

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



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ANSONIA PRINCIPAL NAMED 2011 NDP



Congratulations to Lawrence DiPalma, principal of Ansonia's John G. Prendergast Elementary School, who was named Connecticut's 2011 National Distinguished Principal by the Connecticut Association of Schools. Described by Superintendent Carol Merlone as a courageous and energized leader who is "truly in it for the kids," DiPalma is known for his purposeful leadership and his relentless pursuit of excellence for all children.

Upon learning of his selection for this award, DiPalma stated, "This recognition is not an individual or personal honor. It is a tribute to the much-deserving school
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59th ANNUAL BUSINESS MEETING SHORT AND SWEET



CAS President Kit Bishop (seated) and CAS Executive Director Karissa Niehoff preside over the 59th Annual Meeting.

On May 12th, member school principals and assistant principals gathered at the CAS Central Office for the association's 59th 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 three changes to the CIAC Bylaws without any debate or contention (*see related item page 17*).

Registration at the annual meeting has continued to decline in recent years; and, unfortunately, despite our sustained efforts to streamline the meeting so as to make it more manageable for busy principals, we did not have the 10% of our institutional membership in attendance to reach a quorum. Despite the lack of a quorum, all scheduled business was conducted. An email outlining all of the actions that were taken was subsequently sent to all members and their input was solicited.

PRESIDENT'S REPORT

CAS President Kit Bishop, principal of Daisy Ingraham Elementary School in Westbrook, delivered a concise president's report, reflecting on the post-Mike Savage era with humor and insight. She reported that the transition to new leadership had been smooth and seamless and that, despite the continued challenging economic climate, CAS had maintained its financial stability. "There has been no perceivable

hiccup this year. Karissa has taken hold of the driving wheel and kept us on course," said President Bishop. "Not only did we not lose any programs, we somehow managed to expand and improve our services, especially in the area of student activities, thanks to the extraordinary leadership of Dave Maloney."

President Bishop concluded her remarks by praising the hundreds of loyal CAS members who devote countless hours to the association each year. "I want to thank all of you for your dedication to this association through your work on various boards and committees. This organization, even with its outstanding staff, would not exist if it were not for your interest and involvement. We have seen volunteerism decrease in our schools and community organizations because people are busy or apathetic. Your involvement is critical."

EXECUTIVE DIRECTOR'S REPORT

Executive Director Karissa Niehoff gave an earnest and spirited address in which she shared her reflections on the past year as well as her expectations for the future. She expressed great pride in the association's reputation and standing not just within the borders of Connecticut but throughout the country. "I have had the opportunity to travel quite a bit to national and section meetings for NFHS, NASSP and NAESP and as much as I have learned about association business at these levels, I have learned that the reputation of CAS-CIAC nationwide is stellar," said Karissa. "I have frequently been told that Connecticut is THE MODEL association, with the most outstanding professional staff who facilitate programs consistent with progressive thinking and smart policies."

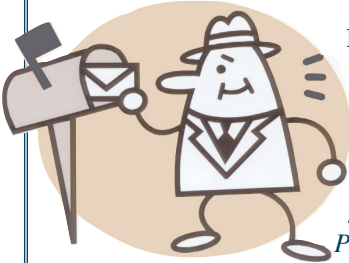
Karissa highlighted a number of the association's accomplishments from the 2010-2011 year, including:

- The Executive Coach Program - this program continues to expand and is increasingly being drawn upon by other agencies; the CALI school improvement model is proving tremendously effective.

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LEGAL MAILBAG

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



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

Q. DEAR MAILBAG: I heard that the General Assembly has changed the bullying law. I was just beginning to understand the old one. Is this one going to be much different?

- *Trying to Keep Up*

A. DEAR TRYING: Buckle up because significant changes are coming this July. As of this writing, the proposed law has not been signed into law, but passage of the proposed legislation is a virtual certainty. While a comprehensive review here is not possible, the new law defines "bullying," in a totally new way: "(1) 'Bullying' means the repeated use by one or more students of a written, verbal or electronic communication or a physical act or gesture directed at another student that: (A) causes physical or emotional harm to another student or damage to another student's property, (B) places another student in reasonable fear of harm to himself or herself, or of damage to his or her property, (C) creates a hostile environment at school for another student, (D) infringes on the rights of another student at school, or (E) substantially disrupts the education process or the orderly operation of a school, and includes cyberbullying." Like it or not, under this broad new definition, school officials will soon have significant new responsibilities, and administrators and teachers must quickly get up to speed on this new law.

Q. DEAR MAILBAG: I think I did something stupid last month. A teacher was getting her class ready for a field trip, and she brought a student down to the office in tears. It seems that the student had forgotten to bring in the permission slip, and she was heartbroken that she would not be allowed to go on the trip. I called her mother at work, and she confirmed by telephone that she gave her permission for her daughter to go on the field trip. Against my better judgment, I said OK and the girl was permitted to go. What should I have done? I worry about liability if something had gone wrong.

- *Second Thoughts*

A. DEAR SECOND: You did fine. The purpose of permission slips is to assure that parents are aware of a trip so that they can exercise their right to permit the child to participate, as well as provide warning of any special conditions or accommodations needed (allergies, medical needs, etc.). The same liability concerns exist whether a parent signs the permission slip or not; the courts have ruled that waivers of negligence claims are not enforceable because they violate public policy. However, I do have a suggestion for next time. If the parent can be reached by email (as is now so often the case), send the parent a PDF of the permission slip and ask that he or she prompt affirm by return email. That way, you will have a record that the parent was notified of the trip and gave permission for the student to go.

Q. DEAR MAILBAG: In the past, we had a fund to reimburse teachers for supplies that they would purchase for their classroom. Sadly, some people from the local taxpayer group seized on that account during the budget process, and they asked all sorts of questions about the "slush fund." The board of education got sick of all the questions, and in adopting the final budget, it eliminated the line item for that fund. As we get ready for the new school year next fall, can I tell my teachers to suck it up and use their own money to pay for those supplies?

- *Tough Times*

A. DEAR TOUGH: In these difficult times, school districts cannot pay for many things that they used to. However, we have to distinguish between things that teachers need to do their jobs and other expenses. You have the right to cut off funds for supplementary supplies and materials. However, you cannot shift costs for necessary supplies to teachers. Tough times or not, employers cannot change working conditions without negotiations with the bargaining representative. The expectation that teachers would buy their own necessary supplies would certainly be such a change.

ct news & notes

■ A new U.S. Census Bureau study ranks Connecticut seventh in the country in education spending, a phenomenon experts attribute to the region's high cost of living, the state's wealth, a relatively low student-to-teacher ratio and the premium the state places on education. The census figures show that Connecticut spent \$14,531 per pupil on public school spending in 2008-09, the most recent figures available. New York spent the most at \$18,126 per student, while Utah spent the least at \$6,356. The study also found that Connecticut ranks fifth in the nation for spending on teacher salaries and fourth on teacher benefits. It also ranked fifth for salaries for school principals and administrators. The census study also looked at where the money comes from in terms of local, state or federal sources, finding that local communities cover the lion's share of education costs, paying an average of \$10,042 per pupil, third-highest in the country. Connecticut ranks 14th in terms of state funding at \$6,594 per pupil, and 49th in terms of federal funding at \$737 per pupil. (Hartford Courant, January 6, 2011)

■ Earlier this month, the State Board of Education approved expanding the number of students Connecticut's charter schools can enroll, authorizing 622 new seats in the 18 charter schools in the state. A recent report by the U.S. Department of Education ranks Connecticut well below the national average in the percentage of public school students that attend charters. Nationwide, according to the U.S. department of education, 2.9 percent of all public school students were enrolled in charters in the 2008-2009 school year--the most recent available. In Connecticut, that figure was 0.8 percent, putting the state 33rd of 40 states that allowed charter schools. With the increase approved this month, the state will have 6,071 charter seats for some 569,000 public school students--about 1.1 percent.

Thanks to the generosity of our neighbor, Gerry Barker of Barker Specialty Company, our driveway and parking areas were swept and cleaned last month at no cost to the association. Our parking lots were sorely in need of attention following the harsh winter. Many thanks, Gerry!

... more ct news & notes

■ Congratulations to the winners of this year's "Challenge to Educational Citizenship Awards." These awards are the brainchild of the State Student Advisory Council on Education (SSACE), which is sponsored by the CT State Department of Education and managed by CAS. The Challenge Awards celebrate student-organized activities that demonstrate good citizenship, a commitment to others, civic awareness, leadership, responsibility and teamwork.

★*Sake Pare*

Bristol Eastern High School
Principal: Dr. Steven Wysowski

★*A Little Bid of Brookfield*

Brookfield High School
Principal, Dr. Bryan Luizzi

★*Community Gift Card Drive*

Har-Bur Middle School, Burlington
Principal, Ken Smith

★*Veterans Day Canton Middle School 2010, A Day We Will Never Forget*

Canton Middle School
Principal: Joseph Scheideler

★*Community Service - Knitting*

Manson Youth Institute, Cheshire

★*A Drop In The Bucket*

Glastonbury High School
Principal: Matthew Dunbar

★*Holiday Show Telethon*

Haddam-Killingworth High School
Principal: Charles Macunas

★*Preserving Our Veterans Stories*

Lyman Memorial High School
Principal: Stephen Salisbury

★*"Be A Hero" SARAH Foundation Read-A-Thon*

Robert H. Brown Middle School, Madison
Principal: Julianne Phelps

★*Hope 4 Ghana*

New Canaan High School
Principal: Ari Rothman

★*Human Trafficking Awareness Project*

Brien McMahon High School, Norwalk
Principal: Suzanne Koroshetz

★*One Tutor At A Time*

William Hall High School, West Hartford
Principal: Donald Slater

■ The Connecticut Science Center is celebrating its second anniversary by extending a special invitation to every teacher, education administrator and board of education member to visit the Connecticut Science Center this July and August with free general admission. There are several exciting new exhibits and programs debuting at the science center this summer and educators are encouraged to take advantage of this opportunity. To download an admission coupon, visit http://www.casciac.org/pdfs/science_center_coupon.pdf.

■ The Robert Wood Johnson Foundation and the University of Wisconsin Population Health Institute recently released the *2011 County Health Rankings*, a collection of 50 reports that reflect the overall health of counties in every state across the country. This snapshot of the relative health of CT compares residents' overall health and the factors that influence their health based on the counties in which they live. The rankings are based on the summary measures of each county's health outcomes - which include mortality and morbidity - and health factors - such as access to and quality of clinical care, tobacco/alcohol use, unsafe sex, education, employment, and environmental quality.

COUNTY	Health Outcomes	Health Factors
Fairfield	3	3
Hartford	6	6
Litchfield	4	4
Middlesex	2	2
New Haven	8	7
New London	5	5
Tolland	1	1
Windham	7	8

Report shows best economic stimulus package is a high school diploma

Building on its previous work examining education and the economy, the Alliance for Excellent Education (the Alliance) analyzed the economies of all fifty states and the District of Columbia to determine the economic benefits that states could see by improving high school graduation rates. Using a sophisticated economic model, the Alliance calculated economic projections for each state. In Connecticut, an estimated 10,000 students dropped out from the Class of 2010 at great costs to themselves and to their communities. According to the Alliance's projections, Connecticut would accrue the following benefits if just 1,000 of those dropouts had graduated from high school. These 1,000 new graduates, combined, would likely have:

- earned \$13 million in additional earnings in an average year;
- spent an additional \$1.2 million each year purchasing vehicles and, by the time they reach the midpoint of their careers, bought homes worth \$53 million more than what they would likely have spent without a diploma; and,
- supported 60 new jobs in the state, increased the gross state product by \$17 million, and poured an additional \$1.9 million annually into state coffers, all through their increased spending and investments.

To view all the economic projections for CT, visit www.all4ed.org/files/Connecticut_seb.pdf.

iPad Workshops for School Administrators

Find out first-hand why Apple's iPad is a must for all school administrators!

October 13 or 14th

These workshops will provide training on functions and applications that are most relevant to the work of the school administrator, including:

- ✓ Observations
- ✓ Evaluations
- ✓ IEP check list
- ✓ Data collection
- ✓ Research
- ✓ E-Reader



\$799 per person - cost includes a brand new 16GB iPad 2!

Each workshop will be limited to 20 participants.

Register now at: www.casciac.org/register

national news & notes

■ Student enrollment in private, religious schools has taken a sharp dip since the economic downturn, as district and public charter school enrollments continue to climb, according to the U.S. Department of Education's latest "Condition of Education" report.

Private school enrollment fell from a high of 6.3 million students in the 2001-2002 school year to 5.5 million in 2009-2010, according to figures released this morning by the National Center for Education Statistics, which produces the annual statistical compendium. "It's been slight declines, and then all of a sudden this year [2009-2010] they lost 500,000 kids," said Jack Buckley, the NCES commissioner. Overall, private schools served about 10% of the nation's kindergarten through 12th-grade students in 2009-2010, down from a high of 12% in 1996. During the same period, public school enrollment increased by 2.1 million students, to 49.3 million students, from 2001 to 2009. That dip was driven by enrollment decreases in Catholic parish and diocese schools—they lost 148,000 students that year and 510,000 altogether since 2002—as well as from schools designated by NCES statisticians as conservative Christian schools, which lost 146,000 students, and other religious-affiliated schools, which saw an 11,000-student decline that year. By contrast, enrollment in independent and nonreligious private schools held steady over the same time period. Nonsectarian schools decreased by only about 67,000, to 1.25 million students, from 2001-02 to 2009-10. Unaffiliated, religious-themed schools actually increased slightly in the same period, from 688,000 to 823,000, though they lost 50,000 students between 2007-08 and 2009-10. Experts say a perfect storm of broad demographic changes, economic woes, and increasing competition from public charter schools may underlie the decrease. To view the report in its entirety, visit www.edweek.org/media/coe-in-brief-final-33condition.pdf.

■ One of the largest and longest follow-up studies on preschool finds its enduring benefits last well into adulthood. Better jobs, less drug abuse, and fewer arrests are among advantages identified by the study, recently published online in the journal *Science*, which tracked more than 1,000 low-

income, mostly black Chicago kids for up to 25 years. Chicago's intensive Child-Parent Center Education Program is ongoing and publicly funded, and focuses on language development, scholastic skills, and building self-confidence. It involves one or two years of half-day preschool, and up to four additional years of educational and family services in grade school. Preschool teachers have college degrees and are certified in early childhood education, and parents are encouraged to be involved in the classes. The study's lead researcher, Arthur Reynolds of the University of Minnesota, said the average cost per child for 18 months of preschool in 2011 is \$9,000, but his cost-benefit analysis suggests at least \$90,000 in benefits per child in terms of less criminal behavior, increased earnings, tax revenue, reduced mental health costs, and other measures. To view the study, visit www.sciencemag.org/content/early/2011/06/08/science.1203618.abstract.

■ A measure approved by the Colorado State Board of Education requires schools to notify parents whenever a staff member is arrested. Schools must tell parents within twenty-four hours whenever a current or former school employee whose job requires contact with children is arrested for a felony, drug crime (except for a misdemeanor marijuana exemption clause), any crime of violence, some sexual crimes, and some violations involving children. If the employee is responsible for transporting children, parents will also be notified if they are arrested for drunken driving. The rule will take effect May 30, but it contains no enforcement clause.

■ According to a new survey released by the National Center for Education Statistics (NCES), roughly 30% of chemistry and physics teachers in public high schools did not major in these fields and haven't earned a certificate to teach those subjects; and a quarter of math teachers don't hold math degrees. The problem extends to history, where less than two thirds of teachers hold a history degree. Conversely, 82 percent of English teachers, 90 percent of art teachers, and 95 percent of music teachers hold a bachelor's degree or higher in their field.

Report Tracks Nationwide Graduation Rates

The 2011 edition of Education Week's *Diplomas Count* finds that the national high school graduation rate stands at 71.7 percent for the class of 2008, the most recent data available. This is the highest rate since the 1980s, and an increase after two consecutive years of decline. However, the report also projects 1.2 million students from this year's high school class will fail to graduate -- 6,400 students lost each day of the year, or one student every 27 seconds. While the graduation-rate recovery occurred across all demographic groups, rates for those historically underserved remain a concern. Among Latinos, 58 percent finished high school with a diploma, while 57 percent of African-Americans and 54 percent of Native Americans graduated. On average, 68 percent of male students earned a diploma compared with 75 percent of female students, a gender gap virtually unchanged for years. High school-completion rates for minority males consistently fall near or below 50 percent. Suburban students graduate in considerably higher numbers than urban ones, 76 percent versus 64 percent. Regardless of location, graduation rates in districts characterized by poverty or racial or socioeconomic segregation are well below the national average, typically 58 to 63 percent. The 2011 edition also found a 44 percentage-point gap between the highest-performing states -- New Jersey, North Dakota, Vermont, and Wisconsin -- and the lowest: the District of Columbia, Georgia, Louisiana, Nevada, New Mexico, and South Carolina.

CAS OFFICERS: 2010-2011

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

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Earle Bidwell.....	Asst. Executive Director
Regina Birdsell.....	Asst. Executive Director
Ken Bragg.....	Asst. Director of Unified Sports®
Michael Buckley.....	Associate Executive Director
Dennis Carrithers.....	Director, Principals' Center
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George Synnott.....	Asst. Director of Unified Sports®
Joseph Tonelli.....	Director of Officials

THE BULLETIN

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WE'RE BUILDING A SCHOOL IN HAITI

By Regina Birdsell, Assistant Executive Director

The building of a school in Haiti is now underway. While we in Connecticut were dealing with a winter with numerous snow storms, Haiti was dealing with massive rains. The rains, along with a cholera epidemic stalled the construction. Land and building designs and a series of permits for water, land use, building, etc, all have been completed and approved and now the land preparation is finally progressing. The land preparation entails taking out all of the old building foundation beams. The rain is not helping as the machines have to wait until after the rain for the soil to dry in order to operate. In the mean time, they are speeding their work, hoping to start back filling and compacting so they can start the actual buildings foundations.

CAS has partnered with two generous agencies in building the school: Big Brothers Foundation and Food for the Poor. With this partnership and their added funding, completion time for the school is anticipated in early October. This school is not just for education but will support medical needs and community outreach as well.

The dedication of the school is planned for the fall with a request for Michael Savage, former CAS-CIAC executive director, to be in attendance. There will be a large plaque installed in appreciation for all the funds and efforts of Connecticut schools. We are proud to announce that the final total collected has reached \$160,343.00. We look forward to sharing pictures of the completed building in our fall CAS Bulletin.



2011 NDP, continued from page 1
community, the district, and the city of Ansonia."

DiPalma earned his bachelor of arts degree, master's degree in elementary education, and sixth-year certificate from College of the Holy Cross (MA), Bridgeport University (CT), and Sacred Heart University (CT), respectively. An educator for the past thirty-eight years, he began his career in 1972, working as a classroom teacher for fourteen years in both the public and parochial school setting before being named principal of Bridgeport's Sacred Heart School in 1986. During his journey from his first principalship to his current one, he accrued a broad range of administrative experiences, including nine years as math department chair at Ponus Ridge Middle School in Norwalk; four years as director of curriculum and instruction and then principal of Highville Charter School in Hamden; and, two years as assistant principal of Ansonia's Mead School. In 2009, he was appointed principal of Prendergast, the position he now holds.

Leading an urban school where 68% of students receive free or reduced-price lunches and 51% are minorities, DiPalma 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. With a single-minded drive to ensure success for every child in his care, DiPalma has fostered a vibrant, caring, student-oriented culture where students can grow socially and emotionally as well as academically. Says Prendergast parent Donna Hallak, "I truly believe Larry feels like the 820 children in his school are his own."

DiPalma has been the driving force behind a number of new programs that have helped to improve student learning and expand family involvement in the schools. Some of his most successful initiatives include the "DiPalma Math Program," which has resulted in double-digit increases in CMT scores for students in grades 3-8; the Community Readers Program which welcomes community members into the building each week to support struggling readers; the Dad's Club,

which encourages and facilitates the involvement of fathers and grandfathers in school activities; and, a daily Acceleration block which allows for 30-minutes of differentiated instruction to benefit both excelling and struggling students.

In two short years, DiPalma has transformed the 800-plus student school into a close-knit, caring community of learning where shared leadership is prized and parents are fully engaged in the education of their students. Says Jessica Koziel, instructional resource coach at Prendergast, "Larry has initiated many practices to shift Prendergast School from an environment of isolated teaching to a collaborative, professional learning environment."

Among DiPalma's many strengths are his focus on data-driven decision making and his ability to use assessment data as a tool to accelerate student learning. According to Merlone, "Mr. DiPalma uses data to drive all decisions. He relies on research-based instructional strategies to increase student achievement and he has successfully formed a partnership with school, family and community so that each student becomes a confident, lifelong learner and contributing member of society."

The hallmark of DiPalma's leadership is his belief in every student's capacity to achieve excellence. According to assistant principal Joseph Apicella, "Mr. DiPalma believes that all students are capable of finding success in the classroom and he instills this belief in all of his staff." This philosophy is amply on display throughout DiPalma's office, where one can find a wall sign proclaiming, "Every Child, Every Chance, Every Day" and a conference table proudly bearing the slogan, "Children come first!"

DiPalma will be honored by CAS at the "Celebration of Distinguished Administrators" to be held in the fall at Saint Clements Castle in Portland. In October, he will travel to Washington, D.C. to participate in a two-day national recognition event along with winners from each of the other forty-nine states, the District of Columbia and the Virgin Islands.

CAS Seeks Applications for the . . .

William Cieslukowski Outstanding First-Year Principal Awards, 2011-2012

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 Cieslukowski Outstanding First-Year Principal Award is **September 15, 2011**.

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

CONNECTICUT ELEMENTARY PRINCIPALS IMMERSED IN OUTSTANDING PROFESSIONAL DEVELOPMENT AT NAESP CONVENTION

By Regina Birdsell, Assistant Executive Director



Robert Marzano. Todd Whitaker. Anthony Muhammad. Alan November. Charlotte Danielson. All these renown education consultants, researchers, trainers and speakers were gathered in one place at one event - the NAESP Annual Convention. The convention, which was held in Tampa, Florida, April 7-10, featured five plenary sessions that represented education's most forward-looking and innovative presenters.

It was a 'who's who' of education experts. Individually, they offered research-based strategies that strengthen schools and support principals. Collectively, they represented the most cutting-edge, creative thinking in elementary and middle-level education. Convention attendees had access to the best of both worlds in these five plenary sessions - practical strategies blended with innovative approaches.

The ideas of each plenary presentation were extended and expanded upon during follow-up interactive breakout sessions that focused on best practices, with ample time for questions and answers, networking, and immersion in key topics.

In addition, the annual convention featured two experienced keynote speakers: Sir Ken Robinson, an internationally recognized leader in the development of creativity, innovation, and human resources, shared his thoughts about encouraging children's natural powers of creativity and imagination. Vernice "Fly Girl" Armour shared her story of perseverance, overcoming challenges, and creating a "breakthrough mentality" to become America's first black female combat fighter pilot.

CT HIGH SCHOOLS FEATURED AT REGIONAL CONFERENCE

By V. Everett Lyons, NESSC CT State Liaison

Three Connecticut high schools were recently highlighted at the Second Annual High School Redesign Conference sponsored by the New England Secondary School Consortium (NESSC). Attended by nearly 400 New England educators, this conference featured workshops illustrating some of most promising practices in secondary schools among the consortium's five New England state members. Representing Connecticut innovation were school teams from East Hartford High School, E.O. Smith Regional High School and Simsbury High School.

East Hartford High School's presentation featured its highly successful advisor-advisee program, Connections. Key goals for the program include greater personalization in a large, urban school setting in addition to student community involvement and increased academic achievement. Implemented on a trial basis in SY 2006-2007, the program is structured to involve all staff and students, grades 9-12. Connections advisories occur once each week for 27 minutes and the school's technological capability allows for the dissemination of an "Idea of the Week" as well as a standard collection of activities applicable to the advisory period.

E.O. Smith High School developed its highly-regarded Senior Project in 1993 and its original mission was to involve seniors in a rigorous educational experience as an answer to the typical "senioritis". Approved as a graduation requirement in 2004, the program has now developed into a multi-stage experience featuring five components: research paper, implementation of an activity/product, eight hours of community service, a formal oral presentation, and a reflection paper. All staff members are involved as advisors, and students in grades 9-11 serve as the audiences for the various senior presentations. Students begin the process in the second half of their junior year and adhere to a calendar of required steps which culminates in May of their senior year.

Simsbury High School capitalized on a strong guidance department and program to develop its Student Success Plan. Still a "work in progress," Simsbury students begin in grade seven to map their plans for personal and school success. Their high school plans commence in grade nine with easing the transition to high school, continue in grade ten with an emphasis on career planning, and focus in grades 11 and 12 on post-high school planning. Simsbury is in the process of utilizing technology via the Naviance software to maintain student histories and record key information such as personal goals, educational choices for elective courses and career interests.

Each school presented to a "packed house" during their respective session and reaction from our fellow New England educators was strong and positive in nature. In each workshop session, a dialogue of sharing was created and our Connecticut teams left with as many new ideas about their work as they shared with others. In the vanguard of schools implementing key aspects of our state's secondary reform plan, The Connecticut Plan, our three schools represented their fellow state educators proudly.

NEWTOWN ROCK BAND WINS CAS BANDJAM 2011

By Dave Maloney, Assistant Executive Director



Smokebomb Mondays wins 2011 BandJam

Darien High School was the scene of the 2011 Connecticut Association of Schools' Bandjam event which was held on Friday, May 20th. Billed as the "Ultimate High School Battle of the Bands," the event featured eight outstanding high school rock bands from throughout the state of Connecticut competing for the opportunity to perform on the main stage at the New Haven International Festival of Arts and Ideas. The winning band also received a \$100 gift certificate from Sam Ash Music Stores. Sam Ash gift certificates were generously provided to the other bands and outstanding musicians identified by the judges as well.

The winning band, **Smokebomb Mondays**, made up of students from Newtown High School, placed first in the competition and won the right to perform at the Arts and Ideas Festival on June 25 at 4:45 p.m. Members of **Smokebomb Mondays** include Liam Reynolds on lead guitar and trombone; Danny Bittman on lead vocals; Tim Eames on bass; Matt Spencer on drums; Jonah McKeown, saxophone; Harrison Buzzi on trombone; and, Pat Milano on trumpet. This year's second place band was **Interstellar Elevators** from Weston High School which will also be performing at the Arts and Ideas Festival. Each band was judged by a rubric using the following categories: expressive techniques and creativity, technique (intonation, rhythmic clarity, dexterity, vocal clarity), time, blend and synergy.

The final results of the competition were as follows:

1. Smokebomb Mondays - Newtown HS
2. Interstellar Elevators - Weston HS
3. Dino and the No-Names - RHAM HS
4. Dear New Kid - Immaculate HS
5. Daywalker - Staples HS/Westport
6. Stealing Free Samples - Darien HS
7. Chillingsworth - Weston HS
8. B.O.D. - Somers HS

Rick Sadlon, chair of the Darien Public Schools Music Department and organizer of the event noted, "I really enjoy seeing the students up there making their own music and am always amazed at their talent, energy and creativity." Sadlon's vision is to have a BandJam East and West next year with a playoff at a central location. Judging the crowd's enthusiasm and the band members support for one another, his dream is likely to become a reality.

ARTS IN THE MIDDLE TURNS TEN

By Earle Bidwell, Assistant Executive Director

Two hundred thirty four student artists, art teachers and professional artists gathered at the University of Hartford's Hartford Art School for the tenth edition of "Arts in the Middle." This program is designed to:

- give statewide visibility to the fine arts and promote the arts among middle school students;
- provide opportunities for art students from diverse backgrounds to work together;
- offer middle school art students high caliber artistic challenges;
- give art teachers opportunities to create their own work.

Student artists and art teachers were treated to sessions in a variety of media including Photograms-creating abstract color photos without using negatives; Acrylic & Mixed Media; Computer Photoshop; Watercolor; Pen and Ink Drawings; Cartooning, Printmaking and Drawing with a live model. Under the direction of professional artists, each student was able to complete two original works of art.

Three other media encouraged students to discover their own personal power and meaning through: Self Portraits- using collage materials & techniques; African Spirit Marks- using tin and aluminum cans and other found objects; and 3-D Wire Sculpture to encourage creativity and individual personalities.

Finally some students learned the art of making an accordion folded book, a single signature sewn book and a metal covered book while others created original folding wallets with colorful Duct tape.

The Connecticut Association of Schools is indebted to Assistant Dean Robert Calafiore and the Hartford Art School for their assistance and for the use of their wonderful facility. We are also grateful to our corporate partner Horace Mann Insurance Companies for its financial support in making Arts in the Middle affordable for all students.



MOBILE CLASSROOM AND HIGH-TECH DRIVING SIMULATIONS GIVE TEENS REAL-LIFE LESSONS ON DISTRACTED DRIVING

Students from Fairfield Ludlowe High School and Farmington High School were recently given the opportunity to experience firsthand the dangers of driving distracted. Bearingstar Insurance, a long time corporate partner of CAS, arranged for the state-of-the-art Distractology 101 tour to be at the two schools earlier this spring. Distractology 101 is an interactive program developed by the Arbella Insurance Group, the parent company of Bearingstar, to teach new drivers the dangers of driving distracted.

The Arbella Insurance Group Charitable Foundation is attacking the problem of multitasking at the wheel with Distractology 101. How? With a 36-foot-long, neon-yellow mobile classroom outfitted with high-tech driving simulators that give new drivers (usually teenagers) a real-life look at the potentially disastrous effects of distracted driving. It's an interactive experience designed to create a new generation of safe drivers.

Distracted driving is a serious problem with staggering numbers. Nearly 6,000 people are killed each year due to multitasking behind the wheel, and people who text while driving are 23 percent more likely to be in a crash or to barely avoid one. Studies have even shown that driving while distracted is equivalent to driving with a blood alcohol level of .08.

"Drunk driving was the first epidemic," said John Donohue, Chairman, President and CEO of the Arbella Insurance Group, and Chairman and President of the Arbella Insurance Group Charitable Foundation. "Those numbers went down because of education efforts, not just tougher laws. We want to use the same strategy to attack the distracted driving problem. Laws are useful, but they alone won't change behavior."

"Our goal with Distractology 101 is to put as many new drivers through this training as we can. We want to show them just how dangerous it is to text or talk on their cell phones at the wheel," continued Donohue. "It's part of Arbella's ongoing commitment to our customers, our agents and the communities we serve. If we save even one life, we'll have made a difference."

During the driving simulator training - Distractology 101: A Crash Course on Distracted Driving - teens and other new drivers face a number of scenarios based on real-world examples that illustrate the dangers of distracted driving, and it teaches participants how to anticipate hidden hazards, react to the road and avoid accidents. Participants are then asked to complete the online portion of the program where they take a training lesson for reinforcement of what they learned in the classroom and make a safe driving pledge.

Distractology 101 teaches participants everything they need to know about this new area of study: the science of distraction. It even has its own vocabulary, with buzzwords like "textident" (an accident caused by texting), "smerging" (swerving while merging), and "fishmailing" (losing control of the back of your car while emailing).

The Distractology 101 tour is planning to visit many more Connecticut high schools in the upcoming school year. Log on to www.DistractU.com to find out more about this life saving program and to find out when the Distractology simulator will be in a community near you.

2011 FLANAGAN MEMORIAL STUDENT ACTIVITY AWARD WINNERS

Sally Biggs, Chair of the Connecticut Student Activities Conference Board of Control (CSAC), is pleased to announce the Connecticut Association of Schools 2011 Thomas R. Flanagan Memorial Awards. Tom Flanagan was a long term principal at Waterford High School and architect of many popular student activity programs. He served on the board of Connecticut Student Activities Conference for many years before his untimely death in 1979. The following outstanding student activities have been selected for recognition from many applications received at the elementary, middle and high school levels:

■ Woodland High School, *Woodland For Women Worldwide (W4WW)*

The mission of the Woodland For Women Worldwide Club is to help women and children in the community and around the world move from oppression to opportunity. W4WW is working to end modern day slavery, promote education in developing countries, and advance leadership and service opportunities for students at Woodland High School. The club's main source of funds are realized by a "Run For A Revolution", a 5K fun run and 2 mile walk, which had nearly 500 participants this year. W4WW also spearheads student understanding of the world, encourages volunteerism, and develops leadership skills. In the past two years students from Woodland have received scholarship assistance to attend leadership workshops in Washington D.C. and Quito, Ecuador. The club has also embarked on an educational outreach effort to elementary school students in the community. To learn more visit <http://wrhsonline.net/wrhs4www/home/>.

■ Staples High School, *Teen Peaceworks Club*

The mission of Teen Peaceworks Club (TPC) is to raise awareness in the Westport community on the issue of interpersonal violence and maintaining healthy interpersonal relationships. The club, a new addition to the Staples community, has hosted informational bake sales, distributed pamphlets on healthy relationships, and partnered with the Domestic Violence Crisis Center in a certification program for volunteers. Once trained, club members help in a variety of capacities at shelters for battered women / children and prevention centers for advocacy and hotline assistance. Club members planned and executed service projects in the Westport community raising \$2,500 and making 90 necklaces which were donated to victims of domestic violence. The club plans to work with the Westport Youth Commission and revive a battle of the bands fundraising event in the greater community to benefit domestic violence. To learn more about TPC contact Kelly Garrity at kelly_garrity@westport.k12.ct.us

■ Granby Memorial Middle School, *Granby Stands Up To Cancer*

A multi-faceted town wide program was held to raise awareness about cancer and to support the research for a cure. The 2011 program included several school and town activities culminating in a dinner and variety show at the school which raised nearly \$8,000. This activity is aligned to the district's mission to promote compassionate contributors. Though relatively small in size, the school's activities involved over 80% of the student body! This year the program was dedicated to a student at Granby who had been diagnosed with lymphoma. From a 5K family walk, to a Zumba night, to a cut-a-thon, "Stands Up To Cancer" reached a huge percentage of the greater Granby community achieving its purpose of creating an awareness and raising funds for a cure for cancer. Contact Sue Sojka at sojkas@granby.k12.ct.us to learn more.

■ Roger Sherman Elementary School, *Roger Sherman Family Center*

In an effort to strengthen the ties between the student body and the home the "Family Center" embarked on a campaign to house a welcoming atmosphere for students and families alike. Centering its efforts on serving students, the center set up community nights and a health expo to draw students away from the television set and promote learning. A partnership with the local YMCA drew dozens of community agencies to the center's newly decorated and furnished facility, thanks to a host of volunteers who made it possible. The centerpiece of the program's activities is the direct correlation between family - student - school involvement which has already seen a rise in student achievement as measured by local assessments and standardized scores. To learn more about this program servicing elementary students and families contact Jennifer Flood @ jennifer.flood@meriden.k12.ct.us or Lisa Torres at lisa.torres@meriden.k12.ct.us.

The Flanagan Awards were presented to the above recipients at school assemblies by CAS Assistant Executive Director Dave Maloney; CSAC Board Chair Sally Biggs, principal of Hartford Magnet Middle; and CSAC Board Member Karen Brimecombe, principal of John Lyman Elementary School.

6TH ANNUAL CT DATA CONFERENCE: IMPROVING SCHOOL CLIMATE TO SUPPORT ACADEMIC ACHIEVEMENT

By Regina Birdsell, Assistant Executive Director

"The quality of the school climate matters. No longer can improving school climate be viewed as unrelated to academic achievement. They are inextricably tied. A positive school climate is the necessary foundation for high quality learning and student engagement." This quote from Dr. JoAnn Freiberg sums up the focus of the 6th Annual Data Conference.

Dr. H. Jerome Freiberg, Professor of Education at the University of Houston and director and founder of the Consistency Management & Cooperative Discipline (CMCD) Program with 140,000 students and teachers in the U.S., delivered the opening keynote speech, "Culture, Climate and Student Connectedness." He shared his latest research focused with orientation towards a person-centered school with a safe and welcoming environment that encourages academic success. His inspiring message, his many examples of how to improve school climate and his encouraging suggestions were well received and gave the audience many ideas for making small steps to change school climate.

Following the luncheon, a panel discussed Effective Ways of Improving School Climate, with panel moderator Dr. JoAnn Freiberg, Educational Consultant, Connecticut State Department of Education. Panel members included: Ellie Cruz, Superintendent, Hebron; Matt Curtis, Director of Human Resources, Simsbury; Terese Fishman, Superintendent, Stafford; Julia Harris, Principal, Wilton; and Julia Horne, Principal, Danbury.

Breakout sessions included: *Three R's Are Not Enough: Teaching Cultural Competence in the Curriculum*, presented by William A. Howe, Ed.D., Education Consultant, Connecticut State Department of Education; *Assessing School Climate District-Wide: Challenges and Benefits of Gathering Data*, presented by Patricia A. Ciccone, Superintendent, Connecticut Technical High School System and Barbara St. Onge, Consultant for School Improvement & Professional Development; *It's All About the Relationships!*, presented by Jackie Somberg, Principal, Amity Goss, Assistant Principal, and Kathy Wonderly, School Psychologist, Colchester Elementary School; *Junior Jail to Spotlight School: How We Used Data to Change our School Culture* presented by Bob McCain, Principal, Dr. Lori Kolbusz, Special Education/Reading Specialist, Sal Bryk, 7th Grade Team Leader and Language Arts Teacher, and Eva Bartush, 8th Grade Team Leader and Science Teacher, Nathan Hale Middle School; *Legal Implications*, presented by Tom Mooney, Esq., Shipman & Goodwin, LLC; *The Connecticut Juvenile Justice Alliance*, presented by Abby Anderson, Executive Director, and Lara Herscovitch, Senior Policy Analyst, Connecticut Juvenile Justice Alliance; *Bullying At School:*

What Students Know And Can Do About It, presented by Dave Maloney, Assistant Executive Director, CT Association of Schools and High School Members of CAS Advisory Board; *Constructing A Social Emotional Curriculum Framework: Essential skills for a Positive School Climate*, presented by Nora Daly, Student Prevention and Intervention Services Facilitator, Tara Beall-Gomes, School Counselor, and Tammy Nettleton, School Counselor, New Canaan Public Schools; *Welcoming Atmosphere Walkthrough Protocol*, presented by Carol Marinaccio, Director of Elementary Education, and Karen Helyer, Instructional Specialist Early Childhood, Norwalk Public Schools; *Students and Staff Using Data for School Success*, presented by Veronica O. Wilkinson, Principal, Melanie Kasperek, School Psychologist and Deanna Scanapieco, Fifth Grade Teacher, North Stonington Elementary School.

On April 28, Dr. William Preble, Founder of the Center for School Climate and Learning and Main Street Academix, reviewed his research and school climate work. His keynote, *Through Students' Eyes: Understanding and Transforming School Climate and Learning*, gave the audience much to ponder as he unpacked "respect" from the adult and student points of view.

Luncheon Speaker Stan Davis put his energies toward helping schools prevent bullying. Stan's work has been featured in national newspaper and radio articles and on a special 20/20 report on bullying with John Stossel. He is the author of the 2004 book *Where Everyone Belongs: Practical Strategies to Reduce Bullying* (2nd edition 2007) and the 2007 book *Empowering Bystanders in Bullying Prevention*.

Breakout sessions included: *School Climate and School-Wide Positive Behavior Supports*, presented by Michael Cain, Principal, Frank Berman, Guidance Counselor, and Peter Camp, PBS Coordinator, Kelly Middle School; *Putting It ALL Together*, presented by Marilyn Oat, Principal, Heidi Auclair-Golden, Kindergarten, Paula Bromley, Grade 1, Margaret Walker, Grade 4, and Lisa Higgins, SPED, Killingly Memorial School; *Book Clubs for Respectful Schools*, presented by Tim Nee, Assistant Director of CREC Institute of Teaching and Learning, Nessa Oram, Director of the CREC Open Choice Program, and Michael Livingston, Support Specialist for the CREC Open Choice Program; *Education or Confrontation?*, presented by Leonard Epps, Dean of Students, Hartford.

The two-day sessions provided school and district personnel opportunities to share data with the professional learning community. Student achievement and behavior data along with district data was displayed on data boards that served as the centerpiece for discussion. Additionally a variety

of vendors were on hand with materials and software used in working with data, providing information and demonstrations.

On behalf of the Connecticut State Department of Education, the Connecticut Association of Schools and EASTCONN, we would like to take this opportunity to thank everyone who participated in the Connecticut Accountability for Learning Initiative's 6th 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.



Keynote Speaker Jerome Freiberg with Dr. Marion Martinez, Associate Commissioner, Division of Teaching, Learning and Instructional Leadership, CT State Department of Education



L to R: Keynote Speaker William Preble; Lol Fearon, CSDE Bureau Chief; and JoAnn Freiberg, Education Consultant

59th Annual Meeting, cont'd from page 1

- UCAPP- The contract with UCONN has been extended for two more years; this program is recognized as the most respected and rigorous administrator preparation program in the state with a first-time CAT pass rate of 98%.
- The Performance Evaluation Advisory Council (PEAC) - CAS holds a key role in developing models for teacher and administrator evaluation, and providing the related professional development.
- School Climate Legislation - CAS looks forward to significant future work in the area of school climate and secondary reform both as a result of its own commitment and momentum as well as its efforts to shape SB 1138, An Act Concerning Strengthening School Bullying Laws.
- Student Activities - We continue to increase the number of programs that involve and impact students directly. The elementary, middle and high school student leadership conferences set attendance records; this year's KiDSMARATHON has expanded to three sites and will involve more than 2,000 runners; Geno's Reading Team, Bandjam, and a new initiative - a New England Student Leadership Conference - are all becoming increasingly popular.
- Connecticut Coaching Education Program (CCEP) - Coaching education is exploding! About 10,000 coaches in the state have participated in any number of our programs, including our Concussion Education program, online CEU courses, and the 45-hour certification course.
- CIAC Program Evaluation Model - The Exemplary Interscholastic High School Athletic Program Evaluation Model continues to grow and is now being utilized by more than twenty schools/districts.
- Unified Sports - Through the Project Unify Grant, 22 new schools started Unified Sports teams and the CIAC now offers 40 tournaments in soccer, basketball, volleyball and track. The word is spreading! Rhode Island, Arizona, and New Hampshire are interested in replicating our model. At the same time, Unified Art and Unified Theater are also emerging.
- Technology - Director of Information Services Matt Fischer launched the CIAC mobile browser; the CIAC made its first venture into online ticket sales this winter thanks to a new partnership with TicketLeap. After selling more than 5,000 tickets for the hockey semis and finals

online, the CIAC expanded the option to include all championships this spring.

- Finances - Our investment accounts grew after taking a significant loss two years ago; the value of CAS continues to increase. Stephanie Ford has done phenomenal work to maintain and develop new sponsorship relationships. She facilitated agreements with Team IP - which has allowed us to launch our own online CIAC championship merchandise store - and MSG Varsity, the first TV station that will be paying a rights fee to broadcast our tournament games.

Karissa ended her remarks by encouraging members to continue to give their time to the association, despite the growing demands of the principalship, and, just as importantly, to encourage their colleagues to get involved in the association's work. "We are hopeful that you will continue to want to work with us, to help us better work for all of our schools, and ultimately, all of our kids," she concluded.

NEW BUSINESS

The member principals who were present unanimously approved the recently revised Bylaws of the Elementary Board of Control. The new bylaws were presented by elementary board chair Lauren Elias who explained that, following a year of close review of its bylaws, the board had proposed a number of changes to clean up some of the language and to better align its written regulations and procedures with its many long-standing practices. To view the newly adopted elementary bylaws, visit www.casciac.org/pdfs/proposed_CAS_Constitution_changes_2011.pdf.

The membership also approved the proposed Nominating Committee Report for the 2011-2012 school year. The full report can be downloaded at www.casciac.org/pdfs/nominating_report_CAS_2011.pdf. A warm welcome to the following individuals who have been newly appointed to board and officer positions within the association.

CAS Board of Directors:

- Susan Muirhead, Mabelle Avery Middle School, Somers

High School Board of Control:

- Rita McDougald Campbell, Trumbull High School

Middle Level Board of Control:

- Lysette Torres, Lincoln Middle School, Meriden
- Michael Cain, Kelly Middle School, Norwich

Elementary Board of Control:

- Jeff Newton, Charles E. Murphy School, Oakdale (newly appointed chair)
- Karen Fitzsimmons, Memorial E.S., East Hampton (newly appointed vice chair)
- Janice Harris, Haddam Elementary School, Higganum

CSAC:

- Sue Homrok-Lemke Henry James Memorial M.S., Simsbury
- Paul Cavaliere, Jr., Sage Park Middle School, Windsor
- Debra Ponte, AP, Tinker Elementary School, Waterbury
- Ken Chichester, Northwestern Regional High School

Principals' Center Board of Control:

- Deborah Sullivan, Hall Memorial School, Willington

2011-2012 BUDGET

In a final order of business, the membership adopted 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, Michael Rafferty, principal of Old Saybrook Middle School and chair of the CAS Awards and Recognition Committee, presented Letters of Commendation to four individuals who have made outstanding contributions to CAS and to the member schools it serves.

Recipients of Letters of Commendation:

1. Jordan Grossman, Principal
Canton Intermediate School
2. Donna Hayward, Principal
Suffield High School
3. David Russell, Principal
John Winthrop M.S., Deep River
4. Barbara Startup, Retired Athletic Director, Glastonbury High School

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:

- Joanne Brogis, Torrington Middle School, 2007-2011
- Lauren Elias, Tinker Elementary School, Waterbury, 2009-2011

High School Board:

- Barbara Britton, Daniel Hand High School, Madison, 2006-2011

Middle Level Board:

- Susan Homrok-Lemke, Henry James Memorial Middle School, Simsbury, 2006-2011
- Paul Cavaliere, Jr., Sage Park Middle School, Windsor, 2006-2011

Elementary Board:

- Lauren Elias, Tinker Elementary School, Waterbury, 2008-2011 / Chair: 2009-2011

CSAC Board:

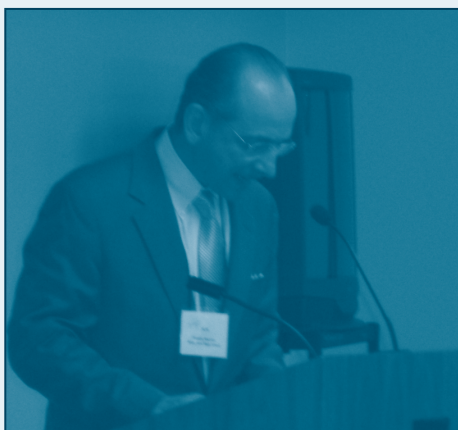
- Phil Piazza, North Haven Middle School, 2007-2011
- Neil Sullivan, Simsbury High School, 2007-2011

Principals' Center Board:

- Andrea Lavery, Portland High School, 2007-2011
- Jeff Cryan, Mansfield Middle School, 2007-2011

Clockwise from top left:

CAS President-Elect Janet Garagliano (seated) and CIAC Chair Bob Hale, Jr.; CIAC Staff Member Bob Lehr and CIAC Board Member Margaret Williamson; CAS High School Vice President Don Macrino; CAS President Kit Bishop with CAS Board Members Joanne Brogis (center) and Lauren Elias; Letter of Commendation Recipient Donna Hayward and CAS Awards and Recognition Committee Chair Mike Rafferty; Letter of Commendation Recipient Jordan Grossman and Mike Rafferty; Letter of Commendation Recipient Barbara Startup; and Letter of Commendation Recipient Dave Russell



CONNECTICUT MAGNET SCHOOLS RECEIVE NATIONAL HONORS

Hartford Magnet M.S. Named Best Magnet School in U.S.

Every year, the Magnet Schools of America (MSA) recognizes magnet schools across the country as either *Magnet Schools of Excellence* or *Magnet Schools of Distinction*. These honors are given to schools based on their efforts at reducing racial and economic isolation, promoting diverse learning environments, and providing innovative curriculum. We congratulate the following thirteen Connecticut magnet schools which were singled out for recognition this year.

2011 SCHOOLS OF EXCELLENCE

- ★ East Hartford-Glastonbury Elementary Magnet School, East Hartford; Principal: Glen Peterson
- ★ Metropolitan Learning Center Interdistrict Magnet School for Global and International Studies, Bloomfield; Principal: Anne McKernan
- ★ University of Hartford Magnet School, West Hartford; Principal: Elaina Brachman
- ★ Connecticut IB Academy, East Hartford; Principal: Arthur C. Arpin
- ★ Hartford Magnet Middle School, Hartford; Principal: Sally A. Biggs
- ★ Richard J. Kinsella Magnet School of Performing Arts, Hartford; Principal: Pamela Totten-Alvarado
- ★ John C. Daniels School of International Communication, New Haven; Principal: Gina Wells
- ★ Rotella Interdistrict Magnet School, Waterbury; Principal: Gina L. Calabrese

2011 SCHOOLS OF DISTINCTION

- ★ CREC Montessori Magnet School, Hartford; Principal: Melissa Gagne
- ★ CREC Reggio Magnet School of the Arts, Avon; Principal: Josephine Di Pietro Smith
- ★ Classical Magnet School, Hartford; Principal: Timothy J. Sullivan, Jr.
- ★ Sport and Medical Sciences Academy, Hartford; Principal: John P. Laverty

2011 HONORABLE MENTION

- ★ University High School of Science and Engineering, Hartford; Principal: Dr. Elizabeth J. Colli

Additionally, Hartford Magnet Middle School (HMMS) received the Dr. Ronald P. Simpson Distinguished Merit Award, considered the TOP award for magnet schools in the nation and given to only one school in the Magnet School of Excellence category. The award includes a \$5,000 cash prize. HMMS Principal Sally Ann Biggs accepted the award at MSA's 29th national conference in Indianapolis, Ind. This was the first time that a Hartford Public School has been so honored.

"I am proud to accept this distinguished award on behalf of the Hartford Magnet Middle School Family," Ms. Biggs said. "I am truly blessed to work with the best children in the world and the most dynamic and devoted staff. The HMMS staff works very hard to create the finest and most unique learning experiences possible for our students, and every day our students make us proud and put smiles on our faces!" Hartford Magnet Middle School serves children in grades 6-8. Its curriculum places an emphasis on the arts and sciences and has partnerships with the Greater Hartford Academy of the Arts, the Hartford Stage Company and COM-PASS Youth Collaborative.

Gina Calabrese, principal of Rotella Interdistrict Magnet School, was named National Magnet School Principal of the Year. Mrs. Calabrese has been principal of Rotella, which focuses on the arts, since August 2005. Rotella also won MSA's annual poster contest in the elementary division. Autumn McDonald, a fifth-grade student at the school, created a poster demonstrating this year's theme, "Building Bright Futures...The Magnet Way!"

JOSTENS PAUSE BEFORE YOU POST™ PROMOTES ONLINE RESPONSIBILITY

Understanding the role social media plays in cyberbullying in schools, Jostens has introduced the *Pause Before You Post™* campaign to encourage students to make smart decisions with regard to personal publishing and, specifically, social media. Through this public service program, Jostens is helping educators encourage students to pause before posting comments, photos or videos that could be embarrassing, misinterpreted or harmful to themselves or others.

"*Pause Before You Post™* supports educators as they help students understand the responsibilities and risks associated with sharing personal information online through social media," said Tim Larson, president and CEO, Jostens. "Our products, services and technologies help students and school communities celebrate experiences and traditions and we believe *Pause Before You Post™* can make a positive difference in the school environment."

Pause Before You Post™ leverages expert advice and impactful visual content, delivered in-school to help students, as well as educators and families, become more aware of the responsibilities and consequences of sharing information, particularly through online social media. The program includes multimedia, print and online resources for educators to conduct awareness and educational campaigns in their schools to help students:

- Ask the right questions before posting information, photos or videos online
- Learn more about cyberbullying from recognized experts
- Understand the consequences of making poor decisions
- Share information with friends and family members

"Social media and cyberbullying are changing the way students express themselves and, as a result, impacting the experiences they have," said Charley Nelson, director, Educator Services, Jostens. "We are honored to have a long-standing relationship with social media and cyberbullying experts Dr. Justin Patchin and Dr. Sameer Hinduja to provide schools with innovative ways to address critical issues."

Jostens *Pause Before You Post™* was designed with input from educators and students from across the country and is validated and supported with research by Dr. Justin Patchin and Dr. Sameer Hinduja, leading experts on social media and cyberbullying. Together, Dr. Hinduja and Dr. Patchin have written numerous articles, presented nationally and internationally on the topic of cyberbullying, and are co-founders of the Cyberbullying Research Center. They are advisors to Jostens, and Dr. Patchin has been a highly regarded speaker at Jostens Renaissance National Conferences.

To find out more about *Pause Before You Post™* contact your local Jostens representative or visit www.jostens.com.

KiDSMARATHON EXPLODES IN POPULARITY

In its third year, the popularity of KiDSMARATHON exploded with just over 1,600 elementary school students from around the state participating in this ground-breaking fitness program. Students completed their weekly training in their home towns and then all came together to run the last mile of a marathon in one of four venues - Fairfield Ludlowe High School, Cheshire High School, Norwich Free Academy and the Plumb Hill Playing Fields in Litchfield.

The growth of the KiDSMARATHON program has been sensational, expanding from one to four venues in just two years. Participation rates more than doubled since last year. The benefits of the program are myriad, with students developing healthy habits which positively impact their lives both at home and at school. Notes Lyme Consolidated School Principal Jim Cavaleri, "Most of our students got off their morning buses and started their day by running. The students then entered their classrooms wide awake and more ready to learn! With our students participating in the KiDSMARATHON, their actions influenced their families' involvement with running and it became a new healthy family activity." The impact of the KiDSMARATHON program is best captured by McKinley Elementary School runner Jessica P. who stated, "I learned that if I really try, I can accomplish anything. Plus, I had a lot of fun because I got to be with my friends and stay fit at the same time!"



KiDSMARATHON founder Rod Dixon and Karen Paradis, first selectman of the town of Morris, pose with runners at the Litchfield event on June 11th.



Center School Principal Chris Pomroy cheers on runners at Norwich Free Academy on June 4th.



Students from Hop Brook Elementary School march in the opening ceremonies of the Litchfield event.



High-fives for everyone at the Cheshire High School track!



AF Hartford Elementary Academy students are ready to run!

UNIFIED THEATER™ PUTS THE 'SPOTLIGHT ON ABILITY' ACROSS CONNECTICUT

By Micaela Connery, Executive Director, Unified Theater

A year ago, you may have read about an organization, started here in Connecticut, called Unified Theater. At that time, we were a 'developing' initiative, just getting started. Well twenty-seven schools and hundreds of students later, thanks in large part to the support of CAS and the Connecticut Bureau of Special Education, Unified Theater is in full-swing.

The Unified Theater concept is simple: let kids lead, let creativity rule and treat people with disabilities as complete and entire equals. Unified Theater's model is to partner with middle and high schools and support those schools by identifying student leaders, providing student leader training and support, troubleshooting throughout the process, and helping that school reach a successful final production where students of all abilities are meaningful included. Unified Theater directly aligns with state education priorities in the ways it emphasizes 21st Century Learning skills, meets goals of the PJ settlement, encourages extracurricular participation by at-risk students, and so much more.

When a school decides to start a Unified Theater group, it agrees to adhere to the simple "5 Must Dos," as outlined in part of the 43-page Student Leader Handbook. These are:

- The program is entirely student-led
- There are no buddies, partners, or different roles based on ability.
- The production is an original, student-produced show that incorporates music, movement, and acting.
- The group includes students of all abilities, interests, and backgrounds and makes necessary accommodations as needed for participants.
- The group features middle or high school students.

Unified Theater is welcoming new schools to apply to be a part of the organization for the 2011-2012 school year. All middle and high schools are welcome!



"This should be on the top of your list of things to do. It has enriched our whole district."

- Diane Ulman, Superintendent
Simsbury Public Schools

"Unified Theater is, in my mind, the single most inspiring program that we have. If I could choose one evening event for my entire staff to go to, it would be this."

- Tom Moore, Asst. Superintendent
West Hartford Public Schools



"No program or activity reaches the elusive goal of inclusion as completely - or as joyously - as Unified Theater."

- Parent

"My son has been in the school system his whole life. But it wasn't until he joined Unified, deep into the school year, that he made friends"

- Parent

FIND OUT MORE!

For more information about Unified Theater and to fill out a group application visit www.unifiedtheater.org



CAS PRESIDENT KIT BISHOP REFLECTS UPON THE VALUE OF THE ARTS IN EDUCATION



Kit Bishop, Principal
Daisy Ingraham Elementary School, Westbrook

Editor's Note: The Sixteenth Annual High School Outstanding Arts Awards Banquet drew more than twelve hundred students, parents and educators to the Aqua Turf Club on April 4th. Two hundred seventy-eight students from 139 high schools were honored for their achievements in the visual and performing arts. CAS President Kit Bishop opened the event with some very thought-provoking and inspiring remarks, many of which are contained in the article below.

At the recent High School Arts Banquet, we celebrated the talented students and teachers we have in our schools. I have artists in my family. Unfortunately my mother's artistic DNA leaped over me and landed squarely on my brother. I did fairly well covering up my lack of talent in the band and choir, even though my children never wanted me to sing in the car. My real artist joy has come in watching children develop their talents from kindergarten through high school in programs that are often seen as Specials, extra classes if they can fit them into their schedule, and, at this time of year programs, that are often vulnerable to budget cuts. So are they non-essentials?

A child's first writing is through pictures. Early reading skills are developed by rhythmically clapping out syllables; geometry is practiced in drawing pictures of a house. One of the most valuable assessments given in Kindergarten is done on the first day of school - "the self-portrait." We all remember this,

whether it's our own or our children's. It's the one with the large circle containing two smaller circles for eyes and sticks representing legs and arms. At the end of kindergarten, another self-portrait is drawn. The amazing growth of that first year of school is clearly evident in a recognizable portrait complete with ears, ponytails, fingers, and the latest fashion. I see students in the third grade with the recorders and wonder how any teacher can listen to 45 minutes of the beginning steps of learning to play the recorder, only to marvel at a band concert where children not only have learned how to put an instrument together but can play in harmony with fifty other fourth graders.

The one thing we can't forecast with those first self-portraits is who will be a stand-out in high school. We may start to get a hint along the way, but it is the individual passion that, at some point, takes over; and it is this individual passion that I think makes the difference. So, from an elementary art show with pinch pots and concerts where children can spend more time waving to their parents than looking at a conductor, to the full blossoming in high school of the individual and collective talent, the journey is amazing. I love seeing the confidence of the shy child on stage performing a solo you would never believe she/he could do. Then years later seeing that same child as one of the stars of the high school show. The art shows, concerts and plays bring family and neighbors into schools. What better PR do we have? And these skills carry throughout life. What a wonderful gift to have.

My school, Daisy Ingraham Elementary School in Westbrook, has taken part in the Connecticut-China Sister School Program for several years. We have exchanged art work and DVDs of school performances. The arts break down the cultural and language barriers and open up communication pathways that are so vital in our global world. They also cultivate and nurture the critically important 21st century skills of collaboration, communication, and creativity. In his recent book *The Social Animal*, NY Times writer David Brooks talks about the importance of the arts. He suggests that the arts give many students a reason to stay in school and he raises a concern about the lack of character education in today's schools. He strongly states that the arts are the "education for our emotions" which is so important to our development as social beings. So, yes, the arts are as essential to the education of our children as any core subject. They should take center stage in our schools.

ciac news

SPRING TOURNAMENT SCORES MADE AVAILABLE VIA TEXT MESSAGE

Matt Fischer wins award for developing texting application



Thanks to the technological virtuosity of Matt Fischer, director of information services, high school sports enthusiasts are now able to obtain CIAC tournament scores via text message. During the recent spring tournament season, more than 10,000 scores were distributed via text message.

The texting application was designed by Matt using Twilio, an application programming interface. As a result of his efforts in developing this successful communications application, Matt won the "Twilio for Sports" Award. The contest challenged new developers to find creative and imaginative ways to use Twilio to solve problems or break new ground in a specific trade, field of study or area of interest. Matt was selected as the winner in the "sports" category.

"In its current format users can retrieve the scores for a sport on a day by either calling a phone prompt system or texting the appropriate code to a number," explains Matt. "There are still a number of improvements that will be made (providing schedules of unplayed games, letting people request results for specific schools, etc.) but I think this is a nice tool in its current format. All the data is pulled from our current database that houses the scores for our websites."

The procedure for retrieving scores is quite simple. Just send a text to 717-283-CIAC (2422) with the code for the sport of interest and the system will reply with all the final scores on file for that sport. The codes for spring sports are: BASE = Baseball; SB = Softball; BLAX = Boys Lacrosse; GLAX = Girls Lacrosse; GTN = Girls Tennis; BVB = Boys Volleyball.

A date can be included in the message if you would like scores from a day other than the current day. If you want scores from more than one sport, you will need to send a separate message for each sport. You can limit your results to one division by including a division in the message. Some sample messages are:

- "BLAX" - today's boys lacrosse scores;
- "BASE yesterday" - yesterday's baseball scores;
- "M BVB Monday" - Class M boys volleyball scores from the previous Monday; and,
- "GTN 6/3" - girls tennis scores from June 3rd

The CIAC does not charge for this service; however standard text messaging rates from your mobile carrier will apply.

SPRING 2011 CIAC SPORTS CHAMPIONS

BASEBALL

<i>Champion</i>	<i>Runner-up</i>
Class LL: Newington	Southington
Class L: Notre Dame, W. Haven	Farmington
Class M: Montville	Seymour
Class S: East Hampton	East Catholic

SOFTBALL

<i>Champion</i>	<i>Runner-up</i>
Class LL: Conard	Westhill
Class L: Foran	Bacon Academy
Class M: Sacred Heart Acad.	Seymour
Class S: Nathan Hale Ray	Terryville

BOYS TENNIS

<i>Champion</i>	<i>Runner-up</i>
Class LL: Staples	Greenwich
Class L: New Canaan	Daniel Hand
Class M: Avon	Stonington
Class S: Weston	East Catholic

GIRLS LACROSSE

<i>Champion</i>	<i>Runner-up</i>
Class L: Greenwich	Glastonbury
Class M: Darien	Daniel Hand
Class S: Weston	Granby Memorial

BOYS LACROSSE

<i>Champion</i>	<i>Runner-up</i>
Class L: Ridgefield	Fairfield Prep
Class M: Wilton	New Canaan
Class S: St. Joseph	Joel Barlow

GIRLS TENNIS

<i>Champion</i>	<i>Runner-up</i>
Class L: New Canaan	Glastonbury
Class M: Daniel Hand	Avon
Class S: Weston	Stonington

BOYS OUTDOOR TRACK

<i>Champion</i>	<i>Runner-up</i>
Open: Danbury	Staples
Class LL: Manchester	Danbury
Class L: Windsor	Naugatuck
Class MM: Hillhouse	Brookfield
Class M: Bloomfield	Weston
Class S: Canton	Northwest Cath.

GIRLS OUTDOOR TRACK

<i>Champion</i>	<i>Runner-up</i>
Open: Hillhouse	Windsor
Class LL: Danbury	NFA
Class L: Windsor	Simsbury
Class MM: East Lyme	Guilford
Class M: Hillhouse	Tolland
Class S: Bloomfield	Old Saybrook

BOYS VOLLEYBALL

<i>Champion</i>	<i>Runner-up</i>
Class L: Cheshire	Staples
Class M: Darien	Newington

BOYS GOLF

<i>Champion</i>	<i>Runner-up</i>
Div I: Ridgefield	Greenwich
Div II: New Canaan	Watertown
Div III: Wolcott	Lewis Mills
Div IV: East Catholic	NW Catholic

GIRLS GOLF

<i>Champion</i>	<i>Runner-up</i>
Berlin	Darien



Dan Ronan of Danbury, Nathaniel Lungarini of Simsbury, and Shane Murphy of Glastonbury compete in the 1600 Meter Run at the Class LL Outdoor Track Championship.



The Darien High School girls lacrosse team wins the Class M title, beating Daniel Hand 15-5. (Photo by Matt LoGuercio / Published in the "Darien Patch")



... more ciac news

CIAC MEMBERSHIP ADOPTS THREE BYLAW CHANGES

At the 59th Annual Meeting held on May 12th, the CIAC membership approved three changes to the CIAC bylaws. All changes will go into effect on July 1st of this year.

The first bylaw change gives the Eligibility Review Board greater latitude in granting hardship waivers to deserving student-athletes; the second change allows schools involved in football co-ops to choose whether or not to include 9th grade students in their counts towards the maximum number of allowable participants; and the final change loosens the restrictions on athlete participation in clinics and try-outs during the sports season.

More information about these changes - including the rationale behind them and the revised language - can be found at http://www.casciac.org/pdfs/CIAC_Bylaw_changes_2011.pdf.

CA moves toward banning pay-to-play practices

Earlier this month, the state assembly in California passed a bill which will prohibit schools from charging students to join sports teams or for other educational activities. The bill, which now moves to the Senate, was modeled after the California Constitution, which requires the state to provide free public schooling to students. The bill argues that extracurricular pay-to-play fees violate the state's constitution. This new bill, authored by Assemblyman Ricardo Lara, seeks to outright end the practice of charging students for classes and/or extracurricular school activities.

Schools would not be allowed to charge students fees for participation in sports (or other clubs), and would also be banned from requiring security deposits in exchange for musical instruments, books, or other school materials. If enacted as currently written, the bill would apply to both regular public schools and charter schools, and would require schools to post notices about the new policies regarding educational fees by Jan. 1, 2012. Michael P. Griffith, a school finance analyst at the Education Commission of the States, told the New York Times last September that California's pay-to-play debate was worth monitoring, given the constitutionality arguments. "What's new here is that this is not about funding levels for education, but about whether districts are charging kids to get a public education," Griffith said. "That's a brand-new argument. I wouldn't be surprised to see groups in other states adopt the same line of reasoning." (Source: Education Week, *Calif. Moves Toward Banning Pay-to-Play School Sports*, June 3, 2011)

UNIFIED SPORTS: A YEAR IN REVIEW

By Lou Pear, Director of Unified Sports®

With the end of the school year upon us, it is remarkable what has transpired over these past ten months. Some of the highlights have included twenty two new Unified Sports teams being formed in schools from around the state; the addition of tournaments in soccer, basketball and track; a newly formed Youth Activation Council; a youth summit which hosted Special Olympics leaders from twenty states and one from Europe; and a very successful Michaels Cup Unified Sports Awards Banquet. Collectively, these events have given students from around the state opportunities to make a difference in their lives and the lives of those they call partners and friends. It is, therefore, important to thank the staff at CAS and Special Olympics Connecticut for their support and dedication. These individuals work hard behind-the-scenes to make the Connecticut Unified Sports Program the envy of Unified Sports programs from around the country. I would be remiss if I didn't mention the outstanding coaches, athletic directors, and school administrators who lead their students to be the best they can be. These outstanding leaders to our Unified Sports teams' successes.



In reference to the new schools which joined us this year, there were new elementary, middle and high schools which included urban, suburban and rural schools. These schools participated in many of our tournaments and several hosted a new tournament, allowing for greater participation.

Youth leaders Gabby Brzozowski from Rocky Hill High School, Lizzie Wienick from Bacon Academy, and April Perez from Danbury represented Connecticut at the Project Unify Conference in Nebraska this past summer and returned energized to start our own Youth Activation Council. Armed with new knowledge and motivation, they recruited several athletes and partners to form their council and set goals for this first year. Since then, they have been busy working to achieve those goals. They have encouraged schools to hold *End the R-Word* campaigns; they led participants and served as breakout session presenters at our Youth Summit. They also provided to attendees at the CIAC basketball finals information about ending the R-Word in schools; and they received overwhelming support. Most recently, two members flew out to Arizona to give a presentation on the Unified Sports program in Connecticut and its impact on students and schools.

This year's culminating event, the Michaels Cup Unified Sports Banquet, was bigger than ever and included some new and surprising additions. It began with Alex Beckett, Guilford High School, welcoming all in attendance as our newest Global Messenger. He not only did a great job but drew a loud and resounding applause. Kaitlyn Guild, McGee Middle School, and Lara Hawley, Nonnewaug High School, read their essays which were very moving accounts of how involvement in the Unified Sports Program has positively influenced their lives. Kaitlyn and Lara were presented with a \$1000 scholarship and a school grant, respectively. Jennie Jarzabek, Middletown High School, and Amanda Snow, Southington High School, received \$500 scholarships from Bob's Stores. One of the most memorable events of the evening was the presentation of the Compassionate Award from Lovin Scoopful, which included an engraved plaque, a school grant and two months of free ice cream. A special thank you goes to Paul Cormier, Lynn LaRocca, Mrs. Pritzker Vlock and Tamara Gordy for helping to make this awards banquet very special in recognizing the great work that is taking place in our CAS and CIAC member schools.

To all students, coaches, parents, administrators and sponsors, a heartfelt thank you goes out to you. Your continued support and dedication will help to make the upcoming year special for all of our athletes and partners. Enjoy a pleasant summer as we look forward to seeing you and your teams in September!

caad news

CAAD ANNOUNCES STUDENT-ATHLETE SCHOLARSHIP WINNERS

Congratulations to seniors **Stephen Vento**, Weston High School, and **Mary Simons**, New Fairfield High School, Connecticut's winners of the 2011 National Interscholastic Athletic Administrators Association (NIAAA) Student Athlete Scholarship. The scholarship program recognizes student-athletes from each state who have demonstrated outstanding academic and leadership skills and have been a model of good sportsmanship on the playing field. The winners were selected by the CAAD Scholarship Committee. Each scholarship applicant was required to submit an essay on the topic: "How High School Athletics Has Impacted My Life." Please read Stephen and Mary's essays below.



Stephen Vento
Weston H.S.

Out of all the classes, clubs, and extracurricular activities available, participation in a high school level sport is certainly, without a doubt, one of the most valuable factors in growing as an individual. For me, it was running. All of my memories and experiences as a four year veteran of the indoor and outdoor track teams are ones that I would not trade for anything else in the world. High school athletics epitomize the title of a "student-athlete."

This involvement has allowed me to develop a passion for something I love, motivate me to always strive for the best, and learn everyday skills that I will carry for the rest of my life.

As an innocent, scrawny freshman with a loss of direction, I used the track team as my safe haven; it was someplace where I could empty out all my stress and anxiety from the tedious school work and simple teen gossip of the hallways. Practice was a place where I could just, well, be me.

As in any sport, my practice was in essence, my homework. From 2:30 to 5:30 p.m. every day, it was grind time. At practice, "x" was no longer a variable which needed to be solved, rather a symbol used to multiply the amount of stress and running I was about to endure: 10 x 400 or 6 x 800 or 20 x 200 meters, for example. But that is for workouts, usually we just run: 45 or 60 or 85 minutes. All this "homework" is, for the most part, done individually. My coach, my "teacher" is basically just there to give me the workout. That drive, that motivation to complete each day's assignment comes from my own will and desire to become the best.

Many believe track and field is not a "team" sport; however, I beg to differ. All of the practices that I described earlier were not done alone. Yes, I had to complete it by myself, with my own legs and body, yet, I was accompanied by all my other teammates running beside me and feeling the same amount of glorious pain.

During meets, every member competes at his or her highest level of performance and then contributes to the team's overall score. This type of expectation and accountability is supported by the natural presence of pure pressure. One

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Mary Simons
New Fairfield H.S.

I was fortunate enough to be selected from my senior class to write a bi-monthly column in our small local paper. One of my first columns lends itself directly to the impact of high school athletics on my life – how my coach's words influence my life and go beyond what I do as an athlete and affect others. What I had taken from my coach, I wanted to impart to others:

Through the Eyes of a Senior: by Mary Simons (Citizen News, Sept. 22, 2010)

During one of my cross country workouts, a phrase my coach told me kept echoing in my head. It seemed ridiculous at first, especially when I was putting my all into simply breathing properly, but the meaning of his words became clearer as I thought about it.

We all start at some basic position in life. From there, it's our decision to determine how we want to elevate ourselves to become better and stronger people. And that's where the concept of taking it to the next level comes in. Pushing beyond preconceived limits to see what you are really capable of doing.

You can always take it to the next level, whether it's for your family, community, or for the world. Whether it's doing those extra chores to reduce some of the burdens of your parents or volunteering to make visits to patients at the local hospital, you can give more. For your education, it means taking those more challenging classes, doing all of the research to fully understand the topics being discussed, and joining in on discussions. For your job, it means putting aside any dissatisfaction and focusing on what you're providing for others. The Five People You Meet in Heaven by Mitch Albom proves that even the most seemingly tedious job can positively influence an infinite amount of people.

We move quietly throughout life, unknowingly affecting those around us. Teachers, in their steadfast dedication to educating others, touch thousands of lives and inspire them to apply their knowledge to all aspects of life. They are constantly taking it to the next level by encouraging students in and out of the classroom. Parents take it to the next level when they put all of their efforts into supporting their families.

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Retired AD's Corner

By Ed Tyburski

■ **LIFE MEMBERSHIPS** – CAAD Gold Cards for retired athletic directors were initiated in 1996, at which time 34 cards were distributed. As of June 2011, there are 131 retired athletic directors who have received Gold Cards. The average number of years our retired AD's have served our schools is 18.95 years.

To be eligible for a Gold Card, you must have been 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 seven Gold Card recipients.

David Bayersdorfer retired after 40 years in education. Dave served 16 years as athletic director at Housatonic Valley Regional H.S. in Falls Village, CT. 1992-08. He was a successful basketball and golf coach for nine years, winning five league golf titles. He also served as an assistant football coach for six years. He was inducted into the Housatonic Hall of Fame in 2008 and served as interim vice principal at Housatonic on four occasions.

Mark Dunn retired after 38 years in education. Mark served 17 years as athletic director at Stafford H.S. 1985-02. He was a very successful girls gymnastic coach earning five consecutive NCCC titles 1980-84 and State M Champions 1982 and 1984, runner-up 1981 and 1983. His girls cross-country team was State SS Champions in 1997 and runner-ups in 1996 and 1999. He also was head coach of boys and girls indoor/outdoor track and football 1984-92. He was the CHSCA Outstanding Girls Outdoor Track Coach in 2001.

David McConnell retired after 40 years in education. Dave served 16 years as athletic director at Lewis Mills H.S. He was a successful boys varsity basketball coach for 13 years, reaching the Class C finals in 1969. He was inducted into the Lewis Mills Athletic Hall of Fame. At Lewis Mills H.S., he became vice principal for six years and eight years as principal. He moved to his hometown in Kennebunk, Maine and served as headmaster for 11 years at Kennebunk H.S.

Ken Parciak retired after 35 years in education. Ken served seven years as athletic director at Windsor H.S. He was a successful coach at Berlin H.S. in softball for 24 years and basketball for 12 years. He was inducted into the CT Softball Hall of Fame in 2010, was NHSCA finalist in 1998 and, in 1990, was the CHSCA coach of the year.

Mike Savage retired after 50 years in education, 32 years as executive director of the Connecticut Association of Schools/Connecticut Interscholastic Athletic Conference (CAS/CIAC) in 2010. He was a former teacher and coach of track, basketball, and soccer at Litchfield H.S. He became athletic director, junior and senior H.S. principal and served as president of the Berkshire League. At CAS/CIAC, Mike engineered a variety of changes. He added elementary schools to the membership; created an endowment fund; oversaw the move to new headquarters; helped establish programs as diverse as the scholar-athlete dinner; the Center for Early Adolescent Educators, a Unified Sports program for disabled athletes and a coaching certification program. He helped bring about corporate mergers with the Connecticut Association of Athletic Directors and with the Connecticut Association of Interscholastic Officials. Mike was involved with numerous national and regional efforts as well, and was a member of the National Federation Constitution Revision Committee as well as treasurer of the NASSP Region I Executive Directors. Mike was a 2001 inductee into the Litchfield Hall of Fame and a 2003 winner of the Connecticut Sports Writers Alliance Gold Key Award. Mike also has been honored by the Connecticut High School Coaches Association with the Joseph Calvanese and Joseph Fontana Awards and was recognized for exceptional service by CAAD and the National High School Athletic Coaches Association. He also was inducted into the Schriver Society and received the CT Special Olympics Unsung Hero Award.

George Tirado, Sr. retired after 35 years in education. George served 18 years as Athletic Director at Wilby H.S. in Waterbury. He was a successful coach in girls basketball 11 years, baseball eight years, and volleyball four years.

Leon Veretto retired after 51 years in education. Leon served 30 years as athletic director at Northwestern Regional #7 H.S., retiring from that position in 1989. He continued to be a successful boys varsity basketball coach for a total of 45 years, winning three Berkshire League titles and 400 plus games. He was named by the CHSCA Boys Basketball Coach of the year in 1992. He also coached boys varsity soccer for two years and JV baseball for eight years.



L to R: Mark Dunn, Dave Bayersdorfer and George Tirado, Sr. were presented with Gold Cards by CAAD President Trish Witkin at the CAAD breakfast meeting May 18th at the Rocky Hill Marriott.

■ **MILESTONES:**
Chip Dorwin, CAA is retiring after 39 years in education. Chip served seven years as athletic director at Springfield H.S., Springfield, VT. He then served 25 years as AD at Guilford H.S. At GHS, he was a successful boys varsity basketball coach achieving a 125-56 record from 1991-98 with four quarterfinal appearances, two Shoreline Conference championships, and one Southern CT Conference Hammonasset Div. co-championship. He was the Middletown Press SCC Basketball Coach of the Year in 1991 and 1992. He served as chairman of SCC ADs and on many of that group's committees. Guilford H.S. has consistently been ranked in the top ten of the coveted Michaels' Cup awards. Chip has been on the CAAD Executive Committee since 1986 and served as a District Rep., Secretary, Awards Committee, Constitutional Consultant, NIAAA Delegate and CAAD President 2004-06. In 2005 he received the CAAD Distinguished Service Award. In 1994 he was recognized as the NCSSAD Connecticut AD.

Steve DiVerniero is retiring after 35 years in education. Steve served 28 years as athletic director at Eli Whitney Tech. in Hamden, CT. He was a successful coach in baseball for 23 years, winning the CVTC championships eight times. He was the New Haven Register All Area Baseball Coach in 1990. He also coached volleyball for eight years and girls basketball for 16 years, winning the CVTC basketball championship one year.

Mike Gamari retiring after teaching social studies for 37 years, retired in 2005. Mike continued to serve as Athletic Director at The Gilbert School H.S. in Winsted, CT. for a total of 26 years. During his tenure as AD his school earned several Michaels Cup awards including first place in Class S in 1986, first place in Class SS in 1996, and runner-up in Class S

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will never feel the same surge of adrenaline when posing on the starting line and waiting for the sound of the gun to explode. Dealing with this anxiety and learning to control it to my advantage is a unique experience I would have never obtained anywhere else.

Lastly, my participation in high school athletics has allowed me to be a leader. I was honored that my coaches selected me to take on the role of being a captain for the cross country, indoor and outdoor track teams. Being in this position has enabled me to distinguish the fine line between being a friend and figure of authority. The title of "Captain" along with student-athlete has sharpened my skills as an effective role model not only in my sport, but wherever I choose to lead my life. With all of these life-long qualities acquired through my four year athletic career, I know I can apply these skills anywhere, at any point in my life in order to accomplish whatever it is that I decide to set my mind to.

Milestones, continued from page 19

in 2008. His school teams have won 37 regular seasons Berkshire League championships, 24 league playoff championships and eight state championships. His school earned also 28 Berkshire League Sportsmanship Awards. Mike was varsity boys basketball coach for 14 years, qualifying 10 times for the state tournament and also varsity golf coach for 16 years. In 2003, was named Athletic Director of the Year by the National Council of Secondary Schools. In 2010, he received the CAAD Meritorious Service Award.

Patsy Lemley Kamercia retiring after 41 years in education. She was the sixth president of CAAD in 1984-85 and, in the fall of 1984, co-chaired the first CAAD conference in Mystic, CT. Patsy served ten years as athletic director at Haddam-Killingworth H.S., retiring from that position in

Simons, cont'd from page 18

It won't be easy. Sometimes, it will be unbearably difficult and will require stepping out of your boundaries and redefining yourself. The soft security of years before may be stripped away to leave you uncertain and doubtful.

But these will be the pivotal moments in your life when taking that next step forward means everything. And it will always pay off. Lessons will be learned and people will remember the extent to which you were willing to go for them or for others. More importantly, you will remember. Remembering what you have gained, what you have achieved will motivate you to keep on trying when that next challenge appears.

There will always be another level. It just depends on what you're willing to do in order to get there. And with that in mind, I grit my teeth and pounded out another mile.

1985 She continued to coach field hockey at that H.S. for a total of 35 years. In 1994 and 2009 she was a coach in the senior all-star field hockey games. In 1994, she was the Class S Coach of the Year and, in 2000, was the CHSCA Field Hockey Coach of the Year. In 2005, she was inducted into the Northeast New Agenda Women's Hall of Fame and was named the New Haven Register All-Area Field Hockey Coach of the Year. In 2009, she was inducted into Haddam-Killingworth H.S. Hall of Fame and was a finalist for the National H.S. Coaches Association Coach of the Year Award.

Frank Luysterborghs retiring after 38 years as a teacher of history and mathematics. Frank served as athletic director at Jonathan Law H.S. in Milford for 24 years 1987-2011. He was a successful varsity football coach at Milford H.S. for seven years 1976-1982 and at Law for 18 years 1983-2000.



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