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 - National Association of Secondary School Principals
 - National Middle School Association
 - National Association of Elementary School Principals



The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



BULLETIN

THE END OF AN ERA



On October 8th, Executive Director Mike Savage informed the CAS Board of Directors of his intentions to retire effective June 30, 2010. Having joined the CAS-CIAC staff as assistant executive director in 1980, Mike will be completing his thirtieth year with the association and will be bringing to a close an era of heroic leadership, unparalleled vision and unimaginable growth. Even the most gifted writer would be unable to adequately depict or describe the rich legacy that Mike has almost single-handedly forged during his thirty-year tenure at CAS-CIAC. The enormity of his influence, the magnitude of his accomplishments, and the depth of his leadership skills defy expression. We thank him for all that he has given to the association, to us as individuals, to our profession, and to the students and schools we collectively serve.



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Michael H. Savage

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- New England League of Middle Schools
- National Federation of State High School Associations

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*Serving schools
and principals*

THE CONNECTICUT ASSOCIATION OF SCHOOLS

October 8, 2009

Dear CAS Board Members:

My thirty years of employment with CAS-CIAC have been a time of great professional fulfillment and personal happiness. It is, therefore, with complex and conflicting emotions that I inform you of my intention to retire at the end of the current school year, effective June 30, 2010.

The face of CAS-CIAC has changed dramatically in the past thirty years. We have grown from a modest operation concerned mainly with the governance of interscholastic athletics to a powerful organization that is a recognized and respected force in Connecticut education. We built and relocated to a new headquarters with the facilities needed to expand and improve services to member schools; we extended membership to elementary schools, a move that served to significantly broaden the scope of the association; we created the CIAC Endowment Fund to ensure our future financial security; we introduced the renowned scholar-athlete, scholar leader and fine arts banquet to recognize the academic, athletic and artistic achievement of Connecticut's students; we founded the Center For Early Adolescent Educators to provide professional development programs to middle level educators; we created the CIAC/Special Olympics Unified Sports Program to extend athletic opportunities to students with disabilities; we earned sanction from the CT State Department of Education as an authorized coaching certification agency; we allied with the Connecticut Association of Athletic Directors and the Connecticut Association of Interscholastic Officials to bring Connecticut's athletic directors and sports officials under the CAS-CIAC umbrella; we merged with the Elementary and Middle School Principals Association of Connecticut to create a single principals' organization and a united voice for all administrators in Connecticut; we established the Connecticut Principals' Center to focus on the professional development needs of new, aspiring and veteran administrators; we entered into a partnership with the University of Connecticut to conduct the clinical component of UCAPP which has us positioned as a prominent agent in the state's efforts to address one of its most critical challenges: reducing the growing administrative shortage; we developed, through the Exemplary Interscholastic High School Athletic Program Evaluation Model, an educational framework which will promote the value and importance of high school athletic programs; and, more recently, we embarked on a joint initiative with the state department which serves to recruit, train, place, and supervise executive coaches to support leadership teams in low-performing school districts.

All this has not been accomplished by my hands, but by your hands and by the hands of the thousands of volunteers who have collectively contributed countless hours of time and energy to sustain the ongoing improvement of the services we provide to the schools, students and educators of our state. Our advancement is due not to my individual leadership but to the determination of present and past board members who have insisted that our association not just persist, but flourish. While I would like to think that I have contributed, if I have done so, it has been only through my capacity to mobilize the best thinking of all of our members.

I have been planning my departure since January 2008. It is the right time. I am confident that I am leaving the association in a state of great strength and at a time of great promise. Our staff is scrupulously dedicated and resourceful. Our boards are strong and capable, comprised of members with the utmost experience, integrity and humanity. I am fortunate to have been one of the many beneficiaries of their professionalism, competence and goodwill. Now it is time for new leadership to advance the association through the political, legal and educational challenges that lie ahead. The discrepant call for high standards and accountability on the one hand and budget reductions on the other can be an impetus for action rather than an excuse for complacency.

It is with these reflections that I thank you for your selfless leadership and conscientious work. I will cherish the memories of my interactions with you, staff members, and the many wonderful people that I have had the good fortune to know and serve.

Sincerely,

Michael H. Savage



OCTOBER 2009

In This Issue:

Recap of 2009 Legislative Session - pg 5

2009 Exemplary Elementary Educator
- pg 9

Pay-to-Participate Survey Results - pg 16



A warm welcome to **Susan Kennedy**, the newest member of the Central Office staff! Susan is the assistant director of the executive coaching program, replacing Pat Llodra, who retired in June. Susan is the former chief of the Bureau of School and District Improvement at the State Department of Education. She was an education consultant with the state department for twenty-two years, the first twelve of which were spent in the CT Bureau of Special Education. In 1998, she transitioned to the CT Bureau of Research, Evaluation and Student Assessment to develop the alternate assessments required under the 1997 amendments to the IDEA. Prior to working for the state department, Susan was a full-time faculty member in the special education department at St. Joseph College and, prior to that, a regular and special education classroom teacher. Please feel free to contact Susan at skennedy@casciac.org or 203-250-1111 ext. 2926.

A Principal's Musings

By John Dodig
Staples High School



Did you know that 100 years ago only algebra and geometry were needed to fulfill the mathematics requirement for admission to Harvard and Yale? A Staples student wouldn't even think of applying to Harvard today without having at least one AP Calculus course on the transcript and probably several more (Advanced Placement Calculus AB and BC, Multivariable Calculus). Therefore, I feel frustrated when I read or hear people make statements like: "We need major reform of our high schools" or worse "High schools aren't as good as they used to be when I went to school X years ago." Clearly people making these statements are not aware of how much better many high schools are than they once were.

If we were to take a trip down memory lane to the streets of any inner city in America in the evening 100 years ago, we would probably see young people hanging out on street corners, some sitting on stoops, and others simply roaming the streets of their neighborhoods. These kids weren't home concentrating on homework. Back then, most of these kids were probably European with a sprinkling of other nationalities thrown in. Today, strolling down the same streets, there are still kids out at night. There are still kids not doing their homework because they are roaming the streets, but now they are probably part of a broader mix of nationalities. So what has changed?

One hundred years ago, if you lived in a major urban area there was poverty and there were gangs just as there are now. Huge numbers of young people dropped out of school or graduated high school with barely a basic knowledge of reading, writing, and mathematics. Unfortunately, some of these young people eventually wound up dead. Some wound up in jail. But many others saw the light at some point in their lives and decided to get a job in a factory. They learned a skill, joined a union, made decent money, raised a family, moved to a place like Levittown and slowly became middle class. They stayed with the company until retirement and during that time sent their children to college to become

continued on page 6

CAS TEAMS UP WITH UCONN HUSKIES FOR EXCITING NEW READING INITIATIVE

The Connecticut Association of Schools' Elementary Division is pleased to partner with UCONN Coach Geno Auriemma and the Huskies to sponsor "Geno's Reading Team," an incentive program designed to enhance one of life's most important skills: reading. The program, which is free of charge, is open to all CAS member elementary schools. Once a school registers for the program, its students will join the 2009-2010 UCONN Huskies in twenty minutes (or more) of daily reading for enjoyment!

Participating schools will be equipped with a suggested reading list and a journal for students to keep track of their participation. The reading list was developed by the CAS Elementary School Board and was designed to include books whose themes parallel the values that have made the UCONN players world class student-athletes, such as perseverance, effort, and self-discipline. Periodically, schools will be able to go online to view videos made by the UCONN Huskies as they review and respond to the books on the reading list.

At the end of the program, participating schools will be invited to Gampel Pavilion to join in an awesome pep rally to promote reading! For more information, visit <http://casciac.org/go?169>.



At a kick-off ceremony in Gampel Pavilion, Coach Geno Auriemma and three of his players engaged elementary students in a lively book discussion. **See related item page 10.**

LEGAL MAILBAG

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



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

Q. DEAR MAILBAG: One of my teachers recently came to me in tears. Apparently, she and another teacher here had words over borrowed glue sticks, and now that other teacher is talking smack about her on the other teacher's Facebook.com page. Her comments are unkind, to say the least, and this other teacher has friended most of the teachers here as well as some parents. The injured party feels she is now a pariah, and she has asked me to intervene. Can I tell the teacher to clean up her Facebook.com page, or will I run into some First Amendment problem?

- *Caught in the Middle*

A. DEAR CAUGHT: Your concern about teacher free speech rights is admirable. However, here, you need not worry. Teachers do have free speech rights when they speak out on matters of public concern. Though the courts have interpreted such matters broadly, this personal dispute over glue sticks is not a matter of public concern. Accordingly, you can tell the teacher to knock off the animosity and take her cruel comments off her Facebook.com page.

Q. DEAR MAILBAG: At our school, teachers contribute money to dress "Casual on Fridays." While we supposedly use this money to benefit children, it is a closed operation, and only one or two people know what funds are available and how the money is spent. From a legal standpoint, should an administrator be in this loop? I would shudder to think that I could be held responsible if a problem arises with this program, since I have no direct knowledge of moneys collected and expended.

- *Holding the Bag*

A. DEAR HOLDING: Wow. I think you had better ask those teachers for an accounting. Presumably, these teachers are doing good works. However, this initiative relies on the district expectations for teacher dress (and the Friday exception) for its effectiveness, and thus you cannot credibly divorce

yourself from this situation. While I do not see an issue of legal liability if they are lining their pockets, it would be a public relations disaster. Thus, requiring a report on moneys collected and disbursed is a minimal first step. Indeed, you may wish to create a school activity fund (which will be subject to annual audit) to handle these funds.

Q. DEAR MAILBAG: The Obama speech controversy seems to have stirred up a hornet's nest of parent indignation. I was roundly criticized in some quarters for permitting teachers to use the speech in classroom instruction, and in others for not requiring that all students hear and see the speech live. Now, some parents are claiming that they can demand excusal of their children from any classroom discussions that they find offensive. Just yesterday, a parent handed one of my teachers a list of twenty-seven objectionable topics, with the demand that the teacher excuse her child from such discussions and offer an alternative activity. I am about ready to tell the parent no, but I don't want to get in trouble for violating parent rights. What should I do?

- *Treading Lightly*

A. DEAR TREADING: You are not required to grant this parent's request; indeed, doing so could set a precedent that would make it difficult for your teachers to deliver the curriculum. Parents have the right of automatic excusal of their children for family life instruction (aka sex ed), HIV instruction and gun safety instruction. Other than those topics, teachers do not have to excuse students from classroom instructional activities. To be sure, we want to be sensitive to parent concerns. However, extensive excusals would certainly interfere with teaching the curriculum. Moreover, permitting one parent to have his/her child excused would invite similar demands from other parents, and your teachers could get tied up in demands for equal treatment. You need to tell these parents that the public schools are not a cafeteria in which they may pick and choose curriculum according to taste.

ct news & notes

■ Based on data collected in October 2008, the following endorsement areas have been designated as teacher shortage areas for the 2009-10 school year:

- Bilingual Education, PK-12
- Comprehensive Special Education, K-12
- English, 7-12
- Intermediate Administrator
- Library Media Specialist
- Mathematics, 7-12
- Music, PK-12
- Science, 7-12
- Speech and Language Pathology
- World Languages, 7-12

■ Nearly 9 in 10 graduates of Central, Eastern, Southern and Western Connecticut State Universities stay in Connecticut after graduation. The Connecticut State University System has a \$1.84 billion dollar annual economic impact on the state.

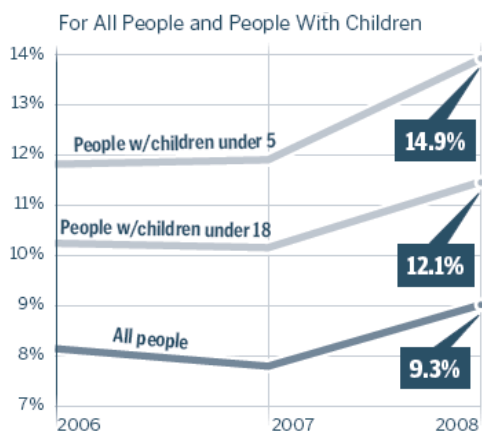
■ Granby Memorial High School was honored by The Council on Standards for International Educational Travel's (CSIET) for its efforts to bring international issues and global awareness to the school and larger community. Recipient of Global Classroom Award Honorable Mention, Granby Memorial High School was recognized for its top-rated cultural and student exchange programs and its long-standing commitment to intercultural exchange activities. "We have hosted students from over thirty countries the last forty years," said school Principal James Bowe. "We have been very fortunate to work with organizations such as AFS, Youth for Understanding and ASSE, among others." (NOTE: This year's National School Conference on International Youth Exchange will be held in Hartford, CT. The conference, co-sponsored by the Connecticut State Department of Education and the Capitol Region Education Council, is scheduled February 27-28. For more information, visit www.csiet.org.)

■ Forbes.com has issued its second annual *Top States for Business* rankings. Here is how Connecticut fared compared to its 49 sister states:

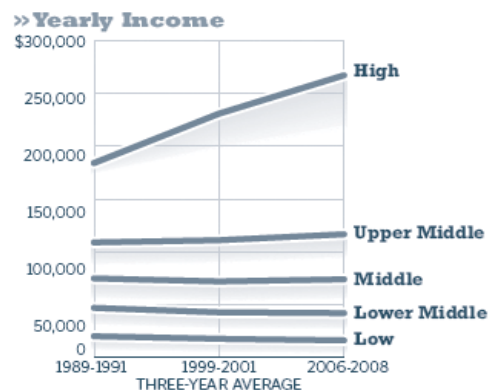
- | | |
|--------------------------------|------|
| • Overall rank: | 31st |
| • Last year's rank: | 28th |
| • Business costs rank: | 44th |
| • Regulatory Environment rank: | 40th |
| • Economic Climate rank: | 37th |
| • Growth prospects rank: | 24th |
| • Quality of life rank: | 4th |

...more ct news & notes

■ The poverty rate, particularly for children, increased faster in Connecticut than in any other state in 2008, according to figures released Tuesday by the U.S. Census Bureau. While Connecticut's poverty rate is still well below the national average, the number of state residents living in poverty increased from 7.9 percent in 2007 to 9.3 percent in 2008. Nationally, the poverty rate jumped to 13.2 percent, an 11-year high. The number of children under 18 below the poverty level increased from 11.1 percent to 12.5 percent during the same period. The national rate in 2008 was 18.2 percent. Analysts said it was unclear why Connecticut's poverty rate increased so rapidly, but speculated that the state may have been hit harder than others by the Wall Street collapse.



■ Contrary to predictions that the recession would help level the economic playing field, the large income gap separating Connecticut's wealthiest residents and the middle and lower classes surprised experts by remaining virtually unchanged from 2007 to 2008, according to U.S. Census Bureau figures. Nationally, the disparity also held steady, for the most part, despite the hit the wealthy took when financial markets collapsed during the recession.



Source: Hartford Courant

The Schott Foundation for Public Education has released a 50-state report on the opportunity to learn in America. "Lost Opportunity" is a state-by-state analysis of student performance data reported by state departments of education that determines the opportunity to learn in all 50 states and the District of Columbia. The Schott Foundation identified four core minimum resources that are necessary if a child -- regardless of race, ethnicity, or socioeconomic status -- is to have a fair and substantive opportunity to learn: high-quality early childhood education; highly qualified teachers and instructors in grades K-12; college preparatory curricula that will prepare all youth for college, work, and community; and equitable instructional resources. The study shows that minority and low-income students have half the opportunity to learn in public schools that their white, non-Latino peers do. The report also gives a state-by-state comparison of both academic proficiency (percentage of students scoring at or above proficient on eighth grade NAEP reading measures) and equity (as measured by a tool created by the Schott Foundation called the Opportunity to Learn Index). Here's how Connecticut fared:

- CT's Opportunity to Learn Index score: 32% (nationwide rank: 44th)
- CT's percentage of students at national proficient level or above: 37% (nationwide rank: tied for 5th)
- Connecticut's Black, Latino and Native American students, combined, have less than a third of the opportunity to attend the state's best-supported, best-performing schools than the state's White, non-Latino students. A low-income student also has less than a third of the opportunity to learn of an average White, non-Latino student. However, Connecticut ranks 11th among the states when the Opportunity to Learn of the state's historically disadvantaged students is combined with a measure of educational quality.
- Connecticut is one of a group of states with average to high graduation rates, a comparatively low percentage of students from disadvantaged groups and comparatively high funding for instruction. For more information visit <http://www.blackboysreport.org/otlwebsite/connecticut.pdf>.

| Opportunity to Learn Core Resource | Resource Access Rank | Disadvantaged Student Group | Opportunity to Learn (compared to White, non-Latino students) |
|--|----------------------|-----------------------------|---|
| Access to High Quality Early Childhood Education | 4th | Native American | 92% |
| Access to Highly Qualified Teachers | 34th | Black | 33% |
| Access to Instructional Materials | 3rd | Latino | 30% |
| Access to College Preparatory Curriculum | 34th | Poverty* | 30% |

* Students eligible for Free and Reduced Price Lunch

IMPORTANT REMINDER To Member School Principals

All member schools are required to update their school information in the online CAS membership database by **October 15th**. To date, only 25% 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.**

Visiting the on-line membership database also provides principals with an opportunity to review and sign off on the CAS membership agreement for the 2009-2010 year. Acceptance of this agreement is a requirement of CAS membership.

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 should contact Karen Packtor at 203-250-1111, ext. 3910 or kpacktor@casciac.org.

17 Education-related Bills Passed in 2009 Session

From the "Connecticut Education Law Blog"

Posted by Attorney Carolyn Mazanec Dugas

Berchem, Moses & Devlin, P.C.

The 2009 Connecticut General Assembly has adjourned leaving in its wake seventeen new legislative acts pertaining to education. The 2009 legislation passed by the General Assembly and signed by the Governor focuses largely on health, safety and environmental related issues among other areas. Here is a summary of some of the more interesting bills passed during the 2009 regular session.

■ **PA 09-131** signed by the Governor June 18, 2009 effective October 1, 2009, requires, rather than allows, boards once every three month, to substitute crisis response drills for the monthly fire drills required in schools under their jurisdiction. The crisis response drill format must be developed in consultation with law enforcement and allow a representative from such agency to supervise and participate in the drill. Boards must also conduct a fire drill no later than 30 days after the first day of the school year and at least once per month thereafter.

■ **PA 09-94** signed by the Governor on June 2, 2009 effective July 1, 2009 requires boards of education on and after July 1, 2010 to have at each of its schools, if funding is available, an automatic external defibrillator (AED) and school staff trained in its use and in cardiopulmonary resuscitation (CPR). Such equipment and staff shall be accessible during the school's normal operational hours, during school-sponsored athletic practices and athletic events taking place on school grounds and during school sponsored events not occurring during the normal operational hours of the school. Schools generally and those having athletic departments are further required to develop an emergency action response plan addressing appropriate use of school personnel to respond to individuals experiencing sudden cardiac arrest or similar life-threatening emergencies. Related legislation, **PA 09-59**, signed June 5, 2009, grants immunity in a lawsuit for damages for acts arising out of a person's or entity's negligence in providing or maintaining an AED except for instances of gross, willful or wanton negligence.

■ **PA 09-81** signed by the Governor on June 11, 2009, effective 10/1/09, requires each local and regional board of education to implement a green cleaning program by July 1, 2011 in schools to help ensure a healthier air quality for students, faculty and staff. The act requires school districts to use cleaning products inside their schools that meet guidelines or standards set by the Department of Administrative Services in consultation with the Commissioner of Environmental Protection. The act also places a number of new reporting requirements on districts pertaining to the green cleaning programs. In commenting on this legislation, Governor Jodi Rell is quoted as saying "It is about time we cleared the air. This signals the end of harsh, toxic chemical cleaners used around generations of schoolchildren".

■ **PA 09-199** effective September 1, 2009 requires the Department of Public Safety to notify, via electronic mail, the superintendent of schools in a community when a sex offender is released into such community.

■ **PA 09-155** effective August 15, 2009 requires the State Department of Education to adopt regulations to permit children diagnosed with either asthma or an allergic condition to retain possession of asthmatic inhalers and automatic pre-filled cartridge injectors at all times while attending school provided a written authorization for self-medication signed by the child's parent or guardian and an authorized prescriber is submitted to the school nurse. This act also requires boards to make available on either the board or each school's web site the district's plan for managing students with life-threatening food allergies. If such web sites do not exist, the board must make the plan publicly available by some other means that it selects. The act further requires boards to provide notice to parents/guardians about the plans along with a written statement about pesticide applications as required by 10-231c.

A comprehensive list of the 2009 education -related bills that were approved by the General Assembly and signed by the Governor can be found at <http://www.sde.ct.gov/sde/lib/sde/pdf/circ/circ09-10/c3.pdf>.

(NOTE: The this summary contains the most up-to-date information available at the time of printing.)

UConn's NEAG School of Education Offers Novel Doctoral Program for Educational Leaders



University of Connecticut

The Connecticut Department of Higher Education has given its stamp of approval to an innovative doctoral program designed to prepare a new generation of effective leaders in Connecticut's school districts, a critical component in improving student achievement.

The Education Doctorate in Educational Leadership, offered by the University of Connecticut's Neag School of Education, was developed as part of a national initiative led by the Carnegie Foundation for the Advancement of Teaching. The goal of the five-year program is to position the Ed.D. as a doctorate of practice, similar to the professional degree programs in fields such as medicine, law, and engineering.

The project was inspired, in part, by research that has shown strong school leadership has a strong relationship to gains in student achievement. With that in mind, the Neag School and 22 other schools of education were selected to participate in the Carnegie Project on the Education Doctorate (CPED) to help transform the advanced preparation of school administrators. Barry Sheckley, head of the Department of Educational Leadership, has been involved in the project since it began two years ago.

"The Neag School's revised doctorate of practice is designed to prepare a select group of educators who will lead the next generation of systemic instruction reform in the state," Sheckley says, and he points to "three distinct innovations that set the Neag School program apart from others in the U.S."

In contrast to the theoretical focus of many other doctoral programs, the Neag Ed.D. focuses on helping school leaders develop the skills necessary to inquire into complex problems related to student achievement, and then craft solutions that address these problems by improving learning, achievement and life outcomes for Connecticut students.

"Our goal has been to develop one of the very best Ed.D. programs in the country," says Sheckley, "and I'm confident that some of the top educational leaders in Connecticut will be graduating from this program in the near future."

For details on the Ed.D. in Educational Leadership, call: (860) 486-4812 or visit: www.education.uconn.edu/departments/edlr/.

Musings, continued from page 1

professionals. That concept doesn't work any more. We don't need people trained to bolt four tires onto a car for 35 years. Robots do that. We don't build washing machines. They are built in other countries. What, then, do those same young people do with their lives? How will they become middle class citizens?

We are asking high schools today to do what they were NEVER designed to do....to graduate EVERYONE with skills at a level never before imagined by our society. Every student now needs to be able to think critically, work in small groups to solve problems, use mathematics at a level of at least pre-calculus, demonstrate an understanding of both the physical and biological sciences, and master the art of learning because it is something they will have to continue to do for the rest of their lives.

Connecticut has many communities that have attracted well-educated, hard-working people who raise families in an environment where education is valued. From infancy, children in these communities understand either subliminally or by clear messages from adults that in order to replicate the lifestyle to which they have become accustomed, they MUST become well educated. It is a message similar to what Japanese children, Singaporean children, and children from many other countries hear from their parents and from their societies. Many of our students are as good and as competitive as any student in any of the countries featured in articles describing how advanced other countries are and how America is falling behind. In fact in my opinion, many of our children graduate with even better skills because we emphasize critical thinking, problem solving and creativity.

What is the point of my rambling, then? It seems to me that

the answer to changing American education for the masses is not to revamp all high schools using one blueprint. The problem is not an educational issue as much as it is a social issue, but few of our national leaders are willing to say that publicly. Unless the social and cultural messages children hear from birth are changed, masses of young children will not hear what many of Connecticut's children hear from home every day....that education is the key to success and prosperity. That it is the student's obligation to come to school each day prepared and ready to learn.

The delivery system for creating and disseminating culture in America is well-oiled. It is powerful. In fact we export culture. Imagine if someone in this country was able to motivate the movie, television, music, and advertising industries to make education the aspiration of every young person? Imagine what our country would be like if those millions of kids who have always been poorly educated became obsessed with the notion that being educated, going to college, and mastering the skills of life-long learning were the best ways to fame, wealth and the good life whereas pursuing a path which leads to being a basketball, football, rap, television, or movie star may not always lead to the happiest or healthiest life? We are good at sending messages to young people. Why not this one? If we can sell video games to young people why not this message? If it worked and all kids walked into schools eager and determined to learn (as many do in Connecticut), the very same schools that are now being maligned would be able to accomplish what they all want to and can provide for their students. It is something that we can do as a nation. Why not give it a varsity try on a national scale? Let's export Connecticut's drive for educational excellence throughout our great country.

DID YOU DO YOUR HOMEWORK FOR YOUR TRIP?

New Travel Document Requirements Implemented on June 1

We are always asking our students whether they have done their homework yet. But, have we done ours? If your school is planning an upcoming trip to Canada, Mexico, the Caribbean or Bermuda, you will need to have approved travel documents to come back home.

The Western Hemisphere Travel Initiative (WHTI) was implemented at land and sea ports of entry on June 1. Under WHTI, citizens of the U.S. and Canada, including children, must present a valid passport or other secure document to enter the U.S.

U.S. and Canadian citizen children under age 16 arriving by land or sea from Canada or Mexico may present an original or copy of his or her birth certificate, a Consular Report of Birth Abroad, a naturalization Certificate or a Canadian Citizenship Card.

U.S. Customs and Border Protection (CBP) also understands the unique circumstances surrounding children traveling with school groups, sports teams and other organizations, and will continue to ensure that such travel is facilitated.

U.S. and Canadian citizen children under age 19 arriving by land or sea from contiguous territory and traveling with a school group, religious group, social or cultural organization, or sports team, may also present an original or copy of his or her birth certificate, a Consular Report of Birth Abroad, a naturalization Certificate or a Canadian Citizenship Card. The group should be prepared to present a letter on organizational letterhead with the following information:

- The name of the group and supervising adult.
- A list of the children on the trip, and the primary address, phone number, date of birth, place of birth, and name of at least one parent or legal guardian for each child.
- A written and signed statement of the supervising adult certifying that he or she has obtained parental or legal guardian consent for each participating child.

WHTI documents for land and sea travel from Canada, Mexico, the Caribbean and Bermuda include:

- U.S. or Canadian passports;
- U.S. Passport Card;
- State or Provincial Enhanced Driver's Licenses/Enhanced Identification Card (when and where available)
- Trusted Traveler Card (NEXUS, SENTRI or FAST)

In order to further expedite border crossings, CBP strongly encourages travelers, including children, to obtain a Radio Frequency Identification (RFID)-enabled travel document. RFID documents include U.S. Passport Cards, Enhanced Driver's License/Enhanced Identification Cards and Trusted Traveler Program cards (NEXUS, SENTRI or FAST/EXPRES).

Lawful permanent residents of the United States should continue to present their Permanent Resident Card (I-551). A passport is not required. For more information on document options and how to apply, visit www.GetYouHome.gov.

NAESP/NASSP SUMMER LEADERSHIP CONFERENCE

Principals Lobby for Education

By Lou Pear, Assistant Executive Director

This past July, principals from each state of the union converged on Capitol Hill to lobby for education. Representing Connecticut were Kit Bishop, principal of Daisy Ingraham School in Westbrook; Rosie O'Brien-Vojtek, principal of Ivy Drive School in Bristol; Don Macrino, principal of Waterford High School; and, Mike Savage, Lou Pear and Barbara O'Connor from the CAS office.

After a morning briefing session conducted by NAESP/NASSP lobbyists, the Connecticut delegation formed two teams to meet with our five representatives and two senators. Since health care was and still is on the front burner and, hence, a primary focus for all congressmen, most of the people we met with were congressional and senatorial aides. However, we were welcomed cordially in each office and the caliber of these aides was very impressive. Despite his busy schedule, Congressman Joe Courtney did sit down with us to hear our concerns and give us more hope than we had been given in the past.

The highlight of this conference was Secretary of Education Arnie Duncan's address as he unfolded his vision for and goals of education in America.

- Invest in early childhood education programs.
- Increase academic standards in all states (raise the bar).
- Attract great teachers and principals.
- Encourage students to go on to become math and science teachers.
- Turn around the lowest performing schools at a rate of 1% of all schools each year.
- Support the efforts of community colleges.
- Infuse 30 billion dollars into the Pell Grant Program.
- Be the nation with the highest number of college graduates.

Secretary Duncan also plans to support the reauthorization of the Elementary and Secondary Education Act (ESEA), more commonly known as *No Child Left Behind*. In regards to this legislation, he is on the same page as the NAESP and NASSP in his belief that ELL students should be given adequate time to learn English before they are tested; students with disabilities should be evaluated on the level of their IEP; students should be tested using a growth model; and students who need a fifth-year of high school to graduate should be given this opportunity.

This conference was very productive and informative. As we adjourned, our delegation suggested that we hold a legislative summit at CAS in February of 2010 to review the progress of our congressional leaders and give them feedback from principals. Stay tuned for this special session.

Do you know an outstanding middle or high school principal?

The Connecticut Association of Schools has opened nominations for the **2010 CAS Principal of the Year Awards**. The program is designed to recognize outstanding secondary 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 feel that a middle or high school principal whom you know may be eligible for and worthy of this honor, please complete an online nomination form, or have it completed by someone within the district who knows the candidate. All nominations must be submitted at www.casciac.org/nominate_POY.shtml no later than 5:00 p.m. on **November 13, 2009**. Specific award criteria can be found at http://www.casciac.org/pdfs/criteria_POY_10.pdf.

NOTE: All nominees must be members of CAS and have at least three years of experience as a school principal.**

Please contact Karen Packtor, kpacttor@casciac.org, with any questions.

* CAS sponsors a separate recognition program for elementary level principals.

** House principals are eligible for our Assistant Principal of the Year Awards Program.



CALLING ALL HIGH SCHOOL STUDENTS!

11.09.09

SAVE THE DATE

Y.E.S. FOR DIVERSITY

Youth Empowerment Summit

WHO: Planned with and for Connecticut high school students

WHEN: November 9, 2009
8:00 a.m. to 1:00 p.m.

WHERE: Marriott Hotel, Farmington, CT

WHY: To raise social awareness and empower student voice at school and in the community

KEYNOTE SPEAKER:



MICHAEL FOWLIN
Actor and Psychologist
Morristown, New Jersey

For more information, please visit SERC's website at www.ctserc.org, or please contact Nicole M. Vitale at SERC at (860) 632-1485, ext. 234.



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JUDITH A. PALMER, Ed.D.
 SUPERINTENDENT OF SCHOOLS

Mr. Michael Savage, Executive Director
 Connecticut Association of Schools
 30 Realty Drive
 Cheshire, CT 06410

Dear Mike,

I am writing to express my gratitude for all of the wonderful programs CAS and CIAC offer to participating schools. As superintendent, I truly appreciate the many banquets you organize to recognize our students for their academic and athletic talents. I understand the time and effort that goes in to organizing such events and want you to know how much I appreciate it.

Further, I would like to acknowledge the work that CIAC does each year to both support and protect our student athletes, coaches and athletic programs. I find your work to be helpful in guiding the direction of meaningful programs. As a former high school athlete myself, I am especially thankful for the emphasis your organization places on promoting the value of athletic programs. As we created Oxford High School, we knew the value of a strong athletic director and physical education department, and worked to obtain both. Thankfully, your organization was there to provide guidance and support through the planning stages.

Lastly, I would like to thank you for honoring the state's most deserving principals and teachers through your educator(s) of the year programs. Although Oxford has yet to win the top prize, we have come close a couple of times. I am grateful to your committee and acknowledge the work that goes in to offering these recognition programs.

I did not want this school year to begin without letting you know how much your organization is respected, not only by me, but by school administrators across the state. I am sure you don't receive many letters like this one. I assure you it is not because of a lack of gratitude, but it is because there is not much time to write letters of appreciation. In your case, though, I made it a priority. I can't thank you enough for all you do, both personally and professionally. Your kind demeanor and considerate leadership is very much valued and appreciated.

Please share this letter with your colleagues. I know you have a great team. Enjoy the rest of the summer!

Sincerely,

Judith A. Palmer, Ed.D.

Honor Society/ Student Council Fall Advisors' Workshop

**Friday, November
 13, 2009**

Featured Speakers:

Alice Mitchell, Consultant
Berlin Public Schools
and
Attorney Julie Fay, Attorney
Shipman and Goodwin, LLC

CAS Central Office, Cheshire
8:30-12:30

For more information, visit
<http://casciac.org/go?174>

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THE BULLETIN

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Supervision and Evaluation- A Differentiated Idea!

By Timothy J. Farmer and Robert C. Spear Ed.D

They're back, and while the return of students and teachers signals a new school year, the process of teaching and learning also begins anew. But what will be different this year in comparison to all the others? And, if September brings a renewed sense of hope and promise for students, staff, and administrators alike, how will the remaining months of the school year unfold? Will the year be a replica of the last with different players and similar outcomes? Or, will momentum build throughout the year resulting in curious and engaged learners and creative and inspiring educators?

Some would suggest that now is the time to capitalize on the momentum of positive beginnings so often evident with a new school year. For those school and district administrators looking to recharge and reinvigorate their schools, let's start by acknowledging that the professional teaching staff of any school is as diverse as the students who populate our classrooms. In addition, let's acknowledge that the instructional and curricular needs, and talents, of our teachers are equally diverse. Therefore, why is it that so many schools and districts often treat teachers as if they are all the same?

As most veteran teachers and administrators know, the skill sets of teachers in any hallway, in any school, around the country are influenced by training, prior experience, and the feedback offered by students, parents, peers, and administrators. In addition, while it may be the deep dark secret of the educational community, teachers themselves know whom in their hallway, or school, consistently implements instructional practices worthy of replication though, with disappointment, this is not often discussed.

Perhaps more important, most teachers also know who requires help in order to have a positive impact on student achievement, and this is even more rarely discussed. Yet, the supervision and evaluation of teachers by school administrators is often a "one size fits all" practice with "drive-by" class visits that occur as infrequently as one or two times a year for beginning and veteran teachers alike. When this is the case, teachers with dramatically unequal skill sets receive surprisingly similar feedback. While this outcome may occur for a variety of reasons ranging from inadequate training of administrators, to a lack of focus on the variety of available data, poor evaluation instruments, restrictive collective bargaining agreements, lack of personal courage by the evaluator, or a simple lack of time for administrators to do the job justice, something needs to change.

For the inspired reader, help is available. In January of 2008, Thomas Toch from

Education Sector and Robert Rothman from the Annenberg Institute for School Reform at Brown University, published *Rush to Judgment: Teacher Evaluation in Public Education*. More recently, Daniel Weisberg, Susan Sexton, Jennifer Mulhern, and David Keeling from The New Teacher Project published *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. Both reports illustrate the longstanding breakdown of teacher evaluation protocols that do little to recognize the differences among teachers while, at the same time, both reports also provide a series of recommendations for improving and legitimizing teacher evaluation practices.

For anyone charged with the supervision and evaluation of teachers, both reports are must-reads. More than anything, the reports illustrate that the evaluative needs of teachers are unique and personal. As such, the "one size fits all" approach of infrequent observations, faulty rating systems, and limited data collection, proves to be incredibly disrespectful to the diverse talents and needs of the teachers in our schools. The data in these two reports are startling, and the recommendations are thought-provoking and worthy of careful consideration.

For those happy few who work with an evaluation system that respects teachers as individuals, that looks beyond the fifty-minute observation and engages teachers in professional discourse around planning and preparation, instruction, assessment of student learning, and other data relevant to a fair determination of teacher effectiveness, congratulations. You've found the gold standard.

To the rest of us, perhaps now is the time to seize the positive momentum of a new school year. Perhaps now is the time to begin discussion in your buildings, or districts, about the research on teaching and learning. Perhaps now is the time to begin discussion about what instructional practices matter in the classroom and what professional habits contribute to the definition of teacher quality in your school or district. As we all know, time is limited, and as the school year unfolds our attention can shift to the everyday challenges that, so often, have so little impact on the quality of teaching and learning in our schools. If that happens to you, reacquaint yourself with the data and promising practices outlined in the reports identified here. Now is the time.

.....
Timothy J. Farmer is the Assistant Superintendent for Curriculum and Instruction in Sharon, Massachusetts and is a NELMS Board Member.

Robert C. Spear Ed.D. is the Acting Executive Director of the New England League of Middle Schools.



JILL PILON SELECTED EXEMPLARY ELEMENTARY EDUCATOR

By Regina Birdsell, Asst. Executive Director

Jill Pilon, literacy specialist at East Farms School in Farmington, was selected from a competitive field of elementary teachers from across the state to be the Connecticut Association of Schools' Exemplary Elementary Level Educator. In his nomination, East Farms Principal Mike Galluzzo cited the following accomplishments and highlights from Jill's distinguished career:

"Jill Pilon's career is that of a model professional educator. Always seeking out a personal and professional challenge, Jill transformed her career several times. During her 29 years in public education, she taught middle and high school age special needs students; preschool special education students; and elementary special education students. More recently, she trained and served as a Reading Recovery Teacher and grade 3 teacher. She currently serves as an elementary literacy specialist at East Farms School.

"During this recent period of her career, she developed and expanded her interests, skills and knowledge for working with and leading adult learners. She participated in several Teachers' College summer institutes and returned to graduate school, receiving a second master of arts degree in Curriculum and Instruction from the University of Connecticut. Due to the excellence of her teaching practice and professionalism, she was selected by a town-wide committee as Farmington's Teacher of the Year for 1997-98."

continued on page 10

ACTIVE ACHIEVERS PROGRAM COMBATS BULLYING IN SCHOOLS

The McDonald's Active Achievers program continues to bring free, educational programs to Connecticut's elementary schools. The newest program is a Ronald McDonald show titled, "A Friendship Adventure® with Ronald McDonald" where Ronald McDonald teaches children about friendship, cooperation, active play and anti-bullying. Ronald McDonald engages the students through live music, fun magic and scenarios which lightheartedly demonstrate not only the seriousness of bullying, but shows children how to handle a difficult situation where bullying occurs. Endorsed by kids and parenting expert Dr. Michele Borba, this program is geared to show all elementary grade audiences the fundamentals of anti-bullying behavior.

"As McDonald's owners operating businesses in the local communities, we feel good about offering this new show to elementary schools and community organizations," says James McGarry, McDonald's owner/operator and president of the Connecticut and Western Massachusetts McDonald's Owner/Operator Association. "The program addresses a serious, national concern and we're proud to dedicate resources that will teach children about bullying, what can be done to prevent such behaviors and educate kids overall on making sound decisions that impact their lives."

McDonald's Active Achievers brings educational programs into local elementary schools and makes learning fun with Ronald McDonald, the world's most-recognized clown.

McDonald's Active Achievers is a local education partnership developed by the Connecticut and Western Massachusetts McDonald's Owner/Operators Association in partnership with the Connecticut Association of Schools.

Ronald McDonald performances are approximately 45-minutes in length and are available for either morning or afternoon performances. Schools may choose to book two shows back-to-back as well if school enrollment warrants.

To learn more about booking "A Friendship Adventure with Ronald McDonald" or to request information about the Active Achievers program for your school, please visit www.mcconnecticut.com and click on Active Achievers.

GENO & THE BUGLIEST BUG

Geno Auriemma walked out onto the floor of the Gampel Pavilion on September 11th with a copy of *The Bugliest Bug* written by Carol Diggory Shields and illustrated by Scott Nash tucked under his arm. Billed as a press conference announcing Geno's Reading Team, a project with the Connecticut Association of Schools, what actually took place was a lively book discussion led by Geno.

Students from five Connecticut schools attended the event. They had each read *The Bugliest Bug*, as had Geno and players Caroline Doty, Kelly Faris, and Heather Buck. Geno walked back and forth, got up close, and asked the elementary schoolers which characters they liked best and why. He then discussed the other characters with them, the roles they played in the book, and what the book made them think about. He asked them if, like Dilly in the story, they'd ever done something that they were afraid to do. "Ride a bicycle," one answered. "Get on a stage," said another.

"Does anyone speak another language?" Geno asked. Of the three hands that went up, one belonged to a girl who spoke Chinese and two belonged to girls who spoke Portuguese. Geno told the students that when he was in second grade, he spoke only Italian. He learned to read English from setting the Frosted Flakes box in front of his cereal bowl in the morning. He loved Tony the Tiger. And he has been a voracious reader ever since.

Players Caroline, Kelly and Heather joined in the discussion and shared their love of books and reading with the kids. By this time, many of the students had questions of their own. Who was your favorite character? Were you ever afraid to try something?

I'm not sure if many of the young students knew or cared that Geno is the coach of the winning Huskies, but by the end of an hour spent with him, they had each committed to reading twenty minutes a day. And they promised him that they would graduate from high school.

Schools throughout Connecticut have been invited to participate in Geno's Reading Team. Students must commit to spending 20 minutes a day in "deep reading" (books, not screens). They can read anything they want any place they want, but a suggested list of books has been provided along with a reading log. The Huskies will read the same books and make DVD's discussing them, which will be available to the schools.

Thank you Geno for turning your coaching skills to getting kids to read. And thank you Huskies for helping with this. Now if everyone, young and old, would "read deeply" for twenty minutes a day, imagine what could happen! (Source: *BooksUConnCo-op's Blog*, posted by Suzy Staubach on September 12, 2009 at 6:53 a.m.)



Canton Intermediate School Principal Dr. Jordan Grossman (right) and his students were among five schools represented at the press conference launching the new "Geno's Reading Team" initiative.

Pilon, continued from page 9

During the past two years, Jill has led literacy improvement initiatives at East Farms School including: providing professional development for teachers, modeling lessons in classrooms, planning with colleagues, coordinating reading intervention services, conducting data analysis meetings with teams of teachers, training aides and tutors, and teaching groups of students. At the district level, she has written curriculum, planned program implementation for reading and writing workshop and facilitated professional development activities.

Jill will be recognized at the CAS Elementary Program Banquet on November 23, 2009 at the Aqua Turf Club in Southington. The award will be formally conferred at a special local celebration that will be conducted in Farmington.

ciac news & notes


**CT SPORTS NETWORK
NOW AVAILABLE ON
COX**

The Connecticut Sports Network (CTSN), a combined effort of WFSB and CPTV and the state's first-ever 24-hour local sports network, was officially launched September 2, 2009, on Cox Communications Systems. The programming is available to Cox customers on the digital sports and information tier, Channel 144. CTSN provides the state's cable television viewers with a 24-hour channel featuring high school and college sporting events, special programming and news. "We are delighted to have Cox Communications on board and it is our hope that other cable franchises will soon follow to bring this programming to a television audience of student athletes, their families and scholastic sports enthusiasts throughout the state," said Anthony Meliso General Manager of CTSN.

**U.S. Supreme Court Holds the Line in Case
involving Coach-led Prayers**

The U.S. Supreme Court has rejected the appeal of a New Jersey high school football coach, who has been fighting for the right to bow and kneel in prayer with his football team. The decision preserved a federal appeals court's decision, which had concluded that Marcus Borden's desire to bow his head and take a knee during team prayer is an endorsement of religious activity at a public school. Borden was successful at the district court level in July 2006 when a judge decided that the East Brunswick Board of Education's rules forbidding his right to express his religious views were unconstitutional. However, that decision was reversed by the 3rd U.S. Circuit Court of Appeal in April 2008. In appealing that ruling to the U.S. Supreme Court last fall, Borden's attorney, Ronald Riccio, argued that his client's case had national implications because "it addresses what public school educators are permitted to say and do when public school students engage in religious activities in their presence."

The attorneys representing the defendants were quick to celebrate the victory. In a prepared statement, Richard Katskee, an attorney with the Americans United for Separation of Church and State, which represented the board of education in court, said: "Children have a clear right to attend public schools without religious pressures being brought to bear by school personnel. Coach Borden was out of bounds, and the courts were right to blow the whistle. I hope that other coaches and school personnel learn a lesson from this."

(Source: *Legal Issues in High School Athletics*, July-August 2009)

**SANCTIONING: WHEN IS IT NEEDED AND
HOW IS IT DONE?**

By Dr. Robert Lehr, CIAC Executive Staff

■ CIAC Sanctioning Required

Any athletics event involving teams from a state or states other than Connecticut needs to be sanctioned. In the case of a Connecticut high school hosting an event involving only schools from a bordering state (states adjacent to Connecticut), the sanctioning of that event is by the CIAC. Connecticut high schools wishing to participate in an athletic event in a state that borders Connecticut must be certain that the event has been sanctioned by the host school's state association and approved by the CIAC.

■ CIAC and National Federation Sanctioning Required

National Federation sanctioning is required when interstate events are co-sponsored or titled in the name of an organization outside of the school community and involve two or more schools. For example, a cross-country invitational sponsored by McDonalds in which teams from Connecticut, Massachusetts and Rhode Island are competing must receive National Federation approval.

Federation sanctioning of an event is also required when five or more non-bordering states are competing in an event. A swimming invitational with teams competing from Connecticut, Virginia, Maryland, Pennsylvania and Delaware would require federation approval.

An athletic competition involving non-bordering states with eight or more schools entered would require federation sanctioning. Connecticut schools competing in an event such as the Penn Relays would require federation sanctioning.

Any event involving two or more schools in which a team from a foreign country is involved requires federation sanctioning.

Events not meeting the above criteria but involving a Connecticut school with a non-bordering state's school or schools would also require CIAC approval, but not National Federation sanctioning.

All events requiring National Federation sanctioning and involving CIAC member schools must also have the approval of the CIAC.

■ How do I get an event sanctioned that I am hosting?

In events requiring only CIAC sanctioning (border states), complete the form on page 179 of the 2009-2010 CIAC handbook. Fax that properly completed form to Bob Lehr at 203-250-1345.

For events requiring National Federation sanctioning, follow these steps:

1. Go online to the Federation website - www.nfhs.org;
2. Click on the "Sanctioning" link on the left hand side of the page;
3. Register online as the event manager and complete the application.

The application is then submitted to the CIAC for approval or disapproval. In the event that the competition is approved, the event manager is automatically notified that payment of the sanctioning fee is required. The host school assumes responsibility for the event. The host school's principal is charged with oversight responsibility for the event. He/she should either be present during the event or have a designee in attendance.

continued on page 12

... more ciac news & notes

■ The National Federation of State High School Associations (NFHS) has made an important rule change regarding the swimsuits which may be worn in high school competition. This rule change is in effect for the 2009 girls' season and will be in effect for the 2009-10 boys' season. Complete information on the new rule, including the rationale for making the change, can be viewed online at: <http://casciac.org/go?167>. The information has been added to the girls' swimming packet. It will also be included in the boys' packet when that is published.

■ Almost 400,000 individuals are participating in high school cheerleading, according to a new survey conducted this spring by the National Federation of State High School Associations (NFHS). This first-of-its-kind, comprehensive survey of the NFHS member state high school associations measured participation in cheerleading at the freshman, junior varsity and varsity levels. With 18,922 high schools in the 51 member associations, the new figure of 394,694 translates to an average of 21 cheerleaders per school. The only national participation figure for high school cheerleading in the past has been one for those boys and girls involved in competitive spirit squads. The 2007-08 High School Athletics Participation Survey conducted by the NFHS indicated a total of 113,980 boys and girls involved in competitive cheer. The new survey not only includes those individuals in competitive cheer, but also everyone involved in sideline cheerleading at the high school level throughout the United States. "This figure of almost 400,000 provides a more accurate portrayal of student participation in cheerleading," said Robert F. Kanaby, executive director of the NFHS. "This adjustment is particularly noteworthy in relation to reports on cheerleading injuries."

■ Americans are getting heavier, but Connecticut has a smaller share of obese adults than all but two other states, according to the annual obesity report released in July by the Trust for America's Health. Only Colorado and Massachusetts did better than Connecticut's 21.3 percent rate of obesity. Among obese and overweight children, the state tied for fifth best at 25.7 percent. The national picture and the overall trend in Connecticut are not positive, though. This state's rate of adult obesity rose for the fourth year in a row; it was 20.8 percent in 2008. Nationally, obesity (a Body Mass Index above 30) increased in 23 states and didn't decline anywhere. According to the trust, Connecticut is one of 19 states that have strict nutritional standards for school meals, one of 27 that have rules for food sold in vending machines and elsewhere in schools, but is not one of the 20 states that have weight-related assessments in schools. (Source: State's 'low' obesity score just a lesser 'degree of terrible,' by Ed Stannard, New Haven Register, July 2, 2009)

■ Texas' steroid-testing program for high schoolers – the nation's largest – has returned just eight positive results from the latest 16,000 tests. The University Interscholastic League said the results bring to 19 the total cases of steroids use confirmed by 45,000 tests conducted since February 2008. Given so few positive results, state lawmakers agreed in May to slash spending on the much-touted program from \$6 million to \$2 million during the next two years. The latest round of tests conducted from January through May also deemed 62 cases "protocol positives." That's when an athlete has an unexcused absence on the day they're selected for testing or refuses to provide a urine sample.

■ Under pressure from an impending lawsuit, the Florida High School Athletic Association rescinded its April decision to cut games from high school varsity and subvarsity schedules. Facing a serious budget crisis, the FHSAA moved in April to reduce all varsity sports schedules by 20% except for football and competitive cheerleading. Junior varsity schedules were to be cut by 40% in all sports. However, a group of parents took issue with the FHSAA's new policy claiming that it was in violation of Title IX, which guarantees equality for female student-athletes. The FHSAA held an emergency session in July and reversed its decision just two days before a scheduled hearing in Jacksonville federal court.

■ Following a lawsuit filed in November, 2008, on behalf of 14-year-old Logan Young of Bloomington, Ind., the Indiana High School Athletic Association (IHSAA) adopted an emergency rule permitting girls to try out for their high school baseball teams. The lawsuit charged that IHSAA rules, which denied Young the opportunity to try out for her high school baseball team because her school offered a comparable sport for girls (namely, softball), violated both the U.S. Constitution and Title IX. The IHSAA rule revision has now opened the door for all high school girls in Indiana to try out for their schools' baseball teams, even if their teammates may be all boys.

■ Former NFL players have been diagnosed with Alzheimer's disease or other memory-related conditions at rates much higher than the national population, according to a study commissioned by the league. The phone survey of 1,063 former players, conducted in 2008, found that 6.1 percent of players aged 50 and older reported that they had received a dementia-related diagnosis. That's five times higher than the cited national average of 1.2 percent, according to the study. And players ages 30 through 49 reported dementia-related diagnoses at a rate of 1.9 percent -- 19 times the national average of 0.1 percent. Of the 1,625 former players selected at random, 1,063 took part in the survey, which was conducted by the University of Michigan's

Institute for Social Research. It has yet to be peer-reviewed. The results show the topic is worth further study, but they do not prove a link between playing football and later mental troubles, said lead author David Weir. The study, which covered a variety of health and financial topics, relied on a telephone survey rather than a review of medical records, he noted. "The study was not designed to diagnose or assess dementia," Weir said. "The study did not conclude that football causes dementia."

■ A federal judge has denied a request for an injunction which would have allowed a plaintiff to participate in a playoff basketball game, finding that the plaintiff and the co-plaintiff school district failed to articulate the "irreparable harm" she would suffer if her suspension was left in place. The impetus for the claim was Brittany Benedetto's ejection from a girls' basketball game on February 11, 2009. The official, who was sanctioned by the defendant Pennsylvania Interscholastic Athletic Association, Inc., ejected Benedetto with 14 seconds remaining in overtime after she had an altercation with a player from the opposing team. Per PIAA rules, a player ejected from a contest by a registered official for unsportsmanlike conduct or flagrant misconduct is disqualified from participating in the remainder of the competition as well as the next day of competition. The next day, Benedetto was scheduled to participate in a playoff game. Benedetto and the co-defendant, Sharon City School District, filed a petition for preliminary injunction seeking to overturn the PIAA's disqualification. In her ruling, U.S. District Court Judge Donetta W. Ambrose said it is "well established" that ineligibility from a sporting event does not reach the level of irreparable harm. Sharon's potential loss of a playoff game also was not sufficient, she said. (Source: *Legal Issues in High School Athletics*, July-August 2009)

Sanctioning, continued from page 11

- **National Federation Application Fees**
 - \$200.00 - the application is received 60 or more days before the event date.
 - \$300.00 - the application is received 15-59 days before the event date.
 - \$600.00 - the application is received less than 15 days prior to the event.

Schools are encouraged to submit their applications well ahead of the event date in order to avoid the extra charges for submissions that are not at least 60 days before the contest.

For additional information about National Federation sanctioning, go to the National Federation website mentioned previously in this article. For other questions, call Bob Lehr at the CIAC office at 203-250-1111.

... more ciac news & notes

Kentucky Football Coach Acquitted in Player's Death

LOUISVILLE, Ky. — A former Kentucky high school football coach was found not guilty in the death of a player who collapsed at a practice where the team was put through a series of sprints on a hot summer day. It was a rare criminal prosecution of a coach in a player's heat-related death. The jury reached a verdict after deliberating less than two hours.

Former coach David Jason Stinson, 37, was charged after 15-year-old Max Gilpin collapsed at an August 2008 practice as the team ran a series of sprints known as "gassers." He died three days later at a Louisville hospital of heat stroke, sepsis and multiple organ failure. His temperature reached at least 107 degrees.

Players said Stinson ordered the gassers as punishment for the lack of effort they showed at practice on a day where the temperature and heat index were both 94 degrees.

Prosecutors relied on a series of Gilpin's teammates who testified that several teens became ill during the gassers, vomiting or bowing out of the running with ailments.

Several medical and athletic training experts also testified for the prosecution, saying Gilpin suffered from exertional heat stroke, which led to his death. One witness, University of Connecticut associate professor Douglas Casa, said Gilpin could have been saved if he'd been immersed in ice water almost immediately after collapsing on the field.

Stinson's defense attorneys also relied on Pleasure Ridge Park players who testified that, while they ran sprints, there were only a few more than normal. Three of Gilpin's classmates, along with his stepmother, testified that Gilpin complained of not feeling well throughout the day he collapsed.

Defense medical experts told jurors that it appeared a combination of heat, the use of the dietary supplement creatine and attention deficit disorder drug Adderall, and being ill were the main factors that contributed to Gilpin's death, which they called an accident.

The medical experts also said little could have been done to save Gilpin because his temperature was so high for so long before he made it to the hospital and began cooling down.

UNIFIED SPORTS® AND POSITIVE SCHOOL CLIMATE

By Lou Pear, Director of Unified Sports®

This past August, a delegation of Unified Sports® leaders, partners and athletes converged on Lincoln, Nebraska to attend the *Project Unify* Special Olympics Bridge Conference. Representing Connecticut were Liza Nolan, associate director of grants and development; Lou Pear, director of Unified Sports; and Marney Pollack and Sarah Bonner, Unified Sports partners from Farmington High School.

Connecticut's delegates

joined others from forty-one states. These bridge meetings focused on the success Unified Sports programs enjoyed in the first year of *Project Unify* and shared plans on how to expand on those successes in the second year of *Project Unify*. The emphasis for year two will be on channeling student leadership in school to enrich the lives of athletes and partners while developing positive school climate. To accomplish these objectives, student leaders will use strategies that stress acceptance, compassion and respect.

Each day, student-led workshops provided participants with a toolkit of ideas that could be implemented back at their schools. Through discussions and assemblies focused on themes such as "Being a Fan" and "ending the R word," participants developed the skills necessary to be *Project Unify* ambassadors and to work towards developing a positive climate in their schools.

In addition to these informative workshops, delegates put into action some of what was learned as groups of attendees were asked to "Be a Fan" for a local softball team that was participating in a Special Olympic softball tournament. Signs, banners, and cheers were developed as our designated team received us with open arms. The energy and enthusiasm which was demonstrated at each ball field was electric. It is hoped that all conference participants will "play it forward" ten fold as they develop enthusiastic fans for their Unified Sports teams.

Upon returning to Connecticut, Bob Deasy, assistant director of Unified Sports, was putting together the final touches on the third annual Unified Sports Youth Leadership Summit scheduled for January 12, 2010 at Wesleyan University. Sarah and Marney, along with other Unified Sports partners, will share the lessons learned in Nebraska and at their respective schools with 200 students from around the state. In addition to these enriching presentations by our student leaders, we will have two keynote presentations, one by Michael Savage, executive director of CAS, and one by Beau Doherty, president of Special Olympics Connecticut.

As part of our *Project Unify* grant, we are introducing a character education game modeled after the one now being used in Arizona. Several leaders and partners will participate in a training session and then play this game with their Unified Sports teams and introduce it to health programs in their schools. It is hoped that once this pilot program is up and running in a few schools, we will offer this opportunity to all Unified Sport schools.

On behalf of the Unified Sports staff at the Connecticut Association of Schools and Special Olympics Connecticut, best wishes for a successful school year as we continue to change attitudes and change lives.



CT delegates Sarah Bonner (second from right) and Marney Pollack (right)

... more ciac news & notes

PHOTO GALLERY



Legendary Connecticut swimming official George Ford was inducted into the National Federation Hall of Fame this summer. The ceremony was held in conjunction with the summer meeting of NFHS executive directors in Chicago, IL.



A group of retired CAS-CIAC "big wigs" re-connected recently at the Gelston House in East Haddam. Standing from left: Bill Barney, former CIAC chairman; Tony Mosa, former CIAC chairman and assistant executive director emeritus; Dr. Scott Brown, former CIAC board member; Donald Gates, former CAS President; and Joe Guay, former CIAC board member. Seated from left: Joe Fleming, former CIAC board member; and Bob Warren, former CIAC secretary.



A group of avid golfers and loyal CIAC supporters gather on the green for a putting contest at the annual CIAC golf tournament held at the Chippawnee Golf Club in Bristol on September 8th.



Earlier this month, CAS hosted two visitors from its sister state associations in Rhode Island. Patricia Hines, executive director of the Rhode Island Association of School Principals, and Tom Mezzanotte, executive director of the Rhode Island Interscholastic League, toured the central office building and met with staff to familiarize themselves with our programs and operation. Following their visit, Patricia stated, "When Tom and I headed to Connecticut, we were hoping to learn one or two things about the Connecticut Association of Schools and the Connecticut Interscholastic Athletic Association that would assist us in our work. Instead, we gained new colleagues, references, procedures and a wealth of information that will guide our planning as we go forward. Thank you for so generously sharing your successful operation with us."

Pictured above (left to right): Executive Director Mike Savage, Tom Mezzanotte, Patricia Hines, and Associate Executive Director Paul Hoey

caad news & notes

A MESSAGE FROM THE PRESIDENT:

Regroup, Renew and Recharge

As I begin my second year as your CAAD President, I would like to welcome all athletic directors back for another exciting school year. You, the athletic director, have the privilege to influence the lives of your student-athletes. At the same time, you continue to be a constant source of knowledge and wisdom for coaches and parents. In the community, your sport teams are the focal point of interest from September to June. The athletic director creates that positive atmosphere of enthusiasm.

This year I would ask all athletic directors to regroup, renew and recharge your efforts to help enhance our position as athletic directors. Everyday we face the daily task of embracing the challenge of solving problems. After reading "Touched By an Angel" by Lee Jenkins in *Sports Illustrated*, September 14, 2009, I am greatly motivated to reach for those lofty, energized goals. According to the article, on April 9, 2009, California Angel's pitcher Nick Adenhardt and two friends died in a tragic car crash. One other passenger in that car, Adenhardt's friend Jon Wilhite, somehow survived and recovered from an internal decapitation. By July, after weeks of physical therapy, Wilhite was able to walk out to the pitcher's mound and throw out the first pitch before an Angel/A's baseball game. Let's now go forward together and start a chain reaction to inspire each other.

Success is not always about winning, but enjoying the journey with your teams. Find new memories, stay healthy and remember to spend time with your family. If you can, go have a catch or a chat with your mom or dad. Aristotle said it best, "We are what we do. Excellence, therefore is not an act but a habit."

Have a fantastic year.

Ray DeAngelis
CAAD President

2009-10 CAAD SPORTSMANSHIP AWARD ANNOUNCED

By John Krot, Athletic Director, Killingly High School

Congratulations to the Newington High School swim team, this year's recipient of the CAAD Sportsmanship Award. The team was selected because of its efforts to help a rival swimmer from Hartford Public reach a swimming milestone - breaking the 49 second mark in the 100-meter freestyle event.

During last year's state swim competition, Newington swimmer Szymon Hachlica let his rival from Hartford Public borrow his "fast skin swim suit" for his race. This gesture allowed the Hartford Public swimmer to record a time under 49 seconds in the 100-meter freestyle event, thus achieving a goal that he had set for himself and establishing a new record for all of the Hartford schools in the 100-meter freestyle.

This unselfish act brought the swim teams of Newington, Hartford Public and Bulkeley High School closer together. Throughout the swim competition, all three teams cheered for each other as if they were on the same team.

For this act of true sportsmanship, the CAAD Board of Directors voted unanimously to present the Newington swim team with the honor.

WESTON RECIEVES THE CIAC MICHAELS ACHIEVEMENT CUP AS THE TOP ATHLETIC PROGRAM

By Fred Balsamo, CAAD Executive Director

The revamping of the Michaels Achievement Cup Program under the direction of the CIAC is now a reality. The Michaels Cup Committee put in a great deal of time and energy to come up with a mission that drastically changed the direction and meaning of the Michaels Cup. The new philosophy is to put more emphasis on the total athletic program as measured by such indicators as athletic participation, academic success, equitable opportunities, trained and professional personnel, chemical-free programs and environment, athletic achievement, and a clear sense of sportsmanship marked by high ethical and moral standards. The selection process is no longer based solely on a mathematical formula; and a school's winning percentage is factored in but is not the most significant determinant.

The process of revising the program began last March when athletic directors were asked to fill out a questionnaire. We had 142 schools participate in the program and let the results of the questionnaire be our guide in the selection of the top 3 schools in each of the six classes. From there, we invited the six first place recipients to provide us with additional documentation which the committee would use to make a final critique of the program and select an overall top exemplary program. Weston High School from class M was selected and received that honor at a luncheon held in conjunction with the sportsmanship summit last month at the Aqua Turf. The other Achievement Cup first place recipients were: LL-Simsbury, L-Daniel Hand, MM-Avon, SS-Sacred Heart Academy, S-Laurelton Hall. Second place recipients included: LL-Cheshire, L-Wethersfield, MM-Branford, M-St Joseph, SS-East Hampton, S-Gilbert. The third place recipients honored were: LL-Ridgefield, L-Pomperaug, MM-Jonathan Law, M-Lewis Mills, SS-Northwest Catholic, S-Shepaug Valley.

Deciding who should receive the top honor was difficult because the six first place recipients provided us with some tremendous information and documentation about their athletic programs. It is our hope to create a resource library of "best practices" which all schools can use. The Weston High School athletic program's mission statement, its coaches handbook and its "Captains Circle" are outstanding models for all schools to use. Congratulations to all who participated and we look forward to beginning the second year of this new program.

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CAAD "PAY-TO-PARTICIPATE" SURVEY RESULTS

By Fred Balsamo, CAAD Executive Director

In March of 2009, the Connecticut Association of Athletic Directors surveyed its membership regarding "pay to play" or, for those who want to be politically correct, "pay to participate." Of the 169 schools responding, only thirty-three (20%) had a service fee. CAAD does not support user fees of any kind, as indicated in its position statement published in the CIAC blue book.

Below are the survey results reflecting how those thirty-three schools operate their "pay to participate" programs.

User Fee:

| | |
|-------------|------------------|
| Under \$50 | -5 schools (15%) |
| \$50-\$100 | -16 (49%) |
| \$100-\$150 | -7 (21%) |
| Over \$150 | -5 (15%) |

Waivers Allowed:

| | |
|-----|-------------------|
| Yes | -31 schools (94%) |
| No | -2 (6%) |

Multi Sport Discounts:

| | |
|-----|-------------------|
| Yes | -11 schools (33%) |
| No | -22 (67%) |

Family Discounts:

| | |
|-----|-------------------|
| Yes | -21 schools (66%) |
| No | -12 (34%) |

Fee Assessed to ALL Clubs/Activities:

| | |
|-----|------------------|
| Yes | -8 schools (24%) |
| No | -25 (76%) |

Primary Fee Collector:

| | |
|----------|-------------------|
| AD | -15 schools (45%) |
| Clerical | -10 (31%) |
| Coach | -4 (12%) |

Business Office -2 (6%)

Other -2 (6%)

Concerns:

| | |
|--------------------------|-----------|
| Collection & Bookkeeping | -14 (42%) |
| Parents & Playing Time | -8 (24%) |
| Financial Hardships | -8 (24%) |
| Other | -3 (10%) |

CAAD GOALS: 2009-2010

1. Implement our 5-year Strategic Plan of Action to improve the status of Athletic Directors.
 - Develop clear and comprehensive categorized job descriptions for full-time (092) and part-time AD's.
 - Develop a position statement justifying "Adequate time for an AD."
 - Develop a New AD Workshop Evaluation and follow-up midyear meeting.
2. Create a comprehensive annual on-line survey to obtain accurate information of who employs the "pay to participate" concept.
 - CAAD will maintain a data base.
3. Continue to support middle school programs.
 - Have specific topics of concern at the CAAD conference.
4. Help promote various CIAC programs.
 - Attend the annual CIAC sportsmanship conference.
 - Encourage AD's to complete CIAC surveys.
5. Continue to assist the CHSCA.
 - Support coaches' membership in the CHSCA.
 - Support the August 2010 Coaches Clinic.



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- ★ Horace Mann ★
- ★ IGA / Bozzutos ★
- ★ Jostens ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
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- ★ Nationwide Insurance ★
- ★ N.E. Fitness Distributors ★
- ★ PureTech Water ★
- ★ Rawlings ★
- ★ The Republican-American ★
- ★ Spalding ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Marine Corp ★
- ★ Westfield Corporation ★
- ★ Wilson Sporting Goods ★