

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



BULLETIN



In This Issue:

**Center School and Thomas Hooker Named
Elementary Schools of the Year - page 5**

**A Case for Student Representation on School
Climate Committees - page 7**



A Thanksgiving Day Message

By John Dodig, Principal
Staples High School, Westport

Now here is something truly amazing: I was struggling to come up with a message that is appropriate for the November PTA Newsletter. I knew it should be related to Thanksgiving, but I could not think of something I had not said in the past. This morning it came to me while standing in the front foyer greeting kids as they entered school. It was right in front of my eyes all along, but I took it for granted and never shared it, so I will share it now.

Around 7:15 a.m. on Thursday, October 13th, a senior student, Charlie Greenwald, entered the building. He is one of dozens of kids who comes up to me each morning and shakes my hand or engages me in a brief conversation about homework, the weather, a game won or performance given in the auditorium. In the middle of our brief conversation, Charlie excused himself to walk to Patti McQuone's (our attendance secretary) desk to greet Alex, one of our special needs students. Alex saw Charlie and smiled the broadest smile I have ever seen. He then took Charlie's hand, and the two of them talked to Patti for about three minutes, all the while holding hands tightly. I had the urge to take their picture with my iPhone and turn it into a poster but did not.

continued on page 5

CAS HOSTS TENTH ANNUAL CELEBRATION OF DISTINGUISHED ADMINISTRATORS

On Thursday, October 6th, CAS hosted its tenth annual celebration of educational leadership at Saint Clements Castle in Portland. The event was conceived eleven years ago following a resolution by the CAS Board of Directors to find ways to recognize and pay tribute to individual school leaders as well as to "celebrate" the profession of school administration.

Six individuals from the ranks of Connecticut's school administrators were honored at this year's event:

- ✧ **Lawrence DiPalma, Principal**
John G. Prendergast School, Ansonia
CT's 2011 National Distinguished Principal
- ✧ **Michael Foran, Principal**
New Britain High School
2011 High School Principal of the Year
- ✧ **Michelle Marion, Assistant Principal**
East Hartford High School
2011 High School Assistant Principal of the Year
- ✧ **Susan Muirhead, Principal**
Mabelle Avery M.S., Somers
2011 Middle School Assistant Principal of the Year
- ✧ **Donna Schilke, Principal**
Smith Middle School, Glastonbury
2011 Middle School Principal of the Year

- ✧ **Cindy Smith, Assistant Principal**
Nayaug School, Glastonbury
2011 Elementary School Assistant Principal of the Year

More than one hundred fifty educators, friends, and family members packed the Waterford Ballroom at Saint Clements to join in honoring CAS' 2011 Distinguished Administrators. Guests were greeted at the door with the harmonious sounds of the Glastonbury High School Resident String Quartet featuring Yasmin Issari and Kathryn Pappalardo on violin; Katie Rogers on viola; and Hannah Cole on cello.

Mike Rafferty, principal of Old Saybrook Middle School and chair of the committee which organized the event,

continued on page 6



Old Saybrook Middle School Principal
Mike Rafferty



Members of the Glastonbury High School
Resident String Quartet



Master of Ceremonies Scott Gray

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.

Q. DEAR MAILBAG: As we try to use electronic documents in lieu of printed documents, we now provide students with a link to the student handbook instead of a hard copy. We use the same sign-off sheet as we did with the print version (signed by student and parent, indicating that they have read and understand the document). We are trying to be responsive to changing laws, board policies, and best practices. Hence, there are changes in the student handbook that should not wait until the following year's publication. Must we have parents and students sign off each time we make a revision to the handbook, or is it sufficient to notify them of the modification and direct them to the updated electronic version?

- On the Cutting Edge

A. DEAR CUTTING: Let's start by questioning your premise. The statutes impose a number of obligations to provide "written" notice to students and parents of various district obligations and parent/student choices. We didn't have the Internet when most of those statutes were written, and it is simply not clear which of those "written" notifications can be provided electronically. If you don't already, at the least, I suggest that you include in the sign-off you get from parents the statement that a parent can receive a hard copy of the handbook and all other notifications upon request. As to your question, whether to get a new sign-off after revisions is a business judgment. A sign-off is not legally necessary, but rather is sometimes requested so that you can prove later that the student and parents were aware of the rules. You must balance the likelihood of a dispute over the students' knowledge of the rules against the difficulty in collecting another set of sign-offs. Personally, I wouldn't bother, but then again you may have more energy than I do.

Q. DEAR MAILBAG: Recently, a teacher assigned a "take-home quiz" to students. These students then formed a Facebook group and invited members of the class to collaborate on the answers of the quiz. One student printed out this evidence because he felt it was unethical. Can an administrator really take action on this since 1) it happened outside of school and 2) it was on Facebook?

- What Would Diogenes Do?

A. DEAR WWDD: Yes. If an expectation was clearly communicated that students were responsible for their own work and should not share information with each other, the student's Facebook posting is cheating, misconduct that directly affects the educational process. School officials have jurisdiction over such misconduct because the take-home test is a school activity. Given how serious such matters are, however, I would want to be absolutely sure that the student knowingly engaged in misconduct before hammering him.

Q. DEAR MAILBAG: We have a problem with students from other towns wanting to attend our schools (who doesn't?). The latest situation, however, has me stumped. After receiving an anonymous tip, we sicked our intrepid investigator on a family. After a lengthy investigation, he has reported back that the family is indeed living in our town. The rub is that they are here illegally. Can I tell the family that they should withdraw their undocumented child from our schools?

- Vigilantly yours

A. DEAR VIGILANT: You should simply permit the child to attend school. In 1982, on equal protection grounds, the United States Supreme Court struck down a Texas law that would have denied school accommodations to undocumented foreign nationals. Actual residence, not legal status, is the key. If a child is actually residing in your district, he or she has the right to attend school. Moreover, you do not have any duty to report the student to authorities, and doing so could raise issues under FERPA. If you think you should report this family, you should confer with counsel based on the specifics of the situation to find out whether and how you may do so legally.

ct news & notes

Nominations Sought for Neag School of Education Alumni Awards

The Neag School of Education is seeking nominations for the annual Neag Alumni Society Awards. The 15th annual awards dinner will be held on Saturday, March 31, 2012. You are invited to nominate individuals for the awards, which will be given at the awards dinner. Nominations are due **Dec. 9, 2011**. For more information, visit: http://www.education.uconn.edu/alumni/alumawardnoms_2012.cfm

CT RANKS HIGH IN NATION

- Connecticut ranks 1st in a 2010 well-being study based on official government data on health, education and income. (Source: American Human Development Project, 2010)
- Connecticut's poverty level is well below the national average at 4th, and the state is the 11th safest state in the country. (Source: 2009 Census American Community Survey)
- Connecticut ranks 9th in providing quality care to children. (Source: Securing a Healthy Future: The Commonwealth Fund State Scorecard of Child Health System Performance, 2011)
- Connecticut residents are healthy, ranking 4th in a recent study. (Source: United Health Foundation's America's Health Rankings, 2010)
- Connecticut's cost of living is competitive, comparing favorably to other premier business locations with home prices roughly half as much as those in the New York City area. (Source: The Council for Community and Economic Research, 2010)
- Connecticut ranks 3rd in share of adult population with advanced degrees and 5th in number of Ph.D. scientists and engineers per 1,000 workers. (Source: U.S. Census Bureau, American FactFinder, 2009, National Science Foundation, Science & Engineering Indicators, 2010)
- Connecticut ranks 8th in number of patents issued per one million population. (Source: U.S. Patent Office, State Science & Technology Institute, 2009)
- Workers in Connecticut are highly productive with the state ranking 4th in the U.S. for gross state product per capita. (Source: U.S. Bureau of Economic Analysis, 2009)
- Connecticut ranks 9th in The Milken Institute's 2010 State Technology & Science Index, a nationwide benchmark for states to assess science and technology capabilities, and ecosystems for converting those capabilities into companies and highpaying jobs.

national news & notes

■ Rhode Island educators who demonstrate "successful practice" through positive ratings on their annual evaluations will be eligible for renewal of their certification, according to new regulations that the Board of Regents for Elementary and Secondary Education approved November 3, 2011. Educators who receive evaluations of "ineffective" for five years in a row, however, will lose their certification. Educators need certification in order to work in Rhode Island public schools. The regulations will take effect in January. Under the educator-evaluation system that all districts are implementing this year, all educators will receive annual evaluations and will receive one of four ratings: highly effective, effective, developing, or ineffective. An evaluation of "developing" or better is considered evidence of successful practice. The evaluations are based on observations of practice, fulfillment of professional responsibilities, and evidence of student growth and achievement. Previously, teachers had to develop and complete an "individual learning plan" (I-Plan) every five years in order to renew their certification. These plans are no longer required, nor are educators required to complete specific courses or a set number of units of professional development in order to renew their certification. Professional development will, however, continue to be an essential part of the system for improving instruction.

■ The speed of transformation in teacher evaluation models across the country is remarkable. Two years ago, annual evaluations were mandatory in just 15 states; that number now stands at 24 plus the District of Columbia. According to a trend report by the National Council on Teacher Quality, new evaluations include "not just attention to student learning, but objective evidence of student learning in the form of student growth and/or value-added data." To read the full report, visit www.nctq.org/p/publications/docs/nctq_stateOfTheStates.pdf

■ A new report from the Center for American Progress analyzes state policies and requirements for principal preparation, approval, and certification in a sample of 16 states, eight of which are "lagging" and eight that are "leading" in their efforts to act as gatekeepers to ensure that schools are led by effective leaders. According to the report, individual states control the two most important levers to ensure the quality of principals -- principal preparation program approval and principal licensure oversight -- yet few states are efficiently using these two levers to improve educational outcomes for children. Each year, thousands of

principals across the country are licensed under antiquated laws that are misaligned to the skills and dispositions that research shows are required for effective school leadership. The old job of principal as administrative building manager is no longer sufficient to dramatically improve student achievement, and the job has evolved into a highly complex and demanding position that requires strong instructional and leadership skills. A growing research base clearly defines the dispositions, skills, and knowledge needed for effective school leadership today, but few educators are being measured against these criteria prior to becoming principals. The authors urge states to take immediate action to guarantee that each and every school is led by a high-quality principal. Access the full report at: www.americanprogress.org/issues/2011/10/pdf/principalship.pdf.

■ New National Assessment of Educational Progress (NAEP) results show that 4th and 8th graders have inched up in mathematics, but the results are more mixed in reading, with 4th grade scores flat compared with two years ago. Hawaii was the only state to improve in both subjects and at both grade levels. See the results: <http://nces.ed.gov/nationsreportcard/>

■ Nearly every state in the country is failing to enroll enough children under age three in programs for children with disabilities, even though the services could shape how they do in school or even keep them out of special education programs all together, a new report from Easter Seals finds. Nationwide, fewer than 3 percent of children are enrolled in the Part C portion of the Individuals with Disabilities Education Act for infants and toddlers, even though the federal government estimates that as many as 13 percent of all should be served. Easter Seals' report identifies the number of children who may have mild to moderate disabilities, developmental delays, or who are at risk for developmental delays who could benefit from such services—beyond those children who are now eligible for services. Federal law says that states are responsible for identifying and serving children who may need services. Some states fare particularly poorly, Easter Seals found. Alabama, Arkansas, Georgia, the District of Columbia, Mississippi, Missouri, Montana, and Tennessee serve fewer than 2 percent of their population. On the other hand, some states do much better: Massachusetts, New Mexico, New Hampshire, New York, Rhode Island, and Wyoming serve more than 4 percent of their population through Part C.

New Study Shows Widespread Sexual Harassment in Grades 7-12

According to a new study by the American Association of University Women, nearly half of 7th to 12th graders experienced sexual harassment in the last school year, with 87% of those who have been harassed reporting negative effects such as absenteeism, poor sleep, and stomachaches. Over all, girls reported being harassed more than boys — 56% compared with 40% — though it was evenly divided during middle school. Boys were more likely to be the harassers, according to the study, and children from lower-income families reported more severe effects. Over all, 48% of students surveyed said they were harassed during the 2010-11 school year. Forty-four percent of students said they were harassed "in person" and 30% reported online harassment. Whatever the medium, more girls were victims: 52% of girls said they had been harassed in person, and 36% online, compared with 35% of boys who were harassed in person and 24% online.

The report documents many forms of harassment. The most common was unwelcome sexual comments, gestures or jokes, which was experienced by 46% of girls and 22% of boys. Separately, 13% of girls reported being touched in an unwelcome way, compared with 3% of boys; 3.5% of girls said they were forced to do something sexual, as did 0.2% of boys. About 18% of both boys and girls reported being called gay or lesbian in a negative way.

In the survey, students were asked to identify what had the worst effect on them. For boys, it was being called gay. For girls, the leading problem was having someone make "unwelcome sexual comments, jokes or gestures to or about you."

Girls also reported more negative consequences: 37% said they did not want to go to school after being harassed, versus 25% of boys. Twenty-two percent of girls who were harassed said they had trouble sleeping, compared with 14% of boys; 37% of girls felt sick to their stomach, versus 21% of boys.

Half of those who were harassed said they did nothing about it; 9% said they reported the incident to an adult at school; and 27% of students (32% of girls and 20% of boys) said they talked about it with a family member. When asked what types of students were most at risk of harassment, students said "good-looking boys" were the safest, with pretty girls, ugly girls and feminine boys the likely targets. Girls whose bodies are most developed are the most at-risk, students said.

DATTCO Partners with the Connecticut Association of Schools

By Stephanie Ford, Director of Marketing

For over eighty years DATTCO has been serving school communities throughout Connecticut, and now they are pleased to announce their new partnership with the Connecticut Association of Schools. As the official transportation partner of CAS, DATTCO has agreed to provide transportation for various events sponsored by the association throughout the course of the year. This past summer DATTCO provided transportation for seventy two Connecticut high school student leaders and chaperones to attend a New England Student Leadership Conference at Stonehill College, and this fall they've provided transportation for various other CAS-CIAC events.

Established in 1924, DATTCO is a family owned, diverse, full service passenger transportation company. Their headquarters are located in New Britain, Connecticut with several additional facilities throughout New England. DATTCO's mission is to provide personalized service, quality products, and innovative passenger transportation solutions delivered by the finest transportation professionals in the country. Their operations are divided into three divisions: School Bus Division, Coach & Tour Group and Sales & Service Division.

The School Bus Division provides transportation to municipalities, school systems, and other organizations. DATTCO is one of New England's leading school bus operators with an excellent safety record built on a quality driver-training program. Their managers and drivers are highly trained in driving skills, student behavior modification techniques, and the requirements of special needs students.

The Coach & Tour Group provides travel services for individuals and groups. This division serves a diverse range of customers including schools, universities, corporations, tour operators and local clubs and organizations. For groups they provide several distinctly different forms of transportation for charter. The most luxurious is the Experience Fleet, which offers all of the amenities to provide the comforts of home, or the productivity of an office on the road. The motorcoach fleet provides 36 to 81 passenger vehicles for luxury transportation. The Activity Transport vehicles are a unique cross between a motorcoach and a school bus. This division also provides transit, Para transit and shuttle services to colleges, universities and major corporations, as well as other scheduled services like commuter service. The Tour and Travel



Department enhances transportation service by providing additional options such as event tickets, hotel accommodations and guided tours. These services are provided to individuals and groups in the form of tour packages.

DATTCO Sales and Service is the premier supplier of IC school buses, the largest manufacturer of school buses in the U.S. They also sell products from eight other vehicle manufacturers. This division provides bus & truck maintenance and body repair, as well as parts sale. Its maintenance services include wheel-chair retrofit and lift installation, frame repair, rebuild service, air conditioning service and fleet maintenance. This division operates several facilities throughout New England. They also have road technicians who are on call 24/7 to assist customers day or night.

DATTCO is a dynamic organization that is constantly striving to improve. Their strength is the high quality of their employees and their service. To learn more about DATTCO and how they may serve your school community simply visit their company website at www.dattco.com.

Do you know an outstanding elementary school principal?

CAS, in partnership with NAESP, has opened nominations for the **2012 National Distinguished Principal Award**. The program is designed to recognize outstanding elementary school principals who have demonstrated extraordinary leadership, a passion for educational excellence, a commitment to their students and staff, and service to their communities. If you know an elementary principal who may be eligible for and worthy of this honor, please submit a nomination form by **December 19, 2011**. Two one-page letters of recommendation and a copy of the nominee's resume must accompany the nomination form. Specific award criteria, program guidelines, and procedures for submitting a nomination can be found at: http://www.casciac.org/pdfs/ndp_12.pdf.

NOTE: All nominees must be members of CAS and NAESP; have at least five years of experience as a school principal; and be in active service in a position of school leadership during the 2012-2013 school year.

Please contact Karen Packtor (203-250-1111, x. 3910 or kpacktor@casciac.org) if you have any questions.

IMPORTANT REMINDER

All member schools were required to update their school information in the online CAS membership database by **October 15th**. To date, only 40% of our members have done so. It is vital that we keep our membership data as current as possible. This allows member schools to take full advantage of the benefits of CAS membership and ensures that our online membership directory information is up-to-date. **Please keep in mind that if we don't have the correct e-mail address on file for the building principal, he/she will miss out on important news and announcements.**

All member school principals should have received an e-mail containing their school number and login ID for accessing the on-line membership database. Principals who did not receive this message can contact Karen Packtor, kpacktor@casciac.org. Visiting the on-line membership database also provides principals with an opportunity to review and sign off on the CAS membership agreement for the 2011-2012 year. Acceptance of this agreement is a requirement of CAS membership.

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Thanksgiving Message,

continued from page 1

What a warm, positive way to begin the school day for the two of them, for Patti, and for me. That image remained in my mind for the entire day.

I learned later in the day that under Mrs.

McQuone's advisorship, the Best Buddies Club has grown to become the largest club at Staples

High School. She told me that she now has over 220 students in the club. That means about 15% of the Staples student population is now in a club that exists solely to support, to benefit, and to help special needs students. They provide individual help to each of our students, and, once a year, they organize and host a dance for special needs students from communities all over the state of Connecticut.

Over the last seven years, I have written about problems teenagers face. I've written about drinking, cheating, bullying, speeding and other issues that have always existed and will continue to exist long after I leave Staples. Some teenagers make poor decisions but that is part of life. I talk about them; we as teachers and administrators deal with those matters, but that kind of behavior is seldom the primary focus of our attention. What we focus on is the fact that our kids are fun to be with seven hours a day, five days a week. They amaze us every day with something unexpected and positive that they say or do. I looked at a list of the now over ninety clubs at SHS and was amazed at the number of them devoted to helping young people somewhere in the world. Some are raising money to build a school in Guatemala, some are providing soccer balls for young kids in Iraq and Afghanistan, some are feeding the homeless and a huge number are helping those who were born with a severe handicap and who attend Staples High School. What a wonderful job I have!

So here is what I am most thankful for and will share with my family at the Thanksgiving table this year. I am thankful that I am the principal of a school with students who, bottom line, are caring, respectful, involved, and willing to work hard to become well-educated, responsible human beings. I am thankful that my mother taught me that individual people are important for one reason or another. Because I took her words to heart, I take time each day to get to know the students in my building and to see first hand, their warm and caring nature. Working with these children is a joy, and I am truly thankful for that.

Happy Thanksgiving!



John Dodig, Principal
Staples High School

CENTER SCHOOL AND THOMAS HOOKER SELECTED AS ELEMENTARY SCHOOLS OF THE YEAR

By Regina Birdsell, Assistant Executive Director

CAS is proud to announce that, for the first time in the fifteen-year history of the *Elementary School of the Year Award*, two Connecticut elementary schools have achieved this coveted designation: Center School in Old Lyme and Thomas Hooker Elementary School in Meriden. Chosen from over 460 eligible Connecticut elementary schools, both distinguished themselves as exceptional elementary schools, employing exemplary practices as defined by the National School Climate Standards and the National Association of Elementary School Principals.

The two schools were selected as finalists after completing a detailed application process which focused on: an educational program conducive to the needs of all students; student opportunities that go beyond the typical school day; educational programs that are consistently reviewed and improved; an atmosphere that welcomes participation from all constituencies; an active role in the community; and strong parent-school involvement. They were then visited by a CAS committee that included veteran principals and the CAS assistant director for elementary level education. During the site visits, interviews were held with faculty, administrators, parents and students. Classes were observed and scores of documents were examined. At the conclusion of the visits, the committee deliberated over its findings and declared both to be winners.

While the two schools differ in size, demographics and challenges, they both excel in meeting the needs of their students and communities and in employing cutting edge instructional strategies, data driven decision making, and exemplary school climate practices.

Led by exemplary principals, Christopher Pomroy at Center School and James Quinn at Thomas Hooker Elementary, both schools had a high level of involvement of teachers, staff and parents in decision-making, provided extensive school- and community-related activities for students and were successful in improving the successes of their students.

The two schools will receive their awards at the CAS Elementary Program Recognition Banquet being held November 21 at the Aqua Turf Club in Southington.

That two schools were selected this year is a testament to the high quality of elementary level education in Connecticut.

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THE BULLETIN

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"Celebration," continued from page 1

warmly welcomed guests and introduced the evening's master of ceremonies, Mr. Scott Gray, 40-year veteran sports commentator for WTIC AM 1080. In his opening remarks, Mr. Gray praised the accomplishments of the evening's six honorees. "Your exemplary work not only benefits the children you serve, but encourages those around you to consider school administration as a worthy career," said Mr. Gray. "In the midst of declining resources, accountability pressures and the myriad demands of your profession, you continue to bring innovation, inspiration and dignity to the work of educating our children."

Ms. Charlene Tucker-Russell, associate commissioner for the Connecticut State Department of Education's Division of Family and Student Support Services, and CAS President Katharine Bishop extended congratulatory remarks to the honorees on behalf of the state department and CAS, respectively. During the awards presentations, each of the six distinguished administrators was entertained with a short slideshow containing pictures and quotes from friends and colleagues. All honorees received a plaque; an engraved desk clock; a copy of *"The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education,"* by Diane Ravitch; and a proclamation from Governor Dannel Malloy lauding their dedication and tireless efforts in raising the standards of excellence in the state of Connecticut. Thanks to the generosity of Jostens, one of CAS' newest corporate partners, all honorees also received a

custom-designed ring to commemorate their achievement.

By all accounts, the tenth annual "celebration" was a rousing success! Many thanks to the members of the organizing committee - Mike Rafferty, Bob Hale and Andrienne Longobucco - and to our official photographers, Gryn & Barrett.



2011 Elementary Assistant Principal of the Year **Cindy Smith** (right) with Kit Bishop (left) and Spencer Elementary School Principal Amy Clarke



Left to right: Kit Bishop, Amy Clarke, CT's 2011 National Distinguished Principal **Larry DiPalma** and CAS Executive Director Karissa Niehoff



2011 Middle School Assistant Principal of the Year **Susan Muirhead** (center) with Earle Bidwell and Karissa Niehoff



Left to right: CAS President Kit Bishop, Assistant Executive Director Earle Bidwell, and Middle School Principal of the Year **Donna Schilke**



Left to right: 2011 High School Assistant Principal of the Year **Michelle Marion**, Westbrook H.S. Principal Bob Hale, Jr., and Karissa Niehoff



2011 High School Principal of the Year **Michael Foran** (left) and Westbrook H.S. Principal Bob Hale, Jr.

Students, Student Activities, and School Climate Committees

By Dave Maloney, Assistant Executive Director

As school leaders throughout Connecticut assemble school climate teams, a question always comes up, "Should students be offered membership?"

The answer is a resounding yes! And, here's why.

The adults in a school community - administrators, teachers, support staff, and parents - cannot change and improve school climate by themselves. School officials can create the best policy manuals and handbooks with up-to-date amendments from the new law - 11-232 - but those words, alone, won't go far enough. Very often, mean-spirited behaviors - name-calling, teasing, harassment, and bullying - occur when students are present, but school staff is not. Providing students with membership on school climate committees sends a strong message that students are valued assets in the school community. It recognizes that students are not the sole source of the problem of mean-spirited behaviors but rather part of the solution. Bringing students from all academic and social groups within the school community to work together with adults to build a more respectful school climate sends a powerful message for creating a safer school.

No child should sit in class fearful and anxious about what might happen when the bell rings, when the lunch line forms, when the school bus arrives, or when he/she enters a lavatory. While this may sound rudimentary, too many students in our schools experience widespread degrading language, frustration, anger, and fear - fear of the next dehumanizing comment; fear of the potential for violence; and fear of the next threat from a perpetrator. These problematic behaviors are well documented by a plethora of research. Tomorrow, some students in Connecticut schools will either arrive feeling unsafe or leave frustrated and angry from mistreatment.

We must give voice to all members of school communities - teachers, administrators, parents and students - to speak up and build schools characterized by civility and respect. A major shift in our thinking has to involve students and student-centered activities in a comprehensive and collaborative approach. A growing body of research concludes that there is a strong link between participation in school activities and academic performance, graduation, college acceptance, and responsible citizenship. A key question is, "Do the students who join school activities become good students or do good students join activities?" Recently, researchers insist that there is a cause-effect relationship

between school activities and academic success, not just the other way around. (US Dept. of Education, Margo Gardner, Columbia University, National Center for Education Statistics)

In general, the studies conclude that students who are engaged in school-sponsored activities are less likely to cut class; appear on the honor roll more often; and get accepted into and complete college by a whopping majority when compared to their peers who do not partake in school activities. Another statistic is interesting - kids who spend a few hours a week with an adult - an advisor or coach - don't want to disappoint the coach and, thus, work harder in school. Researchers found that school-sponsored activities "make school more palatable." Laurence Steinberg of Temple University notes, "Grades improve not because of what kids are learning in the video club, but because the video club is making school more enjoyable, connecting club members to like-minded friends and, thus, becoming more engaged in school." And, connecting is the key word that must be part of a positive school experience for every student in Connecticut's schools. Our charge must be to create multiple connections in both curricular and co-curricular activities that attract students to the school experience.

Tony Wagner, co-director of the Change Leadership Group at Harvard's Graduate School of Education, concludes, "The takeaway is that school-sponsored activities teach a lot of the skills you need as an adult: time management, leadership, self-discipline, and persistence for doing work that isn't extrinsically motivated."

Ask high school students (I often do in workshops) what they've learned that best prepared them for college and, almost always, the answer is school-sponsored activities. My experience in conversations with students is that the kind of activity doesn't matter. From sports, to drama, to music, to clubs, to service organizations, it makes no difference. What matters most is the level of engagement in the activity.

No question that when students have strong connections with adults they are more resilient and able to succeed in school. Stan Davis, who presented at a CAS-sponsored school climate workshop, surveyed over 13,000 students from New England and found that when adults listen, encourage, and support students who have been mistreated, it is appreciated most. Davis noted, "When a caring adult gives kids advice and support, checks in with them frequently over time, things most often get better." Davis

mentioned that the survey responses indicated that when students felt included by members of the school community, they were less likely to be hurt by bullying.

So, there's the answer. Include students on your school climate committees! Give students the opportunity to assist with refining your school climate plans. Strengthening adult-to-student and student-to-student relationships is the centerpiece to building a positive, respectful school climate. This can be accomplished in a myriad of ways as long as students are invited to collaborate with adults.

The return on investing in students and student activities can be enormous. If the school experience is characterized by positive, respectful school-sponsored activities there will be less daily disruption, less mean-spirited behaviors reported, greater engagement in academics, and subsequent improvement by every measurable assessment. However, if adults ignore what is going on, berate the behavior as tattling, or tell students to solve their own problems, progress will be limited. Students can show us the way. In many respects they are the quiet heroes that can help us create and maintain climates of respect so that no child walks in our hallways and sits in classes feeling unsafe.

The bullies try to put me

**D
O
W
N,**

Causing me to frown.

Because their **self-esteem** is on the ground.

But I'm not gonna look like a clown when I have all these people around, that are willing to help me out.

I no longer want to be another **statistic** they count.

I'm stacking what these bullies are lacking.

Confidence is what I back.

I'm not gonna let you talk smack,
So bullies, fall back!

- Amani Ward
Grade 11, Shelton H.S.

Changing Lives

By Dale Bernardoni, Retired Principal

Reflect for a moment on the people you have met or the experiences you have had that have changed your life forever. The following paragraphs describe how one event impacted a teacher who then worked with others to improve the education of thousands of children. This was all accomplished through volunteer and humanitarian efforts. You and your schools are invited to become participants as well.

In 2003, Mark Grashow, a retired high school teacher from Brooklyn, and his wife, Sheri Saltzberg, attended a wedding in Zimbabwe. Upon traveling in Africa, they recognized that most rural African schools have no text books, supplies or sports equipment, and they realized that these materials sit unused in closets throughout America. They decided to dedicate their retirement years to linking US and African schools. As a result, they founded the United States-Africa Children's Fellowship (USACF), a humanitarian organization with the mission to send books, supplies and equipment from the US to schools and children in need in Africa. Since then, the USACF has established a network of more than 100 schools in the US that send donations to approximately 100 rural schools in Zimbabwe, Ghana and Tanzania. Attendance and test scores have improved vastly in these schools as a result of this entirely volunteer effort. In 2007, former President Bill Clinton was so impressed with the accomplishments of the organization that he wrote about the USACF in his book, *Giving*.

Here is how the humanitarian efforts are accomplished. Meetings take place in the US with school staff outlining the needs and the process. Assemblies describing the needs are conducted with students in interested schools. Once a school decides to participate, collections are made according to simple instructions that are provided for the school coordinator. The USACF then collects donations such as books, supplies, equipment and clothing, raises the funds to purchase the shipping containers and ships the goods to Africa. Non-Governmental Organizations (NGOs) receive the materials and distribute them to the African schools. As of September, 2011, 18 containers (the size of an 18 wheeler truck) have been shipped to Africa by the USACF.

In addition, each year Mark Grashow takes fifteen educators and interested adults to Africa to visit the schools that have received donated materials. Upon retiring as a principal in Connecticut, I was fortunate to travel with the USACF this past July during which time I taught in a rural elementary school in Zimbabwe. It was a life altering experience for me as well. The USACF is currently in the process of expanding the organization to work more closely and more specifically with schools in CT and to link them with schools in the rural northeastern section of South Africa. These schools are supported by a network in South Africa called Sharing to Learn. The distributions will be managed by the NGO, Equal Education.

continued on page 9

LET NASSP WORK FOR YOU

The National Association of Secondary School Principals, NASSP, has redesigned its logo to include the by-line "Leading Schools." This two



word addition holds great significance and is the result of the new challenges facing American educational leadership and the organization's own soul searching. The NASSP staff and its 22 member board of directors who are active principals and assistant principals from across the country, have spent this past year assessing the organizations relevance during this time of unparalleled change and demands upon educational leaders. The result of this assessment is a more sharply focused organization which is poised to provide the highest level of support to principals, assistant principals and teacher leaders at all levels.

★ Advocacy ★

NASSP's corps of educational advocates, composed of staff specialists and practitioners, maintain a constant dialogue with the US Department of Education, as well as the congressmen and women, and senators who create educational legislation and budgets. The NASSP staff advocates are constantly working behind the scenes with Department of Education and Congressional staffers to influence policy by providing accurate information about the realities of K-12 education. Twice a year the 22 board members ascend upon Capitol Hill and participate collectively in no fewer than one hundred meetings with legislators or staff bringing the true stories of the successes and challenges which occur in schools on a daily basis.

★ School Reform ★

The national movement for school reform has taken hold. No Child Left Behind, most would agree, is not model legislation, but if it has had any positive impact, it has been that public schools are accountable for the success of all students, and the conversation has begun on how to accomplish that. NASSP's latest publication, *Breaking Ranks: The Comprehensive Framework for School Improvement* is an essential blueprint for K-12 reform as it is the "how to" in accomplishing a sound plan for the success of all students.

★ Web Site ★

NASSP's website, at www.nassp.org, is a rich resource for educational leaders. Current and archived articles from *NewsLeader*, the organizations monthly publication, are posted. Legal issues, common core standards, legislative initiatives, administrative evaluations, and universal assessments are just a sampling of the topics which receive comprehensive coverage on the web site. New this year is Edweb, where on line communities provide interactive discussions on a multitude of educational issues.

In short NASSP is the organization for school leaders. Your membership to NASSP opens the door to the most current educational research, expert support for instructional leadership, and a broad network of practitioners which represents the largest community of educational leaders in the nation.

Prepared by Donlad Macrino, principal of Waterford High School and member of the NASSP Board of Directors

ILLING MIDDLE SCHOOL IN MANCHESTER RECEIVES 2011 ARTHUR DIRECTOR LEADERSHIP AWARD

By Stephanie Ford, Director of Marketing

A student leadership team at Illing Middle School in Manchester was recently presented with the 2011 Arthur Director Student Leadership Award. This prestigious award is presented annually to a school that exemplifies outstanding application of the themes of the CAS Middle Level Student Leadership Conference. The theme of this year's conference was "Making Acceptance Acceptable," and Illing clearly models this theme in exceptional ways.

At Illing, diversity and tolerance are important in fostering a climate of acceptance and respect for all students. This is evident in their many clubs that support diversity, such as the Multicultural Club, the Chinese Culture Club, and the Young Men and Women's Leadership Club. As Kaitlin Maloney, last year's student council president at Illing stated, "People are afraid of what they don't know. So here at Illing, we educate people about all different types of people, from all walks of life. The goal is to combat stereotypes and prejudice in order to allow for a richer climate of acceptance."

There are two other clubs at Illing that go above and beyond what most middle schools offer - the Future Educators of America Club and the Poetry Club. The Future Educators of America Club helps to build respect for the teachers at Illing. The members promote teacher appreciation week and encourage students to express their gratitude for their teachers through notes, cards, and posters leading to more esteemed teachers. The poetry club fosters an environment that allows students to freely express themselves and share their feelings in creative ways.

In a time when Connecticut schools are being required to create positive school climate and anti-bullying programs, Illing is ahead of the curve. Illing has established its own Bully Buster Pledge. For the Bully Buster Pledge, students sign a contract and pledge to stop bullying and/or step in and stop bullying when they witness it, as well as report any incidents to an adult. Currently, over 90% of the student body at Illing has signed the pledge. Illing has also implemented Positive Behavior Support and Incentives for Academic Achievement. Once again, these are programs that reward good behavior and academic success. As Kaitlin Maloney reflected, "A school with good citizens and high academic standards is a wonderful place to be a part of, and all of these incentives build a strong climate of acceptance for students to do well in school, and encourages other students to work harder too."

Students at Illing are not only encouraged to make a difference in their school, but they are encouraged to make a difference in their communities as well. The student council annually holds a food drive to help the homeless and raises money for the Hole in the Wall Gang Camp in Ashford. Reaching out and helping less fortunate members of their community is important, and the students at Illing are doing this and experiencing first hand the good that comes from giving back.

Illing was among the 50 middle schools that participated in the CAS leadership conference this past year and was the sole recipient of the award which included a plaque and a \$250 grant to the school. This prestigious award, which Illing so clearly deserves, was created by David Director to honor his father, Arthur Director. Arthur Director is the founder of the Connecticut Lighting Centers, and a philanthropist whose family supports many charitable organizations throughout the state. The Connecticut Lighting Centers are

corporate partners with CAS and has sponsored the annual Middle School Student Leadership Conference for a number of years now. It is due to their generosity that all students in all middle schools, regardless of their circumstance, can attend the CAS leadership conference. CAS is proud of its association with the Director family and it is most fitting that the award is named for a man who symbolizes civic responsibility and philanthropic endeavors.

The 2012 CAS Middle Level Student Leadership Conference will take place on Thursday, January 5, 2012 at Wesleyan University.



Back row from left to right: Illing Principal Dr. Troy Monroe; Todd Director, grandson of Arthur Director; David Director, son of Arthur Director; Mrs. Colleen Bobria, Grade 7 Teacher and Student Council Advisor; Earle Bidwell, CAS Assistant Executive Director; and Dr. Anne Richardson, Manchester Assistant Superintendent
Front row from left to right: Current & former student council members at Illing - Margaret Guinan, Kaitlin Maloney, Teagan Welch, and Taylor Stafford

USACE, continued from page 8

You will find more information about the organizations mentioned at:

Clinton, Bill. *Giving*. New York: Knopf Publishers, 2007.
<http://www.childrensfellowship.org/02>
<http://vimeo.com/album/1628282>
<http://www.equaleducation.org.za>

I believe that Connecticut schools have the capacity to positively impact the education of tens of thousands of impoverished children in Africa. As we all know, when children are given the tools to learn, their lives are changed forever. If you are interested in having students in your school participate in this effort, please feel free to contact me for further information.

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CONCUSSION LAWS AIMED AT STUDENT-ATHLETES SPREAD

By Bryan Toporek

With research mounting on the dangers of student-athlete concussions, a majority of states have ramped up their legislative efforts to get concussion-management laws on the books.

By the time high school football practice kicked off toward summer's end, 31 states and the District of Columbia had passed a student-athlete concussion law. Eleven more have similar legislation pending. In late February, only 11 states had such laws.

"It is only a matter of time until there are data showing how these state concussion laws are preventing catastrophic injuries, saving lives, and preventing chronic outcomes from repeated concussion," said Dr. Kevin Guskiewicz, the director of the Matthew Gfeller Sport-Related Traumatic Brain Injury Research Center at the University of North Carolina at Chapel Hill.

A concussion occurs when the head jostles back and forth rapidly, causing the brain to shift in the skull. Unlike broken bones, concussions leave no visible marks on people, which may cause some student-athletes to downplay the severity of their injuries.

In every concussion law passed so far, except for those of Idaho, Vermont, and Wyoming, some version of this idea appears: If a student-athlete is suspected of sustaining a concussion, he or she must immediately be removed from competition and obtain medical clearance before returning to play. That, in theory, would help counteract student-athletes' trying to hide their symptoms to continue playing.

States like New Mexico, New York, and Oregon go further, requiring student-athletes to remain symptom-free. Some experts argue that the provision doesn't pack much punch, though, as doctors are unlikely to clear a student-athlete who still exhibits signs of a concussion.

"Having persisting somatic, cognitive, and/or emotional symptoms is one sign of acute concussion," said Christine Baugh, the research coordinator at the Boston University Center for the Study of Traumatic Encephalopathy. "What this means is that the symptoms are a sign that the athlete's brain is still healing. Therefore, no doctor should clear a student-athlete to return to play if any symptoms are apparent."

Symptoms include memory impairment, inability to concentrate, irregular sleep patterns, headaches, nausea, dizziness, and sensitivity to light or noise, according to the federal Centers for Disease Control and Prevention.

Roughly half the states with concussion laws require coaches—the ones responsible for recognizing the symptoms and removing players from practice or games—to undergo regular concussion-recognition training. A few extend the requirement to school nurses, athletic trainers, volunteers, and officials involved in interscholastic athletics.

All but six states—Colorado, Connecticut, Idaho, Nebraska, Oregon, and Wyoming—with

concussion laws also require schools to issue concussion-awareness information to parents to sign and return before their children can take part in school athletics.

With the momentum for student-athlete concussion laws continuing to build nationwide, some experts believe there's plenty of room for future concussion laws to develop further.

"All states' laws have not been able to cover the spectrum, and I hope this is ultimately where we end up," Dr. Guskiewicz said.

A Model Law?

An estimated 146,000 high school student-athletes sustained concussions in the 2008-09 school year, according to research from the Center for Injury Research and Policy, in Columbus, Ohio. That number jumped to about 187,000 in the 2009-10 school year (<http://injuryresearch.net/resources/1/rio/200910HighSchoolRIOSummaryReport.pdf>), which can be partially attributed to higher concussion awareness and thus better reporting.

A recent study in the online journal *Brain Pathology* revealed that one traumatic brain injury, such as a concussion, suffered even in childhood, can cause permanent damage to the brain. Another study (<http://pediatrics.aappublications.org/content/early/2011/06/16/peds.2010-2743.full.pdf>), recently published in the journal *Pediatrics*, found that a number of student-athletes' deaths caused by head injuries would have been preventable with better equipment and more defined return-to-play guidelines.

The National Football League, which has encouraged all 50 states to adopt student-athlete concussion laws, calls Washington state's 2009 Lystedt Law "model legislation." It was named after Zack Lystedt, a former high school football player who nearly died on the field after he suffered a concussion and continued playing.

Specifically, the NFL points to three characteristics of that law that should appear in all states' versions: requiring parents or guardians to sign a concussion-information form; removing student-athletes suspected of concussions from play; and making concussed student-athletes obtain medical clearance before returning.

Of the 31 states that already have laws, along with the District of Columbia, 25 meet the NFL's criteria, as does D.C. (Colorado, Connecticut, Idaho, Oregon, Vermont, and Wyoming fall short.) Of the 11 states with pending legislation, only Michigan and New Hampshire don't have bills that satisfy all three criteria.

In all states' laws, a designated group—typically involving the state board of education, the health department, and the governing board for athletics—must design either a training course for coaches or a concussion-information system for parents, coaches, and student-athletes. Not all states require their schools to follow the model concussion-response protocols designed by those bodies.

While Colorado's law doesn't meet the NFL standard, it does include a feature that only a handful of states share: The rules extend past school sports, into private youth-sports organizations such as Little League and Pop Warner. Most of those states require private organizations to follow similar rules, if not carbon copies, of what all schools must do.

What's Next?

Experts on concussions have come up with a number of suggestions to minimize the risks to student-athletes. The most prominent potential improvements on the horizon are:

- **Baseline concussion tests.** Administered before the start of a sports season, these tests are meant to measure the normal levels of brain activity in a healthy student-athlete. When a concussion is suspected, the athlete retakes the test, and a medical professional compares the results. The larger the difference in the responses, the higher the likelihood of a concussion. Recent research suggests baseline concussion tests are critical for accurate diagnosis, yet no state currently requires schools to use them.

"Athletes vary tremendously on these tests," said Dr. Mark Lovell, the chief executive officer of ImPACT, a Pittsburgh-based company that issues baseline tests, "and if you don't have a baseline, it is difficult to detect change in the case of mild or subtle injury." Dr. Lovell stopped short of saying that states should require baseline testing, as he believes there hasn't been enough time for schools, particularly in rural areas, to establish concussion programs.

- **Return-to-play guidelines.** A growing number of neuroscientists believe that once a student-athlete obtains medical clearance to return after a concussion, he or she should do so gradually. The 2008 Zurich Consensus Statement on Concussion in Sport recommended a five-step return-to-play process, in which athletes would have to remain symptom-free for 24 hours to advance through a protocol of light aerobic exercise, sport-specific activity, noncontact training drills, full-contact practice, and finally, return to play. No state currently mandates a specific return-to-play model.

Ms. Baugh of BU supports the same return-to-play model as outlined in the Zurich consensus statement. "If symptoms reappear at any time during this gradual reintroduction, the stepwise return-to-play system will allow for intervention and reduction of activity," she said. "As all brain injuries are different, doctors should be sure to treat on a case-by-case basis rather than imposing an arbitrary time frame."

- **Mandatory training for adults.** Ideally, experts say, coaches, school nurses, athletic trainers, and

continued on page 11

BUILDING SCHOOLS AND COMMUNITIES OF INCLUSION

By Lou Pear, Director of Unified Sports®

This fall has been both busy and exciting with the involvement of over 2000 athletes and partners participating in ten soccer tournaments and one elementary sports day. As these students walk off their buses, they bring genuine enthusiasm with smiles of gladness and the honor of representing their school at a CAS/SOCT state tournament. With their school's banner in tow, they enter the host school's gymnasium, some holding each other's hands and some with their arms around each other's shoulders. Webster defines inclusion as "taking in account or to comprise of." I believe that it is this composition of athletes, partners, coaches, athletic directors, parents, students and corporate volunteers that exemplifies the true meaning of inclusion. Through Unified Sports and Unified Art, schools are embracing these inclusionary attributes making their schools welcoming and engaging communities.

Most recently, one of our athletic directors has shared the following success story with us which is one of many shaping the inclusionary atmosphere in our Connecticut schools. For the purpose of this article, let's call our special athlete Sarah who is a student with Down's Syndrome.

At the beginning of each school year, Sarah would dread going to school as students would call her retarded, make fun of her, not join her in the cafeteria and not greet her in the hallway. All of these negative behaviors made the school day and school unwelcoming. Her mother said that getting Sarah to school was a battle and many times she would miss her bus. Then her life was about to change as there was a request for athletes and partners to take part in a Unified Sports team at her school. At first Sarah didn't know what to make of this opportunity and was a little nervous, especially when her assigned partner was the seven foot tall varsity basketball player from her school. In just a few minutes, Sarah was smiling and learning from her student mentor the finer points of being a soccer player. After several practice sessions, Sarah was on her way to an away soccer tournament wearing a varsity soccer uniform, taking a chartered school bus and competing with Unified Sports teams from other schools at a CAS/SOCT soccer tournament, just like the other varsity athletes from her school. The next day, she woke up early so she would not be late for the bus and that is when the best part happened. As she walked off her bus and entered her school with her gold medal displayed proudly around her neck, she gave her partner a special hug and, in return, he congratulated her. Other students saw this random act of kindness and also followed suit with additional congratulatory remarks. During school that day and in the days to follow, Sarah walked the school hallways as students asked her about her medal. She ate lunch with her Unified Sports partner and the other players on the basketball team; and, most importantly, since that special day, she has never been late for school.

Schools such as this one not only include all students in school programs but encourage their student body to cultivate a positive learning environment and make their school community inclusionary and welcoming.

Concussion laws, continued from page 10

other adults involved in youth sports should undergo concussion training annually. Training should include information about concussion symptoms, recognition hints, and the dangers of returning to play before being fully healed.

Dr. Guskiewicz of UNC's Gfeller center says that future concussion laws need a clearer description for "training in concussion management for clinicians."

"This has been too vaguely written in some of the states' laws," he said, "and while difficult to

police or regulate, it would eliminate the confusion and would improve care."

- Extending coverage. Roughly a half-dozen states already extend their concussion laws beyond school sports, including to private youth organizations. Those states largely make the private sports leagues follow the same rules.

- Limiting contact. Ms. Baugh said that current laws fail to "limit the overall number of impacts incurred by these student-athletes, at least in any meaningful way."

THERE IS A CHILD INVOLVED

*Mainstream, self-contain, integrate, include
How's the wind blow, what's the mood?
General ed., special ed., adapted or not,
Teachers everywhere are put on the spot.
Lighter balls, larger goals, and shorter distances too,
The menu's so large; no one's sure what to do.*

*These concerns each could be solved
If we'd only remember,*

THERE IS A CHILD INVOLVED

*Baseball, basketball, floor hockey too,
Do I have to adapt all of them for you?
Why can't you watch, maybe keep score?
Then the "regulars" will get to play more.
Gross motor, fine motor, wheelchairs and walkers,
And all those fancy augmentative talkers.
I went to college to learn how to teach,
But no one told me, there'd be so many to reach.*

*Relax, take a breath, for this too can be resolved
If we'd only remember,*

THERE IS A CHILD INVOLVED

*Frustrated kids who just want the chance
To score a goal, or join in a dance.
They can't quite catch, or keep up the pace,
And seem to get lost in the midst of a race.
But you need not lower the ceiling
For those who stumble and fall,
Just adapt and level the field
For one and for all.*

*So what's to be done, what's the goal to be?
It's plain, it's simple, just teach PE*

And remember ...

THERE IS A CHILD INVOLVED

- Michael Marsallo, Retired Principal
Kilmer Center School, Fairfax County Public Schools, VA

SAVE THE DATES

January 5, 2012 | Unified Sports Youth Leadership Summit | Wesleyan University

May 24, 2012 | Michael's Cup Unified Sports Award Banquet | Aqua Turf Club

"With current research suggesting that the total number of impacts incurred (both concussive and subconcussive hits) can lead to degenerative brain disease down the road, it is imperative that we limit the total number of hits to the head taken by these youth athletes," she said. "Because these athletes take more than half the hits in practice, limiting the number of 'hitting practices' is the easiest answer."

(Reprinted from *Education Week*, August 11, 2011)

... more ciac news

Sports News & Notes

■ CAS Director of Information Services Matt Fischer has recently been appointed to the NFHS Technology Committee. The group is responsible for making recommendations regarding the Federation's website and use of technology, and for developing ideas for shared technology projects and initiatives that will benefit the NFHS, it's member states and high school athletics and activities in general.

■ To be the best, athletes are always searching for a competitive edge on and off the playing field. A new study by Professor of Kinesiology William Kraemer of UCONN's Neag School of Education shows that wearing a full-body compression suit is one way athletes can improve their performance even while they rest. Known as "recovery wear," these high-tech garments are engineered to contour to the body using strategic compression in order to help tired and worn muscles heal more quickly. The garments are specifically designed to hug areas of soft tissue (quadriceps, calf muscles, and upper body muscles) that can be damaged during a rigorous workout or athletic activity. The flexible, tight-fitting fabric helps repair soft tissues by immobilizing muscle fibers to decrease swelling and regulate fluid buildup inside the body. Researchers say that such stabilization of muscles and joints rejuvenates the body better than traditional methods involving icing and rest alone. The garments work best when they are worn directly after exercise and, since the suits are both lightweight and comfortable, it is possible to wear them under clothing and while sleeping, when the body does most of its repairing. The whole-body compression suit represents one of the latest applications of compression technology in sport and exercise. Early applications of the technology often involved athletic trainers taping or bandaging, for example, an injured muscle or sprained ankle. This was to help

support the weakened tissue. This same principle now is being used to assist healthy athletes with muscle recovery. Find more information at <http://spotlight.education.uconn.edu/2011/compression-suits-provide-competitive-advantage>.

■ Of the 51 state athletic associations in the country (each of the 50 states plus Washington, DC), only 5 - California, Hawaii, Tennessee, Texas and Washington (state) - sponsor state championships in girls wrestling. Twenty years ago, there were only 132 girls in the nation wrestling on boys high schools teams, according to the NFHS High School Athletics Participation Survey. By 2000, that number had jumped to 3,032, and this past season there were 7,351 girls participating in the sport.

■ A 2009 state basketball championship title vacated by the North Carolina High School Athletic Association won't be restored by a state appeals court panel, which ruled Tuesday that team members and coaches who sued lacked legal standing to challenge the group's decision. The three-judge panel upheld unanimously a lower-court ruling that sided with the association, which stripped Northern Guilford High of its 3-A boys basketball title after a school board investigation found at least two players lived outside the school's residency zone. Thirteen other players, former coach Stanley Kowalewski and four assistant coaches sued the association, saying it should have investigated the problem independently and failed to follow its own rules. The appeals court panel said the school is an association member, not the people who sued. Northern Guilford chose not to appeal the decision of the voluntary association, and the plaintiffs don't have a legally protected interest in any award granted by the group, Judge Ann Marie Calabria wrote for the panel.



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- ★ Jostens ★
- ★ Liberty Mutual ★
- ★ MaxPreps ★
- ★ McDonald's ★
- ★ People's United Bank ★
- ★ PureTech Water ★
- ★ Rawlings ★
- ★ Sodexo ★
- ★ Spalding ★
- ★ Subway ★
- ★ Team IP ★
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