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- Association for Middle Level Education •
- National Association of Elementary School Principals' •
- National Association of Secondary School Principals' •
- National Federation of State High School Associations •

## CAS SELECTS 2013 NATIONAL DISTINGUISHED PRINCIPAL

**TRACY YOUNGBERG**

Principal, Carmen Arace Intermediate School

**C**ongratulations to Tracy Youngberg, principal of Bloomfield's Carmen Arace Intermediate School (CAIS) who was named Connecticut's 2013 National Distinguished Principal by the Connecticut Association of Schools (CAS). Described by Bloomfield Director of School Improvement and Intervention Leon McKinley as an "instructionally-focused principal who is destined to leave her mark in the education profession," Youngberg is known for her purposeful leadership and her relentless pursuit of excellence for all children.

Upon learning of her selection for this award, Youngberg stated, "I am incredibly honored to represent the educational

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## CAS HOSTS 61ST ANNUAL MEETING

**O**n May 9th, member school principals and assistant principals gathered at the CAS Central Office for the association's 61st annual meeting. The administrators in attendance — predominantly from member high schools — elected a new slate of officers, adopted new bylaws for the high school division and approved a 2013-2014 budget which included no dues increases. The CIAC membership passed seven proposed changes to the CIAC Bylaws.

Registration at the annual meeting has continued to decline in recent years, reaching critically low rates that made it a challenge to reach a quorum. As a result, the board proposed a change to the CAS Constitution which will allow annual meeting business to be conducted electronically. The proposal was passed unanimously by the membership and will be effective beginning July 1.

### PRESIDENT'S REPORT

CAS President Fran Kennedy, principal of Berlin High School, delivered a comprehensive president's report reflecting on CAS' active engagement in high-profile legislative and public policy initiatives including the implementation of the bold new reforms governing educator evaluation. President Kennedy praised the association's efforts to ensure that there were no significant initiatives or mandates affecting Connecticut schools and school leaders without the representative voice of CAS members. "The Connecticut Association of Schools had myriad successes in the face of unprecedented changes that we have witnessed in public education on the national, state, and local levels," stated President Kennedy. "What has been remarkable about our association over the last several years is that, while the stakes increase in our noble profession, we have risen to meet each occasion

**CAS President Fran Kennedy**

in a manner that ensures that our service to our member schools and administrators remains current, relevant, and powerful."

President Kennedy concluded his remarks by thanking the hundreds of loyal CAS members who contributed to the association's successes this past year. "Because of you, we will continue to not only navigate the uncharted waters before us, but we will also find ourselves having ample access to the helm of

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## JANET GARAGLIANO TO RETIRE FROM CAS



**A**fter two years as head of the association's high school division, Janet Garagliano will be stepping out of her role as CAS Assistant Executive Director at the end of June. Since retiring from school administration in 2011, Janet has been serving in three demanding roles: part-time assistant executive director for CAS; state liaison for the New England Secondary School Consortium (NESSC); and staff associate in leadership development for the Connecticut Public School Superintendents

(CAPSS). When the number of schools being served by the NESSC's League of Innovative Schools tripled in the past year, thus demanding more of Janet's time and energy, she was forced to make the difficult decision to relinquish some of her other responsibilities.

Janet joined the office staff in 2011 after a distinguished thirty-seven year career in public education. During fourteen of those years, she was an active and influential member of CAS, serving in a number of prominent leadership positions including president-elect of the CAS Board of Directors. In recognition of her extraordinary contributions to the association, Janet received the coveted CAS Citation in 2006.

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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:** As with most schools, at my school I have a well-intentioned and hardworking group of parents who want to support the school in any way they can. Within the parental ranks, there are various volunteer groups and booster clubs. They generally have the best of intentions, but at times they give me fits. I recently discovered that a small group of parents affiliated with a larger group gained access to the group federal tax identification number. These parents opened up a bank account with a different name and are conducting fundraisers without input from the main body. Is this appropriate under IRS guidelines? Better yet, is it legal? Help me!

- In Need of Some Cents

**A. DEAR IN NEED:** The most important thing here is to be sure that the smaller group of rogue parents has not taken these actions for their own personal gain, as that would be a criminal offense. Even if they are acting in good faith in "helping" your school, they are engaged in a dangerous activity. A federal tax identification number is issued to identify a specific person or entity. Expropriation and use of that number without authorization may constitute fraud, and the group could risk prosecution for such fraud. In addition, the Internal Revenue Service, which of course would not look kindly upon any inappropriate use of a tax number, may find that any funds that they raised using the federal tax number without authorization is ordinary income on which these parents will owe taxes and be subject to penalties. In addition, the donors could be denied a charitable contribution deduction. Good intentions are no shield from IRS requirements, and you must throw a net over these people for their own good.

**Q. DEAR MAILBAG:** One of the paraprofessionals in my school has had a long history of poor attendance. She works with special education students, and we are very concerned about the impact that her absences have on the students she is supposed to serve. Last fall, we sat her down with her union representative and warned her that she must improve her attendance or she would be fired. Our warning worked for a while, but last week she came in with a doctor's note and requested Family and Medical Leave Act (FMLA) leave to get a hip replacement. From my vantage point, she should have waited until the summer for the surgery, and, frankly, I have had it. Can I fire her now?

- Ready and Willing

**A. DEAR READY:** Not so fast. To be sure, you can require satisfactory attendance of all employees, and after appropriate warning, you may be able to terminate the employment of an employee for excessive absence. However, when an employee is eligible for and receives leave under the FMLA, you must be careful. The FMLA includes a prohibition against retaliation for using leave granted pursuant to its terms. If you went ahead and terminated this employee for an absence that is covered by the FMLA, she would have a retaliation claim against the district. You should cool your jets for now, and you must exclude from consideration any of her absences during protected FMLA leave.

**Q. DEAR MAILBAG:** I think that I am in deep trouble. I had a crush on one of the women in the choir at church, and I started emailing her on my school mail account. Being good church folk, neither she nor I were ever vulgar in our email exchanges, thanks be to God. But we did go on a bit about love and daydreaming about a future together until gradually our mutual infatuation fizzled out. However, last week, the parent of a child I suspended got mad at me, and she has filed an FOIA request for all of my emails. If I provide these emails to her, she may circulate them and embarrass me. Is there any hope for my salvation?

- Kneeling in Prayer

**A. DEAR KNEELING:** By the grace of the General Assembly, I think you are safe here, at least from this parent's prying eyes. As a public employee, your email communications are generally public records, with an important caveat – they must relate to the public's business. The Freedom of Information Act defines a "public record" as "any recorded data or information relating to the conduct of the public's business prepared, owned, used, received or retained by a public agency, or to which a public agency is entitled to receive a copy by law or contract under section 1-218, whether such data or information be handwritten, typed, tape-recorded, printed, photostated, photographed or recorded by any other method." Thus, while a "public record" subject to disclosure under the Freedom of Information is defined broadly, it must relate to the "conduct of the public's business." Your romantic exchanges are not the public's business, and thus you are not obligated to provide these emails in response to the parent's FOIA request. That said, using the district email for this purpose was unwise, because your employer most likely has access to these emails. You may want to keep on praying.

**Q. DEAR MAILBAG:** We received a report that a student was posting unflattering pictures of teachers in class on Instagram, and we called him down to the office. We confronted him with our suspicions, and he twitched ever so slightly when he denied it. So I grabbed his I-phone and went right to Camera Roll, and sure enough there were a number of pictures of teachers in class, apparently unaware that they were being photographed. We asked him what he had to say for himself, and he reminded us that he wasn't under oath when he responded to our question. Moreover, he said, this is a free country, and he claimed the right under the First Amendment to document his school day. Do we have to let our students photograph our teachers without their knowledge or permission?

- Camera Shy

**A. DEAR SHY:** Of course not. You can regulate private student "speech" under Tinker only when you forecast material disruption or substantial interference with the educational process (presuming that the student would otherwise be free to speak, such as between classes, etc.). However, the issue here is conduct, not speech. You can (and should) prohibit students from taking pictures in the school setting of anyone – teachers, other employees, students, parents, even administrators – without their permission. School is a place of business; and teachers, students and others should feel secure that they are not being surreptitiously photographed.

The situation is different, however, if the student has obtained the photograph without violating school rules. For example, if the student has permission from a teacher to take a photograph or if a picture is published in the yearbook or the newspaper, how a student then captions that picture on Instagram, Twitter or Facebook is a matter of free speech. In such a case, any discipline of the student would be subject to the Tinker standard, and the burden would be on you to show that the student's speech was disruptive of the educational process. Such would likely be the case if the speech involved a threat of violence. Comments that are merely insulting, however, are likely protected speech.



## ct news & notes

### STATE RELEASES REPORT ON SUSPENSIONS AND EXPULSIONS

Earlier this month, the state department of education issued a report on the incidence of suspension and expulsion in Connecticut schools. According to the report, overall, 8.6 percent of students — 47,528 pupils — were suspended or expelled during the 2011-12 school year. That number has declined 14.6% over the past five years. The report showed large racial disparities in the rates of school suspension and expulsion, as well as higher rates at charter schools, technical high schools, and in Alliance Districts.

The report showed that black and Hispanic males were suspended or expelled at two to three times the rate of their white counterparts; black and Hispanic females were suspended or expelled at three to five times the rate of their white counterparts. The figures include in-school and out-of-school suspensions. Other key findings include:

- The total number of in-school suspensions (ISS), out-of-school suspensions (OSS) and expulsions has reduced by about 14% over the past five years from, appx. 140,000 in 2007-08 to appx. 120,000 in 2011-12.

- The total number of OSS has reduced by about 39% from appx. 70,000 to appx. 43,000 over the same five-year period.

- Conversely, the number of ISS has increased by over 8% during the same period; much of the increase occurred in the second year (2008-09), the year when the state released its original guidelines on the implementation of Section 10-233c of the Connecticut General Statutes, Suspension of Pupils.

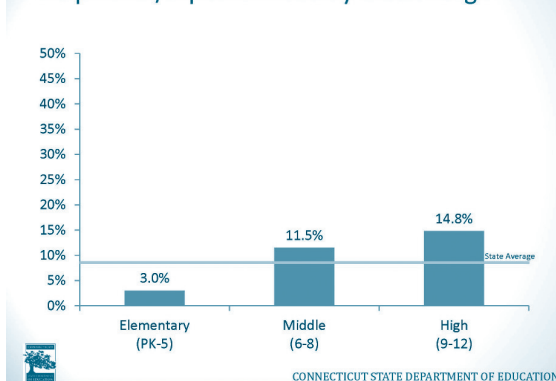
- Overall, 8.6% of students received at least one ISS, OSS or expulsion in 2011-12.

- The suspension figures on children under the age of 7 were alarming, with almost 1,000

kindergartners and first-graders suspended last year. Contrary to the overall trend among all students, the number of OSS is greater than ISS among these young children. Of the 998 young children who were suspended, 757 (75.9%) were Black or Hispanic; 596 (59.7%) were Black or Hispanic boys.

- About a third of all suspensions and expulsions result from behaviors that include fighting, threatening, physical or verbal confrontation, property damage, theft, or are drug- or alcohol-related. The other two-thirds result from "school policy violations," the report said, including disrespect, obscene language, disruptive behavior, and skipping class.

Suspension/Expulsion Rates by Grade Range



### CONNECTICUT NATIONAL RANKINGS

#### Economic Indicators:

- 1st — Per Capita Income
- 1st — Business R&D per Capita
- 2nd — Finance & Insurance Jobs
- 3rd — Production per Energy Unit
- 4th — Total State Productivity
- 6th — Scientists & Engineers
- 6th — Worldwide Productivity
- 6th — Energy Efficiency
- 7th — Venture Capital Deals
- 7th — Education & Health Services Jobs
- 8th — Patents
- 9th — Technology & Science Capacity
- 10th — Exports



#### Educational Indicators:

- 2nd — Eighth grade reading proficiency
- 2nd — ACT average composite score
- 3rd — Percent of population with advanced degree
- 4th — Percent of population with bachelor's degree or more
- 5th — Average salary of public school teachers
- 7th — Per capita education expenditures
- 8th — Pupil-teacher ratio

#### Lifestyle Indicators:

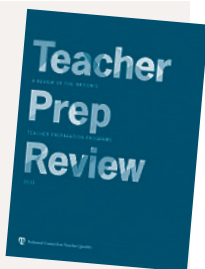
- 2nd — Fewest highway fatalities
- 3rd — Lowest poverty rate
- 3rd — Lowest percent of adults who smoke
- 3rd — Highest median family income
- 4th — Lowest infant mortality rate
- 4th — Healthy Residents
- 6th — Most doctors per capita
- 7th — Lowest rate of obesity
- 8th — Most residents with health insurance
- 8th — Lowest rate of property crime

(Source: CT Economic Review 2013)



## national news &amp; notes

## Teacher Prep Review 2013 Report



The National Council on Teacher Quality (NCTQ) has just released the first edition of the Teacher Prep Review, an unprecedented evaluation of more than 1,100 colleges and universities that prepare elementary and secondary teachers. As a consumer tool, it allows aspiring teachers, parents and school districts to compare programs and determine which are doing the best -- and worst -- job of training new teachers. The evaluations provide clear and convincing evidence, based on a four-star rating system, that a vast majority of teacher preparation programs do not give aspiring teachers adequate return on their investment of time and tuition dollars.

These are among the most alarming findings:

- Less than 10 percent of rated programs earn three stars or more. Only four programs, all secondary, earn four stars: Lipscomb and Vanderbilt, both in Tennessee; Ohio State University; and Furman University in South Carolina. Only one institution, Ohio State, earns more than three stars for both an elementary (3½ stars) and a secondary (4 stars) program.
- It is far too easy to get into a teacher preparation program. Just over a quarter of programs restrict admissions to students in the top half of their class, compared with the highest-performing countries, which limit entry to the top third.
- Fewer than one in nine elementary programs and just over one-third of high school programs are preparing candidates in content at the level necessary to teach the new Common Core State Standards now being implemented in classrooms in 45 states and the District of Columbia.
- The "reading wars" are far from over. Three out of four elementary teacher preparation programs still are not teaching the methods of reading instruction that could substantially lower the number of children who never become proficient readers, from 30 percent to under 10 percent. Instead, the teacher candidate is all too often told to develop his or her "own unique approach" to teaching reading.

It is worth noting that Arthur Levine, former president of Teachers College-

### ■ N.J. state education board adjusts weight of tests in teacher evaluations

Last month, the New Jersey Board of Education voted to approve a proposal to reduce the weight of standardized tests in teacher evaluations. Under the plan, tests would count for 30% -- instead of 35% -- of the evaluations, while the weight of teacher observations would increase from 50% to 55%, with other measures making up the last 15%. The proposed change comes after teachers and others expressed opposition to the use of students' scores in evaluations.

### ■ North Carolina to issue readiness seal to high school grads

Under new criteria adopted by the state board of education, North Carolina students who follow a university-bound course of studies in high school will earn a seal on their diplomas representing their readiness for a four-year university, just as graduates headed for community college or the workplace will have seals reflecting the kinds of classes they have taken. A key part of the seal designations is the level of math achieved by the students, with those who earn a 2.6 GPA and pass algebra II or integrated math III being considered ready for college-level math, as determined by the state board.

### ■ How did teachers fare during the recent economic recession?

In 2011, after the unemployment rate doubled from 5 to 10 percent, the housing market crashed and the stock market took a nose dive, the National Council on Teacher Quality (NCTQ) took an early look at the impact of those economic contractions on teacher employment and found that, while there were isolated layoffs of significance (mostly in California), teachers had been relatively protected from job loss. But that doesn't mean that the recession didn't hurt teachers, particularly in the area of salary growth. The NCTQ analysis

examined scheduled teacher raises to see how they changed over four school years (2008-09 through 2011-12) in the nation's largest school districts. Here's what was found:

- On average, teachers continued to get raises post-recession, but the increases were one-third to one-half of what they were at the start of the recession.
- In 80 percent of the districts studied (33 out of 41), teachers had a total pay freeze or pay cut in at least one of the school years between 2008-09 and 2011-12.
- 95 percent of the districts (39 out of 41) froze or cut at least one component of scheduled teacher raises (step increases or annual adjustments) at some point over the four years.
- Of the forty-one districts in our sample, Chicago Public Schools had the highest average raise over the four years at 6.5 percent.

(Source: *The Recession's Impact on Teacher Salaries Executive Summary*)

### ■ Ability grouping on the rise in elementary schools

As part of its 12th Brown Center Report on American Education, the Brookings Institution released a report that finds a resurgence of ability-grouping in the elementary school (4th grade), based on the most recent NAEP data. Whereas student tracking is most common in high school, ability-grouping occurs within classes and predominates in elementary school. Grouping students by ability, no matter how it's done, inevitably separates by characteristics correlated statistically with measures of ability that include race, ethnicity, native language, and class, and for this reason the practice fell into disfavor in the 1990s. Yet the NAEP indicates the practice has "skyrocketed" in the 4th grade for reading instruction, from 28 percent in 1998 to 71 percent in 2009. For more information, visit [www.brookings.edu/research/reports/2013/03/18-tracking-ability-grouping-loveless](http://www.brookings.edu/research/reports/2013/03/18-tracking-ability-grouping-loveless).

Columbia University, cautions that the study relies too heavily on course descriptions and not enough on hard data about how well the graduates are doing with the children in their classes.

The full report can be downloaded at [www.nctq.org/dmsStage/Teacher\\_Prep\\_Review\\_2013\\_Report](http://www.nctq.org/dmsStage/Teacher_Prep_Review_2013_Report).

### Big "take-aways" about teacher preparation in Connecticut:

**Highly rated programs** -- The graduate secondary program at Southern Connecticut State University is on the Teacher Prep Review's Honor Roll, earning at least three out of four possible stars. Across the country, NCTQ identified 21 elementary programs (4 percent of those rated) and 84 secondary programs (14 percent) for the Honor Roll.

**Selectivity in admissions** -- The Review found that none of the elementary and secondary programs in Connecticut restrict admissions to the top half of the

college-going population, compared to 28 percent nationwide. Countries where students consistently outperform the U.S. typically set an even higher bar, with teacher prep programs recruiting candidates from the top third of the college-going population.

**Early reading instruction** -- Just 14 percent of evaluated elementary programs in Connecticut are preparing teacher candidates in effective, scientifically based reading instruction, an even lower percentage than the small minority of programs (29 percent) providing such training nationally. This is particularly alarming given that Connecticut requires elementary teacher candidates to pass one of the most rigorous tests of scientifically based reading instruction in the country.

**Classroom management** -- Only 14 percent of the evaluated Connecticut elementary and secondary programs earn a perfect four stars for providing

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## CAPSS & CAS ANNOUNCE RESULTS OF 'STUDENT VOICES' VIDEO CONTEST

Back in February, the Connecticut Association of Public School Superintendents (CAPSS) and The Connecticut Association of Schools (CAS) challenged students in grades 6-12 to develop short videos highlighting their best ideas for improving education. The contest premise? Effectively transforming education in Connecticut requires 'student voices.' Four months later, the videos have been reviewed by a panel of educational and community leaders, the public has voted and the results have been determined.

Karissa Niehoff, Ed. D. Executive Director, The Connecticut Association of Schools, said, "I am so pleased that all the student entries were creative, thoughtful, and provided great suggestions for how we can improve schools. It is important for us to listen to students, consider their ideas, and involve them as appropriate in the work of bettering our schools. After all, schools are for kids."

The results in the middle school division are:

- 1st Place:** Megan Greene & Audrey Garcia, Bethel M.S.  
**2nd Place** (tied): Colin Monahan, New Fairfield M.S.  
**2nd Place** (tied): Kairav Maniar, Moran M.S. Wallingford

### Student Voices for Improving Education



**3rd Place:** Zeel Patel & Madison Wilson, Washington M.S., Meriden

#### Honorable Mentions:

Maddie Westcott, Caitlin Buckley & Mackenzie Wolcheski, Moran M.S.; and, Mitchell Hall & Hayden French, Moran M.S.

The results in the high school division are:

- 1st Place:** James Willis & Liam Keith, Weston High School  
**2nd Place** (tied): Erik Milbauer, Greenwich High School  
**2nd Place** (tied): Jonathan Denton & Charles Bratches, Daniel Hand H.S., Madison  
**3rd Place:** Mia Grossman and Dana Lofink, Brookfield H.S.  
**Honorable Mention:** Mohammed Alam, Duvan Ulloa & Jake Gallagher, Danbury H.S.

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## SAVE THE DATE

# 2nd Annual Health & Wellness Summit

October 10th • Aetna Headquarters



*Positive approaches to improving the social, emotional, and physical development of students*

*Sponsored by the Connecticut Association of Schools in partnership with the Connecticut State Department of Education*

## SAVE THE DATE

**Teacher Prep, continued from page 4** feedback to teacher candidates on concrete classroom management strategies to improve classroom behavior, compared to 23 percent of evaluated programs nationwide.

**Content preparation** -- None of Connecticut's elementary programs earn three or four stars for providing teacher candidates adequate content preparation, compared to 11 percent of elementary programs nationwide. At the high school level, only 17 percent of Connecticut secondary programs earn four stars for content preparation, compared to 35 percent nationwide. The major problem at the secondary level is that programs' requirements for "general science" or "general social science" certifications do not ensure that candidates are prepared in the content

of every subject they will be licensed to teach.

**Student teaching** -- Of the evaluated elementary and secondary programs in Connecticut, 8 percent entirely fail to ensure a high quality student teaching experience, in which candidates are assigned only to highly skilled teachers and receive frequent concrete feedback, while 61 percent earn four stars. 71 percent of programs across the country failed this standard, and just 7 percent earned four stars. However, Connecticut's high level of performance reflects the fact that one aspect of this standard was waived for Connecticut programs because state regulations preempt programs from taking an active role in the selection of cooperating teachers.

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breakthrough  
coach  
Management Development for Instructional Leaders

**The Breakthrough Coach is returning to Connecticut on November 21 and 22, 2013. Registration for this popular 2-day conference will be available online beginning September 2012.**

**For more information, visit:  
[www.casciac.org/go?666](http://www.casciac.org/go?666)**

### **Youngberg, continued from page 1**

professionals in the state of Connecticut. This award would not be possible without the support and hard work of my staff, students and families and the guidance of my district. I also have to thank my family for supporting me in the work I do for the incredible students of Bloomfield."

Youngberg earned her bachelor of science degree from American International College (Springfield, MA) and went on to receive her master's degree in elementary education and a certificate of advanced graduate study from Westfield State College (MA). She is currently working on her doctorate in educational leadership and supervision at American International College. She began her professional career in 1992 as a 5th grade teacher at the John R. Fausey School in West Springfield, MA. In 1998, she relocated to Connecticut, joining the teaching staff at Carmen Arace Middle School. In 2004, after six years as a classroom teacher, she was promoted to assistant principal at the newly-formed intermediate school. Four years later, she was named principal of CAIS, the position she now holds.

Upon assuming the principalship in 2008, Youngberg brought integrity, idealism and innovation to engage the school and community in a unified effort to build a vibrant, nurturing, child-oriented community where student achievement is abounding; teachers are challenged and supported; and parents are fully engaged in the life of the school. CAIS Language Arts teacher Gwendolyn Homicki states, "From the outset, it was very clear that Tracy was an engine for change in a school desperate for clear direction. In the five years that Tracy Youngberg has been principal of Carmen Arace Intermediate School, she has revitalized our mission and inspired her staff and the district to make sweeping reforms that mirror her many successes."

And Youngberg's successes have indeed been many. Under her leadership, CAIS has achieved numerous distinctions for its students' academic progress. In 2011, CAIS made ConnCAN's "Top 10 Lists" for performance gains (ranked no. 1) and for African-American achievement for the second year in a row. That same year, CAIS was one of only 34 schools statewide to be removed from the No Child Left Behind "Needs Improvement" list. Lesley Mara, member of the Bloomfield Board of Education and CAIS parent, attributes these successes to Youngberg's "leadership, cre-

ativity and determination." Says Mara, "However you define success, whether it be progressively improved test scores, community participation, staff retention, passionate academic leadership, professional standards, supportive feedback, or increasingly low rates of student discipline referrals, Tracy Youngberg has and continues to excel in all ways. She is the reason for the positive momentum and accolades the school has received and I arrive to work every day knowing that I am playing for a team that has what it takes to change the lives of both adults and children alike."

Leading an urban school where 60% of students receive free or reduced-price lunches and 98% are minorities, Youngberg 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. She has accomplished this by focusing as much on producing well-rounded, responsible and caring citizens as on high academic achievement. States Mara, "Tracy has created a nurturing school environment where children are challenged to be good students and good people." Adds Homicki, "We expect our students to be role models, socially and academically responsible participants in their surroundings. We expect decency and kindness to prevail over all else and we honor those who exemplify it."

Among Youngberg's many strengths is her fierce commitment to engaging parents as partners in the education of their children. She has been the driving force behind a number of policies and initiatives that have helped to maximize family involvement in the school. In addition to instituting mandatory positive calls home and a 24-hour return policy which ensures that all parent phone calls, emails and notes are returned within a day's time, she has worked to fully implement the Joyce Epstein parent and community engagement model. Her efforts have been strikingly effective, as evidenced by the record attendance rates at Family Fun Nights and Open Houses and the near 100% participation level for parent-teacher conferences.

In the fall of this year, Youngberg will be honored by CAS at the "Celebration of Distinguished Administrators" reception. She will also travel to Washington, D.C. to participate in a two-day national recognition event along with National Distinguished Principals from each of the other forty-nine states, the District of Columbia and the Virgin Islands.

### **Garagliano, continued from page 1**

Janet began her professional career in 1973 as a social studies teacher at Hamden High School. In 1990, she was promoted to assistant principal and, immediately thereafter, to associate principal. In 1997, she was appointed principal of Wamogo Regional High School in Litchfield and remained there for eight years before assuming the principalship of Jonathan Law High School in Milford, the position from which she retired in July of 2011.

In addition to overseeing the work of the High School Board of Control, Janet has been responsible for the Governor's Scholars Program, the High School Arts Banquet, and New England Schools and Colleges (NEASC) accreditation workshops. As both a building administrator and a CAS staff member, Janet has been a poised, articulate and intellectual leader, well-respected for her contributions to the advancement of secondary school reform in Connecticut. We are grateful that she will continue to direct her talents and energies to improving public education in our state. Good luck, Janet!

### **'Student Voices' contest winners, continued from page 5**

In the middle school division, the awards will be as follows: \$800 (1st place), \$400 (2nd place) and \$200 (3rd place) scholarships. In the high school division, the awards will be as follows: \$1500 (1st place), \$700 (2nd place) and \$350 (3rd place) scholarships. The honorable mentions in both divisions will receive \$100 gift cards.

Featured among the top entries were ideas for integrating more technology into the learning process, recommendations for new classes, suggestions for more collaborative learning and strategies for restructuring the school day so students can learn more and better.

"Every video we received was creative, engaging and revealed a passion for improving public education in Connecticut," Joseph J. Cirasuolo, Ed.D., Executive Director, Connecticut Association of Public School Superintendents, said. "We congratulate the students on their achievements and commend them for taking the time to develop such creative and engaging videos."

The 'Student Voices' video contest was inspired by the CT NextEd Report, which provides a robust set of practical recommendations for how to reimagine Connecticut's educational system.



## GOVERNOR JOINS CAS IN RECOGNIZING ACADEMIC EXCELLENCE

By Maureen Berescik, Bethel PS District Art Coordinator, and Janet Garagliano, CAS Assistant Executive Director

Governor Dannel Malloy caused a welcome stir at the Seventeenth Annual Governor's Scholars Luncheon held last month at the Aqua Turf Club. Students, parents and school personnel listened intently as Governor Malloy shared with them his passion for and commitment to improving education in Connecticut. He encouraged the students in the room to attend Connecticut colleges and universities but acknowledged that some would go outside the state for their undergraduate education. Without skipping a beat, he quickly added, "But if you do, come right back!"

This annual event honors thirty juniors for academic excellence. For a list of this year's winners, visit <http://casciac.org/go?683>. All principals of CAS member high schools are given the opportunity to nominate one junior ranked in the top five percent of his/her class. The CAS Governor's Scholars Committee reviews applications and selects winners based on their high school transcript, PSAT /SAT scores, CAPT scores for public school candidates, and the student essay. The thirty finalists, named Governor's Scholars, receive a

cash award, a plaque, and the opportunity to enrich their studies on a college campus. Semi-finalists receive certificates and are recognized locally in their school communities.

This year's essay question was "Since President Obama has been elected to a second term of office, what three (3) major issues do you think should be addressed nationally and internationally, and why?" Students addressed up to three topics and stated their evidence with a strong review of current issues. Topics reviewed by a number of students included: immigration policies; medical coverage, as in "Obama Care"; environmental issues, especially our natural resources, energy concerns, and climate change; and foreign policy as it relates to peace in the Middle East. Other issues focused on gay marriage, gun restriction laws, in particular after the impact of Sandy Hook on schools, and how to pay for student loans for higher education if the job market does not improve upon graduation. As usual, the quality of writing of our young people is outstanding, thoughtful and substantive.

Thirty-one colleges and universities throughout Connecticut provide the Governor's Scholars an opportunity to further challenge their intellectual curiosity and special talents. These institutions invite scholars to participate in educational enrichment experiences on their campuses before their high school graduation. All Governor's Scholars who matriculate at the University of Connecticut for the fall 2014 are awarded the Academic Excellence Scholarship for each of four academic years (8 full semesters of undergraduate work) currently valued at 5,000.00 a year.

Governor Malloy was one of several impassioned speakers at this year's event. CAS Executive Director Karissa Niehoff, CAS President-Elect Donna Schilke and Governor's Scholars Committee Chair Rita McDougald-Campbell also offered words of inspiration and praise to the students. Popular WFSB meteorologist Mark Dixon served as this year's master of ceremonies.

Congratulations to the 2013 CAS Governor's Scholars!



Governor Dannel Malloy



Governor's Scholars Committee Chair Rita McDougald-Campbell



Master of Ceremonies Mark Dixon



CAS President-Elect Donna Schilke



The 2013 Governor's Scholars joined by Governor Dannel Malloy

## 61st Annual Meeting, continued from page 1

many education programs and initiatives. Your work with CAS is vital to education in Connecticut; the service that you provide to your fellow educational leaders is invaluable."

### NEW BUSINESS

In addition to the proposed change regarding electronic meetings, the member principals unanimously approved the recently revised Bylaws of the High School Board of Control. The membership also approved the proposed Nominating Committee Report for the 2013-2014 school year. A warm welcome to the following individuals who have been newly appointed to board and officer positions within the association. CAS Board of Directors:

- Beth Smith, Shelton H.S., Secretary/Treasurer
- Pam Lazaroski, Lewis Mills H.S., Class M Rep
- Andre Hauser, Coginchaug Reg. H.S., Class S Rep
- Laurie Boske, Brownstone Intermediate Elementary Rep
- Kent Hurlburt, Buttonball School, Elementary Rep
- Kristin Reichelt-Bernier, Long River M.S. Assistant Principals' Rep

### CIAC Board of Control

- Matt Ryan, East Hartford High School
- Chip Dumais, Newtown High School
- Glenn Lungarini, Seymour H.S.
- Neil Rinaldi, Ellington H.S.
- Jim Wygonik, Lyme-Old Lyme H.S.

### High School Board of Control:

- Andre Hauser, Coginchaug Reg. H.S., CHAIR
- Art Arpin, Connecticut IB Academy
- Mike Foran, New Britain H.S.
- Linda Iacobellis, Bacon Academy
- Steve LePage, Plainville H.S.

### Middle Level Board of Control:

- Susan Muirhead, Mabelle Avery M.S., Somers - CHAIR
- Kevin Brough, Memorial Middle Sch.
- Stacy Chambers, McDonough Expeditionary Learning School

### Elementary Board of Control:

- Roxanne Augelli, Washington Elem. VICE CHAIR

- Lisa Eells, Gaffney Elementary School
- Michael Litke, Naubuc School
- James Quinn, Southend Elementary

### CSAC Board:

- Tiffany Caouette, Pleasant Valley Sch
- Paul Cavaliere, Jr. Sage Park M.S.
- Russell Dallai, North Haven H.S.
- Robert Nagashima, Wakelee Elem.

### Principals' Center Board of Control:

- Chip Dumais, Newtown H.S. CHAIR
- Brian Hendrickson, Hop Brook Elem. VICE CHAIR
- Miguel Cardona, Hanover Elementary
- Linda Provost, Hebron Avenue School

### Nominating Committee:

- Andre Hauser, Coginchaug Reg. H.S.
- Donna Schilke, Smith Middle School
- Karen Fitzsimmons, Memorial Elem.
- Lauren Elias, Tinker Elementary Sch.

### Awards and Recognition Committee:

- Bob Hale, Jr., Westbrook H.S. CHAIR
- Donna Hayward, Suffield H.S.
- Lauren Elias, Tinker Elementary Sch.

### Eligibility Committee Review Board

- Kirk Murad, Windham Technical H.S.
- Greg Shugrue, New Milford H.S.
- Jim Wenker, Newington High School

### 2013-2014 BUDGET

In a final order of business, the membership adopted a budget which included no dues increases (for the sixth consecutive year) yet preserves the current programs and services and maintains the existing staffing levels.

### 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 and Citations to the following individuals:

### Recipients of Letters of Commendation:

- Scott Leslie, RHAM High School, Hebron
- Beth Smith, Shelton High School
- Deborah Sullivan, Hall Memorial School, Middlefield

- Margaret Williamson, Northwest Catholic High School, West Hartford

Recipients of CAS Citations, the association's highest honor:

- Anthony "Butch" Azzara, Sacred Heart High School, Waterbury
- Rosie O'Brien Vojtek, Ivy Drive School, Bristol

NOTE: Norma Fisher-Doiron, principal of Southeast Elementary School in Mansfield, was also selected to receive a Letter of Commendation. However, she was unable to be in attendance for the presentation.

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:

- Gail Dahling-Hench, Pine Grove School
- Norma Fisher-Doiron, Southeast Elem.
- Donald Macrino, Waterford High School

### CIAC Board of Control:

- James Wenker, Newington High School
- Greg Shugrue, New Milford High School
- Andrea Lavery, Portland High School
- Kirk Murad, Windham Technical High School

### Principals' Center Board of Control:

- Donna Hayward, Suffield High School

### High School Board of Control:

- Susan McKernan, Ansonia High School

### Middle Level Board of Control:

- Joseph Scheideler, Canton Middle School

### Elementary Board of Control:

- Rosie O'Brien Vojtek, Ivy Drive School
- Norma Fisher-Doiron, Southeast Elem.
- Gail Dahling-Hench, Pine Grove School

### Eligibility Committee Review Board:

- Donald Macrino, Waterford High School

### Awards and Recognition Committee:

- Mike Rafferty, Old Saybrook M.S.





#### **Clockwise from top left:**

CAS President Fran Kennedy presents distinguished service plaques to outgoing board members Mike Rafferty, Don Macrino and Gail Dahling-Hench; Elementary Board Chair Karen Fitzsimmons presents distinguished service plaques to outgoing board members Rosie Vojtek and Gail Dahling-Hench; CAS Executive Director Karissa Niehoff and Letter of Commendation recipient Scott Leslie; CAS Executive Director Karissa Niehoff and Letter of Commendation recipient Beth Smith; CAS Executive Director Karissa Niehoff and Letter of Commendation recipient Margaret Williamson; CAS Executive Director Karissa Niehoff and Citation recipient Rosie Vojtek; CAS Executive Director Karissa Niehoff and Citation recipient Butch Azzara; CAS Executive Director Karissa Niehoff and Letter of Commendation recipient Deb Sullivan; middle school principals enjoy a less formal middle level membership meeting following annual meeting business; CIAC Board Chair Bob Hale, Jr. presents distinguished service plaque to outgoing Eligibility Committee Review Board member Don Macrino.





## CAS OFFERS REGIONAL EVALUATION WORKSHOPS

As part of the roll-out of the administrative evaluation process, CAS is presenting workshops throughout the summer at regional educational service centers. The workshops, which are particularly directed toward administrators who have evaluative responsibilities for other administrators, will provide participants with a good grounding in the process of administrative evaluation under the state guidelines. For a list of dates and locations, visit: <http://casciac.org/go?680>.

## INAUGURAL STATE ROBOTICS CHAMPIONSHIP DRAWS HIGH-PERFORMING COMPETITORS

A winning alliance of three high school robotics teams -- the Robo Squad from Hill Regional Career High School, the Bobcat Robotics from South Windsor High, and the Robocats of Bacon Academy -- won Connecticut's first-ever State Robotics Championship held May 11th at the Connecticut State Armory in Hartford. Sponsored by the Connecticut Association of Schools and the Northeast Utilities Foundation in partnership with Connecticut FIRST, the event provided the opportunity for more than thirty-nine state teams to go head-to-head in a Connecticut-only competition.

Beyond robot performance, a second honor, the Connecticut Choice Award, recognized the high school team that throughout the year has demonstrated the highest professionalism, sportsmanship, and citizenship, as well as creating a high quality robot. Chosen through a vote by all teams, this award was bestowed upon the Cyber Knights from Southington High School. The Cyber Knights were also one of ten Connecticut FIRST Robotics Competition (FRC) teams that qualified for and competed in the FIRST International Championship event held April 24-27 in St. Louis, Mo.

The Titanium Tomahawks of Glastonbury received the competition's Play of the Day award for the team's ability to adapt their robot's strategy for challenges on the field.

"The inaugural Connecticut High School Robotics Championship surpassed everyone's expectations," said Dave Maloney, Connecticut Association of Schools' Director of Student Activities. "Most impressive were the enthusiasm, collaboration, and intensity of the teams participating in this highly competitive event. Clearly, robotics brings together the unique combination of thinking skills, technology, and science in an unparalleled fashion. The 39 teams who participated in the competition were all winners and they set the stage for future "sport of the mind" events in Connecticut."



The Southington High School Cyber Knights, pictured here with their 2012 robot, are (left to right): Dr. Gino Brino, Bailey Kahl, Dan Arnsen, Kyle Sposato, Phi Trinh, Charlee Lefkovich, Misty Sposato

## CLEANING CLOSETS

By Dale Bernardoni

I am thrilled to report that since January, 2013 well over 1,000 cartons of books and supplies have been donated to our ongoing effort to donate books and supplies from schools and agencies in CT to enhance literacy in rural areas of South Africa. On average an individual carton contains approximately 50 books. It is estimated that approximately 50,000-60,000 books as well as school and art supplies, sports equipment and clothes will be transported to South Africa this summer. The shipping container is scheduled to leave from New York harbor during the last week of June. Items in the shipping container have been donated by the following schools and agencies:

- ACES, North Haven
- Cheshire Public Library, Cheshire
- Chester Elementary School, Chester
- Granby Public Schools, Granby
- Global Experience Magnet School, Bloomfield
- Henry James Middle School, Simsbury
- Irving Elementary School, Derby
- Mansfield Middle School, Storrs
- McKinley Elementary School, Fairfield
- New Fairfield Middle School, New Fairfield
- North Branford High School, North Branford
- Northwestern Region 7 Middle School, Winsted
- Parker Farms Elementary School, Wallingford
- Read To Grow, Branford
- Shelton Public Library, Shelton
- Waterford High School, Waterford
- Wintergreen Interdistrict Magnet School, ACES/Hamden

Each of the donations comes with its own story. Three are of very special note. First, in March, Sabin Loveland, the principal of the Global Experience Magnet School in Bloomfield, sent 6 high school students and 2 teachers to Makuleke, South Africa. They sorted the donated books sent from CT, established two new libraries and enhanced two others. Next year, we hope to bring 2 students from South Africa to attend school in CT as part of an exchange program. Then, when the beautiful, new Waterford High School was opened in April, Principal Don Macrino worked with student leaders to box and donate over 250 double sized cases of books that were no longer needed in the new school. The North Branford football team helped to load the boxes in the shipping container. This month, the schools of Granby, lead by the Granby Memorial Middle School Student Council with the guidance of ELA teacher Dave Kitzman, filled an entire POD with books, backpacks and sports equipment. They also held a walk-a-thon to raise funds to purchase bookcases for the Makuleke libraries. The students from Granby now Skype with their Makuleke friends.

Once the currently filled container is shipped this month, it will be replaced by an empty container and the filling process will begin again. Is your district planning to write new curriculum this summer according to the Common Core State Standards? Will you be retiring older textbooks or teaching materials? Will your library media specialist be cleaning the collection and removing low circulation books? Do you have sets of novels that are no longer used but stored in a bookroom?

Please consider saving copy paper cartons to box up the books and donate them to the United States-Africa Children's Fellowship for schools in South Africa. Feel free to contact me at 203-671-3052 or email me at [dbernardoni@comcast.net](mailto:dbernardoni@comcast.net). I will be happy to come to your school to pick up any donations. The rest of the transportation to South African schools and libraries will be handled by the USACF. Thanks in advance for your ongoing support.



## CAS ANNOUNCES 2013 ENDOWMENT GRANT WINNERS

In its inaugural year, the CAS-CIAC Endowment and Flanagan Grant Program awarded more than \$30,000 to member schools with innovative student activities programs. Out of forty-two applications, nine winners were selected. Here's a glimpse of these award-worthy programs!

### Woodrow Wilson Middle School, Middletown:

The RAM PRIDE PATROL is an awareness program that provides students with the opportunity to be advocates for their fellow students who have been bullied. Students may sign up for the PATROL or be recommended by members already on the PATROL. PATROL members attend a three-day training session each year and wear a lanyard that declares their commitment to eradicating bullying from Woodrow Wilson. Students on PRIDE PATROL meet twice a month to keep current their knowledge of the strategies they can use in their work. Since 2011 the number of students in RAM PRIDE PATROL has grown from 25 to nearly 300! The goal is to make Woodrow Wilson the first "Bully-Free" school in Connecticut.

### Forbes Elementary School, Torrington:

At Forbes Elementary School in Torrington, the Community Family Literacy Center is a new and innovative approach to bridging the gap between K-5 schools, preschools, and families. The Center provides a place at which families can borrow books and media, attend family literacy events, and learn how to use the latest technology. There are three goals: (1) to support local preschools and home daycare in early literacy; (2) to continue strengthening families and support the growth and development of children in the Torrington Public Schools; (3) be a model for all schools in Connecticut in the development programs for family involvement and preschool teacher support.

### Griswold High School:

A Career and Technical Education Enrichment Program will engage 8th grade students in non-traditional activities involving exposure to potential future careers. Areas of focus will be manufacturing, early childhood education, and culinary and medical careers. The goal is to ease the transition from middle school to high school by exposing 8th grade students to non-traditional occupations through CTE enrichment activities. Eighth grade students will meet weekly in a ninety-minute block and will participate in a variety of "hands on" projects provided by teachers and high school interns.

### Memorial Elementary School, East Hampton:

With this grant, Memorial will form a new club designed to give third grade students the opportunity to use technology to improve their reading fluency and comprehension skills. Students, teachers, and the Memorial assistant principal will meet before school 2-3 days a week to improve student reading skills through the use of iPads and various apps designed to target specific reading skills and competencies. Students will simultaneously improve their reading while also gaining the skills necessary to be successful in the 21st century. The students selected to participate will be those who demonstrate a need for support in developing literacy skills as well as students who would like to have an enrichment experience.

### Kaynor Technical High School, Waterbury:

"The Strong Initiative" is a series of programs and activities developed to meet the needs of Kaynor students throughout their high school career. Each grade will focus on the following themes: freshman year – Start Strong; sophomore year – Be Strong; junior year – Stay Strong; and senior year – Finish Strong. During their high school career, students at Kaynor will participate in activities that will help them develop skills for future careers & success. All programs at Kaynor will connect to one or more of the themes – thereby reinforcing the importance of the message. The goal of the strong program is to provide significant incentives and strategies for all students, so that students graduate with a strong foundation to succeed in their chosen career path.

### Duggan Elementary School, Waterbury:

At Duggan Elementary the CARE project (Cultural Awareness Regarding Ethnicity) represents an innovative approach specifically designed to encourage students to enjoy and look forward to reading. This project will involve



L to r: Griswold H.S. Principal Mark Frizzell and Student Council Advisor Terry Cholewa receive a check from CAS Executive Director Karissa Niehoff.

family members and is designed to improve overall reading proficiency. All kindergarten students will be introduced to five books that will be sent home so that students can read them with family members. Every five weeks a new book will introduce youngsters to a broad range of ethnicities for future class discussions. Teachers will conduct complimentary lessons in the classroom to support what students are learning through this project.

### Ellington High School:

Next year Ellington High School will have an author in residence - a week-long multi-cultural author/illustrator program for all students. Students will participate in readings, workshops, and visits to classrooms by authors/artists, inspiring future writers and illustrators in the student body. The goal of this program is to support the school's core values and beliefs about communication, innovation, and critical thinking. By delivering a program that provides cultural enrichment through the diverse presentations by a minority author and illustrator, students will become aware of differing perspectives and experiences.

### Moriarty School, Norwich:

Playground Sessions is a unique music education program that teaches its users to play the piano – an opportunity not afforded to many of Moriarty's students. The mantra of this program is that users play to learn rather than learn to play. The staff at Moriarty is constantly looking for ways to motivate their students to learn and thus to feel better about themselves while also enriching their lives with unique resources. Students will learn how to play songs on the piano, to read music, to practice effectively, and to compose new melodies and arrangements. We all know that music can impact us emotionally, socially, and physically. The target population served by this grant will be students who are struggling with self-esteem issues due to language barriers, transition to a new school, and/or low academic performance.

### Westhill High School, Stamford:

In order to raise the performance of all of Westhill's lowest performing underclassmen while also addressing the demographic "achievement gap," Westhill seniors will serve as "Assistant Teacher Interns" in classrooms that have a critical mass of freshmen and sophomores who are academically at risk. There are three broad areas that will benefit from this program: (1) the seniors who will experience a deep personal satisfaction of helping a fellow student who is struggling; (2) the at-risk students who will see improved grades and experience a deeper learning in their subjects; and (3) the entire Westhill community – for once there is a critical mass of at-risk students who have learned the skills and habits of mind required to be successful, the dream of true schooling will be realized – that all students can be successful.

## ciac news

## Sports News &amp; Notes

■ At the 61st Annual Meeting on May 9th, the CIAC membership passed seven proposed changes to the CIAC Bylaws. These changes serve to: allow make-up games on Sundays; revise language relative to participation of transgender students; modify the conditions for cooperative team sponsorships; increase the number of days in which an “unattached” athlete can participate in outside competitions; and require that a CIAC member school participate in all CIAC-sponsored sports that the member school offers. For details concerning these changes, visit [www.casciac.org/pdfs/proposed\\_CIAC\\_Bylaw\\_changes\\_2013.pdf](http://www.casciac.org/pdfs/proposed_CIAC_Bylaw_changes_2013.pdf).

■ Last month, the CIAC Board of Control approved a new metric for determining tournament classes. The new formula, which will take into account prior tournament success, will be voluntary for each sport committee and will apply only to schools that draw students from outside their district boundaries. For more details, visit: [ciacsports.com/site/?p=3721](http://ciacsports.com/site/?p=3721).

■ The National Federation of State High School Associations has issued a statement in support of the recently introduced Youth Sports Concussion Act (S.1014) sponsored by Senators Jay Rockefeller and Tom Udall. The legislation promotes improved national quality standards for injury-prevention equipment used in youth sports. Additionally, the legislation would encourage the Federal Trade Commission (FTC) to impose civil penalties upon manufacturers who sell their protective sports gear under false or unsubstantiated claims.

UNIFIED SPORTS -  
SUCCESS FOR ALL

By Lou Pear, Director of Unified Sports®

May 9th was a sunny and breezy spring day in Branford with the sea mist begging bathers to jump into Long Island Sound for a break from the weekly work schedule. However, this would not be a day at the beach for the 250 high school students from twelve schools preparing to compete in the Unified Sports Volleyball Tournament. These students and their coaches began to stream into the Branford High School gymnasium wearing energetic smiles and exuding enthusiasm and motivation. After the opening ceremony with the singing of the national anthem and the lighting of the Olympic cauldron, volleyball games commenced on five courts. Partners were mentored by their classmates; sportsmanship reached its highest level; and students of all abilities demonstrated a high degree of success and enjoyment.

On May 30th, the Unified Sports teams switched gears and prepared for the Southern Connecticut Conference Unified Sports Track Meet at West Haven High School. This event also drew students and coaches close to Long Island Sound and its temptation of a refreshing dip, but not before running the 2x25, 2x50 and the 4x100 relay races. The students also engaged in field events which included the javelin, shot put and the long jump. With the assistance of the peer leaders as timers, scorers and cheerleaders, all in attendance were treated to an enjoyable day. A special thank you goes out to West Haven Athletic Director Jon Capone who has been very instrumental in all of the SCC Unified Sports tournaments.

Recently, the U.S. Department of Education, in conjunction with Special Olympics Connecticut, has notified us that we are the recipients of the Project Unify Grant for the 6th consecutive year. This grant will support current Unified Sports schools in

*continued on page 16*

NFHS RELEASES NEW  
SPORTS MED GUIDELINES

By Joel Cookson, Director of Media and Sports Information

INDIANAPOLIS, Ind. – The National Federation of State High School Associations (NFHS) Sports Medicine Advisory Committee has approved four new or revised position statements on a variety of issues concerning the health and well being of student-athletes. The committee provided a new position statement on the use of padded head gear in non-helmeted sports, and revised three previous position statements on invasive medical procedures, concussion guides for parents, and sports related skin infections.

The new statement on soft or padded head gear in non-helmeted sports states that the NFHS does not consider soft or padded headgear products as effective equipment in preventing a concussion in non-helmeted sports. Soft or padded headgear products may be worn in non-helmeted sports that allow for such optional equipment, but the intent of that equipment should be for reasons other than concussion prevention.

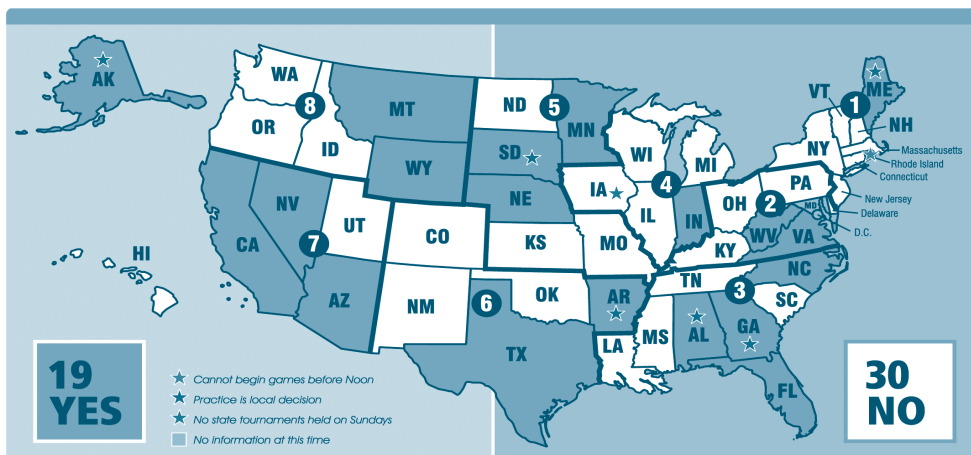
The revised position on invasive medical procedures on the day of competition states that medical interventions which increase the risk of disease exacerbation or additional injury are never appropriate on the day of competition, or on any other day, for a student athlete. There are three steps that should be taken to determine whether or not an athlete should return to play. These include evaluation of health risks, participation risks, and any factors in decision modification.

The parent's guide to concussions provides extensive information for parents in dealing with an athlete who may have suffered a brain injury. It details steps a parent should take if they suspect their child has a concussion, as well as facts and tips on the signs and symptoms of such an injury.

Finally the revised position statement on sports-related skin infections details the required procedures that should be followed to treat a wide range of skin infections, particularly in sports with frequent and unavoidable skin-to-skin contact such as football, wrestling, and basketball.

The new and revised positions statements can be accessed at [ciacsports.com/site/?p=4103](http://ciacsports.com/site/?p=4103).

## Question: Does your state association prohibit practice and competition on Sundays?





# SPRING 2013 CIAC SPORTS CHAMPIONS

## BASEBALL

<i>Champion</i>	<i>Runner-up</i>
Class LL: Amity	Southington
Class L: New Canaan	Waterford
Class M: St. Joseph	Northwestern Reg.
Class S: Oxford	Cromwell

## SOFTBALL

<i>Champion</i>	<i>Runner-up</i>
Class LL: Southington	Mercy
Class L: Foran	Masuk
Class M: Waterford	Granby Memorial
Class S: Oxford	Terryville

## BOYS TENNIS

<i>Champion</i>	<i>Runner-up</i>
Class LL: Greenwich	Staples
Class L: Daniel Hand/Fairfield Warde - CO-CHAMPS	
Class M: Avon	Guilford
Class S: East Catholic	Weston

## GIRLS LACROSSE

<i>Champion</i>	<i>Runner-up</i>
Class L: Darien	Greenwich
Class M: New Canaan	Wilton
Class S: Weston	Haddam-Killingworth

## BOYS LACROSSE

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

## GIRLS TENNIS

<i>Champion</i>	<i>Runner-up</i>
Class L: New Canaan	Fairfield Ludlowe
Class M: Wilton	RHAM
Class S: Stonington	Weston

## BOYS OUTDOOR TRACK

<i>Champion</i>	<i>Runner-up</i>
Open: Bloomfield	Windsor
Class LL: New Britain	Staples
Class L: Windsor	Fitch
Class MM: Wethersfield	Branford
Class M: Bloomfield	Woodland
Class S: Canton	Old Saybrook

## GIRLS OUTDOOR TRACK

<i>Champion</i>	<i>Runner-up</i>
Open: Bloomfield	NFA
Class LL: NFA	Amity
Class L: Windsor	Darien
Class MM: Hillhouse	Brookfield
Class M: Tolland	Plainfield
Class S: Bloomfield	Old Saybrook

## BOYS VOLLEYBALL

<i>Champion</i>	<i>Runner-up</i>
Class L: Staples	Glastonbury
Class M: Oxford	Enfield

## BOYS GOLF

<i>Champion</i>	<i>Runner-up</i>
Div I: Pomperaug	Simsbury
Div II: Daniel Hand	New Canaan
Div III: Holy Cross	Weston
Div IV: Morgan	Coventry

## GIRLS GOLF

<i>Champion</i>	<i>Runner-up</i>
Berlin	Greenwich/Staples



Photo by Ken Rutt

Boys Volleyball Class L Final -  
Glastonbury vs. Staples

Photo by Ken Rutt

Girls Lacrosse Class S Final -  
Haddam-Killingworth vs. Weston

## caad news

## NEW LAW RAISING STANDARDS FOR ATHLETIC DIRECTORS PASSES

By Fred Balsamo, CMAA, Executive Director, Connecticut Association of Athletic Directors

The Connecticut State Legislature recently passed a law that will, for the first time, give athletic directors statutory recognition. This law will define the position of athletic director and establish qualifications for hiring individuals for this position after October 1, 2013. Athletic directors employed prior to October 1, 2013 are grandfathered as long as they possess the proper credentials according to current CT State Department of Education certification regulations. The Connecticut Association of Athletic Directors initiated this endeavor last year with the help of State Representative Paul Davis from the 117th district and the guidance of athletic advocate Jean Cronin. Representative Davis introduced HB 6383 and it quickly gained tremendous support from education chairs Representative Andrew Fleischmann and Senator Andrea Stillman once it was understood that the athletic director position was not addressed in the existing statutes. Jumping on board to support the legislation was the Connecticut State Department of Education, the Connecticut Association of Schools (CAS), the Connecticut Association of Public School Superintendents (CAPSS) and the Connecticut High School Coaches Association (CHSCA). A solid team effort moved HB 6383 forward very rapidly, but the fact that many athletic directors in the state took the time to contact their area legislators was the decisive factor.

**Why the Law?** - The roles and responsibilities of athletic directors have become very complex. Ensuring compliance with CIAC rules and regulations, coordinating sport team schedules and transportation, supervising and evaluating coaches and ensuring their requirements are met, adhering to the NCAA recruiting standards for college bound athletes, monitoring equipment and facilities to make sure they are safe for athletic play, and ensuring that all of these needs are met to safeguard the well-being of the students are all part of the day-to-day duties of the athletic director. However, despite all these responsibilities, there was no mention of the position of "athletic director" in any of the state statutes. Additionally, several years ago, the legislature defined "athletic coach," created coaching permit requirements and a permit renewal process, and mandated ongoing education, which includes maintaining first aid and CPR certification and taking concussion education. The legislature also created an evaluation process for coaches and termination hearing procedures, and further mandated education on hazing, bullying and harassment, blood borne pathogens, MRSA, and gender identity. It has even passed legislation on the use of organic

fertilizers on school playing fields. The responsibility for implementing and monitoring all of these mandates very often falls upon the shoulders of the athletic director.

**The Athletic Director Position Defined** - The new law spells out general duties and responsibilities of an athletic director stating - "An athletic director administering the athletic program of a school or school district shall have the following responsibilities: (1) Ensuring that each athletic coach in the athletic program holds a coaching permit issued by the state board, (2) supervising and evaluating athletic coaches, pursuant to section 10-222e of the general statutes, as amended by this act, (3) supervising students participating in interscholastic athletics, (4) possessing knowledge and understanding of all rules and regulations of the governing authority for interscholastic athletics, (5) administering and arranging the scheduling of and transportation to athletic activities and events, (6) administering and arranging the hiring of officials, (7) ensuring a safe and healthy environment for all athletic activities and events, and (8) any other duties relevant to the organization and administration of the athletic program for the school or school district." Of course school districts can create additional responsibilities as many do but the law now outlines the basic covenants of the position.

**How this New Law Affects Current Athletic Directors** - The law grandfathers all current athletic directors in their present positions provided that they are currently holding the proper credentials according to the current certification regulations that went into effect July 1998. Anyone hired after July 1998 is currently required to hold a coaching permit AND either a certificate in administration & supervision (092) if they are a district athletic director or a Connecticut teaching certificate if they are a school athletic director. An athletic director who is considered an athletic program facilitator with no supervisory responsibilities needs only coaching permit. Those individuals currently serving in an athletic director position are grandfathered in their current position in their current district only. Anyone grandfathered who moves into a new district or to a new position must comply with the new law effective October 1, 2013.

**New Hiring Standards** - Effective October 1, 2013, any school district hiring an individual as "school" athletic director must make certain the applicant has a coaching permit and either a state of Connecticut approved teaching certi-

cate or the appropriate certification from the National Interscholastic Athletic Administrators Association. School districts hiring an individual as a "district wide" or "multi-school" athletic director must make certain the applicant has a coaching permit and either a state of Connecticut approved certificate in administration and supervision (092) or the appropriate master certification from the National Interscholastic Athletic Administrators Association. More information about the national NIAAA certification program can be found at [www.caadinc.org](http://www.caadinc.org).



Fred Balsamo

## CAS OFFICERS: 2012-2013

President.....	Francis Kennedy, Berlin High School
President-Elect.....	Donna Schilke, Smith M.S., Glastonbury
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## THE BULLETIN

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## ... more caad news

## RETIRED ADs CORNER

By Ed Tyburski

**L**ife membership CAAD Gold Cards for retired athletic directors were initiated in 1996, at which time 34 cards were distributed. There are now 143 retired athletic directors awarded Gold Cards, including 15 deceased.

The average number of years that our retired ADs served their schools is 19 years, for a total of 2,718 years served. To be eligible for a Gold Card, you must be an athletic director 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 does retiring from the AD position and continuing to teach. Those people will be eligible when they retire from teaching. More information on Gold Card membership is located on the CAAD website. Click on the "Did You Know?" button on the left side of the screen and then scroll down to "CAAD RETIRED AD REQUIREMENTS."

## LIFE MEMBERSHIPS

**John Keleher** retired after 10 years as athletic director at Darien H.S. and a physical education teacher for 32 years at Eastern and Central CT State Universities. He was a successful coach in track and cross-country at the college level producing 13 Division II All-Americans and two Division I All-Americans. He was president of the NCAA Track Coach Association Div. II and member of the NCAA Track and Field Committee. He was the NEC Coach of the Year in Cross Country and New England Coach of the Year in track.

**Jim Day** retired after 36.5 years in education. He served as athletic director at Berlin H.S. for 10 years. He was a successful varsity wrestling coach at Berlin H.S. for 27 years, winning nine state championships, seven second place finishes, 20 conference titles and 450 career wins. In 1990, he was the CHSCA Wrestling Coach of the Year. In 2000, he was inducted into the New England Wrestling Hall of Fame. In 2010, he was inducted into the National Wrestling Hall of Fame. In 2011, he was inducted into the Berlin Hall of Fame and was the winner of the Doc McInerney Award - Male Sports Coach.

**Peter Samperi** retired after 35.5 years as a teacher of physical education, health and drivers education. Peter served as athletic director at Stamford H.S. for six years. He was a successful varsity softball coach for five years and an assistant football coach for 15 years.

**John Adamovich** retired after 38 years as a teacher of physical education. He served as athletic director at Career H.S. for five years. He

was the freshman girls basketball coach at Amity Regional H.S. 1978-1984 and the boys chess team coach at Career H.S. 1999-2002. During his tenure as Career H.S. AD, the school won four state championships. The girls basketball team won the LL in 2008 and 2011; girls indoor track won the M in 2010; and boys basketball won the L title in 2012. In 1987, he was the CT Physical Education Teacher of the Year. In 1997, he was the recipient of the Physical Education Merit Award State of CT. In 2007, he won the Professional Honor Award State of CT (top P.E. award for the state of CT). From 1994 through the present, he served as the state CEU coordinator for the CT Association for Health, Physical Education Recreation and Dance.

**Joseph (Jay) Cottone** retired after 15 years as athletic director at Wethersfield H.S. and a teacher and supervisor of physical education for 35 years at the high school and college levels. He taught at Norwich University, Plymouth State College, University of Massachusetts and William Hall H.S. His coaching experience at Hall included nine years as head football coach and six years as head boys track coach, winning one CCC West championship in each sport. In 1989-90, he was the Special Olympics Regional head coach, Amherst, MA. At Norwich University, he was assistant football coach and head track coach for four years. At Plymouth State College, he was head football coach for five years, achieving a 46-7 record and was undefeated in 1984. He had

three ECAC post-season playoff berths, five NECF championships and one national championship playoff round. He also was the NEFC Coach of the Year in 1981 and 1982. In 1984, he was New England Division III Coach of the Year and was inducted into the Plymouth State Athletic Hall of Fame. He was also inducted into the Norwich University Hall of Fame. He spent one year at the University of Massachusetts as assistant football coach of quarterbacks. Other awards include: West Hartford Outstanding Achievement Award in Athletics, 1997; the Walter Murphy Coaches Award-Plymouth State College, 1997; the Youth Education Award from the Capital Area Substance Abuse Council, 2000; and the CAAD Merit Award for Service, 2012. Jay served on the CAAD executive board as secretary from 2010-12.

## MILESTONES

**Jeanne Cooper** retired after 35 years as a teacher of health and physical education. She served as athletic director at Hillhouse H.S. from 1994 to 2002 and at Hamden H.S. from 2002 to 2013, for a total of 19 years. She was a successful girls volleyball coach at Hillhouse H.S. for 14 years and a runner-up in the state championships. She received the Robert Duncanson Meritorious Service Award from CAAD and the Pathfinder Award from the CT AHPERD. She also served on the CAAD executive board as secretary from 2012-2013.

*continued on page 16*



CAAD President Brian Fell presented Gold Cards at the CAAD breakfast meeting on May 15th at the Sheraton Hotel in Rocky Hill. L. to R.: Jim Day, Berlin H.S., Peter Samperi, Stamford H.S., Brian Fell, Woodland H.S., Jay Cottone, Wethersfield H.S., John Adamovich, Career H.S.

### Retired ADs, *continued from page 15*

**John Domaingue** retired in 2012 after 38 years in education. He served as athletic director at Simsbury H.S. from 2000 to 2012. He was also director of physical education and athletics at the West Springfield (Ma) Public Schools from 1985 to 2000, and received the Western Massachusetts AD of the Year Award in 1991-92. From 1981 to 1985, he was director of athletics at Wachusett Regional H.S., Holden, Mass. From 1974 to 1985, he was a physical education teacher at Wachusett where he coached varsity football and men's gymnastics. In 1980-81, he was the Central Massachusetts Coach of the Year. He began his career at Burlington H.S. (MA) as a physical education teacher and freshman football and assistant gymnastics coach. He was president of the Massachusetts Secondary Schools Athletic Directors Association and served on its executive board from 1987-1996. While in Massachusetts, he served on a myriad of athletic committees and as an advisor between coaches and several sports leagues.

**Christy Hayes** retired after 42 years in education as a teacher of history and government. He served as athletic director at Wilton H.S. from 2002 to 2013 and at St. Joseph H.S. from 2000 to 2002 for a total of 13 years. He was a successful football coach at St. Joseph for 26 years, 15 of which he was a head varsity coach and accrued a record of 105 wins and five state championships. He was also a successful baseball coach at St. Joseph for 15 years, eight of those years as head baseball coach with 120 wins. He coached the St. Joseph girls varsity basketball for eight years with 150 wins and a state championship.

### Unified Sports, *continued from page 12*

the areas of leadership training, program recognition, volunteer recruitment and R-Word campaigns at their schools. With these funds, it is hoped that the schools from the following towns and cities will join our ranks in the fall: East Hampton, Plainville, Litchfield, Warren, Goshen, Morris, New Milford, New Fairfield, Coventry, Weston, Terryville, Thomaston and Wolcott. With this positive growth in school-based Unified Sports programs, more than 100 high schools will reap the rewards of having Unified Sports teams in their schools.

On the local news front, the Hartford Courant has to be commended for its comprehensive coverage of Unified Sports in Connecticut. With a focus on students, coaches, parents and school administrators, the writers have captured sincere, real-life stories of many of our Unified Sports participants. They spotlighted the bond between Tyler Cormier and A.J. Pollock; the story of Plainville H.S.'s Matt Gingras who plans to be an assistant coach at his alma mater in the fall; and the tale of multi-tasker Taylor Anfuso who is a Unified Sports cheerleader and basketball player. Taylor is quoted as saying, "It is a pretty trying thing (participating on two teams) but I had to do it." "But it sometimes gets complicated."

If you have a coach interested in starting a Unified Sports Team at your school, please contact us at the CAS office (203-250-111). Until then, have a restful and enjoyable summer break.



## INVESTORS IN CT YOUTH



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