

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



BULLETIN



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59th Annual Meeting

May 12, 2011

CAS Office ♦ 8:00 am - 12:00 pm

BandJam

The Ultimate
Battle of The Bands!!

BandJam East
Norwich Free Academy
May 13, 2011

&
BandJam West
Darien, CT
May 20, 2011

Featuring top high school rock bands from across the state
Go to <http://www.casct.org/bandjam.shtml> for more information

CAS MEMBERS ACTIVE AT THE LEGISLATURE

In recent weeks, a number of legislative hearings have been held at the state capital, affording CAS and its members opportunities to comment publicly on the merits - or lack thereof - of several important education-related bills under consideration by the state legislature. On February 23rd, CAS Executive Director Dr. Karissa Niehoff joined board members Gail Dahling-Hench, principal of Pine Grove Elementary School in Avon, and Kathryn Walsh, principal of Preston Veterans Memorial School, at the legislative office building to testify on SB 930, *An Act Concerning the School Entrance Age*. The proposed bill seeks to change the school entrance age requirement from January first to October first and to delete the provision allowing parents to withhold enrolling their child in kindergarten until the child is seven years old. Dr. Niehoff submitted a position statement on behalf of CAS which supports efforts to narrow the timeframe for enrollment in kindergarten and concurrently eliminate the provision allowing parents the option to withhold enrolling their child for kindergarten until the age of seven. To read the position paper in its entirety, visit www.casct.org/pdfs/CAS_Position_SB_0930.pdf. The paper also puts forth strong arguments in support of providing high quality pre-school opportunities for all students.

In her testimony, Gail Dahling-Hench stated, "The ability for parents to withhold enrolling their child until the age of seven, coupled with the enrollment of children who do not turn five until January 1, creates a readiness gap from a child's first day of kindergarten... Together we can help all of Connecticut's children have the best possible start in school by providing an equitable platform of readiness that is not dependent upon a parent's ability to finance preschool or withhold their children until the age of seven."

Kathi Walsh further supported those views: "Connecticut's children should have the right to attend kindergarten classes with age, size and developmentally appropriate peers. By deleting the provision allowing parents to withhold enrolling their child in kindergarten until seven years of age and concurrently increasing the age of enrollment, our

Connecticut schools will be better able to improve the academic achievement and advancement of all children."

On Friday, March 11, a public hearing was held on Raised Bill No. SB 1138, *An Act Concerning Strengthening School Bullying Laws*. CAS legislative liaison Dr. Dennis Carrithers recruited a strong cadre of member school administrators to testify on the proposed legislation. In attendance were:

- Jordan Grossman, Principal Canton Intermediate;
- Donna Schilke, Principal Smith Middle School, Glastonbury;
- Richard Dellinger, Principal Amity Middle School, Bethany;
- David DeCarli and John Fote, Assistant Principals, East Hartford High School;
- Janet Parlato and James Sachs, Assistant Principals, Berlin High School.

Dana Mulligan, assistant principal of Woodland Regional High School, was unable to appear in person but did file written testimony.

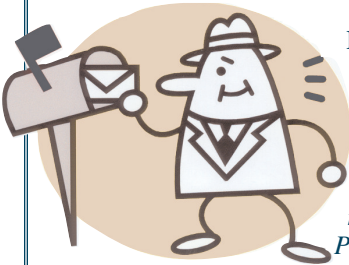
CAS prepared and filed a written position statement on SB 1138 supporting the foundation of the proposed bill but urging a number of modifications, including broadening the legislation's narrow focus on bullying to the larger issue of positive school climate. (Read the full text of CAS' position statement on page 5.)

Also in attendance at the hearing was CAS Assistant Executive Director Dave Maloney who offered compelling testimony based on his thirty-eight years of experience as a former teacher, coach and school administrator. "Decades of research have provided excellent guidance for school leaders on all aspects of bullying and mean spirited behaviors. Our focus must be on the newly developed National School Climate Standards, social skills instruction, positive school cultures, engaging instructional practices, and continuous, positive, and active supervision of student behavior and learning. Every stakeholder must be actively involved in this initiative, adults as well as students, and community members. No uniform, no metal detector, no security guard, no camera, and no school environmental specialist can do what a systematic framework of

continued on page 5

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: We have a teacher who currently teaches grade 11

English, and we have a student in his senior year who is interested in applying to a particular military school. The school requires a recommendation from the student's junior English teacher be written and uploaded onto their online recommendation site. The teacher is more than willing to write a generic recommendation for this student, but he is completely unwilling to upload it onto their website, stating claims of religion because he is a pacifist. I think he is being unfair to the student. If he is willing to write a recommendation, can I make him load it onto the website?

- Ready to Order

A. DEAR READY: Pacifism per se is not a religion, and we could inquire further as to exactly why the teacher objects. If the teacher's position is a matter of preference rather than religious obligation, you can order the teacher to upload the recommendation. Moreover, we do not need to accommodate religious obligations that prevent a teacher from performing essential job duties. However, before we worry about ordering the teacher to act against his conscience, I suggest that you try to obtain a copy of the recommendation and upload it for the student yourself, with a brief explanatory note. If that works, further debate with the teacher will not be necessary.

Q. DEAR MAILBAG: Once upon a time, our high school had a schedule that had students eating their "lunch" as early as 8:30 a.m. We have since modified our schedule to ensure that all students have their lunch period within prescribed times (10:00 a.m. to 2:00 p.m.). However, on early dismissal days (as during the examination period), we do not offer lunch. To add a little twist, one of our exam days was actually delayed because of snow this year and we were asked to provide lunch because the early dismissal was not so "early" any more. Are we obligated to offer lunch on shortened school days?

- Skipping Lunch

A. DEAR SKIPPING: No; you do not have to offer lunch on such days. In 2004, the General Assembly adopted Section 10-221o, which requires school districts to "offer all full day students a daily lunch period of not less than twenty minutes." We interpret "full day student" to mean a student in attendance for a full day, not a student who generally attends for the full day (which, of course, is true of virtually all students). Please also note that the statute refers to your offering a "lunch period," (i.e. an opportunity to eat lunch), rather than lunch itself. In any event, you will want offer a time to eat lunch whenever it would be reasonable to do so, just as you determined that is reasonable to establish a "lunch period" no earlier than 10:00 a.m.

Q. DEAR MAILBAG: A high school student lives with his father, who has primary decision making in a joint custody divorce agreement. The student is a special education student. The dad emails his son's school, asking the teacher about a homework assignment and sharing some personal information related to his son. The teacher responds to the father and copies the mother on the email. When questioned, the special education director told the parent that school personnel are required to respond and/or communicate with both parents. Is this true in regards to email and phone calls?

- Just Checking

A. DEAR CHECKING: While there is no statutory obligation to do so, the school district can establish this communication protocol. Here, since both parents have custodial rights, they may both have input into the child's education, and it is thus appropriate to communicate with both parents. Moreover, this protocol is consistent with the public policy in favor of school/parent communication. Since 2006, for example, schools have been obligated to provide the parent with whom the child does not primarily reside all school notices provided to the parent with whom the child does reside (as long as that parent so requests). Section 10-15b(b). Similarly, here, requiring that the other parent receive copies of emails and be made aware of the content of telephone conversations promotes involvement of both parents in the student's educational program.

ct news & notes

■ The U.S. Supreme Court has decided against hearing Connecticut's challenge to *No Child Left Behind*, ending the state's six-year suit over payment for increased student testing under the law, the Associated Press reports. Connecticut was the first state to challenge NCLB, which requires yearly standardized tests for children in grades three through eight. Connecticut had tested students in grades four, six, and eight before 2002. The state sought a change in testing rules or federal coverage of extra testing costs, which add up to millions of dollars. The high court's decision came after a federal judge and the Second U.S. Circuit Court of Appeals in New York both agreed in rulings that the lawsuit was premature. Education Department spokesman Thomas Murphy said costs have been a consideration as Congress debates whether to revamp NCLB. In 2006, the Connecticut State Conference of the NAACP received a federal judge's permission to intervene in the suit on the side of the U.S. Department of Education, arguing the state was suing with money that could be used for other purposes. They also worried that voiding the law could set a precedent for circumventing many civil rights statutes.

■ **CT FIRST** (For Inspiration and Recognition of Science and Technology) enthusiastically invites you to enjoy the largest robotics competition in New England--The Northeast Utilities **FIRST** Connecticut Regional taking place at the Connecticut Convention Center in Hartford all day April 1 and April 2. The event is free and open to the public. All ages, from 3 through 80 will be entertained, educated and inspired watching student-built robots play this year's game: LogoMotion. An animated video describing the game can be found at <http://www.youtube.com/watch?v=cSc8FWfJQIU>.

Sue Glasspiegel, regional director of **FIRST** in Connecticut, welcomes the opportunity to help you introduce **FIRST** programs into your schools and districts. In addition to the high school competition, there will be exhibits on the other **FIRST** programs which serve kids from kindergarten through grade 12. If you contact Sue in advance at sglasspiegel@usfirst.org, she will even extend a VIP invitation to you which will include special seating and a tour of the robots' pit area.

... more ct news & notes

New Higher Ed Report Released

Earlier this month, the Connecticut Department of Higher Education released *Higher Education Counts: Achieving Results, 2011*, its annual accountability report on Connecticut's system of higher education. Findings of this year's report included:

■ The number of undergraduate and graduate degrees conferred by Connecticut's public and independent institutions rose slightly from 2009 to 2010, with 35,851 degrees awarded in 2010 compared to 35,757 in 2009. During that same period, the number of teacher preparation awards conferred by Connecticut's public and independent institutions declined by 215, or 6.3%. Over the last five years, total teacher prep awards have declined by 12.6%. In 2010, 1,530 awards were conferred by Connecticut's public and independent institutions in critical teacher shortage areas, representing nearly half of all teaching degrees. (See table)

■ Since 2007, the CT State University System has enrolled a decreasing number of students in remedial or developmental courses. Enrollments in these courses have consistently been lowest at Eastern CT State University, with the proportion of students in these courses at or below 50% each year. The Community College System enrolled 6% fewer students in remedial courses in 2009 compared to 2008. Lowest rates of enrollment in community college remedial courses in 2009 were reported at Asnuntuck (50.3%), Northwestern Connecticut (62.5%), and Manchester (66.3%).

■ Racial/ethnic diversity in the state's public and independent higher education institutions is related in part to institutional selectivity and pricing: 40.9% minority enrollment at the lower tuition, open admission community colleges; 30.7% minority enrollment at Charter Oak State College; 25.3% minority enrollment at the University of Connecticut campuses, including the Health Center, with Asian as the largest component (9.1%); and 22.6% minority enrollment at the Connecticut State University campuses. Among community colleges, racial/ethnic diversity of the local population in the service area strongly influences the diversity of the student body. (See table)

■ Since 2006, the number of online courses offered by Connecticut Distance Learning Consortium member institutions has increased by 117%. Since 2003, offerings have grown by 309%. Registration in online courses has grown as dramatically as offerings. Since 2006, registrations have increased by 129% and, since 2003, by 323%.

■ Of the nearly 30,000 public high school students who planned to attend college in 2009, 59.5% or 18,290 planned to stay in Connecticut. The percent staying in Connecticut has increased modestly in the last year at 0.7%, but steadily in the last five years at 13.9%. The number of public high school students planning to attend college represents 80.6% of all high school graduates.

■ In 2009, for a third consecutive year, Connecticut ranked 4th among the 50 states in the percentage of its population aged 25 and older with a bachelor's degree or higher.

■ Four-year graduation rates at UConn have increased by 8% to 57% in the last five years. The Storrs' campus rate increased by 11% to 67% during this time. The CSUS four-year graduation rate is up 6% in the last 5 years to 19%. ECSU has the highest four-year graduation rate at 34%.

Awards Conferred by Critical Shortage Area

(Numbers in parentheses are years when area was not designated as a shortage area; these are not included in shortage totals)

	2006	2007	2008	2009	2010
Bilingual Education, PK-12	25	21	19	8	22
Comprehensive Special Education, K-12	222	345	338	339	347
English, 7-12	163	184	186	223	217
Intermediate Administrator	339	421	460	439	470
Library Media Specialist	(81)	39	22	4	(6)
Mathematics, 7-12	180	150	156	154	146
Music, PK-12	126	(91)	(69)	63	52
Remedial Reading & Language Arts, 1-12	235	(169)	(135)	(82)	68
Science, 7-12	189	185	169	175	(171)
School Psychologist	(123)	(100)	(109)	(113)	73
Speech & Language Pathology	73	47	67	74	69
Technology Education, PK-12	(38)	(38)	19	(24)	(29)
World Languages, 7-12	54	48	40	64	66
Total, All Shortage Areas	1,606	1,440	1,476	1,543	1,530
Total, All Awards	3,679	3,621	3,496	3,432	3,217
Percent in Shortage Areas	44%	40%	42%	45%	48%

This table includes awards granted by the Alternate Route to Teacher Certification. There were 236 awards granted in 2010. Bilingual education completions are extrapolated from master's degrees and graduate certificates; institutions have not reported them as teacher preparation completions. Source: CT State Department of Education; CT Department of Higher Education Annual Completions Report.

Fall 2010 Headcount by Race/Ethnicity

	Total Headcount Enrollment	Race/ethnicity**						
		Black or African American only	American Indian or Alaskan Native only	Asian only	Pacific Islander or Native Hawaiian only	Hispanic or Latino (of any race)	More than one race	White only
State Public Institutions								
University of Connecticut	30,034	6.9%	0.3%	9.1%	0.1%	8.1%	0.8%	74.7%
Connecticut Community College System	58,253	16.3%	0.2%	3.3%	0.1%	18.7%	2.3%	59.1%
Connecticut State Univ. System	36,629	9.3%	0.3%	2.7%	0.1%	7.7%	2.5%	77.4%
Charter Oak State College	2,278	16.0%	0.7%	2.4%	0.2%	10.6%	0.8%	69.3%
State of Connecticut (2010 pop.)	3,574,097	9.4%	0.2%	3.8%	0.0%	13.4%	1.7%	71.2%

** For 2009 and earlier, "minority" was defined as individuals reported as American Indian or Alaskan Native; Asian or Pacific Islander; Black, Non-Hispanic; and Hispanic. For 2010, "minority" is defined as individuals reported as African American or Black; American Indian or Alaskan Native; Asian; Hispanic; Pacific Islander or Native Hawaiian; and more than one race. To make institutional figures comparable to Census counts, percentages are calculated excluding students reported as non-resident alien and race/ethnicity unknown from the denominator.

Source: U.S. Census Bureau, Census 2010 Table QT-PL Population by Race, Hispanic or Latino; IPEDS Enrollment Survey.

Tuition and Fees by Connecticut Institution

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change 2010-11	% Change 2007-11
UConn – Storrs – Tuition & Fees	\$8,362	\$8,852	\$9,338	\$9,886	\$10,416	5.4%	24.6%
T&F as a % of MHI	13.0%	13.7%	14.4%	15.2%	16.1%		
CSUS – Tuition & Fees	\$6,284	\$6,736	\$7,179	\$7,567	\$8,043	6.3%	28.0%
T&F as a % of MHI	9.8%	10.4%	11.1%	11.7%	12.4%		
CCCS – Tuition & Fees	\$2,672	\$2,828	\$2,984	\$3,200	\$3,406	6.4%	27.5%
T&F as a % of MHI	4.2%	4.4%	4.6%	4.4%	4.6%		
Connecticut MHI	64,141	64,682	64,851	64,851*	64,851*	0.0%	1.1%

*Note: Connecticut MHI for 2009-10 and 2010-11 was not available at the time of this publication. CSUS Tuition & Fees are an average of the four universities.

Source: US Census Bureau; UConn Office of the CFO; CSUS Office of the CFO; CCCS Office of Planning, Research and Assessment; IPEDS Data; Connecticut Department of Higher Education.

To view *Higher Education Counts: Achieving Results, 2011*, in its entirety, visit <http://www.ctdhe.org/info/pdfs/2011/Accountability2011.pdf>

national news & notes

■ A new brief from the Center for Public Education lays out conclusions from recent research as to what makes for a highly effective school board. It breaks these down into eight characteristics. First, effective school boards are those that commit to a vision of high expectations for student achievement and quality instruction, and define clear goals toward that vision. Second, they have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. Third, they are accountability-driven, spending less time on operational issues and more time focused on policies to improve student achievement. Fourth, they have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals. Sixth, they are data-savvy, embracing and monitoring data even when the information is negative, and using it to drive continuous improvement. Seventh, they lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust. Finally, they take part in team development and training, sometimes with their superintendents, to build shared knowledge, values, and commitments for their improvement efforts.

■ Last month, parents in a wealthy suburban Kansas City school district filed a federal lawsuit, believed to be the first of its kind in the nation, asking that the state property tax caps be revoked so that they could pay more for their schools. With limits on what private money can be used for and state funding cuts forcing the closure of schools and increases in class size, the parents sought a temporary injunction to bypass a provision in state law and ask voters for a local tax hike to fund schools. However, earlier this month, a federal judge ruled that the district's property taxes could not be raised above the state cap because it could bring down Kansas' entire school funding system. U.S. District Judge John W. Lungstrum dismissed the lawsuit, saying the local option budget cap – which limits the amount of money school districts can raise beyond what the state provides – is not severable from the rest of the funding formula.

■ A new brief from The New Teacher Project summarizes recent research on the effects of quality-blind layoffs, and explains why, in the authors' view, layoff decisions should be based on what teachers achieve with their students, not on when they started teaching. The brief lays out which states have the most stringent last in-first out laws, measures the budget shortfalls of those states against potential teacher layoffs, and summarizes with graphics several recent studies on the potential effects of quality-blind layoffs. It shows how much a kid with a poor teacher is estimated to fall behind and charts how seniority-

based layoffs tend to hurt high-poverty schools the most. It also calculates the difference in numbers in seniority-based layoffs versus seniority-neutral layoffs. It then offers "A Smarter Teacher Layoff System" that describes how districts can use a scorecard that considers five factors to determine layoff order: performance evaluation rating; attendance; classroom management rating; experience; and extra school responsibilities. It lists alternative approaches to quality-blind layoffs that various states have undertaken, as well as pending legislation, and serves up what the authors feel are common myths about seniority-based layoffs. It ends with the statement that "it should not be illegal for schools to try to keep great teachers during tough economic times." To view the brief, visit http://tntp.org/files/TNTP_Case_Against_Quality_Blind_Layoffs_Feb2011.pdf.

■ In the final report from its four-year Inside Charter Schools Initiative, the Center on Reinventing Public Education (CRPE) has released a study that finds the autonomy granted charters can have valuable effects in schools and in the educational system as a whole, but expectations about what a school "should look like," the stress of tight and unstable budgets, and administrative demands are pulling many charters back to traditional practices. The authors argue that the freedom given charter schools can lead to new programs serving diverse needs, to higher expectations for low-income and minority students, to more school-focused professional norms for teachers and leaders, and to new ways to hire teacher and leader talent in schools. However, "some doors -- though unlocked -- go unopened," and overwhelming administrative demands have undermined innovation as charter networks have grown. As the charter school movement matures, a call for more consistent quality in charters has come from both advocates and opponents, which the authors feel is an appropriate evolution. The report cautions that autonomy only creates the opportunity for high-quality schools; it does not guarantee it, and the charter movement must continue to encourage innovation even as it expands and becomes more established. http://www.crpe.org/cs/crpe/view/csr_pubs/381

■ Faced with the dismantling of their district's socioeconomic integration plan, civic leaders in Wake County, North Carolina have unveiled a proposal for a third generation of integration: integration by achievement. Under the plan, no school would have an overwhelming number of failing students. Instead, a school might have a 70-30 mix -- 70 percent who have scored proficient on state tests and 30 percent below grade level. The plan is thought to be the first of its kind in the country. In September, the Greater Raleigh Chamber of Commerce hired Michael Alves, a nationally known consultant on school integration plans, to devise a new one. Under the resulting

plan, once students entered a school, they would not have to move. Chamber President Harvey Schmitt thinks that both racial and socioeconomic integration have been proxies for academic integration; that what a parent -- white, black, Hispanic, Asian -- wants most for a child is to attend an academically successful school; and that race and wealth have been roundabout ways to accomplish that.

■ A new study from Vanderbilt University's Peabody Research Institute finds that children who attended Tennessee's public pre-kindergarten gained an average of 82 percent more on early literacy and math skills than comparable children who did not attend, reports The Commercial Appeal of Memphis, Tenn. The study compared the performance of 303 children, some randomly admitted to state-funded pre-K classes in 23 schools and others who applied but were not admitted due to space limits. Assessments at the beginning and end of the pre-K year found that pre-K children had a 98 percent greater gain in literacy skills than those who didn't attend, a 145 percent greater gain in vocabulary, and a 109 percent greater gain in comprehension. They also made strong but more moderate gains in early math skills (33 percent to 63 percent greater gains). The average gain across the board was 82 percent. The Vanderbilt researchers conducted a second study that corroborated the first, comparing 682 children who attended 36 pre-K classes in rural and urban Middle Tennessee to 676 children who entered a year later because of the birth date cutoff. The second study had similar findings. Both studies will continue collecting data for the next four years as the children advance through the elementary grades.

■ According to an article by Andrew Rothman in TIME Magazine, looming budget cuts have put class size at the center of the national education debate. However, Mr. Rothman feels anxiety over the issue is misplaced. School districts, states, and the federal government have tested class-size reduction as a school-improvement strategy for years, and research shows smaller classes are better only if the teacher is very good. Kids are better off with 28 or 30 students in the classroom and a great teacher than 22 classmates and a mediocre teacher. On top of this, to make a significant difference in student achievement, "smaller" must mean fewer than 16 students, and benefits are greatest in the early grades and for at-risk youth. "As is too often the case in education, that research is almost completely at odds with current practice," Rotherham writes. "Instead of lowering class size a lot for the students who most need it, school districts generally lower it a little for everyone." Therefore, across-the-board increases in class size is poor policy, in Rotherham's opinion. He feels it's important to go much smaller for some students, but fine to go larger for others.

SAVE THE DATE

Due to the overwhelming success of the previous summer institutes, the Connecticut Association of Schools (CAS), with support from the Connecticut State Department of Education (CSDE), Connecticut Association of Supervision & Curriculum Development (CASCD) and the State Education Resource Center (SERC), is again sponsoring the 2011 *Summer Leadership Institute*. The theme for this year's event, which will be held at the Heritage Inn in Southbury, June 28-29, 2011, is "Changing the Odds for Student Success in Connecticut: What Matters Most."

The keynote speaker is Dr. Tim Waters, known nationally and internationally as an innovator, author, and leader of education improvement and reform. Dr. Waters has nearly 40 years of experience in education as a teacher and administrator, and has served as McREL's President and CEO since 1995. He speaks and writes extensively on the topic of education leadership and co-authored *School Leadership that Works: From Research to Results* and *District Leadership that Works: Striking the Right Balance*.

On day 1 of the Institute, Dr. Waters will present the findings of McREL's latest research publication, "Changing the Odds for Student Success in Connecticut: What Matters Most." On day 2, schools and districts in CT making progress in these high leverage areas will share their experiences and results.

Registration will be available soon at www.casciac.org/register.

REGISTER NOW

Annual Conference for School Office Personnel

Friday, April 29, 2011
Aqua Turf Club

This one-day conference is designed to support the daily work of school office personnel and the important contributions they make to a school's culture and positive teaching and learning environment.

Keynote Presenters:

Attorneys Tom Mooney & Gwen Zittoun,
Shipman & Goodwin, LLC
Kate Cofrancesco, Stress Management
Training Consultant

Register online at www.casciac.org/register

Legislation, continued from page 1

trained educators, parents, and students can do to ensure the safety and well being of our children.... We urge you to consider the modifications proposed by CAS and pass this act. We cannot wait for one more student to stay at home for fear of being harmed at school!"

CAS is grateful to those member school administrators who made themselves available to testify at these recent legislative forums. We hope others will join in these efforts in the future. It is critical that legislators are privy to the "grass roots" perspectives of those individuals who will be most directly effected by the laws they enact. Commented Kathi Walsh, "Providing testimony for SB 0930 was a very interesting and rewarding experience. I enjoyed being a part of our legislative process and I would like to encourage others to step forward and become actively involved. I was reminded that many individual voices can, collectively, make a difference!" (See related item pages 6-7.)

CAS POSITION STATEMENT

Raised Bill No. SB 1138: An Act Concerning Strengthening School Bullying Laws

The Connecticut Association of Schools has long advocated for safe and respectful school climates and fully supports the efforts to eliminate bullying and cyber bullying. The Association has partnered with the CT State Department of Education and other state organizations to offer professional development support to our member schools to improve school teaching and learning environments.

Teachers and school leaders are engaged daily preventing, intervening in, and following through on incidents of meanness, teasing, harassment, and bullying involving members of their school communities. Each and every school community member, (student, faculty, staff, administrator and family) has the right to learn, work, interact and socialize in physically, emotionally and intellectually safe, respectful and positive school environments.

Schools, therefore, have the responsibility to create, maintain and nurture positive school climates. All school community members share a role and responsibility in creating nurturing environments that foster an increase in positive and meaningful relationships among adults, adults with students and students with their peers. Everyone should be looking to eliminate meanness. Any form of hurtful, unkind, mean-spirited, disrespectful interactions, (verbal, non-verbal or physical), including, but not limited to bullying and harassment, among any and all school community members, student and adult alike, diminishes the quality of the school climate and must not be tolerated. A negative school climate undermines a successful learning and teaching climate and compromises students' ability to be successful.

Consequently, the Connecticut Association of Schools encourages modifications to this legislation that would require school districts to develop and implement policies and plans that will foster Safe, Positive School Climates. In addition to reporting incidents of bullying, schools and districts should report on their progress in maintaining positive school climates. Furthermore, each local and regional board of education shall direct the assessment of the quality of Safe, Positive School Climates in individual schools and subsequently develop and implement plans of action for school climate improvement.

We support the designation of someone specifically to have responsibility for school climate plans in each school, and would suggest that it be the principal or designee, rather than requiring the person be a school counselor or school psychologist. We further recommend that instead of requiring the creation of a separate "safe school environment team" in all schools regardless of what each school already has in place, that it be incorporated into existing school organizational structures such as school improvement or school climate communities. The creation of such a team should be required in schools that have nothing similar in place.

Positive school climate is the ultimate remedy for meanness, bullying and harassment, and school communities are charged to focus on creating positive school climates as the means to support physical, emotional and intellectual trust and safety for every school community member. By so doing, the two fundamental goals of public schooling are honored: to protect children and to promote learning.

The Connecticut Association of Schools stands ready to assist the Legislature and the Department of Education in developing language in the legislation that will ensure Safe, Positive School Climates for all Connecticut schools.

In the hopper . . .

The following are just some of the education-related bills currently under consideration by the Connecticut legislature. Please visit the CAS website at www.casctiac.org/legalerts.shtml for a complete list of pending legislation as well as links to the full text of all proposed bills.

HB05005 AN ACT CONCERNING PARTICIPATION OF NONPUBLIC SCHOOL TEACHERS IN COOPERATING TEACHER PROGRAMS

To allow nonpublic school teachers in Connecticut to receive a professional educator certificate.

HB05007 AN ACT CONCERNING PSYCHIATRIC AND PSYCHOLOGICAL TESTING OF SCHOOL CHILDREN AND PROCEDURAL SAFEGUARDS FOR PARENTS

To expand the current procedural safeguards regarding a parent's right to informed consent and right to refuse psychiatric or psychological testing and evaluation of their child.

HB05062 AN ACT AUTHORIZING BOARDS OF EDUCATION TO DETERMINE WHICH CONDUCT WARRANTS AN IN-SCHOOL SUSPENSION

To provide municipalities with more control over their educational expenses by allowing them to determine which offenses warrant in-school suspensions.

HB05122 AN ACT DELAYING THE IMPLEMENTATION OF THE IN-SCHOOL SUSPENSION REQUIREMENT

To delay the in-school suspension requirement until July 1, 2013.

HB05123 AN ACT CONCERNING THE PROVISION OF HEALTH SERVICES TO SICK AND DISABLED STUDENTS ATTENDING NONPUBLIC SCHOOLS

To allow nonpublic school students suffering from an illness or disability to temporarily receive health services from towns and regional school districts that provide such services to public schools.

HB05153 AN ACT CONCERNING THE REQUIREMENTS FOR IN-SCHOOL SUSPENSIONS.

To amend the law regarding in-school suspensions so that students who face disciplinary action have a continuity in their learning.

HB05154 AN ACT CONCERNING THE INCLUSION OF COURSEWORK RELATING TO INTERNET SAFETY IN THE SCHOOL CURRICULUM

To help make students aware of the potential dangers and risks of putting personal information online and in social media communications.

HB05156 AN ACT CONCERNING CERTIFICATION FOR OUT-OF-STATE TEACHERS

To allow teachers that have been certified in another state to obtain certification in Connecticut without having to pass the Praxis test.

HB05197 AN ACT CONCERNING THE BURDEN OF PROOF IN SPECIAL EDUCATION HEARINGS

To shift the burden of proof to parents in special education hearings.

HB05295 AN ACT CONCERNING LIMITED ENGLISH PROFICIENT STUDENTS AND EDUCATION COST SHARING GRANTS

To provide additional state aid to districts to offset extra costs for educating English language learners.

HB05529 AN ACT PROHIBITING SCHOOL DISTRICTS FROM CHARGING STUDENTS MANDATORY FEES

To prohibit a school or school district from charging mandatory fees.

HB05532 AN ACT CONCERNING MASTER'S DEGREES AS A SUBSTITUTE FOR THE PRAXIS EXAM FOR PURPOSES OF TEACHER CERTIFICATION

To allow individuals with a master's degree to be exempt from the requirement that applicants for teacher certification pass the Praxis test.

HB06499 AN ACT CONCERNING MINOR REVISIONS TO THE EDUCATION STATUTES

To include genocide education in the materials provided by the department of education to school districts for student curriculum and educator in-service training; to classify American sign language as a foreign language for purposes of the prescribed education curriculum; to include the international baccalaureate diploma program as part of the definition of "advanced placement course program"; to require the state board to adopt regulations that create a certification endorsement area in computer and information technology that allows computer and information technology teachers to teach in grades kindergarten to twelve, inclusive; to require that the legislative body of a school district receive a copy of a completed mediation and arbitration decision; to amend certain reporting requirements; to change the month that a teacher shall be notified that such teacher's contract will not be renewed for the following year from April to May; to allow superintendents limited access to information in the state-wide public school information system; to require boards of education to provide written notice to parents that unexcused absences could result in a complaint filed with the Superior Court; to require the state board to define "excused absence" and "unexcused absence"; and to make minor revisions to the education statutes.

SB00117 AN ACT CONCERNING AN ALTERNATE ROUTE TO CERTIFICATION PROGRAM FOR EARLY CHILDHOOD EDUCATORS

To decrease the amount of time required to obtain a teaching certificate for early childhood educators by establishing an alternate route to certification program for such educators.

SB00122 AN ACT CONCERNING THE REQUIREMENTS FOR SUBSTITUTE TEACHERS

To allow experienced substitute teachers, who do not have a bachelor's degree, to continue substitute teaching.

SB00420 AN ACT CONCERNING THE DATE WHEN PARENTS MAY REGISTER THEIR CHILDREN FOR KINDERGARTEN

To raise Connecticut's kindergarten enrollment age so that it is more in line with other states, and to help address the state's achievement gap by reducing the number of four year olds struggling with curriculum set for older children.

SB00454 AN ACT CONCERNING THE REGIONALIZATION OF SCHOOL DISTRICTS

To create fifty-four regional school districts so as to ensure that state and local education funds are spent in a way that minimizes bureaucratic redundancy and duplication.

SB00581 AN ACT CONCERNING THE TERMINATION OF EMPLOYMENT OF TEACHERS AND SCHOOL ADMINISTRATORS AT LOW ACHIEVING SCHOOLS

To allow superintendents to replace substandard teachers and school administrators at low achieving schools.

SB00583 AN ACT CONCERNING RECIPROCITY FOR TEACHER CERTIFICATION

To permit certain out-of-state teachers a reciprocal certificate if the standards for certification are similar to or greater than the state of Connecticut.

SB00629 AN ACT AMENDING THE EDUCATION COST SHARING FORMULA TO A MONEY FOLLOWS THE CHILD APPROACH

To establish a money follows the child approach to state education grant funding.

SB00930 AN ACT CONCERNING THE SCHOOL ENTRANCE AGE

To change the school entrance age requirement, beginning in the school year commencing July 1, 2012, from January first to October first, and to delete the provision allowing parents to withhold enrolling their child in kindergarten until the child is seven years old.

LEGISLATIVE PRIORITIES:

CAS Needs Your Input

The CAS Legislation Committee is interested in determining priorities for this session of the Connecticut Legislature. In order to best represent our member school leaders, we need to know what issues are most important to you. Please take the time to fill out a short survey by visiting <http://cascl.ac/318>. The survey asks for your input on bills that have been introduced into legislation this year. Specific information about each of these bills can be found on the CAS website under the Legal and Legislative Resources tab.

SB01103 AN ACT CONCERNING EARLY CHILDHOOD EDUCATION

To require school districts to provide preschool; to provide additional school readiness grants to towns and regional school readiness councils that make additional spaces available in school readiness programs; to eliminate the Office of Early Childhood Planning, Outreach and Coordination and require the Department of Education to begin a state-wide longitudinal evaluation of the school readiness program; and to amend the membership of the Early Childhood Education Cabinet and add certain duties to the cabinet.

SB01105 AN ACT CONCERNING SPECIAL EDUCATION

To clarify who is eligible to provide applied behavior analysis services and who is responsible for supervising such providers of applied behavior analysis services; to eliminate the requirement that parental consent be secured when a planning and placement team recommends a private school placement for a child eligible for special education; to clarify the requirements relating to the provision of special education services to children enrolled in a private school; to clarify the programmatic and financial responsibility of education for state agency-placed children; and to develop guidelines regarding the prevention of lead poisoning among students and the care of students with lead poisoning.

SB01106 AN ACT CONCERNING THE ESTABLISHMENT OF THE DEPARTMENT OF EARLY EDUCATION AND CHILD DEVELOPMENT

To create the Department of Early Education and Child Development that will be responsible for all state early childhood education and child care programs and services, and to allow family child care providers to bargain collectively for the purposes of such providers' role in the state child care subsidy program.

SB01138 AN ACT CONCERNING THE STRENGTHENING OF SCHOOL BULLYING LAWS

To help foster safe school climates by strengthening and expanding Connecticut's school bullying laws.

SCHOOLS CANNOT DO IT ALONE

Excerpted from "Schools Cannot Do It Alone," By Jamie Vollmer

At the beginning of the twentieth century, politicians, academics, members of the clergy, and business leaders saw public schools as a logical site for the assimilation of immigrants and the social engineering of citizens - and workers - of the new industrial age. They began to expand the curriculum and assign additional duties. That trend has accelerated ever since.

From 1900 to 1910, we shifted to the school responsibilities related to:

- Nutrition
- Immunization
- Health (Activities in the health arena multiply every year.)

From 1910 to 1930, we added:

- Physical education (including organized athletics)
- The practical arts/domestic science/home economics (including sewing and cooking)
- Vocational education (including industrial and agricultural education)
- Mandated school transportation

In the 1940s, we added:

- Business education (including typing, shorthand, and bookkeeping)
- Art and music
- Speech and drama
- Half-day kindergarten
- School lunch programs (We take this for granted today, but it was a huge step to shift to the schools the job of feeding America's children one third of their daily meals.)

In the 1950s, we added:

- Expanded science and math education
- Safety education
- Driver's education
- Expanded music and art education
- Stronger foreign language requirements
- Sex education (Topics continue to escalate.)

In the 1960s, we added:

- Advanced Placement programs
- Head Start
- Title I
- Adult education
- Consumer education (resources, rights and responsibilities)

- Career education (options and entry level skill requirements)
- Peace, leisure, and recreation education [Loved those sixties.]

In the 1970s, the breakup of the American family accelerated, and we added:

- Drug and alcohol abuse education
- Parenting education (techniques and tools for healthy parenting)
- Behavior adjustment classes (including classroom and communication skills)
- Character education
- Special education (mandated by federal government)
- Title IX programs (greatly expanded athletic programs for girls)
- Environmental education
- Women's studies
- African-American heritage education
- School breakfast programs (Now some schools feed America's children two-thirds of their daily meals throughout the school year and all summer. Sadly, these are the only decent meals some children receive.)

In the 1980s, the floodgates opened, and we added:

- Keyboarding and computer education
- Global education
- Multicultural/Ethnic education
- Non-sexist education
- English-as-a-second-language and bilingual education
- Teen pregnancy awareness
- Hispanic heritage education
- Early childhood education
- Jump Start, Early Start, Even Start, and Prime Start
- Full-day kindergarten
- Preschool programs for children at risk
- After-school programs for children of working parents
- Alternative education in all its forms
- Stranger/danger education
- Anti-smoking education
- Sexual abuse prevention education
- Expanded health and psychological services
- Child abuse monitoring (a legal requirement for all teachers)

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CANDIDATES FOR NAESP ZONE 1 DIRECTOR: 2011-12

Jillayne T. Flanders



Plains Elementary School
South Hadley,
Massachusetts

"I am thrilled to be a candidate for Director representing the dedicated elementary and middle school principals of Zone 1. Throughout my 23 years as a principal,

I've successfully worked with children, families, and teachers to provide educational services that meet the needs of the children in my care. My focus has always been on providing for the social and academic growth of children by linking people, ideas, and resources together to create a nurturing yet challenging learning environment filled with excitement, enthusiasm, and humor. We do this work for the children, no matter what their needs, background, experience, or expectations. Every child can succeed. I've demonstrated my commitment to children through my service to my state association and by representing our zone on several national committees. I look forward to serving Zone 1 as your Director, and I will be seeking your insights and support. Thank you!"

Professional Experience: Principal, Plains Elementary, '00-present — Principal, Hadley Elementary, '87-'00 — Adjunct Professor, Westfield State Univ., '99-present — Editor & Test Reviewer, Pearson Evaluation Systems, '85-present — Head Teacher, Goshen Center School, '83-'87 — Teacher, Grades 2-4, Goshen & Chesterfield, MA, '79-'87

Professional Affiliations: NAESP, '90-present (Resolutions Cmte, '08-present; Nominating Cmte, '06; State Rep., '01-'08) — Massachusetts Elem. School Principals' Assn., '85-present (President, '94-'95, '01-'02; Certification Program Mentor Principal, '92-present) — Delta Kappa Gamma Intl Society for Key Women Educators, Alpha Epsilon Chapter, '93-present (President, '98-'02, '04-'08) — ASCD, '85-present — Phi Delta Kappa, '85-present — Executive Board, South Hadley Network for Children, '00-present — Advisory Cmte, MA Dept. of Early Ed. & Care, '05-present — Policy Cmte, Strategies for Children/Early Ed. for All, '05-present — South Hadley School Building Cmte, '02-present — Hadley School Building Cmte, '91-'96

Professional Honors: Thomas Passios Outstanding Principal of the Year, '10 — NAESP Natl Distinguished Principal, '10 — Contributor, *Leading After School Communities* and *Leading Early Childhood Learning Communities*, '05

Civic/Community Honors: Board of Directors, Girl Scouts of Western Massachusetts, '02-'05 — Board of Directors, Westhampton Congregational Church, '98-'04

Education: Certificate, Advanced Graduate Study, Educational Administration, Univ. of Massachusetts Amherst (UMass), '99 — M.A., Elem. School Administration, UMass, '85 — B.A., Elem. Ed./Environmental Ed., UMass, '77

RoseAnne (Rosie) O'Brien Vojtek



Ivy Drive Elementary
School
Bristol, Connecticut

"I am proud to be a principal and serve as Connecticut's Representative for NAESP. NAESP is a collegial learning community! We hold ourselves accountable for

working together and advocating for our shared goals, mission, and Vision 2021. As Zone 1 Director, I will continue to work relentlessly to serve all New England and Delaware by bringing our collective voices to NAESP and policymakers so everyone is represented and all students achieve academic success. While serving and supporting Zone 1 and NAESP, I will use: my professional experience as a local, state, and national leader; my passion for technology and life-long learning; my strong desire to network and collaborate globally; and my commitment to mentor and share knowledge, skills, and experiences with others. If elected, I hope my legacy comes from my ability to advocate, motivate, inspire, and lead while representing you and giving back to the profession I love."

Professional Experience: Principal, Ivy Drive Elementary, '99-present — Director of Instruction, Oregon City Public Schools, '95-'99 — Principal, Joseph Gale Elementary, '93-'95 — Graduate Teaching Fellow, Univ. of Oregon, '89-'93 — Teacher, Winston-Dillard Schools, '77-'89

Professional Affiliations: NAESP, '03-present (State Rep., '06-present; Delegate Assembly, '06-present; Natl Leaders Conference, '07-present; Conference Presenter, '09; Alternate, Nominating Cmte, 2007) — Connecticut Assn. of School Principals, '00-present (VP for Elem. Principals, '10-present; Elem. Board, '02-present; Professional Studies & Conference Cmte Chair, '04-present; Mentor-Mentee Cmte Chair, '10-present) — Natl Staff Development Council, '92-present (President, '00-'01; Board of Trustees, '94-'01; Co-Author, *Journal of Staff Development Technology Column*, '96-'01) — Phi Delta Kappa, '81-present (Area I-A Coordinator, Oregon, '91-'94; President, Univ. of Oregon PDK Chapter, '91-'93) — Intl Society of Tech. in Ed., '99-present (Vice-Chair, Special Interest Admin. Group, '09-present; Natl Ed. Tech. Standards Project Team, '00-'04)

Professional Honors: CT Elementary School of the Yr. Award, '10 — CT Administrator of the Yr. Award, '10 — Co-Author, *Motivate! Inspire! Lead! 10 Strategies for Building Collegial Learning Communities*, '09 — CT Assn. of School Principals Letter of Commendation Award, '08 — NAESP Sharing the Dream Grant Award, '06-'07 — SMART Technologies Exemplary Educator, '06-present — NSDC Outstanding Dissertation Award, '94

Education: Ph.D., Curriculum & Instruction, Univ. of Oregon, '93 — M.S., Curriculum & Instruction, Univ. of Oregon, '85 — B.S., Elem. Ed., Oregon State Univ., '76

"Everyone is entitled to their own opinions, but not to their own facts."

- Patrick Moynihan

Alone, continued from page 7

In the 1990s, we added:

- Conflict resolution and peer mediation
- HIV/AIDS education
- CPR training
- Death education
- America 2000 initiatives (Republican)
- Inclusion
- Expanded computer and Internet education
- Distance learning
- Tech Prep and School to Work programs
- Technical Adequacy Assessment
- Post-secondary enrollment options
- Concurrent enrollment options
- Goals 2000 initiatives (Democrat)
- Expanded Talented and Gifted opportunities
- At risk and dropout prevention
- Homeless education (including causes and effects on children)
- Gang education (urban centers)
- Service learning
- Bus safety, bicycle safety, gun safety, and water safety education

In the first decade of the twenty-first century, we have added:

- No Child Left Behind (Republican)
- Bully prevention
- Anti-harassment policies (gender, race, religion, or national origin)
- Expanded early child care and wrap around programs
- Elevator and escalator safety instruction
- Body Mass Index evaluation (obesity monitoring)
- Organ donor education and awareness programs
- Personal financial literacy
- Entrepreneurial and innovation skills development
- Media literacy development
- Contextual learning skill development
- Health and wellness programs
- Race to the Top (Democrat)

Author Jamie Vollmer was a speaker at the recent NASSP convention in San Francisco.

ciac news

FOOTBALL FATALITY UPDATE

According to the 2010 Survey of Football Injury Research, there were two direct football fatalities and nine indirect football fatalities at the high school level this year. As a result, the number of combined fatalities decreased from 14 in 2009 (two direct and 12 indirect) to 11 in 2010. "We are trying to do everything we can to minimize risk – whether through NFHS football rules changes, working with football equipment manufacturers on equipment design or a variety of other things," said NFHS Assistant Director Bob Colgate, who is liaison both to the NFHS Football Rules Committee and the NFHS Sports Medicine Advisory Committee.

The survey classifies direct fatalities as traumatic injuries that resulted directly from participation in the fundamental skills of football, while indirect fatalities are initially non-fatal injuries or complications caused by a systemic failure as a result of exertion during a football game or practice.

One of the two direct fatalities was a brain injury, and the other was a commotio cordis (blow to the chest which stops the heart) after being tackled. Of the nine indirect fatalities, four were heart-related, one was an asthma attack, two were associated with the sickle cell trait, and two were heat-related.

"We would like to see the numbers at zero," Colgate said, "but is it likely to happen? No. With more than 1.1 million playing high school football at more than 15,200 high schools, we just know by the very nature of the game that it's going to happen no matter what we do. If I had a solution to get the number to zero, I would use it."

Heat stroke continues to be the most consistent cause for concern for indirect high school football fatalities.

Dr. Frederick Mueller, chairman of the American Football Coaches Committee on Football Injuries and director of the survey, said in his report that there is no excuse for any number of heat-stroke deaths since they are preventable with the proper precautions, mainly having water available in unlimited quantities. Since 1995, there have been 35 heat-stroke deaths in high school football. Mueller believes that open communication is the best means of preventing heat-stroke fatalities.

"Players must feel that they can tell the coach when they are not feeling well, dizzy, or have a headache, and coaches should not make them feel like they are not tough if they report these problems to them," Mueller said.

The survey, which is conducted by the National Center for Catastrophic Sports Injury at the University of North Carolina at Chapel Hill, has resulted in rules changes, improved equipment, improved medical care and improved techniques for coaching football. For example, a rule forbidding players to lead with their heads while tackling and blocking was implemented in 1976 as a direct result of the survey, even though it continues to be a problem today.

"The problem has been that players see the pros on Sunday afternoon with the head contact and think that is the way to hit," Mueller said. He added that some responsibility rests on coaches and officials. In the survey he noted that keeping fatality numbers low hinges on proper technique instruction. Coaches should drill athletes in the proper execution of fundamental skills – primarily that contact should always be made with the head up and never with the top (or crown) of the helmet.

As for the officials' responsibility, it exists on the field. "Rules are in place, but officials sometimes are not calling penalties for illegal helmet contact," Mueller said. "Until they start calling penalties, it will continue." (www.nfhs.org/hstoday)

UNIFIED SPORTS - A SCHOOL CLIMATE CHANGER

By Lou Pear, Director of Unified Sports®

With the focus on school reform, school leaders are continually striving to build strong school climates in the pursuit of constructing professional learning communities. Connecticut's elementary, middle and high schools that have embraced a Unified Sports Program have seen a drastic change in their schools. Students that may have taunted or avoided their intellectually disabled classmates are now showing compassion and understanding toward these Unified Sports Athletes.

Most recently, Wilby High School's athletic director and assistant principal have reported that Unified Sports Athletes are now sitting with their peer partners at lunch and are the recipients of welcoming greetings in the halls as well as at school functions. School administrators have also shared with us that these students feel better about coming to school, have improved their self esteem and their has been a positive growth in their academic achievement.

In many of our high schools which hold half time basketball demonstration games, school spirit has grown to a higher level and all in attendance have gained a respect for these athletes and partners. In return, the Unified Sports athletes and their partners are being validated.

Middle School students who participated in this year's youth leadership summit were excited to learn how they can make a difference in their schools. Through the inspirational presentation by Sarah Wolff, a nationally recognized speaker who speaks on behalf of children with Down Syndrome, many of our students have started initiatives at their schools to spread the word to end the word. Assemblies, the signing of pledge banners and the wearing of wrist bands have been just some of the ways our young leaders are encouraging students to have their classmates refrain from saying the R - Word.

At the elementary level, a parent approached our staff and complimented us on the Unified Sports Program and had praises for the physical and social development growth that she has observed in her daughter. In talking to her further, she said that in addition to this growth there is one more thing that this program has given her. She now

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CAS OFFICERS: 2010-2011

<i>President:</i>	Kit Bishop, Daisy Ingraham Sch, Westbrook
<i>President-Elect:</i>	Janet Garagiano, Law High School
<i>Vice-President(H):</i>	Francis Kennedy, Stafford High School
<i>Vice-President(M):</i>	Dave Russell, John Winthrop Middle School
<i>Vice-President(E):</i>	RoseAnne O'Brien Vojtek, Ivy Drive School
<i>Secretary-Treasurer:</i>	Donald Macrino, Waterford High School

CENTRAL OFFICE STAFF

Karissa Niehoff.....	Deputy Executive Director
Earle Bidwell.....	Asst. Executive Director
Regina Birdsell.....	Asst. Executive Director
Ken Bragg.....	Asst. Director of Unified Sports®
Michael Buckley.....	Director, Principals' Center
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Karen Packtor.....	Editor, Asst. Executive Director
Lou Pear.....	Director of Unified Sports®
Beth Rasmussen.....	Young Athlete Program Coordinator
George Synnott.....	Asst. Director of Unified Sports®
Joseph Tonelli.....	Director of Officials

THE BULLETIN

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■ Only 17 out of 51 state athletic associations sponsor a state championship in Indoor Track.

■ The 2011 edition of the National High School Sports Record Book has been posted online in a PDF format on the NFHS Web site. As in past years, it contains records and top performances in 16 sports for boys and girls, and is a history of the top achievements of high school greats. More than 6,500 teams and individual record-holders are featured in this 33rd edition of the record book. This 2011 edition marks the first time that the record book will be posted online and not published in hard copy format. It will serve as a transitional format between the former hard copy publication and a fully interactive online version that will be posted around the beginning of the 2011-12 school year.

2011-2012 ANTICIPATED SAT DATES

(Saturday and Sunday Tests - US only)

October 1 & 2, 2011
November 5 & 6, 2011
December 3 & 4, 2011
January 28 & 29, 2012
March 10 & 11, 2012
May 5 & 6, 2012
June 2 & 3, 2012

2011-2012 ACT TEST DATES

September 10, 2011
October 22, 2011
December 10, 2011
February 11, 2012
April 14, 2012
June 9, 2012

KIDSMARATHON PARTNERS WITH WHITE HOUSE TO PROMOTE FITNESS

KIDSMARATHON Foundation is partnering with The President's Challenge Program to help encourage children and families to be physically active and maintain a healthy lifestyle. As a President's Challenge Advocate, KIDSMARATHON Foundation will promote the Presidential Active Lifestyle Award (PALA) to more than 200,000 children and their families through Rod Dixon's KIDSMARATHON™ Program, as well as social media platforms, public relations campaigns and special events.

In support of Michelle Obama's *Let's Move! Initiative* to end childhood obesity within a generation, The President's Council on Fitness, Sports & Nutrition is challenging Americans of all ages, abilities and backgrounds to achieve their PALA. The PALA requires youth participants, ages 6-17, to engage in physical activity for 60 minutes, five days per week, for six out of eight weeks. Adults should participate in 30 minutes of physical activity for the same duration. All

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In the hopper . . .

The following are some sports- and/or fitness-related bills currently under consideration by the Connecticut legislature. Please visit the CAS website at www.casciac.org/legalalerts.shtml for more information about these proposed bills.

SB00155 AN ACT PROHIBITING NONWOOD BATS IN YOUTH BASEBALL

To reduce injuries to children playing baseball.

HB05696 AN ACT CONCERNING THE REFORM OF PHYSICAL EDUCATION IN PUBLIC SCHOOLS.

To combat childhood obesity by expanding the activities that may be included in physical education class.

SB00577 AN ACT CONCERNING PARTICIPATION IN INTERSCHOLASTIC ATHLETICS AND THE PHYSICAL EDUCATION COMPONENT OF THE HIGH SCHOOL GRADUATION REQUIREMENTS

To allow students who participate in school athletics to count such participation towards the physical education requirement for graduation.

Tennessee welcomes homeschooled students into athletic programs

As a result of new bylaws passed by the Tennessee Secondary School Athletic Association (TSSAA) Legislative Council in December 2010, home-schooled students will be eligible to participate in member schools' athletic programs beginning with the 2011-12 academic year. The result of that legislation is that home-schooled students will have the opportunity to try out for a TSSAA member school's athletic teams, as long as students are in a public school's district or within 20 miles of the private school for which they want to play. Matthew Gillespie, TSSAA assistant executive director, said the rule applies to home-schooled students registered with their local education district and does not include church-affiliated programs or other umbrella groups. Gillespie noted that member schools are not required to adopt the new guideline. The TSSAA has listened to calls from concerned member schools and the state legislature and found a way to appropriately integrate home-schooled students into member schools' athletic programs. Home-schooled students will be held to the TSSAA's typical academic standards, while also making allowances for educators and parents to aid in making their children eligible for athletics. For instance, home-schooled students will be held to many of the same coursework standards that students in member schools are – among those, that a home-schooled student must be learning five academic subjects. At the same time, there is a provision that a director of schools may help parents develop "an alternative measure of academic progress," if approved by the TSSAA. The new bylaws also make provisions for reasonable safety standards, requiring "proof of basic medical insurance coverage," both to protect the individuals and the TSSAA-member schools. Eligible home-schooled students will also be expected to "adhere to the same standards of behavior, responsibility, performance and code of conduct as other participants." (*High School Today*, March 2011)

Teams traveling to/from Canada should be aware of border laws

High school athletic teams scheduled to play contests in Canada should continue to be advised of recent changes to American border protocol. In June 2009, the Western Hemisphere Travel Initiative (WHTI) went into effect. Prior to WHTI, no action was legally required of a traveling high school sports team for re-entry into the United States if everyone in the party were U.S. citizens. Changes made by WHTI include the condition that teams present three pieces of information upon returning from Canada. The first is a statement of the name of the group and an appointed supervising adult. The second is a list of the names of every student on the trip. This list should include the following information for each student: a primary address, phone number, date of birth, place of birth, and the name of at least one parent or guardian. The third document to be shown is a written and signed statement of the supervising adult certifying that he or she has obtained the consent of a parent or guardian for each student. Caches and administrators should be aware that Canadian requirements differ. (*High School Today*, February 2011)

... more ciac news

FRED BALSAMO SLATED FOR INDUCTION INTO NIAAA HALL OF FAME

By Dave Johnson, C.A.A., Athletic Director, Bunnell High School, Stratford

Fred Balsamo, Executive Director of the Connecticut Association of Athletic Directors and a former athletic administrator in the Middletown Public Schools and East Haven High School, has been selected by the National Interscholastic Athletic Administrators Association for induction into the National Interscholastic Athletic Administrators' Association's (NIAAA) Hall of Fame. The induction banquet will be held Tuesday evening, December 13, 2011 at the Marriot Hotel in Indianapolis, Indiana in conjunction with the National Athletic Directors Conference and NIAAA's annual meetings. Fred will be among a class of twelve individuals whose careers in athletic administration collectively total over three hundred and twenty-five years. In addition to Fred, the class includes Robert Buckanavage, Pennsylvania; Priscilla Dillow, Indiana; Tom Frederick, Illinois; Alan Mallanda, New York; Herb Meyer, California; Bruce Miller, Nevada; Dr. Art Newcomer, Kansas; John Olson, Wisconsin; James Omps, Virginia; Martin Ryan, Maine; and Barbara Twardus, Washington.

A graduate of North Haven High School and Southern Connecticut State University, he served as director of athletics and student activities in the Middletown Public Schools from 1979-1996 before taking on the athletic director's position at East Haven High School. During his tenure in Middletown and East

Haven, Fred's leadership, vision, and organizational skills elevated both programs to a level of prominence both competitively and more importantly, in character. He has served as Executive Director of CAAD since 2006 and has been the organization's state conference chairperson since 1983. He has served on the NIAAA Board of Directors and was NIAAA President in 1990. He served as CAAD President during the 1988-1989 school year.

A tireless worker who has devoted much of his time and efforts promoting the vital role of the athletic director in education based school settings, he has been recognized on numerous occasions for his leadership and dedication to the field of athletic demonstration. The Connecticut Association of Schools has presented Fred with both its "Distinguished Service Citation" and a "Special Commendation". He was a recipient of the NIAAA "Distinguished Service Award" in 1996 and was CAAD's DSA recipient the same year. He was awarded the NIAAA State Award of Merit in 1991.

When asked to describe Fred Balsamo, CIAC Associate Executive Director Paul Hoey stated, "What has impressed me most about Fred is his passion, drive and dedication to promoting the importance of the athletic director position in our schools. Fred is a man of integrity, hardworking, dedicated and passionate about what he does."



Fred Balsamo

Former CAAD President Ray DeAngelis had this to say about Fred, "He has always been a voice of reason that has been admired and respected by his peers. He is always willing to assist any athletic director, take on new challenges, and create innovative programs."

On behalf of all athletic administrators, coaches and athletics personnel in Connecticut, we congratulate Fred for being selected by the NIAAA for this prestigious honor. There is no one more deserving of this honor.

Transgender Athletes and Sports Participation

In October 2010, a joint NFHS/NCAA think tank released a report on the integration of transgender student athletes within high school and collegiate athletic programs. The report was the product of the Equal Opportunities for Transgender Student-Athletes commission which was charged with developing model policies and identifying best practices for high school and college sports programs. Participants in the think tank included leaders from the NFHS and the NCAA, along with experts on the legal, medical, advocacy and competitive aspects of transgender inclusion in athletic programs. The 57-page document, authored by Dr. Pat Griffin of the Women's Sports Foundation and Helen J. Carroll of the National Center for Lesbian Rights, sets forth detailed recommendations for policy development; protection of the privacy, safety and dignity of transgender student-athletes; and best practices for athletic administrators, coaches, student-athletes, parents and the media. The report can be downloaded at <http://www.nclrights.org/site/DocServer/TransgenderStudentAthleteReport.pdf?docID=7901>.

The development of fair, practical and legally sufficient policies regarding the inclusion of transgender athletes in sports activities is one of the latest civil rights challenges facing sport governing bodies and educational institutions. In 2004, the International Olympic Committee (IOC) became the first sport governing body to create a transgender participation policy. Following implementation of the IOC procedures, other sport governing bodies such as USA Track and Field, the United States Golf Association, and the National Collegiate Athletic Association (NCAA) developed transgender participation policies. The NCAA guidelines require member universities to follow the gender classification that has been granted to a student-athlete by his or her state, including sex status on the individual's driver's license, voter registration, tax filings and other official documents. The student-athlete must compete in the gender classification that matches his or her state classification. Details on the NCAA transgender eligibility policy are available at www.ncaa.org. The National Federation of State High School Associations (NFHS) does not have the jurisdiction to enforce any uniform national criteria for evaluating the eligibility of a transgender high school student-athlete. In 2007, two state high school associations – the Washington Interscholastic Activities Association (WIAA) and the Colorado High School Activities Association (CHSAA) – enacted transgender policies governing the participation of transgender student-athletes. Connecticut followed suit in 2008. To view the CIAC's policy on transgender athletes, visit www.casciac.org/pdfs/eligibility_transgender_athlete.pdf. (Source: "Transgender Athletes on School Sports Teams," by Lee Green, *High School Today*, February 2011)

... more ciac news

KiDSMARATHON, *continued from page 10*

participants who complete the requirements will receive a PALA certificate of achievement signed by the co-chairs of the President's Council, Drew Brees and Dominique Dawes, and Rod Dixon.

Rod Dixon's KiDSMARATHON Program is a fun, life-changing fitness program resulting in a tremendous feeling of achievement and self-confidence. The program enables kids from ages 7 to 12 to complete a full marathon by running training increments over eight weeks, leading to the finishing run of 1.2 miles at KiDSMARATHON celebrations in front of hundreds of family members and friends. The beauty of the program is that it can be implemented without competing with instructional time, as many schools have started running clubs that get kids exercising either before or after school. From health and physical education teachers to parents to high school mentors, committed and caring adults who support the concepts of healthy nutritional standards and physical fitness administer the entire program.

CAS has been partnered with Rod Dixon for the past three years, sponsoring KiDSMARATHON activities for elementary school students since 2008. Since its inaugural year, CAS has expanded from one culminating celebration to four in order to accommodate the increasing number of participants! For more information about CAS' program, visit <http://casciac.org/go?339>.

Unified Sports®, *continued from page 9*

has friends who greet her at school, include her at recess and most importantly, invite her to birthday parties. Her mother also shared with us that she now is excited about going to school.

It is our hope, that through our newly formed Youth Activation Committee of high school student leaders from around the state, that they will be ambassadors to help administrators, teachers and parents make schools more student friendly and establish activities that will help in the building of positive schools climates. This group has already been called on to present to middle and high school students at the youth summit and will be stationed at an information table at the CIAC Basketball Tournaments to encourage other student leaders to spread the word to end the use of the "R" word in schools and have students sign a pledge to help make their schools be more accepting of all students.

As you can see, the Unified Sports Program is more than an athletic program, but a school based activity that focuses on social inclusion which has had a positive impact on ALL students. We are seeing more schools organizing Unified Sports Teams and these students are changing attitudes along the way. If you are interested in starting a Unified Sports Program, please contact us at the Connecticut Association of Schools or come to one of our basketball tournaments at a nearby school.



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