

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



A message from the new deputy executive director . . .

Dear CAS-CIAC members,
colleagues, and friends,

I hope that you are enjoying the fall weather and the fresh spirit of a new school year, and that your schools have experienced successful openings. As my first "official" message to the CAS-CIAC membership as Deputy Executive Director, I would like to share a few reflections from my first three months on staff, which are a credit to the CAS-CIAC organization and to the dedicated professionals in each of our member schools.

Since July, I have attended multiple national and regional meetings such as the annual summer meeting for the National Federation of High Schools and the NAESP summer leadership conference in Washington, DC, during which our CAS team met with five of our state's congressmen. These experiences have provided me the opportunity to meet fellow executive directors from around the US, become informed as to issues and challenges existing in other states, and to represent Connecticut educators, pre-K-12, in advocacy efforts. I have also gained a much clearer

understanding of the outstanding reputation that CAS-CIAC has nationwide. At every professional activity, I have without fail been approached by colleagues from other states who have the highest regard for not just our innovative programs, but also the visionary thinking of our dedicated staff.

"It is an exciting time to be involved in education. We are on the precipice of tremendous change at every level. To successfully negotiate these changes, each of us must hold fast to our mission, while also reaching out to one another to share knowledge and the hard work of school improvement."

- Dr. Karissa Niehoff

CAS-CIAC is unique among other state associations as we serve member schools, preK-12, as both a professional development resource and a governing body for interscholastic athletics and student activities all under one roof. Other states have separate associations for academic resources and athletics/activities; some have separate elementary and secondary associations. There are many models.

The structure of CAS-CIAC allows the association to serve member schools consistent with its mission of promoting educational leadership and school improvement as well as facilitating a variety of meaningful programs for students. This is significant, as at the core of everything we do here at CAS-CIAC - from the Executive Coach and UCAPP programs, to the Principals' Center initiatives, to Unified Sports, to student leadership programs, to all of the CIAC - are our children.

Ultimately, the work we do here, and the work you do as dedicated professionals in our schools must benefit children.

There are currently many challenges to our educational mission; we are in a tough financial environment and we are exposed to harsh criticism of our schools. However, it is also an exciting time to be involved in education. We are on the precipice of tremendous change at every level. To successfully negotiate these changes, each of us must hold fast to our mission, while also reaching out to one another to share knowledge and the hard work of school improvement.



Deputy Executive Director
Dr. Karissa Niehoff

CAS-CIAC has become a leader in this work, and is committed to facilitating and supporting school improvement efforts. Critical to our success is keeping a pulse on our member schools. Therefore, we encourage your involvement on committees, attendance at conferences and professional activities, and perhaps sharing your wisdom by serving as a mentor administrator. We welcome your collaboration, your ideas and your energies as we work to support Connecticut's schools, and Connecticut's kids.

I look forward to sharing in this most important work with you!

GEORGE SYNNOTT JOINS CAS-CIAC UNIFIED SPORTS® TEAM

We are pleased to welcome newly retired Berlin High School Principal George Synnott to the central office staff! George is a 41-year veteran educator and administrator who has extensive experience in both public and parochial schools in Connecticut. Prior to joining the administrative team at Berlin High School, George was a teacher, department chair and dean of students at St. Paul Catholic High School in Bristol. There, he also coached varsity baseball and varsity women's basketball. During his twenty-three years in Berlin, George was an active and influential member of CAS-CIAC. His rich history with the association includes two years of service as chair of the CIAC Board of Control. He also served on the CIAC Sportsmanship, High School Unified Sports®, Financial Development, Boys Basketball, Cooperative Team, Eligibility Revision, Season Limitations, Legislation, Eligibility, and Eligibility Review Committees.

As assistant director of Unified Sports®, George is responsible for tournament operations as well as outreach. He will work in the area of public relations to recruit new schools into the program; train Unified Sports® coaches and volunteers; and assist in coordinating all Unified Sports® events.

George is a graduate of Mount St. Mary's University in Maryland. He earned two master's degrees at Central Connecticut State University. (See related item page 11)



LEGAL MAILBAG

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



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

Q. DEAR MAILBAG: An 8th grade student recently left the school district for a parochial high school. Unfortunately, the student failed to return any of his books totaling \$450. We responded by not mailing this student's report card, sent a letter to the parents and placed a phone call. But the parent said, "My son is done with your school and we will not be paying you any money!" What the parent overlooked is that her daughter came to our school this fall. May the school legally withhold the daughter's future report card until the family has settled up with the school district?

- Not Chump Change

A. DEAR CHUMP (or is it MR. CHANGE?): I like how you think. However, you would not be able to withhold the daughter's report card. Conn. Gen. Stat. § 10-221(c) provides that school districts may "charge pupils for such damaged or lost textbooks, library materials or other educational materials and may withhold grades, transcripts or report cards until the pupil pays for or returns the textbook, library book or other educational material." The singular "pupil" makes clear that your ingenious plan is not allowed. I suggest you redirect your creative energies to filing a claim against the family in small claims court.

Q. DEAR MAILBAG: Since I created my Facebook page, I have been posting items and keeping up with old friends. Yesterday, I was looking around at friends of friends, and I came across the Facebook page of another teacher in my school. I was surprised to see that she was complaining on her Wall about me and several other teachers, and I called her in to discuss my concerns. She was, however, anything but contrite. She told me that her postings on Facebook are none of my business, adding that she would have brought the Connecticut Civil Liberties Union to the meeting if she had known I would be trying to bully her. Can I at least force her to take down postings about other teachers?

- Walking on Eggshells

A. DEAR EGGSHELLS: You can do more than that. Teachers have First Amendment rights when they speak out on matters of public concern, but not when they speak on matters of merely private concern. Here, it seems that the comments about you and the other teachers are related to purely private concerns, and as such are not protected by the First Amendment. If they are disruptive to school operation, for example by interfering with working relationships, you have a legitimate basis for telling her to take down the postings, and her failure to do so may raise an issue of insubordination. In any event, you may want to rethink your practice of "friending" teachers you supervise.

Q. DEAR MAILBAG: I just concluded an investigation of a bullying complaint after being pestered nigh unto death by the parent of the alleged victim. She was not at all pleased when I told her that I had not verified that bullying occurred. Now she is demanding that I provide her with a copy of the complete report as well as the personal notes I took while investigating. I don't have to give her a copy of my notes, do I?

- Poor Penmanship

A. DEAR PENMAN: You are right - your personal notes are not subject to disclosure upon request (although they could be subpoenaed if litigation were brought). Moreover, you do not have to give her a copy of the investigation either. Last year, the FERPA regulations were amended to clarify that student information should not be disclosed pursuant to "targeted requests," i.e. "Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates." Here, the parent is clearly aware that the report investigates the conduct of the alleged perpetrator, and as such it is personally-identifiable information that need not be disclosed.

ct news & notes

■ We would like to thank the following schools for their contributions to the CAS Haiti Relief Fund. These donations became known to us since the publication of the last issue of the BULLETIN. To date, more than \$150,000 has been raised by Connecticut students to support the construction of a new school in Haiti (*see related item page 6*). If your school made a deposit locally and has not yet been acknowledged for it, please send an email to kpacktor@casciac.org.

- Brookfield High School
Dr. Bryan Luizzi, Principal
- Brownstone Intermediate School
Laurie Boske, Principal
- John Wallace M.S., Newington
David M. Milardo, Principal
- Shepaug Valley High School
Kimberly Gallo, Principal

■ On September 28th, Attorney Tom Mooney presented a workshop at the CAS office to update administrators on legal issues affecting schools in Connecticut. He touched on critical topics such as regulating social media; confidentiality concerns in investigating bullying; texting, emailing and privacy; and Public Act 10-111 (Educational Reform Bill). A copy of Attorney Mooney's legal update can be downloaded from the CAS website at www.casciac.org/pdfs/CAS_Legal_Update_September_2010.pdf.

■ New Hampshire again ranks No. 1 nationally in an annual survey on children's well-being. But the numbers also indicate a growing problem in the state: poverty. Connecticut was ranked 8th healthiest in the survey. The Annie E. Casey Foundation released its report Tuesday on how the 50 states fared in 10 categories of children's health. Survey organizers said the numbers do not reflect the current economic downturn. The data were collected from 2000 to 2008, before most U.S. families were hit by the recession. Areas that have improved nationally are the infant mortality rate; the teen death rate; and the percent of teens neither in school nor high school graduates. In composite rankings for all indicators, New Hampshire ranked highest, as it has in eight of the last nine years. This year, it was followed by Minnesota and Vermont. Mississippi ranked last. ([New Haven Register](http://NewHavenRegister.com), *Connecticut Eighth Healthiest State for Kids*, July 27, 2010)

... more ct news & notes

■ A recent national report shows adult obesity rates in New England are lower than in most other areas of the country, but are rising. The Trust for America's Health and the Robert Wood Johnson Foundation report that, among the six New England states, Connecticut scored best. Twenty-one-point-four percent of Connecticut adults were obese, second lowest to Colorado's 19.1. The second lowest obesity rate in New England was in Massachusetts, at 21.7%, followed by Vermont's 22.8%, Rhode Island's 22.9%, New Hampshire's 25.4 and Maine's 25.8. Obesity rates in all six states were up from last year. Ten of the 11 most obese states in the country were in the South, with Mississippi topping the list at 33.8% of adults rated obese. (*courant.com, June 30, 2010*)

■ A survey by Connecticut health and education officials shows that about two-thirds of high school seniors in the state have had sex in the past year but only 59% of them say condoms were used. Furthermore, nearly 41% of all high school students said they had sex within the past 12 months, which is below the national rate of 46%. The results from the state's *2009 Youth Risk Behavior Survey* has health officials worried that not enough teens are taking precautions against sexually transmitted diseases and too many are relying on peers instead of parents or teachers to get information about safe sex. The survey also found that sex begins in freshman year for one in four students. The survey also found that of the Connecticut teens who had sex:

- 24.8% used drugs or drank alcohol beforehand.
- 24.1% used birth control pills beforehand.
- 10% reported having four or more partners.

The state administers the survey to about 3,000 middle and high school students in a representative sampling. The results are also sent to the national Centers for Disease Control and Prevention, which compiles national numbers.

national news & notes

■ A new report from Vanderbilt University finds that offering teachers incentives of up to \$15,000 to improve student test scores produced no discernible difference in academic performance. "Pay reform is often thought to be a magic bullet," said Matthew Springer, who led the study. "That doesn't appear to be the case here. We need to develop more thoughtful and comprehensive ways of thinking about compensation. But at the same time, we're not even sure whether incentive pay is an effective strategy for improving the system itself." In a three-year experiment funded by the federal grant and aided by the Rand Corporation, researchers tracked what happened in Nashville schools when math teachers in grades 5 through 8 were offered bonuses of \$5,000, \$10,000, and \$15,000 for hitting annual test-score targets. Researchers randomly assigned half of the 300 participants to a control group ineligible for the bonuses, and the other half to a group that could receive bonuses if their students reached certain benchmarks. On the whole, researchers found no significant difference between the test results from classes led by teachers eligible for bonuses and those led by teachers who were ineligible. The report can be downloaded at <http://www.performanceincentives.org/>.

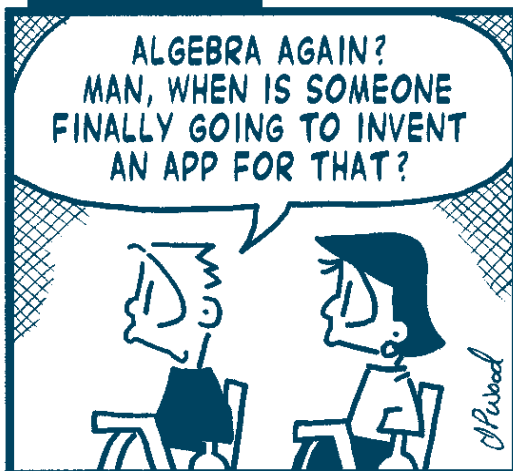
■ A new study funded by the National Institutes of Health reports that girls are now more likely to reach puberty by age seven or eight. The study examined 1,239 girls aged six to eight from three different sites. Results revealed that at age seven, 10.4 percent of white, 23.4

percent of black, and 14.9 percent of Hispanic girls were experiencing the onset of puberty. By age eight the figures increased to 18.3 percent among white girls, 42.9 percent in black girls, and 30.9 percent in Hispanic girls. One of the principal reasons for concern is that studies have shown that girls who start puberty younger are more likely to have an increased risk of breast cancer. Researchers are not sure why there is an increase in early puberty, but there is speculation that it is due to childhood obesity and chemical substances in the environment. Obesity may be a factor because body fat can produce sex hormones. Sources: *New York Times (8/9/2010)*, *Pediatrics (8/9/10)*

■ A new study finds that teens having sex in and of itself does not greatly affect their grades, but the types of relationships in which students engage does make a significant difference. The report by sociologists from the University of California-Davis and the University of Minnesota determined that teens in committed relationships do no better or worse in school than those who don't have sex. However, students who engage in casual sex get lower grades than their abstinent or committed peers. The study analyzed surveys and school transcripts from a follow-up study of teens that started during the 1994-95 school year and assessed how teens' sexual behaviors affected their learning. The findings challenge the general assumption that teens who engage in sexual activity do poorer in school. *Source: Associated Press (8/16/2010)*

SCHOOLIES

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IMPORTANT REMINDER

All member schools are required to update their school information in the online CAS membership database by **October 15th**. To date, only 23% 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 should contact Karen Packtor at 203-250-1111, ext. 3910 or kpactor@casci-ac.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 2010-2011 year. Acceptance of this agreement is a requirement of CAS membership.

CAS HAITI RELIEF EFFORT CONTINUES

By Regina Birdsell, Assistant Executive Director

We are approaching the finish line in our efforts to raise funds for a school in Haiti. As you know, the Governor's office and the Connecticut Association of Schools have been collaborating on a fundraising initiative to help victims of the devastating earthquake in Haiti. We are pleased to announce that, as a result of the extraordinary efforts of Connecticut school children and donations from Mike Savage's retirement dinner, over \$158,000 has been raised to date.

While we have come a long way, we have not yet reached our goal of building and equipping a modern, earthquake resistant school, but we fervently believe that we are capable of garnering enough support to do so. We have had inquiries from several schools that have not had an opportunity to participate in the initial phase of fundraising. Furthermore, we have been in contact with two philanthropic organizations from which we believe significant support will be forthcoming. These organizations have subsidized our efforts in the past and are suitably impressed that not one cent of donated money goes for overhead or administrative expenses. Funding we receive will also provide school furniture, books, computers, and other supplies. Our project will run until October 30, 2010, in hopes of raising additional funds through our schools and securing matching dollars from other sources.

CAS and the Governor's office wish to express our gratitude to those who answered the call and to appeal to those who have not yet done so. While many of us are anticipating a new school year in comfortable well-equipped schools, Haitian children are getting what schooling they can during the rainy season under leaky tarpaulins amid the rubble of the earthquake. The need is still great, as is the opportunity for Connecticut school children to make a difference in the lives of their neighbors. We are confident that we can reach our goal of building a state-of-the-art school in Haiti.

Here's How To Help

Parents may make donations, including checks made payable to the "Connecticut Association of Schools," (with a notation identifying: Haitian Relief Fund") and take them or have their children take them to their local schools. Schools can make direct deposits at any local Bank of America branch or can send their monies to CAS for deposit. The Bank of America will also accept coins and sort and roll them at no charge.

Please help!

Do you know an outstanding middle or high school principal?

The Connecticut Association of Schools has opened nominations for the **2011 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 11, 2010**. Specific award criteria can be found at http://www.casciac.org/pdfs/criteria_POY_11.pdf.

NOTE: All candidates must be members of CAS and NASSP and have served as a principal at one or more middle level or high schools for three complete years or longer.**

Please contact Karen Packtor, kpacktor@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.

2010 UNIFIED THEATER SUMMIT

★ Creative Leadership in Inclusion ★

*Students of all abilities, parents, & teachers
are all welcome!*

November 3rd 9AM - 8:00PM
The Hartford Marriott Downtown



Join us on November 3rd as we explore Unified Theater and the ways inclusion, arts accessibility, and youth leadership can benefit students with and without disabilities! You'll have the opportunity to share ideas with educators, students, and parents who are passionate about creative solutions to serving young people of all abilities. Workshops will cover a variety of timely and engaging topics in arts, inclusion, youth leadership, disability, and student engagement. Plus, if you attend in November you're eligible to apply for one of five \$1,000 start-up grants to get your school's Unified Theater initiative off the ground!

Teachers can earn .7 to 1 CEU credits for this program

SCHOLARSHIPS FOR REGISTRATION ARE AVAILABLE!

For more info and to register visit www.unifiedtheater.org.

QUESTIONS? Call 860.573.7392 or email contactus@unifiedtheater.org.
This event is supported by the CT Association of Schools, The State Education Resource Center, and the CT Department of Higher Education

CT DEBATE ASSOCIATION LAUNCHES 2010-11 SEASON

By Everett Rutan, Executive Director, CDA

The Connecticut Debate Association (CDA) season begins on Saturday, October 2, with a Novice Scrimmage hosted by Wethersfield High School. New debaters will see a demonstration debate by experienced varsity debaters, followed by two practice rounds, one where they will have to support the resolution and one where they will have to oppose it. Varsity debaters who attend will receive instruction on how to judge and critique debate, and then apply those new skills as judges during the practice rounds. We hope this will become an annual training event.

The first official tournaments of the year will follow two weeks later on October 16 with meets at AITE and Westhill in Stamford. So far, 28 of last year's 32 members have indicated they will participate again this year, and at least two new schools plan to join. Last year the league averaged over 250 students on each of its tournament dates, which occur once each month from October through March.

The CDA welcomes all Connecticut schools interested in starting or expanding a speech or debate program. Many CDA schools also attend tournaments hosted by Yale and other colleges. Many CDA debaters participate in mock trial, model congress and other speech events. For more information or to join CDA, please go to our website at <http://ctdebate.org>.

CONNECTICUT JOINS NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

By Dr. V. Everett Lyons

The Connecticut State Department of Education joined in January a consortium of New England states in an effort to promote secondary school innovation. Member states of the New England Secondary School Consortium (NESSC) now include Connecticut, Maine, New Hampshire, Rhode Island and Vermont. The Consortium has adopted five goals to guide its work:

1. To increase the four-year, on-time graduation rate across the five states to 90% or higher;
2. To decrease the annual dropout rate to less than 1% in each state;
3. To increase the percentage of students either enrolling in both two- and four-year college programs or pursuing post-secondary credentials to 80% or higher;
4. To reduce the number of students requiring remedial college courses to 5% or less;
5. To engage post-secondary institutions in a collaborative effort to ensure students enroll in and complete post-secondary educational programs.

Activities on several levels have occurred over the past six months involving a regional discussion of state education policies which promote educational innovation among the New England states, including a regional conference in April 2010 showcasing innovative New England secondary schools, and the establishment of a regional League of Innovative Schools to provide financial and resource support within each state for schools committed to significant change and 21st century learning.

The upcoming fall conference of the Connecticut Association of Schools on October 19, 2010 will follow the same practitioner-presenter format featured in the NESSC New England conference. Innovative Connecticut schools (K-12) will share their successes with a wide variety of exciting programs offered to the students of our state. The Consortium and Connecticut State Department of Education will host an information table at this event highlighting the regional work of the NESSC as well as information on The Connecticut Plan, our in-state redesign plan, which now has been placed in state legislation.



Dr. V. Everett Lyons,
CAS Past-President

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THE BULLETIN

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THE BREAKTHROUGH COACH RETURNS IN JANUARY

Want to work less, play more, and still get the job done in a normal week? Sounds like you're ready for "The Breakthrough Coach." Malachi Pancoast, president of TBC, is returning to CAS on January 11 and 12, 2011, to conduct his popular workshop on developing the managerial skills of school administrators. Participants will learn how to:

- maintain a sensible workweek by increasing personal productivity and efficiency;
- observe classroom instruction for at least 2 full days each week;
- be re-energized in the role of "Instructional Leader";
- employ best practices for utilizing administrative support;
- organize your school community around producing breakthroughs in student achievement

(Note: Administrators must attend both days of the conference; secretaries/assistants attend the second day only.)

Registration deadline is December 23, 2010 or when capacity is full. Refunds will not be available for cancellations after December 23, 2009 or for non-attendance at the conference. CEU credit will be awarded to administrators for full conference attendance.

For more information, visit www.casciac.org/pdfs/BreakthroughCoach.pdf or contact Noreen Liberopoulos at 203-250-1111 or nliberopoulos@casciac.org. Register online at www.casciac.org/register.

CAS OFFERS INFORMATIONAL SESSION ON PEACEJAM PROGRAMS

By Barry Felson, Executive Director, NextGen Leaders Inc.

PeaceJam... the name probably conjures up images of a music festival, or of a bunch of hippies sitting around singing Kumbaya. What if I told you that PeaceJam gives hundreds of students in grades 8-12 the opportunity to spend a weekend with a Nobel Peace Prize winner every year? Still humming Kumbaya?

PeaceJam programs are built on three simple ideas: Education, Inspiration, and Action. Standards-based, and age-appropriate, PeaceJam curricula may be integrated into the classroom or offered as after-school enrichment programs.

Education:

The process starts with education, as students participate in PeaceJam programs based on the lives of Nobel Peace Laureates. Each age-appropriate program includes components that stimulate critical thinking, strengthen research skills, build skills in leadership, teamwork, and nonviolence, and promote personal reflection and growth. Each program teaches specific content based on the lives and work of the Laureates, including an exploration of the issues that affect their communities and the world.

High School Program:

PeaceJam Ambassadors (grades 9-12) gives high school students the opportunity to explore complex issues facing youth today, including violence - how their lives are touched by it; root causes; how the media portrays it; intolerance, and their own biases and blind spots; privilege and power; and what it takes to be a peacemaker. Want to

learn more about bringing *PeaceJam Ambassadors* to your high school? Please join us at the CAS office on October 18th at 4:00 p.m. Staff from NextGen Leaders will run an information session about how to get started and how to qualify to bring students to the PeaceJam Northeast Slam on October 30, 2010 and the PeaceJam Northeast Youth Conference on March 25-26, 2011 at the University of Hartford..

Middle School Program:

Based on the adolescent stories of the Nobel Laureates, *PeaceJam Leaders* (grades 6-8) helps students develop the leadership skills and tools they need at this critical stage of their lives, including a commitment to learning, positive values, strong social competencies, and a positive identity. To learn more about how your middle school might get started with PeaceJam Leaders come to the October 18th orientation session at CAS.

PeaceJam Juniors (grades K-5) focuses on the childhood stories of the Nobel Laureates - what it was like growing up in their countries, the issues they faced as they grew up, and how they worked for positive change. Each Nobel Laureate module focuses on a different character trait and conflict resolution skill.

Inspiration:

Nobel Peace Laureates like the Dalai Lama, Rigoberta Menchú Tum, Desmond Tutu, and Shirin Ebadi are renowned for the choices they made to stand up for human rights, non-violence, and social justice. Imagine having the opportunity to spend a weekend with one of these master peacebuilders and connect

with hundreds of other young people working to change their world.

Here's how some past participants have described the PeaceJam Northeast Youth Conference:

"An awesome experience that opened my eyes to the world. It showed me that kids like me really want to and can make a difference"... "PeaceJam is AMAZING. Great people, inspiration, ideas, that will motivate you to make the world a better place"... It gave me hope and made me believe that I'm making a difference and I'm not alone in this"... "PeaceJam should be a mandatory experience in high school. It is truly rewarding and life-changing."

Action:

Education and inspiration without action? That won't change the world, so it's time to get out of your seats and onto the streets - identifying and creating a project that addresses one of the ten most pressing problems facing your community and our world, joining thousands of PeaceJammers and the Nobel Peace Laureates in PeaceJam's Global Call to Action.

PeaceJam programs are approved activities of CAS. For more information, please visit www.casciac.org/scripts/register or www.NextGenLeaders.org.

Further inquiries may be directed to Dave Maloney at CAS, 203-250-1111, ext.3936, or dmaloney@casciac.org.

CT HIGH SCHOOL STUDENT LEADERSHIP WEEK

The Connecticut Association of Schools is pleased to announce that November 1 - 5, 2010 will be designated as "High School Student Leadership Week." All Connecticut high schools are being asked to answer the call to develop and improve student leadership skills as a vehicle for improving the climate within high schools. The Connecticut Association of Student Councils (CASC) will kick into high gear a newly developed student leadership curriculum with a series of workshops that coincide with the local and statewide elections taking place that week.

Teaching Students 21st Century Leadership Skills

Under the direction of CASC Executive Director Sarah Jones, Manchester High School, CAS sponsored a curriculum writing project this past summer. Jones was joined by long-time student council consultants Arlene Salvati and Joyce Niestemski, who have developed a four year student leadership curriculum that will be intro-

duced in November. The document will serve as a template for student councils throughout the state to follow. It will spell out exactly what student leaders and their advisers should know and be able to do to render high quality programs in their respective schools. Three broad categories of skills will be featured: information and communication skills, thinking and problem-solving skills, and interpersonal and ethical decision-making skills.

The Power Of Five

CT High School Student Leadership Week will feature five regional, half-day conferences that have been planned with the cooperation of some of the largest interscholastic athletic leagues in the state. While priority will be given to schools within those leagues, registration is open for any high school, regardless of location, to pick the most suitable day to participate.

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There is a lesson in this story, but what is it?

By John Dodig
Staples High School



On a Monday morning one day last year, one of us heard a rumor about a party held at someone's home in Westport that drew lots of Staples High School students and which got out of hand. We heard that the police had been called; there were some arrests; and at least one of our students was taken to the hospital because of alcohol consumption. The parents were away for the weekend and the student host left behind scurried the next day to clean up the mess so mom and dad would never know. That, of course, didn't work and this story is one that is repeated throughout the year EVERY year.

This party took place on a Saturday night off school property. Why would I or anyone at SHS even care? Why would we get involved at all in any way? The answer, of course, is that we heard that there were athletes at the party and, in fact, an athlete hosted the party at his/her house. Now it became our problem since ALL athletes sign a contract called the Code of Conduct (also signed by the parents) acknowledging that they know our rules about use of tobacco, alcohol and other drugs during season and know the consequences for ignoring those rules. Now remember, not one high school employee was at this party. We had absolutely no way to know if any of this were true OR if any of our student athletes were involved. All we could do was ask individuals very specific questions. We kept hearing names of students who were allegedly at the party and began interviewing them. The end of the investigation led to the suspension of one student from one team for the prescribed three week period as indicated for a first offense in the Athletic Handbook. This student readily admitted, when asked, that she/he had done what we heard she/he had done. No other student athletes came forward.

Here is where I think the lesson is hiding: Not one parent of any student called his/her child's coach, the athletic director, an assistant principal, or me to tell us that their child had breached a condition of the code of conduct contract. I can't tell you how many times we have been accused at public meetings or through letters to the superintendent of schools that we "hide" information about student drinking. I can't tell you the number of times a parent has stood up at a PTA coffee or some other meeting to say something like: "There was a big party Saturday night and many of your athletes were drinking or drunk and the coach did nothing about it." This is exactly where and when my frustration spills over the brim.

Obviously, underage drinking and its potentially destructive consequences is my utmost concern. My next concern, however, is the ethical and moral one which arises when we sign a contract saying we will abide by a set of rules, we willingly breach those rules, and we don't own up to it. Why won't parents turn in their own children so we can uphold our Code of Conduct? If the answer to my question is that we are asking too much of parents and their children, then why do we have a Code of Conduct? Why is it ONLY the responsibility of school personnel to teach about living up to one's spoken or written promise? If it is left ONLY to the school, then it is a losing effort and one we should re-think for the future.

BACK-TO-SCHOOL SUPPLY DRIVE - A HUGE SUCCESS

By Stephanie Ford, Director of Marketing

On Saturday, August 14th, NBC-30 in collaboration with CAS held their 7th annual Back-to-School Supply Drive in the NBC-30 parking lot in New Britain. Hundreds of caring and generous members of the community came out to donate everything from pens and pencils to binders and back packs. The supplies were then loaded onto a bus, donated by Dattco, and delivered to three chosen elementary schools the following week. This year's recipients of the supplies were Chamberlain School in New Britain, Bishop Woods School in New Haven, and Winthrop School in New London. All those present when the donations were delivered to their school were extremely grateful to be receiving the much needed supplies.



Left to right - Emma Asante of NBC-30; Principal Jane Perez of Chamberlain School in New Britain; and a representative of Dattco.



Students from Winthrop School in New London show off their new school supplies!

GUIDELINES FOR CONNECTICUT MIDDLE LEVEL ATHLETIC PROGRAMS

By Earle G. Bidwell, Assistant Executive Director

"Providing all young adolescents with opportunities to participate, develop skill levels, and experience the positive outcomes that result from well-planned, developmentally responsive sports programs is as vital to middle level education as academics and the arts. Middle level athletics are fundamental in creating worthwhile and enjoyable experiences for students while broadening their education in the areas of physical fitness, sportsmanship, leadership, citizenship and participation in activities that will contribute to fitness for life."

The preceding paragraph is the introduction to the long-awaited revision of the "Guidelines for Connecticut Middle Level Athletic Programs" prepared by a committee of distinguished school and athletic administrators appointed by the Middle Level Board of Control. The Guidelines are intended to assist school districts in the development of sound middle level policies and regulations designed to provide positive athletic experiences for all middle level students. The draft document is available at http://www.casciac.org/pdfs/ML_athletic_guidelines.pdf and will be presented to the middle level boards for ratification on October 12, 2010.

Heavily influenced by *This We Believe*, National Middle School Association 2003, and *Sports in the Middle School*, Swaim, J.H., & McEwin, C.K., 2005, the Guidelines begin with belief statements about early adolescence, educational "best practice" and sports and competition for young people. The statements deal with who should play, the primary objectives of sports programs, safety and eligibility. There are also recommendations for the behavior of adults associated with athletic programs.

The next section deals with recommended administrative practices. It provides guidelines for athletic administrators and coaches to ensure safety first, developmentally appropriate and student-centered programming, and state laws regarding coach's training and certification.

New to this revision is a section on intramural programs designed to meet the needs of the entire student body, not just the gifted athletes. Intramural athletics encourage all students to enjoy sports, refine their skills and develop and appreciate the benefits of physical activity for life-long enjoyment and health.

The Guidelines encourage schools to participate in Unified Sports, programs that pair regular athletes with athletes with intellectual and physical disabilities on sports teams for practice and competition. The Connecticut Interscholastic Athletic Conference (CIAC) /Special Olympics Unified Sports Program fosters a forum for positive interaction among physically and mentally disabled and non-disabled students where partners develop friendships on and off the field.

Eligibility standards and recommended limits for interscholastic sports round out the Guidelines. They include season limitations; recommended number of contests; suggestions on who may, or may not, be eligible to play; and, recognition of, and recommendations for, non-school participation such as travel teams, AAU and town recreation programs. CAS is indebted to Fred Baruzzi, Ellen Benham, Sally Biggs, Kevin Brough, James O'Connor and Debbie Petruzello for the creation of this document; and to Fred Balsamo and the Connecticut Association of Athletic Directors (CAAD) for their support and preliminary work.

MONTH OF THE YOUNG ADOLESCENT

October is *Month of the Young Adolescent*, an annual international collaborative effort of education, health, and youth-oriented organizations. Initiated by National Middle School Association (NMSA), Month of the Young Adolescent brings together a wide range of organizations to focus on the needs of this important age range, ages 10 to 15. The key messages for the celebration are:

- the importance of parents being knowledgeable about young adolescents and being actively involved in their lives;
- the understanding that healthy bodies plus healthy minds equal healthy young adolescents;
- the realization that the education young adolescents experience during this formative period of life will, in large measure, determine the future for all citizens; and
- the knowledge that every young adolescent should have the opportunity to pursue his or her dreams and aspirations, and post-secondary education should be a possibility for all.

The CAS middle level division urges member middle schools to use the proclamation and media release mailed to you and to visit the NMSA website www.nmsa.org/moya/ for additional ideas and to learn what others have done.

BACK TO THE FUTURE: WHERE OUR PAST MUST BECOME PROLOGUE

Dr. Drew Allbritten, NMSA Executive Director

For nearly 40 years, practitioners have made NMSA their resource for ideas on how best to educate young adolescents. As you know, NMSA continues to provide the best professional development and conferences, consulting and coaching, research and publications, and legislative advocacy to make you better able to serve young adolescents.

To continue in that tradition, on behalf of the NMSA Board of Trustees, I invite you to attend the 37th Annual Conference & Exhibit in Baltimore, Maryland, November 4-6, 2010. On November 3, I will be keynoting a luncheon on the future of the association. This session will explore how the richness of our middle level education past can help better position middle grades professionals for the future and the role the association must play in that transition. How must NMSA transform itself to better serve its members and its wide array of constituencies? We must once again become educational revolutionaries. We will:

- ◆ address the role of integrating professional development, publications, and other services and products into a synergistic approach to advance the profession.
- ◆ confront the legal and fiscal evolution of national and state associations, and what we can expect if we do not act in concert.

continued on page 9

NMSA, *continued from page 8*

◆ challenge ourselves to better understand the new realities that surround us on a daily basis, and what actions we must take to survive in an ever-changing political environment.

Since its founding in 1973, NMSA, your association for middle level education, has led the way in improving the education of young adolescent learners. Our organization's founders understood the need to stop pretending that young adolescents were simply oversized elementary students or undersized high school students. As middle level educators, they daily experienced what makes this age group unique. (Many of us, as parents, have also experienced this firsthand.) Over the years, NMSA members have led the way by developing practices to meet these unique educational and developmental needs, forever changing the world of education. And - congratulations! - many of these practices have become standard today: teaming, curriculum integration, advisory programs, student-led conferences, inclusion, differentiated instruction, and many more.

Because of your passion and dedication, NMSA continues to lead the way. Make no mistake; we will do so in an ever-changing world and with the ever-changing needs of young adolescents. We are driven by our mission to serve you. After all, we are the nation's premier professional association for middle level education.

We hope to connect with a large Connecticut contingent at the convention!

Student Leadership Week, *continued from page 6*

The five interscholastic leagues, dates and locations are:

1. Southwest CT Conference / Nov. 1
Bethel High School
2. Central CT Conference / Nov. 2
Newington High School
3. Eastern CT Conference / Nov. 3
Griswold High School
4. Berkshire Conference / Nov. 4
Lewis Mills High School
5. Southern CT & Shoreline Conference / Nov. 5
New Haven Athletic Center

The keynote speaker for all the five sessions will be Bob Tyranski, widely recognized as one of America's top youth presenters. Bob has spoken at conferences and schools in forty-six states as well as to audiences in Canada, France, Russia, Japan, and South Africa.

According to CAS Assistant Executive Director, Dave Maloney, "We are thrilled to bring Bob to Connecticut simply because his message is grounded in 21st century leadership skills. Just as schools everywhere are being asked to change to meet the needs of learning in a complex digital society, Bob's presentation will provide student leaders and their advisers with the ability to develop measurable, ongoing, and replicable strategies that make the total school experience better for all. His focus will be inspiring changes in the way students and their advisers are thinking about student leadership in our fast paced world."

Online registration is open for all five conferences. The direct link is www.casciac.org/scripts/register.cgi. Further inquiries may be directed to Dave Maloney at 203-250-1111, or dmaloney@casciac.org.

ATTENTION CAS ELEMENTARY MEMBERS: PLEASE SAVE THE FOLLOWING DATES FOR ELEMENTARY STUDENT ACTIVITIES

Geno's Reading Team

Geno's Reading Team will "tip off" October 15, 2010. Your students will team up with Geno Auriemma and the UCONN Huskies throughout the year in this incentive reading program. Registration for this event can be found online in the "Member Login" section on our homepage.

The 18th Annual Elementary Level Student Leadership Training Conferences

For students in Grades 4 through 6

Friday, January 7, 2011

Three-Rivers Community College, Norwich

Tuesday, January 11, 2011

Asnuntuck Community College, Enfield

Thursday, January 13, 2011

Naugatuck Community College, Waterbury

Get your running shoes ready, because KiDSMARATHON is back!!!

We have four confirmed locations to celebrate our runners! Please come join us to celebrate healthy lifestyle choices!
May 14 at Fairfield Ludlowe High School
May 22 at Cheshire High School
June 4 at Norwich Free Academy
June 11 at Litchfield

For more information, please see the CAS website at www.casciac.org. Or, contact Dave Maloney, assistant executive director, at dmaloney@casciac.org or Regina Birdsell, assistant executive director, at rbirdsell@casciac.org.



ATTENTION: ATHLETIC DIRECTORS Eligibility Center Update

■ **Please update contact information:** As we begin the new school year, please be sure that all contact information in the "Edit General School Information" section (link near the top of the Eligibility Center) and coaches names for the CIAC membership directory (link under the Admin Actions tab) are up-to-date and accurate.

■ **Video tutorials now available:** We have added a video tutorials page with several brief videos demonstrating how to perform various actions in the center. We will be adding more videos to this page over time as new features are added to the center. The tutorials can be accessed via the link near the top righthand corner of the main Eligibility Center page or at <http://www.casciac.org/tutorials.shtml>

■ **Transfer Notification Form:** The Transfer Notification Form (previously referred to as the Transfer Waiver Form) now must be submitted online via the Eligibility Center. The receiving school must submit the initial form to which the sending school responds online. The submission form is available under the Admin Actions tab in the Eligibility Center. The new tutorials page has two videos explaining the entire process.

■ **Editable Tournament Rosters:** Schools can now add or remove athletes from tournament rosters, change uniform numbers, update qualifying marks, event entries and other included info directly in the roster editor. Submission of a support ticket is no longer required to make these types of changes prior to a sport's roster submission deadline. In addition, corrections or updates made to eligibility lists (fixing of misspelled names, incorrect grades, etc.) will now automatically be carried over to tournament rosters/entries submitted prior to the changes being made. The online submission forms for tournament rosters have also been redesigned to allow correction of errors without using the back button, and to give clearer visual indication of both which athletes are included/not included and of the information on file for each included athlete.

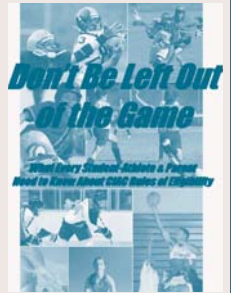
■ **Improvements in Schedule Editing:** The compare schedules tool on the schedules tab has been improved. You can now view your schedule, your opponent's schedule, and the schedule for any of your facilities side-by-side. This should help people when trying to find dates to reschedule games. Also, in the lefthand column of all schedule editors, there are now links to automatically scroll your schedule to either the next upcoming event or the first blank event slot. The holiday/closing schedule now provides the opportunity to import holidays and/or SAT/ACT testing dates.

■ **Eligibility List Editor Has Expanded Features:** The eligibility list editor has been completely redesigned to look and behave like the schedule editor. There is one new required field for all athletes, listing the school year they first entered grade 9. This will be used to confirm athletes are eligible under the rule giving them four years to compete from the time they first enter grade 9. There are also several new optional fields available for you to track various types of information such as physical dates and awards, and fields to allow you to create rosters for teams during the regular season. We have also added a feature which will allow you to easily enter multisport athletes on additional lists once they are already in the system.

★ Congratulations to **Margaret Williamson**, principal of Northwest Catholic High School in Manchester, who was recently named the *2010-2011 Archdiocesan Distinguished Principal of the Year*. Margaret has been a tireless leader and worker, not only within the parochial school circle, but within the larger education community of CT. She is currently chair of the Girls' Lacrosse Committee and a member of the CIAC Board of Control and the Girls' Basketball Committee.

CIAC RULES OF ELIGIBILITY BROCHURE AVAILABLE ONLINE

The CIAC staff has developed an informational tool for schools to use in educating student athletes and parents on maintaining eligibility for high school athletics. The "Don't Be Left Out of the Game" brochure is available online at: http://www.casciac.org/pdfs/eligibility_brochure.pdf.



All member schools are encouraged to use this informational tool at pre-season meetings with athletes and parents, and to email the link or provide a copy to all parents with children in athletic programs.

CONCUSSION ISSUE CONTINUES TO DRAW ATTENTION

The increased incidence of concussions in youth sports has prompted a flurry of activity at the state and national levels. Last month, the House Education and Labor Committee introduced legislation that would create guidelines intended to prevent concussions and create a standardized response plan for treating them when they occur. This was on the heels of "Concussion Treatment and Care Tools Act of 2009," introduced late last year, which would direct the U.S. Department of Health and Human Services to establish concussion-management guidelines and pay for computerized preseason baseline and post-injury neuropsychological testing for student athletes. That bill has been referred to the Health subcommittee of the House Committee on Energy and Commerce.

In May, the U.S. Government Accountability Office, the investigative arm of the Congress, released a report on concussion in high school sports that said there was no mechanism to track an overall estimate of occurrence, but that the injuries may be under-reported because athletes don't want to be removed from games. The report can be accessed at <http://www.gao.gov/new.items/d10569t.pdf>. A few months later, a study published in the September issue of the medical journal Pediatrics noted that visits to the emergency room for concussions for children ages 8 to 19 had doubled from 1997 to 2007. This increase came despite an overall decline in participation in organized team sports, the study noted. (See related item page 11)

... more ciac news

CONCUSSION LEGISLATION REVIEW - WHAT YOU NEED TO KNOW

By Fred Balsamo, CMAA, Connecticut Coaching Education Program Director

Legislation (PA 10-62) went into effect on July 1, 2010 which now places strict guidelines on Connecticut coaches when dealing with concussions. ANY coach or intramural adviser in grades K-12 who is in a position that requires a coaching permit must now have a State Department of Education approved course in the management of concussions before he/she can coach in his/her upcoming season. Additionally, the CIAC Board of Control extended the tenants of this law to ALL CIAC member schools which includes parochial high schools. The Connecticut Coaching Education Program, in consultation with the CIAC, Connecticut Concussion Task Force and the Connecticut Athletic Trainer Association, responded by developing a course which is the only course the SDE has approved and, through several different delivery methods, has to date issued over 6,000 certificates. The CCEP hosted instructor training for athletic directors along with their athletic trainers and a bulk of the teaching was provided at no cost to coaches. CCEP also provided teams of instructors which held training sessions organized by leagues and districts throughout the state. Workshops were held at the CIAC office and, in order to provide further convenience to schools and coaches, the CCEP put its SDE approved course online. The CCEP has also included this concussion component in its 45-clock hour coaching permit course for new coaches entering the profession.

In addition to the initial course mentioned above, beginning on July 1, 2011, each coach will also have to take an annual review of current and relevant information about concussions. The CCEP has also developed this annual review which will be made available to the schools later this year. It is a two-page document that has to be read and signed by each coach and then kept on file at his/her school. Beginning July 2015, all coaches will have to take a five-year refresher course in concussion management. The CCEP is in the process of developing this course and it will be offered online free of charge to all those coaches in our database who have taken the initial course with the CCEP.

The law also includes specific protocol that must be followed by every coach and states:

Sec. 2. (NEW) (Effective July 1, 2010) (a) (1) The coach of any intramural or interscholastic athletics shall immediately remove a student athlete from participating in any intramural or interscholastic athletic activity who (A) is observed to exhibit signs, symptoms or behaviors consistent with a concussion following an observed or

suspected blow to the head or body, or (B) is diagnosed with a concussion, regardless of when such concussion or head injury may have occurred.

(2) The coach shall not permit such student athlete to participate in any supervised team activities involving physical exertion, including, but not limited to, practices, games or competitions, until such student athlete receives written clearance to participate in such supervised team activities involving physical exertion from a licensed health care professional trained in the evaluation and management of concussions.

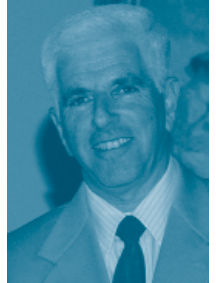
(3) Following clearance pursuant to subdivision (2) of this subsection, the coach shall not permit such student athlete to participate in any full, unrestricted supervised team activities without limitations on contact or physical exertion, including, but not limited to, practices, games or competitions, until such student athlete (A) no longer exhibits signs, symptoms or behaviors consistent with a concussion at rest or with exertion, and (B) receives written clearance to participate in such full, unrestricted supervised team activities from a licensed health care professional trained in the evaluation and management of concussions.

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A NEW CHAPTER FOR UNIFIED SPORTS®

By Lou Pear, Director of Unified Sports

Unified Sports will celebrate its 18th year of "changing attitudes and changing lives". More importantly, this year we have many new schools who are showing an interest in joining our ranks, a new staff member, and expanded opportunities in the area of the arts. Plans are already in place for our Fifth Annual Student Leadership Summit and the Eighth Michaels Cup Unified Sports Banquet.



Joining our Unified Sports family will be student athletes from Stamford, Greenwich, Easton, Redding, Waterbury, Colchester, East Hampton and Avon. These are just a few of the towns whom we have heard from and each day there are additional schools jumping on board. This is all great news as we forge forward to offer the Unified Spirit to all schools in CT. It is our goal to have every high school in the state offer Unified Sports as a varsity sport so Unified Athletes can reach their potential as well.

This year we are also proud to welcome George Synott as our new Assistant Unified Sports Director. George has been a principal at St. Paul's High School in Bristol and most recently the principal of Berlin High School. George has served on the CIAC Board of Control and led the CIAC Board as its Chairman. His school has sponsored Unified Sports teams for many years and Berlin High School is host to one of our basketball tournaments. George holds Unified Sports close to his heart and is a passionate advocate for the benefits students and their school derive from such a valuable program.

This year we will also unveil the Unified Arts Program under the CAS and SOCT umbrella. Barbara Horn, Project Unify Coordinator, will be the Unified Arts Director. She will target ten to twenty pilot schools and work closely with art and special education teachers to enrich the bond between the artist and an artistic partner. Art projects will be exhibited at the SOCT Summer Games each year and selected art work will be reproduced into note cards and calendars where students will be duly recognized.

We hope you have had an enjoyable summer. Our staff is looking forward to seeing you and your athletes at our upcoming tournaments. Please check the CAS/CIAC website for tournament information and special events. Best wishes for a great Unified Sports school year.

... more ciac news

THE EFFECTIVENESS OF MANDATORY-RANDOM STUDENT DRUG TESTING

Students involved in extracurricular activities and who were subject to in-school drug testing reported less substance use than comparable students in high schools without drug testing, according to a new evaluation released today by the Institute of Education Sciences.

Although illicit substance use among adolescents has declined over the past decade, it remains a concern. Under one approach to address this problem, students and their parents agree to students being tested for drugs (and in some cases, tobacco or alcohol) on a random basis as a condition of participation in athletic or other school-sponsored competitive extracurricular activities.

The study, *The Effectiveness of Mandatory-Random Student Drug Testing*, examined 7 districts that were awarded grants in 2006 by the U.S. Department of Education's Office of Safe and Drug Free Schools to implement mandatory-random drug testing programs in their 36 high schools. The districts volunteered to be in the program and were spread across seven states. Because these were districts committed to adopting such programs and they were clustered in mostly Southern states, the study results cannot be generalized to all high schools nationally.

The evaluation involved more than 4,700 students and compares the substance use reported by those in "treatment" high schools randomly assigned to implement the drug testing program immediately (in the 2007–08 school year) with the substance use reported by students in "control" schools assigned to delay implementing the program for a year (until 2008–09).

The goal of the mandatory drug testing program was to reduce student substance use in three ways—by deterring substance use, by detecting substance use, and by having spillover effects on other students in the school as they observe and are influenced by the behavior of their peers. Students were surveyed before and after the program started about: their participation in school activities; their attitudes about school and knowledge of school policy; their attitudes about substance use and awareness of drug testing; and their report of substance use in the past month, in the past six months and their lifetime.

Researchers focused primarily on students who participated in activities that would make them subject to the random drug testing, but also examined the impacts on other students.

Key findings include:

- Some 16 percent of students subject to drug testing reported using substances covered by their district's testing in the past 30 days, compared with 22 percent of comparable students in schools without the program. Similar patterns were observed for other measures of student-reported substance use, but those differences were not statistically significant.
- In the one-year period studied, there was no evidence of any "spillover effects" to students who were not subject to testing—the percentage who reported using substances in the past month was the same at both treatment and control schools.
- There was no effect on any group of students' reported intentions to use substances in the future. Of the students subject to drug testing, 34 percent reported that they "definitely will" or "probably will" use substances in the next 12 months, compared with 33 percent of comparable students in schools without the program.
- There was no evidence that the drug testing reduced students' participation in extracurricular activities or affected their connection to school.
- Researchers also examined whether students in schools with drug testing, perhaps because they were more aware of the consequences of substance use, might be underreporting such use. However, there were no differences between the treatment and control groups in students' reports of how honest they were in completing the surveys or in how often students didn't respond to particular questions. Also, there were no inconsistencies in reports of lifetime use between the surveys they completed before knowing whether their school required drug testing and afterwards. The study was directed by the National Center for Education Evaluation within IES and conducted by RMC Research Corporation and Mathematica Policy Research.

To download the full report, visit <http://ies.ed.gov/ncee/pubs/20104025/pdf/20104025.pdf>.

SPORTSMANSHIP

by Dr. Steve Shanahan,
Executive Director

Nebraska School Activities Association

Welcome to the start of another school year and, more importantly, the start of another opportunity for all of us as parents, teachers, coaches and community leaders to make a difference in the lives of the young people we come in contact with each and every day. What a tremendous honor this is, but what a great responsibility we have.

As the fall activity and athletic season gets underway, I am reminded that winning is always more fun than losing, but the activities our schools participate in carry a much greater message, one that is much more important to teach than merely counting wins, losses and trophies. Here is an "open letter" that I hope you will share with your students, parents and the patrons that attend your activities.

Dear Fan:

As we begin another school year and activity season, all of us associated with the programs and activities here at school would like to remind you of some very important tips that will make your viewing of high school athletic contests and other events more enjoyable.

1. Please be a "fan" and not a "fanatic." We all enjoy the games and activities and want to cheer our teams on to victory, but remember positive reinforcement of great plays does more for an athlete than a negative comment. Remember good plays happen on both sides of the ball. If you see an opponent do something great, acknowledge it. We want our teams to play the best so that we can be our best.

2. Sportsmanship is the strongest educational lesson we teach in athletics and activities. Remember that you are a teacher while in the stands. Help us all to teach a lesson that will last a lifetime. Do not confuse sportsmanship with the idea that nice guys finish last.

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... more ciac news

STAPLES RECEIVES CIAC MICHAELS ACHIEVEMENT CUP AS CT's TOP HIGH SCHOOL ATHLETIC PROGRAM

By Fred Balsamo, CMAA

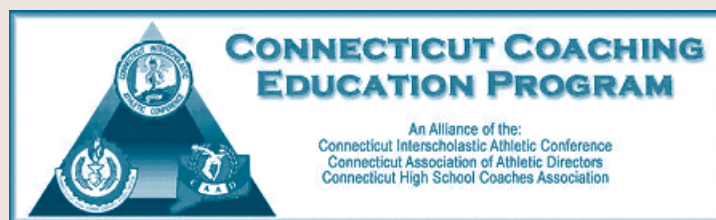


The revamping of the Michaels Achievement Cup Program under the direction of the CIAC is now in its second year. The CIAC Michaels Cup Committee put in a great deal of time and energy to come up with a mission that drastically changed the direction and meaning of the Michaels Cup, and it continues to review and strengthen the program. This year, credit was given to any school who demonstrated improvement in any scoring category. Additionally, the enrollment figures were weighted by a school's DRG. 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. Once again, we invited the six first place recipients to provide us with additional documentation which the committee used to make a final critique of the program and select an overall top exemplary program. Staples High School from class LL 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:

- ★ L - Daniel Hand High School*, Madison
- ★ MM - Berlin High School
- ★ M - Weston* High School
- ★ SS - Northwest Catholic*, Manchester
- ★ S - St. Bernard High School, Uncasville

Second place recipients included: LL- Glastonbury; L- Darien; MM- Branford*; M- Wolcott, SS- Valley Regional; S- Shepaug Valley*. The third place recipients honored were: LL - Ridgefield*; L- East Lyme; MM- Brookfield; M- Northwestern Regional; and SS- Sacred Heart Academy*.

Of the seventeen 2010 recipients, only seven were repeats (*) from 2009. 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 Staples High School athletic program impressed the committee with its outstanding effort in offering student leadership seminars. Congratulations to all who participated and we look forward to beginning the third year of this new program.



The Connecticut Coaching Education Program is now offering online courses for CEU credit. The new online modules allow coaches to earn the credits they need on their own schedule. The response to these courses has been overwhelming!

The CCEP is an alliance of the Connecticut Interscholastic Athletic Association (CIAC), the Connecticut Association of Athletic Directors (CAAD), and the Connecticut High School Coaches Association (CHSCA)

Online CEU's Now Available!

Get the credits you need on your own schedule:

- Mod 101 - Fundamentals of Coaching (6-hour mod)
- Mod 6 - Revocation, Harassment and Hazing (3-hour mod)
- NEW -Mod 15 - Concussion Management (3-hour mod)
(Satisfies Public Act No. 10-62)

For more information, visit:

<http://www.ctcoachinged.org/onlineceu.html>

FALL MODULE COURSE OFFERINGS FOR COACHES IN NEED OF CEU'S

Being offered at

CIAC Office - 30 Realty Dr. Cheshire, CT
NO WALK IN REGISTRATIONS

Thursday, November 18, 2010 • 6-9pm

Module 14 - *Critical Incidents and Emergency Planning*

Friday November 19, 2010 • 6-9pm

Module 13 - *Nutrition, Performing Enhancing Supplements*

Saturday, November 20, 2010 8:30-11:30am

Module 7 - *CIAC Guide To the Roles & Responsibilities of a Coach*

Saturday, November 20, 2010 noon-3pm

Module 15 - *Concussion Management*
(Satisfies CT Law PA-10-62)

Saturday, November 20, 2010 3:15-6:15pm

Module 12 - *All-Adult Construct of Coaching*

Registration must be done online at
www.ctcoachinged.org/CEU.html

... more cjac news

Sportsmanship, continued from page 12

Good sports do finish first on the scoreboard and in life.

3. Officials of any activity have a very difficult and thankless job. Don't make their job harder by second guessing calls or decisions that may not have been made "the way you see it." Remember, the official is much closer to the action than you are and has very little interest in the outcome of the game, who wins or who loses. Their only objective is to maintain an "even playing field" for all participants.

4. Help us welcome opposing teams and make their stay at our school a good experience. Remember, next year we will be back at their school. Treat opposing schools and their fans and players with all the respect that we would expect when we go to their school.

5. If you bring young children to the game, make sure that they sit with you and watch the game. Children learn from imitation. They will learn to be good participants and good spectators from what they see. Children running up and down the bleachers or in front of the crowd only detract from the game and hurt those that are playing. Always remember that "the show is on the floor."

6. Always report unsportsmanlike behavior to the supervisors that are on duty. At our school, we place a real premium on having our staff supervise contests. There are always plenty of people ready to help. We will do everything within our power to make sure that you enjoy the great contest that you came to see.

7. The Connecticut Interscholastic Athletic Conference is asking all member schools to strictly enforce their restrictions regarding spectators standing during the entire game and also rushing onto the playing surface following the conclusion of a game. We will likewise ask that all fans, both home and away, follow this request. Good sportsmanship is a continual process before, during, and after each contest.

8. Finally, many individual conferences and the Association of Athletic Directors award sportsmanship trophies to schools that exhibit exemplary sportsmanship in a particular tournament, sport season or year. By making the winning of such an award a school and community goal, we will go a long way in showing others what an outstanding school and community we have.

9. I hope that these suggestions will not only help to make the upcoming season more enjoyable for your school and community, but also provide the atmosphere that allows your teams to be as successful as possible. Best of luck in making lasting memories and developing lifetime skills for the young people of your school.

Adapted from an article published in the *Nebraska School Activities Association Bulletin*, August/September 2010

YOUTH SPORTS STATS

The following are results of the Turnkey Sports Poll taken in July. The survey covered more than 1,100 senior-level sports industry executives spanning professional and college sports.

What is the biggest issue or threat to youth sports in America?

Cost of participation	39%
Inadequate focus on academics	17%
Repetitive use injuries	16%
Commercialization of youth sports	15%
Use of performance-enhancing drugs	5%
No response / Not sure	8%

Which of the following youth sports will experience the fastest growth in the next five years?

Lacrosse	41%
Soccer	20%
Basketball	10%
Baseball	8%
Hockey	5%
Golf	3%
Football	2%
Skateboarding	2%
Tennis	2%
Snowboarding	1%
No response / Not sure	6%

(Source: Turnkey Sports & Entertainment as reported on www.sportsbusinessjournal.com)

NATIONAL ASSOCIATION RELEASES REPORT ON STATE PE POLICIES

The National Association for Sport and Physical Education's (NASPE) annual report on physical education indicates that while some progress has been made in providing physical education (PE) for students across the United States, much can still be done. The *2010 Shape of the Nation Report* finds that most states require PE for at least some grade levels, but only five states require PE in every grade from K-12. In addition, only one state requires schools to provide the nationally recommended 150 minutes per week of PE in elementary school and 225 minutes per week in middle and high school; and over half of all states (32) allow waivers and/or exemptions from PE, an increase of 77 percent since the last *Shape of the Nation Report* in 2006. One caveat for policymakers: the data in the report is based on self-report surveys, and an informal policy scan by NASBE indicates that actual policies may differ from what is indicated in this document, particularly where recommended policies are interpreted and reported as requirements or mandates when in actuality they are not. Download the full report at: <http://www.aahperd.org/naspe/publications/upload/Shape-of-the-tion-Revised2PDF.pdf>.

caad news

President's Message

By Trish Witkin, CAA

Director of Athletics, Glastonbury H.S.

Welcome back! I hope the fall season has gotten off to a great start for your athletic teams.

The one constant in the ever changing field of athletics is the commitment you, the athletic director, has made to the student-athletes in your district. In spite of the long hours, nights, weekends and the many challenges so evident in high school athletics, the athletic director is there to congratulate the athlete who has accomplished a personal best, can be found cheering on each program in pursuit of their team goals or finding innovative ways to enhance the overall athletic experience for the athletes in their care.

The job of the athletic director has grown so much over the years. With greater demands and responsibilities, being the athletic director is arguably the most difficult position in a school district and as such, the turnover has been tremendous. This year we welcome more than twenty new athletic directors to the profession. In an effort to provide continued support for our colleagues, I encourage all athletic directors to reach out to our newest members, through league initiatives and personal understanding of what it is like being a new athletic director, to provide them with the resources, strategies and advice that will help them succeed in their positions. Back in August, I had the privilege of welcoming our new colleagues and wished them well. I know you will join me in doing the same.

This summer CAAD has been busy following through on our strategic plan. Our executive director, Fred Balsamo, CMAA and the subcommittee of Ginny Miselik and Billy Buscetto worked tirelessly to create our "Parenting your Student-Athlete" video that was shown at parent meetings last month all over the state. This production, narrated by ESPN's Suzy Kolber and Mike Golic, is an outstanding production with a clear message of supporting your student-athlete and their whole team, keeping things in perspective, and having fun with high school athletics. Coupled with the CIAC and league sportsmanship initiatives, this video will help all athletic directors send a unified message to our spectators and families. As we move through the 2010-2011 school year, we will focus on developing creative budget strategies, providing professional development opportunities and defining responsibilities of athletic department secretaries, all in an effort to assist our membership.

I wish you all the very best this school year and look forward to working with you as we move forward with our goals and initiatives. Please don't hesitate to contact me if I can be of any assistance to you throughout the year.

PARENTING VIDEO - A BIG HIT!

By John Krot, Athletic Director, Killingly High School

This past summer, every high school athletic director in Connecticut was mailed a copy of a DVD produced specifically to help deal with many parenting issues facing our athletic programs. The concept was initiated by the Connecticut Association of Athletic Directors Strategic Planning Committee and quickly received support from both the Connecticut Interscholastic Athletic Conference and the Connecticut High School Coaches Association. As an alliance, the three groups began production of the project this past March obtaining feedback from our state athletic directors about current and relevant scenarios they had come upon. Deninger Production of Cheshire was contracted to sit with a committee and develop scenes along with scripts that would help relay a strong but positive message to parents. The theme of the video emphasizes 1. "Support" your son or daughter and their entire athletic program, 2. Make your child's sports experience "FUN", 3. Keep things in "PERSPECTIVE". Narrated by ESPN commentators Suzy Kolber and Mike Golic, the vignettes have some humor in them and the DVD provides a very professional 14 minute presentation ideal for pre-season parent meetings. All the filming was done at Valley Regional High School with tremendous assistance from Ginny Mislick, who was the site coordinator, and Bill Buscetto of St. Bernard High School, who arranged for many of the athletes who appeared in the video. Thus far the video has garnered praise from many schools as well as media outlets at both the state and national level.

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CAAD GOALS: 2010-2011

1. Continue implementation of our Five-Year Strategic Plan of Action
 - Develop a resource of information to assist AD's with budget development, including creative ways to stretch spending.
 - Develop a publication establishing "Guidelines for Parents of Student-Athletes," to complement parent DVD.
 - Develop clear and comprehensive job descriptions for full-time and part-time athletic department secretaries
2. Revise C.A.A.D's position statement on "Pay to Play"
 - Maintain C.A.A.D's data base on those employing the "Pay to Play" concept
 - Review annual updates
3. Promote professional development opportunities for athletic directors
 - Encourage participation in Leadership Training Institute (formerly LTC's)
 - Continue to provide New AD Workshop follow-up session(s)
 - Initiate League level New AD Mentorship
4. Continue to support the C.I.A.C. and the C.H.S.C.A
 - Support CIAC program and initiatives
 - Encourage membership to CHSCA

... more caad news

Concussion Management, *continued from page 11*

The significance of this legislation is that coaches can no longer play a guessing game as to whether a concussion has actually occurred. Once signs and symptoms or behaviors have been identified, an athlete must now be removed from participation and placed into the hands of a trained medical professional identified in the law as “a physician licensed pursuant to chapter 370 of the general statutes, a physician assistant licensed pursuant to chapter 370 of the general statutes, an advanced practice registered nurse licensed pursuant to chapter 378 of the general statutes or an athletic trainer licensed pursuant to chapter 375a of the general statutes.”

Even after initial clearance is given, a coach cannot return an athlete to full participation until there is a gradual return to activity over several days followed by final medical clearance by those licensed medical people mentioned in the law.

It should be understood that the law empowers the SDE to revoke the license of any coach who does not adhere to every aspect of PA 10-62.

Finally, we would once again caution school districts to make their coaches aware that the CCEP 45 clock hour permit course is the only course currently offered in Connecticut that satisfies every requirement of the SDE, including concussion management. The CCEP has contacted every other coaching permit course provider in the state to offer an arrangement where the CCEP could provide the concussion training for them but to date no arrangements have been made. Coaches who take a 45 clock hour/3credit coaching permit course from a provider other than the CCEP will have to take additional training with the CCEP at an additional expense.

Any questions regarding concussion education can be forwarded to fbalsamo@casciac.org.

Parenting Video, *continued from page 15*

As one athletic director put it, "I have seen a lot of videos and now DVD's in my day, but nothing compares to the Parenting DVD for message, quality, and production. As they say in the baseball circles, you hit a game winner - a home run. This DVD will serve to improve the role of parents and their involvement with high school sports for a long time."



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- ★ ESPN ★
- ★ Grynn & Barrett Studios ★
- ★ Horace Mann ★
- ★ IGA / Bozzutos ★
- ★ Jostens ★
- ★ Knight ★
- ★ Liberty Mutual ★
- ★ MaxPreps ★
- ★ McDonald's ★
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