. As she herself writes, "I found a voice in the world that might have remained forever buried under sorrow and laundry had it not been sparked to life by [rowing]."

On a whimsical note, *Playing For Pizza* by John Grisham tells the amusing tale of a fictional professional quarterback, Rick Dockery, who washes out of the NFL after an abysmal performance in a championship game. Embarrassed, shamed, and run out of town by angry fans, Rick takes refuge in a town where no one knows him. However, his love for football is too strong to ignore. He simply wants to continue playing. He convinces his agent to find him a team, any team, who will take him. His journey takes him to the Parma Panthers in Italy. And yes, most of the players on his team are paid with pizza after the games. The Panthers and Rick, together, endure the ups and downs of any football season. Rick rediscovers why he plays the game and the NFL comes calling. The ending might surprise you.

If you're like me, you hardly have time to read during the school year. With summer coming, these three books are well worth the time.

Now, it is time for me to say good-bye. After sixteen years as an athletic administrator, my position is being eliminated due to budget cuts. I'm really not sure at this point where I'll be next year. Unfortunately, I do know I will no longer sit on the CAAD Board of Control and I will no longer edit our newsletter. These years as an AD have been years of personal growth and enjoyment. My association with CAAD has been extremely rewarding. I have

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... more caad news

Farewell, *continued from page 14*

never worked with a harder working group of professionals in my entire career. As we have often said, no one but a fellow AD knows what we do on a daily basis. I am honored to have been a member of this fine association. All of you have certainly enriched my life. And for that, I am deeply indebted and will be forever grateful.

I'd like to leave you with a few personal thoughts on the future of high school sports.

Any strong athletic program needs strong people to run it. In Avon, I am fortunate to have a fine coaching staff. To a person, they are people of good will, all of whom have a passion for their sport, a love of coaching, and the ultimate goal to keep sports fun. Some have been coaching in Avon for twenty to thirty years. This is a rarity in today's coaching fraternity.

However, my attrition rate for coaches is averaging 30%. This equates to approximately eighteen new coaches a year. Last year that number included four new varsity coaches, three in the spring season alone. The reasons for this are three fold: 1.) increased negative parental involvement; 2.) more state regulations governing coaching certification; and 3.) the increased demands on classroom teachers, thus limiting the number of teachers who want to coach. There are no easy solutions to this problem. The problem will be ongoing and yearly recruitment efforts to attract quality coaches will have to be expended. This will be crucial. We must keep "educators" as coaches.

Equally concerning is the ongoing battles with budgets. In this, Avon's first year of Pay-to-Play, I worry about what the future years will hold. As I see it, the problem is two fold. First, as schools grow, so must their programs. Yet, how do we do that with shrinking budgets? Avon is one of thirty-three schools in Connecticut that has Pay-to-Play and it is one of five with the highest fee. Yet, its middle school program has been completely eliminated, its freshmen programs are still in jeopardy and there is little chance to flesh out the programs that do not currently have JV or freshmen teams. Second, I honestly believe that high school sports are the last safeguard against the exploitation of young athletes. As more and more high school programs are cut to trim budgets, more athletes than ever will be forced to seek outside programs. Travel teams and "elite" programs are not always educationally driven. Often it is the mere goal of those involved to generate additional income. We must seek new and untried methods of funding education. If educators do not keep control of sports, others will.

Finally, I worry about the negative impact of parental involvement on all of our programs. This perhaps more than any single shackle could ruin high school sports. It is a constant struggle to educate parents about the role of athletics in their children's lives, to explain the parents' appropriate role in it, and to keep athletics in an appropriate perspective. Regardless of our efforts, some parents simply will not get it. Like Murphy's Law, it is only a small percentage, but it is a lethal one. Furthermore, all school administrators must understand the dangers of giving parents too much control of their high school athletic programs. Parents' motives are seldom selfless, but the impact of their actions will be long lasting.

CAAD has crafted a long range strategic plan that has taken the first steps towards addressing these problems and finding educational solutions to all of them. The plan is well designed and far-reaching. It is imperative that CAAD, the CIAC, and all local school districts join forces to ensure the successful implementation of this plan. Our student-athletes deserve no less. If we are truly educators, we must keep sports as part of a liberal arts high school education. This will be our greatest challenge.

I wish you all nothing but the very, very best. Stay the course and fight the good fight. I know you will.

JEFFREY SUNBLADE OF AVON STEPS DOWN AS CAAD NEWSLETTER EDITOR

By Fred Balsamo, Executive Director, CAAD

The Connecticut Association of Athletic Directors (CAAD) would like to thank Jeff Sunblade for his many years of service as the editor of the CAAD section of the CAS BULLETIN. Jeff has been serving in the official capacity of editor since 2004.

Jeff is a 1973 graduate of Daniel Hand High School where he participated in soccer, basketball, golf and track. He then attended Eastern Connecticut State University where he graduated magna cum laude with a bachelor of arts degree in English and minors in secondary education and athletic coaching. He also played soccer for the ECSU Warriors. He received his master of arts degree in Liberal Studies from Wesleyan and an advanced degree in Education Leadership from the University of Connecticut.

Jeff began his career as an English teacher at Coginchaug Regional High School in 1977 and took on the role of athletic director in 1990, serving in that capacity until 1995. Jeff changed schools in 1998 when he was named the director of student activities, athletics, health and physical education for Avon High School. During his tenure at Avon, Jeff has continued to serve on the CAAD Board of Control, most recently as newsletter coordinator. We thank Jeff for his leadership and guidance. He will be replaced by John Krot of Killingly.

CAAD MEETING DATES 2009-2010

August 20 / Board of Control / 5:00 p.m. / TBA
September 9 / Board of Control / 12:00 p.m. / CIAC
October 7 / General Meeting / 4:00 p.m. / Rocky Hill Marriott
November 4 / Board of Control / 12:00 p.m. / CIAC
December 12-15 / National Conference / Dallas, TX
January 13 / Board of Control / 12:00 p.m. / CIAC
March 3 / Board of Control / 12:00 p.m. / Rocky Hill Marriott
March 25-26 / CAAD Conference 8:00 a.m. / Rocky Hill Marriott
April 28 / Board of Control / 12:00 p.m. / CIAC
May 19 / General Meeting / 8:00 a.m. / Rocky Hill Marriott

KEY DATES FOR EVENT PLANNING

2009-2010 SAT AND ACT TEST DATES

<u>TEST DATE</u>	<u>TEST</u>	<u>POTENTIAL CONFLICT WITH CIAC ACTIVITIES</u>
SEPTEMBER 12	ACT	
OCTOBER 10	SAT	
OCTOBER 24	ACT	
NOVEMBER 7	SAT	BOYS' SOCCER TOURNAMENT BEGINS
DECEMBER 5	SAT	FOOTBALL PLAYOFFS
DECEMBER 12	ACT	
JANUARY 23, 2010	SAT	
FEBRUARY 6	ACT	
MARCH 13	SAT	GYMNASTICS - NEW ENGLANDS GIRLS' BASKETBALL FINALS BOYS' SWIMMING TRIALS
APRIL 10	ACT	
MAY 1	SAT	
JUNE 5	SAT	BASEBALL PLAYOFFS SOFTBALL PLAYOFFS BOYS' AND GIRLS' LACROSSE PLAYOFFS BOYS' AND GIRLS' TENNIS
JUNE 12	ACT	BOYS' & GIRLS' TRACK - NEW ENGLANDS BOYS' VOLLEYBALL FINALS BASEBALL, SOFTBALL FINALS BOYS' AND GIRLS' LACROSSE FINALS BOYS' TENNIS

Unified Sports,[®] continued from page 13

Remigino-Knapp for hosting high school basketball tournaments and elementary sports day for the past ten years.

At the conclusion of this year's banquet, Kevin Nathan shared an emotional closing as he stated that the students, coaches and families "get it". "Through the sincere concern for others, lives are changed." He went on to say that there is no better sport in the state of Connecticut that brings out the best in all involved than Unified Sports[®]. On behalf of the Unified Sports[®] staff, I extend to all members of our Unified Sports[®] family a heartfelt thank you for a successful year. I wish you a restful summer vacation and look forward to seeing you in September.

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