WHEN BULLYING BEHAVIOR MAY ALSO BE CRIMINAL BEHAVIOR

By Leander Dolphin, Associate, Shipman & Goodwin LLP

When the legislature made significant changes to the bullying law in July 2011, it imposed many new obligations on school districts and building-level administrators. Tucked into the law is language now requiring "the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct." Public Act No. 11-232.

Many administrators have asked the questions: “How do I know when an act of bullying constitutes criminal conduct? And when should I notify the police that a bullying act may constitute criminal conduct?” In the following, we will review how to answer these questions, including identifying some common crimes that may be implicated by bullying behavior.

In Connecticut, bullying is defined as the repeated use by one or more students of a written, verbal, or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student in the same school district that: (a) causes physical or emotional harm to the student or damage to the student’s property; (b) places the student in reasonable fear of harm to himself or herself, or of damage to the student's property; (c) creates a hostile environment at school for such student; (d) infringes on the rights of the student at school; or (e) substantially disrupts the educational process or the orderly operation of a school. Public Act No. 11-232.

After a determination is made that student conduct constitutes bullying (as defined above), school principals or their designees must consider whether the conduct should be reported to the police for investigation. Significantly, school administrators are not required to determine that a crime has in fact been committed. That is a determination left to the appropriate law enforcement authorities. Rather, administrators must report when they reasonably believe that bullying behavior constitutes criminal conduct.

Therefore, if there has been a determination that conduct is bullying, then principals or their designees must consider whether the conduct could also constitute one of the following criminal acts under Connecticut law.

Assault - An individual commits assault when he or she acts with the intent to cause physical injury to another person, and causes such injury to that person (or a third person); when he or she recklessly causes serious physical injury to another person; or when he or she acts with criminal negligence, causing physical injury to another person by means of a deadly weapon, a dangerous instrument or an electronic defense weapon. Conn. Gen. Stat. § 53a-61.

Bias Crimes - A person commits intimidation based on bigotry or bias when such person maliciously, and with specific intent to intimidate or harass another person because of the actual or perceived race, religion, ethnicity, disability, sexual orientation or gender identity or expression of the other person, causes serious physical injury to such other person or to a third person. Conn. Gen. Stat. 53a-181j. An individual also commits intimidation based on bigotry or bias when such person maliciously, and with specific intent to intimidate or harass another person because of the actual or perceived race, religion, ethnicity, disability, sexual orientation or gender identity or expression of such other person, causes a) physical contact with such other person, b) damages, destroys or defaces any real or personal property of such other person, or c) threatens, by word or act, to do either a) or b), if there is reasonable cause to believe that an act described in either a) or b) will occur. Conn. Gen. Stat. 53a-181k.

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DEAR MAILBAG: We have been working very hard to understand this new bullying law, and I think that we are starting to understand the new obligations. But the one question that we couldn’t answer is whether there is a statute of limitations. We had one parent come in complaining that an unpleasant exchange between her child and another student should be classified as bullying because there had been an earlier bad interaction five years ago when the students were in third grade. Isn’t there some sort of statute of limitations that I can cite so that I don’t have to dredge up events from five years ago?

- Keeping it Simple

DEAR MAILBAG: One of the parents in my school is quite intrusive. Her latest gambit is to “visit” her daughter’s fourth grade classroom almost every day. I tried to be tactful and pointed out that she probably had adequate time to see what goes on in the classroom. But she is quite pushy, and she told me that the school is a public place, and that she will keep attending school with her daughter because she needs to reinforce skills at home. Apparently, she has her sights set on the Ivy League, and wants to get a jump on the admissions process. Can I tell her that she can’t come to school with her daughter any more?

- Off Limits

DEAR LIMITS: Given your tolerance of her conduct to date, you may have already created a monster, but let’s talk through what you can do to tame her. Parents do not have the right to visit classrooms whenever they want. Rather, such visits are a privilege. While you would likely not want to prohibit parents ever from visiting classrooms, you can place reasonable limits on their visits. Most parents would be more than happy to be able to visit once a year, and on the chance that you want to be gracious, you can permit parents to visit even more often (e.g., two or three times). As long as you enforcing those limits consistently, you have every right to tell this parent that she is no longer welcome to visit her daughter’s classroom once her allotted visits have occurred.

- Color Me Agnostic
CELEBRATING NATIONAL ADMINISTRATIVE ASSISTANTS’ WEEK
By Dave Maloney
Assistant Executive Director

Ever wonder why people behave the way they do? Ever been at a loss to understand why someone said what he or she just said? Ever wish that you responded differently to someone after the fact? What does the amendment to the bullying law have to do with me? Is there a role that administrative assistants can play in improving the school and workplace climate?

These are just a few of the questions that will be explored at the CAS sponsored Conference For School Secretaries and Administrative Assistants on Friday, May 4th at the Aqua Turf Club in Southington.

The conference is a perfect opportunity to treat these professionals as part of the National Administrative Assistant Week for their important contributions to a school’s culture and positive learning environment.

Attorney Tom Mooney is the featured morning presenter and a frequent contributor on legal issues affecting schools. His presentation will include up-to-the-minute information on the new school climate legislation and its implications for secretaries and administrative assistants. Conference attendees will also find several practical suggestions on electronic communication in the workplace, student records, special education matters, state and federal laws that apply directly to school personnel as well as a host of other legal matters that only Tom Mooney’s famous case studies can uncover!

The afternoon presenter is Marta Koonz, a certified life coach and owner of Energize Your Journey. Marta specializes in creating opportunities for improved communication in the workplace, conflict reduction, and feeling validated - in short - creating a win-win atmosphere for success. Her “true colors” activity sets up all the participants for improved strategies for workplace productivity.

Registration information is available at http://casciac.org/go?469. Inquiries about the conference may be directed to Jenn Sylvester or Dave Maloney at 203-250-1111.

SURVEY RESULTS PROVIDE VALUABLE FEEDBACK FOR GOVERNOR’S TASK FORCE

CAS Executive Director Karissa Niehoff serves on the governor’s task force that is charged with analyzing and submitting a report on the secondary school reform legislation. The task force is named “The High School Graduation Requirements Task Force,” but it is looking at broader implications of secondary reform statutes.

Dr. Niehoff delivered a presentation to the task force on February 9th which included a summary of the opinions of secondary principals about the components in the current secondary reform laws. The views shared in her presentation were based on the results of a survey conducted by CAS in January. The survey asked member school middle and high school principals to provide feedback on the main points in the law. Some general findings include:

- Principals believe secondary reform is necessary.
- Many schools already have reform efforts underway and programs in place.
- Schools/districts heed guidance on the implementation of these laws.
- There is concern over the impact of these laws on the very large and very small districts.
- It is important that there is a connection to other reforms - e.g., Common Core standards and assessments, Evaluation, ESEA waiver implications, etc.
- There is need for ongoing fiscal support to implement these new requirements.

To view specific findings on components such as increased graduation requirements, Capstone projects, personal education plans, and data-tracking, visit www.casciac.org/pdfs/Principals_Perspective_on_Current_Secondary_Reform_Legislation.pdf.

THE ANNUAL SUMMER LEADERSHIP INSTITUTE
“Getting the Focus Right”

June 27 & 28, 2012 ▪ The Heritage Hotel, Southbury

Speakers:

DAY 1: DR. MIKE SCHMOKER
Dr. Schmoker is an internationally known and highly acclaimed educator.
http://mikeschmoker.com/

DAY 2: COMMISSIONER STEFAN PRYOR
Our Commissioner is a leader bringing a new focus to CT’s efforts to reduce the achievement gap.
http://www.casciac.org/pdfs/commissioner_pryor.pdf

In addition to keynote presentations by Dr. Mike Schmoker and Commissioner Stefan Pryor, this year’s institute will feature breakout sessions by some of CT’s most successful school leaders.

Registration will be available on the CAS website by March 15th
A new paper by Stanford edu-economist Eric Hanushek and colleagues offers some scientific data to support the long-standing "conventional wisdom" that principal quality matters for student performance. The paper, called "Estimating the Effect of Leaders on Public Sector Productivity: The Case of School Principals" summarizes findings from observations of over 7,000 principals from 1995 to 2001 in Texas. According to the analysts most conservative estimates, having a highly effective principal will lead the average student to learn 0.05 standard deviations more than he or she would in a school with an average principal. For comparison, studies suggest that teacher effects are about twice this size, though importantly, the learning effects due to a strong principal apply to all students in the school, not just an individual classroom. Hence, the aggregate impact of having an effective principal in a school can be very large. Further, variance in effectiveness among leaders increases with the school poverty rate meaning that the poorest schools are more likely to have either very effective or very ineffective principals. Principal turnover patterns also differ by principal quality and type of school. In other words, analysts find that both the least and most effective principals tend to switch schools more often; this phenomenon is also more pronounced in low-income schools. Unfortunately, the worst principals don't appear to leave education altogether; they merely resurface as leaders at other schools. To access the paper in its entirety, visit http://www.caldercenter.org/upload/CALDER-Working-Paper-32_FINAL.pdf.

For an article in Kappan magazine, authors Tracey and Abby Sparrow spoke with a number of black males ages 13 to 22 in Washington, D.C. and Milwaukee, WI to learn what they felt stands in the way of their success. The authors found the young men rarely talked about schools or teachers as the cause of the achievement gap, but instead attributed it to cultural, family, and community factors. All wanted and understood the importance of a good education. They also talked about the importance of cohesive families, attentive parents, and positive male role models, as well as the dangers of the rap culture, poverty, and low expectations. The men interviewed were clear that the challenge of educating black males is much bigger than the schoolhouse. As one interviewee remarked, success "starts at home... Many black kids don't have a sense of belonging, and "the streets accept anyone."
A COMPREHENSIVE EFFECTIVE TEACHING TEMPLATE FOR PLANNING, OBSERVING AND REFLECTING

By Dr. Suzi D’Annolfo, University of Hartford and Dr. Jeffrey Schumann, Deputy Superintendent, Newington Public Schools

Over the past several years, we have looked at ways to synthesize the plethora of evidence-based effective teaching strategies and incorporate them into a practical and efficient template that focuses on the instructional core and the adult actions that positively impact student learning. The template design is aligned to Connecticut Common Core of Teaching (CCCT) standards for teachers and has been used for lesson planning, a hiring protocol for rating demonstration lessons for teacher candidates, and a classroom observation instrument.

The creation of this template was initially designed to serve as a living document to capture multiple data streams while observing demonstration lessons for perspective candidates as part of the hiring process in the Newington Public Schools. When it consistently helped to differentiate the actions of the candidates and their effect on student engagement and learning, it was recognized as a valuable tool to observe the instructional core, the connection among the student, teacher, and content.

As the document continued to evolve, its use has been expanded. As an observation and reflection tool for teachers and school leaders, it has been the stimulus to guide professional discourse around teaching and learning and promote the art and science of being a reflective practitioner. Most recently, it has been implemented in secondary methods courses at the University of Hartford to guide students’ scaffolding of comprehensive lesson planning and the identification of effective teaching strategies, as well as to serve as a reference for teaching candidates to more purposefully observe and learn from experienced teachers in the classroom.

The current version of the template includes the Building Blocks for Student Engagement (BBSE) comprised of the Essential Question: what students need to know/remember, understand and do; Bloom’s taxonomy; culturally responsive resources; high-yield instructional strategies; accommodations; differentiation; integration of 21st century skills; formative and summative assessments for progress monitoring; student engagement, culture and climate monitoring; professional dispositions and responsibilities. The two-page template can be accessed at http://www.casciac.org/pdfs/teaching_template_dannolfo-schumann.pdf. The authors welcome further inquiry and feedback via email contacts on the template.
Bullying, continued from page 1

Harassment - An individual criminally harasses another person when, by telephone, he or she addresses another in or uses indecent or obscene language; or when with the intent to harass, annoy or alarm another person, he or she communicates with a person by telegraph or mail, by fax, by computer network, or by any other form of written communication, in a manner likely to cause annoyance or alarm; or with the intent to harass, annoy or alarm another person, he or she makes a telephone call, whether or not a conversation ensues, in a manner likely to cause annoyance or alarm. Conn. Gen. Stat. § 53a-183.

Larceny - A person commits larceny when, with the intent to deprive another of property or to appropriate the same to himself or a third person, he or she wrongfully takes, obtains or withholds such property from an owner. Conn. Gen. Stat. § 53a-119. If, during the course of committing a larceny, the individual uses or threatens the immediate use of physical force upon another person for the purpose of preventing or overcoming resistance to the larceny, the individual commits robbery. Conn. Gen. Stat. § 53a-133.

Sexting/Child Pornography - Possession of, or transmission of, any visual depiction of child pornography (any visual depiction of an individual under sixteen years of age engaging in sexually explicit conduct) is a crime. Conn. Gen. Stat. 53a-196h.

Criminal Threats - An individual commits criminal threatening when by physical threat, he or she intentionally places or attempts to place another in fear of imminent serious physical injury; when an individual threatens to commit a crime of violence with the intent to terrorize another person; or when an individual threatens to commit such a crime of violence in reckless disregard of the risk of causing such terror. Conn. Gen. Stat. § 53a-62.

The brief list of crimes provided here is in no way exhaustive. Nevertheless, if the bullying behavior could constitute one of the above crimes, it is appropriate to report it to the police. Of course, administrators should use their good judgment in exercising their discretion in reporting the conduct that they believe may constitute criminal conduct.

It is important to remember to start first by investigating reports of bullying to determine whether student conduct is bullying. If the conduct is a verified act of bullying, follow the steps and interventions required by the bullying law and your district’s safe school climate plan. Finally, consider whether the behavior could constitute a crime, and if you believe it may, report it to the appropriate law enforcement agency for investigation. In particular cases, local police officials can be a good resource to help you make that determination. Finally, if you have questions about your reporting obligations under the bullying law, you may wish to seek legal counsel.

Joint press conference, continued from page 1

a governor who has declared education reform to be a singular focus of his administration; and we have a commissioner who is reform-minded and results-driven. This is a time of opportunity, one which can generate positive energy and collaborative action.”

To read the joint views of CAPSS, CAS, CABE, CBIA, CCER and ConnCan, visit http://www.casciacionline.org/pdfs/joint_statement_final_feb_2012.pdf.


**MEETING WITH COMMISSIONER PRYOR PROMPTS “PRINCIPALS’ PERSPECTIVE” DOCUMENT**

On Friday, January 20th, a group of Connecticut principals had the opportunity to meet with Commissioner of Education, Stefan Pryor. The principals represented K-12 public, magnet and vocational schools in both urban and suburban settings. Following the meeting with Commissioner Pryor, the assembled principals united in their collective decision to offer the Commissioner a "Principals' Perspective" on their needs as school leaders.

The group of principals met again on Friday, January 27th to develop a document summarizing their thoughts. They chose to share their responses in themes that are organized around the Connecticut School Leadership Standards. Their responses are suggested actions for the State Department of Education to undertake. Our heartfelt thanks to the dedicated administrators whom we affectionately call "Pryor's Principals":

- Lynn Bennett-Wallick, Ansonia Middle School
- Sally Biggs, Hartford Magnet Trinity College Academy
- Kit Bishop, Daisy Ingraham School, Westbrook
- Kermit Carolina, James Hillhouse High School, New Haven
- William Chaffin, A.I. Prince Technical High School, Hartford
- Gail Dahling-Hench, Pine Grove Elementary School, Avon
- Lisa Eells, Gaffney Elementary School, New Britain
- Kate England, Nathan Hale School, Manchester
- Mike Foran, New Britain High School
- Gary Highsmith, Hamden High School
- Johnna Hunt, Hillside Intermediate School, Naugatuck
- Scott Leslie, RHAM High School, Hebron
- Madeline Negron, Windham Middle School
- Alejandro Ortiz, Bassick High School, Bridgeport
- Nate Quesnel, East Hartford Middle School
- Hector Sanchez, Cesar Batalla School, Bridgeport
- Donna Schilke, Smith Middle School, Glastonbury
- Beth Smith, Shelton High School
- Rosie Vojtek, Ivy Drive School, Bristol

The document, which does not stand as a legislative agenda or formal position statement, can be viewed at: [www.casciac.org/memberschools/PrincipalsPerspective.pdf](http://www.casciac.org/memberschools/PrincipalsPerspective.pdf).

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**Survey results, continued from page 4**

meet additional Carnegie standards as projected in the current legislation? If so, secondary administrators want to begin planning now. If not, they do not want to plan for naught. Clarity is needed on this issue.

The issues around the Student Success Plans primarily include a concern over the lack of human and technological resources to meet the mandate in a number of schools. Also, some confusion exists regarding the need for special needs students with IEPs to have Student Success Plans well. Could not the two be merged into the IEP document? Again, clarity on this point would be helpful.

3. Numerous Unfunded Mandates and Frequency of Reporting

Of equal weight were the dual, yet somewhat related, issues of unfunded mandates and reports required by the CSDE which often appear to ask for duplicate information. Greater coordination is needed to ensure that requirements are not so numerous as to prevent a deep and rich response. Principals report that they often feel as if they simply are "putting out fires" and giving superficial treatment to the numerous disjointed mandates coming from the legislature and CSDE. One practitioner noted that he was attempting to lead his school in meeting the requirements of legislation concerning SRBI, School Governance Councils, Safe School Climate, Special Education, and No Child Left Behind while responding to numerous state reporting forms. Given the dearth of administrative resources, little time was left for instructional leadership.
Student Success Plans - Burden or Blessing?

By Earle Bidwell, Assistant Executive Director

The list is long and somewhat dizzying: "2012 The Year for Educational Reform", No Child Left Behind waivers, Common Core Standards, new teacher and principal evaluations, legislation to support positive school climate and anti-bullying, SRBI, School Governance Councils, emphasis on preschool and primary education (age 3 to grade 3), and sweeping reorganization of the CT State Department of Education. These initiatives, and several others, are putting increasing demands on public school principals and teachers to work harder and produce better results with the same, or in many cases reduced, levels of support; a daunting task to be sure. Add to this the requirement that all but slipped under the radar, Student Success Plans for every student in grades 6-12. In the original secondary school reform legislation language, there would have been a gradual roll-out beginning with grade 6, but in the final iteration, it is for all secondary students in grades 6-12 beginning in July, 2012. This, according to a recent survey of CAS principals has raised the level of concern to third behind An Act Concerning School Bullying Laws and An Act Concerning Educational Reform in CT.

Given this workload, one might be tempted to simply delegate the SSP task to others (most likely counselors) or to do only the minimum to satisfy the law. From my viewpoint, this would be a mistake! I can think of no other intervention that would have a stronger positive impact on student learning than personalization of the schoolhouse and student engagement, the linchpins of well-executed student success plans.

In 1996, the National Association for Secondary School Principals published their seminal work, Breaking Ranks, followed by "Breaking Ranks in the Middle" in 2007, which called for a restructuring of the American secondary schools. According to their recommendations, "The [secondary] school of the 21st century must be much more student-centered and above all much more personalized in programs, support services, and intellectual rigor." These works gained prominence in response to two key developments: 1) calls for middle and high schools to become more personalized and student-centered in order to improve academic achievement, student engagement, and healthy youth development, particularly for students at risk of dropping out; and 2) the need to ensure that all students have access to an educational experience that builds the necessary academic, workforce and personal skills required for postsecondary success.

As a result of the "call for action" relative to personalization, 23 states and the District of Columbia adopted legislation or statewide mandates relative to learning plans for secondary students and there is legislation pending in three others. Connecticut is one of three states where the plans begin in grade 6.

While the move toward learning plans is relatively new, there is emerging evidence that they have a positive impact on student success. According to a policy brief published by the Rennie Center for Educational Research and Policy entitled Student Learning Plans: Supporting Every Student's Transition to College and Career "learning plans have been linked to a variety of developmental outcomes, including improved academic motivation, engagement, decision-making and personal accountability-characteristics that are increasingly seen as essential for success in postsecondary education and work." A review of the research conducted by the Rennie Center revealed that "...there is a growing body of research on the impact of SLPs [generic term for SSPs] on other student outcomes, such as motivation and engagement, goal setting, long-term planning, increased awareness of career options, and parental involvement in academic and career decisions."

A strong link to personalization comes from two respected sources, The New England Association of Schools and Colleges (NEASC) and the Association for Middle Level Education (AMLE, formerly NMSA). The NEASC standards include “…a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.” To accomplish this, many Connecticut high schools have adopted advisory programs that include all certified adults, and in some cases support staff, to create a better student-adult ratio. The middle level evidence to support advisories comes from a study of 101 of the country’s most successful middle schools and a random sample of 827 other middle schools conducted by noted middle school researcher, Ken McEwin. Among findings that support the middle school concept, McEwin discovered that successful middle schools more frequently had advisory programs (65% to 54%) than the less successful schools.

Given the evidence, it behooves administrators and teachers, whose goal is always to promote "success for all students" to support personalization; where every teacher is responsible for advising a small group of students, and each student has a caring adult who will oversee his/her academic, career and personal growth for the years s/he is in a school. Schools would do well to mirror the efforts of schools like those in Regional District 14 who list the following as Keys to Student Engagement:

- helps every student stay connected in school
- helps students achieve post-secondary education and career goals
- begins in 6th grade and continues through high school and beyond
- establishes an adult support team which may include teachers, counselors, school psychologists, social workers, parents/guardians, community members, etc.
- provides student support in setting goals for personal and academic growth
- explores education, interests and career paths
- provides a vehicle for integration and demonstration of 21st century skills
- utilizes an electronic system for efficiency and portability.

This plan and the plans from several other schools who have presented at CAS sponsored Student Success Plans Symposia can be viewed on the CAS website under Student Success Plan Resource. CAS will also be sponsoring additional sessions early in May to assist school teams in linking engagement and advisory to student success. Registration information will be on the CAS website this month.

While there are those who may see this as just one more thing to add to their already full plate, many successful schools are considering this as a way to link and combine many efforts already underway in their schools to ensure student success. Burden or Blessing? I suppose it all depends on one’s lens, yet there appear to be many benefits to reap with successful implementation.

3 www.amle.org/Research/ResearchfromtheField/tabid/1642/Default.aspx
GRYNN & BARRETT PHOTOGRAPHY COMPLETES SUCCESSFUL MERGER AND NAME CHANGE

Left to right: Chris Grenier, Bill Aninowsky Jr., and Dan Grenier

For 5 years and counting, Grynn & Barrett has provided the Connecticut Association of Schools (CAS) with quality images and service as its exclusive photographer. This past year, Grynn & Barrett joined forces with industry leader BNL Enterprises and is doing business as G&B Photography. G&B has been a long time sponsor, supporter and partner of CAS. The combination of G&B with BNL Enterprises will enhance G&B's mission to provide self-esteem, open doors to new avenues of photography and provide a united front from photography to product. G&B is unique in the photography industry because they are comprised of 2 families, the Aninowsky's (Bill Jr. and Bill Sr.) and the Grenier's (Chris and Dan). Both organizations are family owned and operated, bringing over 75 years of industry success providing schools with a different approach to the school picture experience throughout the Northeast.

The heart of their business is driven by creating confidence in children. "When we think of school pictures, we think self-esteem," said Chris Grenier. "How is the child going to view themselves in the photo? What is Mom or Dad going to feel when they see the photos? This is first on our mind before we snap the picture." With this approach, the end results are more than a picture, they are moments that everyone will remember.

G&B continues to gain new schools and school districts for the opportunity to share their business approach. "Everything needs to be a positive experience," said Bill Jr. He explained that picture day used to be a hassle for some schools before G&B introduced their stream-lined process of making the day fun for everyone - students, faculty, and administration. School pictures are an American tradition that sparks emotions in all of us. With G&B, these emotions are positive ones.

In addition to the partnership with G&B, BNL owns Jelly Jar Photography, which serves over 350 preschool/day-care providers in New Jersey, New York, and Pennsylvania. This merger provides G&B access to an even larger combination of highly

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CONNECTICUT GOLFER RECEIVES NFHS SPIRIT OF SPORT AWARD

INDIANAPOLIS, IN - James Burgoyne, a golfer at Darien High School, has been selected as the 2012 Section 1 recipient of the "National High School Spirit of Sport Award" by the National Federation of State High School Associations (NFHS). The National High School Spirit of Sport Award was created by the NFHS to recognize those individuals who exemplify the ideals of the spirit of sport that represent the core mission of education-based athletics.

At Darien High School, Burgoyne has been a four-year varsity golf team member, capped by being selected captain his senior year. He has placed highly in several metropolitan PGA golf tournaments during that time. Burgoyne has been equally outstanding in the classroom, where he has maintained a 3.91 grade-point average. A member of the National Honor Society, Burgoyne takes several AP and honors courses, and he scored a 2,200 on his SAT.

While embodying the ideals of exemplary athletic and academic achievement is outstanding in and of itself, what has really set Burgoyne apart from the crowd is a volunteer program that he developed as a mere sophomore. At that time, Burgoyne wanted to do something to support America's troops overseas and their families stateside. He became aware of the PGA's "Birdies for the Brave" program in which sponsors donate a certain amount of money per birdie made, and he approached Darien High School golf coach Tom O'Donnell to see if there might be a way in which the golf team could become involved with it.

"I was immediately struck by two things," O'Donnell said. "First, this is a great idea, and second, what an impressive and mature young man to show such empathy, gratitude and initiative. As a direct result of his efforts, $3,500 was raised and donated to the program on behalf of the Darien High School golf team.

"That alone would have been significant, but while communicating with the PGA Tour on the project, I discovered that Darien High School was the first high school in the country to be involved with the program. As a result of our success, the PGA Tour decided to initiate a 'Birdies for the Brave Golf Team Pledge Program,' and now other teams are starting to get involved.

"Utilizing sports to help others is one of the most positive values of athletics and James Burgoyne has helped remind us of that. In addition, he has also reminded us that charitable work in sports is not the sole responsibility of the professional leagues and that each of us can use the love of sports to make a positive impact on the lives of others. James Burgoyne started all of this in motion, but there is no telling where it will end or how many people will be helped because one athlete used his love of sport to show his gratitude and appreciation to those who provide the safety and security he enjoys."

The NFHS divides the nation into eight geographical sections. The states in Section 1 are CT, ME, NH, VT, NY, NJ, RI and MA. Nominations for this award were generated through NFHS member state associations and reviewed by the NFHS Spirit of Sport Award Selection Committee composed of state association staff members.
Last month, the National Federation of State High School Associations (NFHS) announced a rule change that requires high school football players to leave the field for at least one down if their helmet comes off during a play. The change does not apply to players who lose their helmet as a direct result of a foul from an opponent, however. "The committee made this rules change after reviewing data from multiple states regarding the frequency of helmets coming off during live-ball play," said Julian Tackett, the commissioner of the Kentucky High School Athletic Association and chair of the NFHS football rules committee, in a statement. "It is the committee's hope that this serves notice for schools to properly fit players with helmets to reduce the incidence of these situations and remind the players not to take steps that alter the fit."

This addition to Rule 3-5-10 was one of eight rules changes approved by the National Federation of State High School Associations (NFHS) Football Rules Committee at its January 20-22 meeting in Indianapolis. All rules changes were subsequently approved by the NFHS Board of Directors.

The new helmet rule wasn't the only notable change for high school football programs. Another new policy, Rule 1-2-3l, will now allow schools to open their football fields to corporate advertisements, so long as the ads don't block the yard lines, hash marks, or nine-yard marks on the field. Previously, schools could only display advertisements in the end zones and outside the field.

Nationwide, high school athletes suffer concussions at a rate of 2.5 for every 10,000 exposures to the playing field, either for practice or competition, says a recent study in The American Journal of Sports Medicine. Of the 1,936 concussions examined, nearly half—47.1 percent—stemmed from football.

Dr. Joseph S. Torg, a clinical professor of orthopaedic surgery and sports medicine at Temple University, in Philadelphia, and his colleagues examined data from 1,006 concussions and found that youth-football players wearing properly fitted helmets, as reported by certified athletic trainers, were 80 percent less likely to lose consciousness when sustaining large, concussive hits to the head. "As we look at preventing concussions and minimizing risk, it is important to realize that it is the responsibility of the athletic director and head football coach to have policies that: Insure that each player has a properly fitted helmet and that a responsible adult supervises and oversees proper helmet air bladder inflation on a weekly basis," said Torg.

(From “Court Upholds Limit on Merit-Based Scholarships for Ky. Athletes” By Bryan Toporek, edweek.org, December 29, 2011)
Sports News & Notes

The National Federation of State High School Associations (NFHS), which has written and published playing rules for high school sports throughout its 93-year history, has released its first rules application for mobile devices. The 2011-12 NFHS Basketball Rules Application (App), which is now available in the Android Market, combines the 2011-12 NFHS Basketball Rules Book and the 2011-12 NFHS Basketball Case Book into one searchable mobile app. The material is cross-referenced to display related content, and is offered as a companion piece to the printed books. Developed in partnership with ArbiterSports, the 2011-12 NFHS Basketball Rules App is available at this time for Android devices only; however, the iPhone/iPad version will be released soon. In addition, apps for NFHS rules in other sports will be coming later this year.

What is the #1 reason students don't report hazing to adults?

According to a seminal study conducted by Alfred University in 2000, 36% of students surveyed said that they would not report hazing primarily because "There's no one to tell." Secondly, they sais that, "Adults won't handle it right." (27%)

The study also found that:
• 48 percent of students who belong to groups reported being subjected to hazing activities.
• 43 percent reported being subjected to humiliating activities.
• 30 percent reported performing potentially illegal acts as part of their initiation.
• 71 percent of the students subjected to hazing reported negative consequences, such as getting into fights, being injured, fighting with parents, doing poorly in school, hurting other people, having difficulty eating, sleeping, or concentrating, or feeling angry, confused, embarrassed or guilty.

2011 SAW PROLIFERATION OF TITLE IX SUITS IN HIGH SCHOOL ATHLETICS

Since the late fall of 2010, 210 school districts encompassing more than 525 high schools have been named in Title IX complaints filed with the U.S. Department of Education’s Office for Civil Rights (OCR) claiming that the targeted districts and schools are failing to provide girls with sports participation opportunities equivalent to those provided to boys. In November of 2010, the National Women’s Law Center (NWLC) filed Title IX complaints with the OCR against 12 school districts across the country composed of more than 200 high schools. During the first three months of 2011, complaints were filed against 60 districts in Washington state consisting of more than 125 high schools, filings for which the OCR declined to identify the complainants. In April of 2011, complaints were filed against 60 districts in Oregon composed of more than 100 high schools, also by unidentified complainants. And in June of 2011, complaints were filed against 78 districts in Idaho encompassing more than 100 high schools, likewise through filings by unidentified complainants. What lessons are to be learned from the explosion of such lawsuits? Lee Green, attorney and professor at Baker University in Kansas, offers the following advice.

Historically, most Title IX complaints were filed by student-athletes, parents or coaches based on sports disparities between girls and boys related to what the OCR designates as “the other athletic benefits and opportunities that accompany sports participation” – a category that includes items such as equipment, uniforms, facilities, locker rooms, quality of coaching, travel, scheduling of practices and contests, and other program resources. Typically, numerical participation gaps were not the factor that initially created a perception of inequity by student-athletes, parents or coaches and led to the filing of a Title IX complaint. Recently, however, a trend has emerged in which advocacy groups are filing mass complaints against large numbers of districts and schools based solely on numerical participation analysis and, therefore, it is imperative that school administrators have a thorough understanding of the three-prong test (which provides three alternative methods by which an institution may demonstrate that it provides sports participation opportunities for girls equivalent to those provided to boys), annually conduct self-audits of their schools to monitor all three-prong test issues, and take any corrective measures necessary to add meaningful and legally acceptable sports participation opportunities for girls. Only through the use of such proactive strategies can a school minimize the risk of being included in a mass filing of Title IX complaints by an advocacy group.

(Excerpted from an article by Attorney Lee Green published in High School Today, September 2011)
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qualified photographers and training tools to expand into this new market. G&B plans to introduce this new product line into New England in 2012.

From photography to product, customers will have a smooth experience with the merging of these two companies. BNL operates a 20,000 square foot manufacturing facility that produces over 1 million portraits per year. Together they will service some of the largest independent photographers in the country and deliver state of the art package printing and e-commerce solutions. G&B’s complete vertical integration with the BNL Enterprise’s lab facility translates to faster and more consistent delivery times, higher quality response to customer inquiries and a more competitive product line. “There is something here for everyone” says Dan Grenier. “We worked the most popular add-on products into packages so parents can get what they want and save money too.”

The combination of G&B Photography with BNL Enterprises brings together two highly respected families and photography companies who have contributed over 20 million dollars in fundraising and school services over their years of business. G&B’s merger will expand capabilities in product line and services while maintaining the same high level of customer satisfaction. There is a better way for picture day and CAS is proud to recommend G&B for any of your school picture needs. For more information on G&B Photography and to book a shoot for your school or business, visit their website at www.gandbphotography.com or call Chris at 800-639-2104 ext. 3627.