

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



BULLETIN



In This Issue:

Message from the Executive Director - page 5

Getting Pre-K Through Grade 3 Right - page 7

How High School Sports Save Our Schools
- page 14

Glastonbury H.S. Wins Michaels Cup - page 15

CT AD's Receive National Honors - page 16

NEW BRITAIN'S MIKE FORAN NAMED NATIONAL PRINCIPAL OF THE YEAR



Congratulations to Michael Foran, principal of New Britain High School, who was named the 2012 Metlife/NASSP National Principal of the Year! This is the first time in the 27-year history of the principal of the year awards program that a Connecticut principal has earned this title. Connecticut has had two prior finalists: Carole Janssen, former principal of McGee Middle School, Berlin, in 2005; and Cheryl Kempain, former principal of Killingly Intermediate School, in 2009. Read about Mike's amazing accomplishments at <http://casciac.org/go?423>.

NEW COMMISSIONER MAKES APPEARANCE AT CAS-CAPSS CONVOCATION



Newly appointed Commissioner of Education Stefan Pryor made an appearance at the CAS-CAPSS convocation on September 13th. In lieu of presenting formal remarks, he took the opportunity to meet and dialogue with the more than 300 Connecticut practitioners in attendance. He is pictured above (left) with CAS Executive Director Karissa Niehoff and CAPSS Executive Director Joseph Cirusuolo.

See story on page 5

TWO VETERAN CT ADMINISTRATORS JOIN CAS STAFF

In its efforts to meet the ever growing and ever changing needs of its membership, CAS continues to expand its operation, recently adding two new staff members to its central office administration team. The association is pleased to welcome veteran educators Dr. Everett Lyons, former principal of Bristol Eastern High School, and Janet Garagliano, former principal of Jonathan Law High School in Milford.

Dr. Everett "Ev" Lyons began his career in public education as a language arts teacher at the Catherine M. McGee School in Berlin. In 1978, he was appointed to the position of assistant principal at Newington High School and served there for seven years before becoming principal of Bristol Eastern High School.

During Ev's tenure at Bristol Eastern, both the school and its principal received numerous honors and awards. In 1994, Ev was the recipient of a prestigious CAS

Citation, the association's highest honor; and in 2000, he was selected as the Connecticut High School Principal of the Year. Also in 2000, Bristol Eastern was recognized by the U.S. Department of Education as a Blue Ribbon School; and, in 2007, it was named a Vanguard School by the Connecticut State Department of Education. Ev retired from Bristol Eastern High School in 2010 after twenty-five years as its leader.

Ev has joined the central office staff as the co-director of the Connecticut Principals' Center and he brings with him a long and rich history of service to the association and its membership. During his nearly forty years as an active CAS-CIAC member, Ev served in a number of critical leadership positions, including:

- CAS Board of Directors (President: 2008-2010);
- Student Activity Board of Control (Chair);

continued on page 5

LEGAL MAILBAG

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



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

Q. DEAR MAILBAG: We want to reward the academic accomplishments of our best students. Accordingly, we continue to publish the honor roll in our local newspaper, and we even have a cookie and punch reception in the spring for parents to celebrate the accomplishments of these students. I was therefore surprised when I received an email from a parent telling me that I should remove the name of her daughter from the honor roll. She claims that she doesn't want to toot her daughter's horn. I must say that her request is surprising. Do I have to do that?

- *Wanting to Honor*

A. DEAR WANTING: In a word, yes. You know that personally-identifiable student information is private. But you also know that it is OK to publish the honor roll even though that reveals information about student academic achievement. We can reconcile these two under FERPA, the Family Educational Rights and Privacy Act. FERPA permits school officials generally to disclose "directory information," which is personally-identifiable student information that would not usually be considered confidential, such as name, school attended, email address, height and weight of members of sports teams, and honors and awards received. This provision permits the publication of the honor roll. However, there is an important exception. FERPA also requires that parents be notified annually of their right to prohibit the disclosure of directory information. When parents exercise that option, such information may not be disclosed.

Q. DEAR MAILBAG: Our school is planning a trip for students to China over April vacation. The trip is not funded by the school, but in order to advertise the trip to our students in school the board of education has approved the trip. One of the students who signed up for the trip is a freshman special education student who is seriously emotionally disturbed. He misbehaves during class, and his behavior deteriorates as the day goes on.

As chaperones, we are very concerned with possibly being responsible for a student with such a severe disability. Will we be violating Section 504 by not letting the student attend?

- *Worried and Wondering*

A. DEAR WORRIED: Students with disabilities have the right to participate in programs offered by the school district, irrespective of who pays. Your concerns are legitimate, and it may be possible to convince the parent that this long trip is not appropriate for her son. However, if she insists on signing him up, the cost of accommodating him is not a permissible basis for excluding him. Unless the district can show that it is not possible to accommodate his participation (a tough argument indeed), school officials must figure out how to permit him to attend.

Q. DEAR MAILBAG: One of the cafeteria workers told me that she saw a student take another student's dessert on two separate occasions. I interviewed the students. The perpetrator claimed that the other student "gave" him his dessert, and the other student unconvincingly gave me the same story. But I believe the observations of the cafeteria worker, and I want to give the perpetrator detention. May I?

- *Intolerant of Theft*

A. DEAR INTOLERANT: You are missing the big picture here. Earlier this year, the General Assembly passed a comprehensive revision to the bullying statute. Now, all school employees, including cafeteria workers, must inform you of bullying within one school day of its occurrence, and they must file a written report within two days following such notification. Given the broad new definition of bullying, the cafeteria worker should have filed a written report. Then, you should have conducted a bullying investigation, including documentation, parent invitation to meetings if bullying is verified, and logging any verified act of bullying, all as required by the new law. While bullying is of course a significant problem, one wonders if the General Assembly has any clue just how expansive are the new obligations it imposed.

ct news & notes

■ In August, then Acting Commissioner of Education George Coleman released a summary of important legislation enacted during the general assembly's 2011 regular session. The document, which can be downloaded at www.casciac.org/pdfs/CSDE_Legislative_Summary_2011.pdf, provides a comprehensive overview of all of the newly passed public and special acts that are of relevance to school districts.

On a related note, on September 28th, CAS and the state department of education sponsored a workshop on school climate and bullying. The afternoon presentation by Attorney Tom Mooney of Shipman & Goodwin focused on the new bullying statute and its successful implementation in CT's schools. Visit casciac.org/go?425 to download Attorney Mooney's workshop outline.

■ NEWSWEEK, which has been ranking the top public high schools in America for more than a decade, revamped its methodology this year in hopes of developing a yardstick that fully reflects a school's success turning out college-ready (and life-ready) students. To this end, each school was rated on six components: graduation rate (25%), college matriculation rate (25%), AP tests taken per graduate (25%), average SAT/ACT scores (10%), average AP/IB/AICE scores (10%), and AP courses offered (5%). Congratulations to the twelve Connecticut high schools that made the list of the top 500 schools in the country!

SCHOOL	RANK
Wilton H.S.	141
Lyme-Old Lyme H.S.	202
Daniel Hand H.S., Madison	213
Brookfield H.S.	273
Avon H.S.	281
Joel Barlow H.S., Redding	312
Hall H.S., West Hartford	323
Valley Reg. H.S., Deep River	334
East Lyme	362
South Windsor	367
Conard	417
New Fairfield	480

... more ct news & notes

■ A special provision of Public Act 09-6 regarding mandatory student withdrawal age went into effect on July 1, 2011. The provision changed the age at which a child may withdraw from school with parental consent to seventeen years old. The provision reads as follows:

For the school year commencing July 1, 2011, and each school year thereafter, the parent or person having control of a child seventeen years of age may consent to a child's withdrawal from school. The parent or person shall personally appear at the school district office and sign a withdrawal form. The withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that the school district has provided the parent or person with information on the educational options available in the school system and in the community.

The state department of education has provided a sample withdrawal form that schools may use as a template. The form can be downloaded at <http://casciac.org/go?427>.

■ Based on data collected in October 2010, the following endorsement areas have been designated as teacher shortage areas for the 2011-12 school year:

- Bilingual Education, PK-12
- Comprehensive Special Education, K-12
- English, 7-12
- Intermediate Administrator
- Mathematics, 7-12
- Remedial Reading and Language Arts, 1-12
- Science, 7-12
- Speech and Language Pathologist
- Teachers of English to Speakers of Other Languages
- World Languages, 7-12

■ Given that childhood lead poisoning remains a critical environmental health concern and that childhood lead exposure has been linked to a number of adverse cognitive outcomes, the Connecticut State Department of Education engaged researchers at Duke University's Children's Environmental Health Initiative (CEHI) in an analysis of the effects of early childhood lead exposure on test performance among Connecticut schoolchildren. In February of 2011, CEHI released a report on its findings which showed that early childhood lead exposure negatively affected Connecticut Mastery Test (CMT) scores in both reading and mathematics. Disparate exposures by race suggested that exposure to lead may account for part of the achievement gap among Connecticut schoolchildren. To read the report in its entirety, visit <http://casciac.org/go?426>.

CT Ranks 6th in Child Well-being

According to the *2011 Kids Count Data Book* published by the Annie E. Casey Foundation, Connecticut continues to rank among the top states in the nation in the overall well-being of its children. The annual report evaluates a wide range of factors — including infant mortality rate, teen birth rate, high school graduation rate, etc. — to develop a composite index of child well-being for each state. Connecticut ranked 6th among the 50 states, up from its eighth place ranking last year. The state that ranked highest was New Hampshire. Minnesota ranked second, and Massachusetts ranked third. The three states at the bottom of the ranking were Mississippi, Louisiana, and Alabama. Except for Maine and Rhode Island, all of the New England states ranked in the top 10.

IMPORTANT REMINDER

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

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

Are you a school administrator with coaching in your background? If so, please consider contributing to a collection of stories about how your experiences as a coach guided your practices in school administration. These short, stand-alone stories will be part of a rich collection of Connecticut's "Lessons from the Sidelines." For more information, visit <http://www.casciac.org/lessonsfromthesidelines/>

national news & notes

■ The Pew Center on the States has released a report strongly advocating that policymakers transform public education by moving away from our current K-12 system. The final report of the Center's "Pre-K Now" campaign, which aims to advance pre-kindergarten for all three- and four-year-olds, says the present system's shortcomings are clear: Our schools enroll most children at 5 or 6 years old; we know from over 50 years of research that vital learning happens before age 5. The authors recommend that teachers at every grade level embrace principles of early education, attending to children's social and emotional development as well as their cognitive progress. The report calls for policy that will bridge long-established divides between and among funding streams, educational settings, administrative structures, teacher preparation and licensure systems, and learning standards. Furthermore, states will need to align goals, standards, governance, teacher assessments, and other infrastructure across all grades, schools, and systems.

■ A new article in the journal *Science* states there is "no empirical evidence" that segregating students by sex improves student outcomes and compelling evidence that it increases gender stereotyping among students and adults. The single-sex format has gained ground in public schools since 2006, when the U.S. Department of Education reinterpreted Title IX to allow segregated classes within coeducational schools in some situations. The authors found that brain-based sex differences often cited by single-sex education advocates -- such as differences in memory tasks and brain activation patterns -- have been small, and indicated in studies on adults, not children. The data also revealed that students in single-sex classes did not perform significantly better from those in mixed-gender classes, once performance and characteristics before entering a given program were taken into account.

■ According to a recent article published in *Education Week*, two competing pressures -- decreased finances and rising policy interest -- have left the future of performance-based teacher compensation uncertain. A poor fiscal climate and research that shows little impact have led states and districts to scale back, abandon, or change fledgling merit-pay programs. Texas officials have squelched funding for the country's largest merit-pay program, and New York City wiped out its \$56 million school-wide program. Yet, new examples are also springing up, largely due to increased federal funding for performance pay and state and federal legislation encouraging, and in some cases requiring, alternative-compensation schemes. A number of states and districts are still moving forward with plans or pilots for new merit-pay systems, and others have maintained them in the face of limited finances and scant proof of significant statistical impact.

■ A new Massachusetts study suggests that charter schools located in urban communities have significantly improved students' mathematics and language arts performance on state assessments, while nonurban charter schools did not, and in some cases appeared to hurt students academically. The working paper from the National Bureau of Economic Research links greater student academic growth in urban charters to the "no excuses" instructional approaches typical of urban charters in the state.

NEAG REPORT LOOKS AT TIME AND LEARNING IN SCHOOLS

A new joint report from the National Center on Time & Learning and the Center for Education Policy Analysis at UCONN's Neag School of Education looks at the amount of time students spend in public, private, and charter schools across the nation. Some key findings in the report, which studied schools with third and eighth grades, are:

- Despite national interest, the goal of increasing in-school time for most students is a long way off.
- In the last 10 years, the net gain in average length of school day was only about 4 minutes.
- The public school day still falls short of the typical private and charter school day.
- The 180-day school year remains the norm for public schools, with only 17 percent of them adding three to six more days a year. By contrast, nearly 10 percent of charter schools have gone to more than 187 days.
- Evidence suggests that adding time to the school year is a strategy used to serve schools with more at-risk students, predominantly in urban areas.
- Public schools without teachers' unions are more likely to adopt an extended year or longer day than their unionized counterparts.
- Elementary students in schools with longer-than-average days not only get more instruction in core subjects, especially math, science and social studies, but also non-core subjects such as physical education and music.

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THE BULLETIN

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New staff members, continued from page 1



Dr. Everett Lyons, Co-Director,
CT Principals' Center

- Awards and Recognition Committee (Chair);
- Ad Hoc Cheerleading Committee (Chair);
- Red Cross High School Advisory Committee (Chair);
- High School Professional Studies Committee;
- High School Board of Control; and,
- Celebration Committee for Principal of the Year Recognition.



Janet Garagliano, Asst.
Executive Director, High School
Division

Janet Garagliano came to CAS after a thirty-seven year career in education. She began her career in Hamden in 1973 as a social studies teacher at Hamden High School. In 1990, she became an assistant principal at Hamden High and, several years later, the associate principal. In 1997, she left Hamden to become principal of Wamogo Regional High School in Litchfield.

After eight years at Wamogo, Janet was appointed to the position

of principal of Jonathan Law High School in Milford, retiring from there in July of this year.

During her years as a school administrator, Janet served on numerous NEASC visiting committees and chaired several. She also served CAS-CIAC in a myriad of roles, including:

- CAS Board of Directors (Treasurer: 2004-2010; President-Elect: 2010-2011);
- Student Activities Board of Control (Chair);
- Ad Hoc Committee on Awards and Recognition (Chair);
- CAS Mentor-Mentee Program;
- Nominating Committee;
- CIAC Board of Control;
- Governor's Scholars Committee;
- CAS Public Relations Committee; and,
- Principals' Center Administrative Study Ad Hoc Committee.

In recognition of her extraordinary contributions to the association, Janet received the coveted CAS Citation in 2006.

Janet will be leading the association's high school division. In addition to overseeing the work of the High School Board of Control, she is responsible for the Governor's Scholars Program, the High School Arts Banquet, and NEASC accreditation workshops. She is also serving as the state liaison for the New England Secondary School Consortium.

A School Year Begins Anew

A message from the Executive Director

Warm greetings to all CAS-CIAC members and friends of education,

It is hard to believe that we are nearing the end of October; almost one-fourth of the school year behind us! However, the brilliant colors of the leaves and the unique "fall feel" in the air are delightful reminders that it is definitely time to be back in the buzz of the school year. If only the stores would hold off a bit longer on the display of holiday decorations and Santa suits...!

The staff at CAS-CIAC hope that you all have settled into productive routines in your schools and that the brisk pace is energizing. We are excited about the opportunities we will have to support school leaders, engage in school improvement efforts with colleague associations, and strengthen our role as a critical professional resource for schools. We will keep you informed of CAS-CIAC activities and will always welcome your input and involvement!

Good evening! Welcome to the annual CAPSS-CAS Convocation; thank-you for putting aside time in your schedules to join us. We hope that you leave this evening with the sense of reinforced camaraderie, a feeling of professional rejuvenation, and enhanced expertise that comes from sharing of knowledge and experiences.

Typically, the Convocation program features a keynote speaker who is prominent in the field of education. This year, we had hoped to secure Governor Malloy, but his schedule just wouldn't allow it...so tonight you'll be audience for Plan B- which is a "double feature" - remarks from Joe Cirsuolo and from me...I'm the "warm up". We hope you feel it appropriate and timely to hear from the associations that exist to support you- the district and building leadership; to consider our perspectives on the challenges facing education and potential responses. Joe will be sharing news of significant work that has been done at CAPSS...I'll do the same with respect to CAS.

First a few general thoughts about the challenges we are facing...perhaps with a bit of a coaching voice (we are CIAC, too!) They are extensive...if we each made a list, I'm guessing our lists would look far more similar than different. Whether in urban, suburban or rural districts, challenges exist on both horizontal and vertical axes; they involve factors both inside and outside of the school walls, and affect stakeholders at every level of education...they involve issues familiar to everyone in this room. A struggling economy, social norms under stress, the potentials- and perils- of technology, preparing students for success in careers that haven't even been developed yet... all issues that are forcing us to move away from so much of what has been traditional practice within a brick and mortar facility. Then- the consummate universal challenge- CLOSING THE ACHIEVEMENT GAP...This challenge has given rise to increased accountability measures commensurate with a time of drastically declining resources...opposing forces which have proved stalling; crippling; making many of us feel that this challenge is insurmountable...

continued on page 6



Karissa Niehoff, CAS Executive Director

Below are remarks that I shared at the annual CAS-CAPSS Convocation in September. Rather than secure an outside keynote speaker, our associations decided to invite Dr. Joseph Cirsuolo, Executive Director of CAPSS, and me to comment on the direction of our work in response to challenges facing education. It seems that motivational remarks are appropriate for a first issue of the Bulletin.

Best of luck to all in your work with our most precious children!

Executive Director's Message, *continued from page 5*

which leads to feelings such as frustration, ineffectiveness, anxiety, and resistance to change.

To say that closing the achievement gap is a daunting task is an understatement. This implies WHOLE SYSTEM REFORM - and a significant paradigm shift. Yet this challenge is also our most important CHARGE...It is non-negotiable work for us - we must get it done. Many of us have rolled up our sleeves, have taken deep breaths (sometimes in a brown paper bag!) and are making progress; yet a great many of us are experiencing tremendous insecurity and are struggling with the question "Where do we begin?"!

Last week, Governor Malloy provided remarks at the meeting introducing the RTTT-3 application, which, as you know, focuses on early childhood education. He said, and I am paraphrasing, "Imagine the kindergarten teacher who realizes on the first day of school that 50% of her students have the appropriate knowledge and skills while 50% are not prepared...which half does she focus on? The right answer to that question isn't one half or the other; the right answer is we have to change the equation." This, again, is our CHARGE. And getting this done will involve an extremely complex journey with many steps to take and much monitoring along the way.

Perhaps the most important approach to take as contemporary leaders, and as professional associations, is not a quantitative one, but a qualitative one. That is, instead of exhausting ourselves in the business of battle between program development and budget cuts, we should focus our energies more so on engaging and empowering our team of "soldiers" who are to get this work done. Accountability measures, while they cause us to plunge into analysis and use of data - very necessary work - should perhaps not be the lead driver of whole system reform...rather, the most important driver should be getting at what increases motivation; engagement; efficacy; empowerment; effort to achieve common goals...an increased commitment to bringing a common vision to life. Michael Fullan, among others, has written much about this idea.

James MacGregor Burns, in his landmark book *Leadership*, said:

Leadership is leaders inducing followers to act for certain goals the represent the values and the motivations- the wants and needs, the aspirations and expectations- of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations.

Let's exercise our genius! By instilling purpose in others' endeavors and increasing what is qualitative in education, we can obtain extraordinary results even in worse than ordinary situations. And we have already begun; we don't have to start over...the work we must undertake is not all NEW. Rather, I see much of our work to be a process of REnewal. Among Connecticut educators are some of the brightest thinkers and effective educators. There is much great practice going on right now. We have struggling schools, yes, but we also have great schools, and good schools on their way to becoming great. We have resource associations, such as CAPSS, CAS, and the RESCS. Our state department colleagues are working tirelessly to analyze a wealth of data and provide us with a direction forward. We have experience with standards, accountability and use of data- such as NEASC Standards for Accreditation, Common Core curricula, corporate assessments at all levels, such as the CMT and CAPT. We are involved in progressive thinking through work with other states and new associations such as the New England Consortium. And we have seen results- SIG and COMPACT schools, and the impact of the CALI model. Perhaps the negative press and press-ure by so many non-practitioners, many of whom are in positions of influence, have eroded our professional esteem, but we must use our successes to inform our forward progress!

Abraham Lincoln, whose leadership strength was enhanced by his amazing ability to perceive reality and deal with it accordingly, said, "The pioneers in any movement are not generally the best people to carry that movement to a successful issue. They often have to meet such hard opposition, and get so battered and bespattered, that afterward, when people find they have to accept reform, they will accept it more easily from others."

If we believe that the achievement gap must be closed, then we must be the advocates for change...and we should remember that upon the advocate of change rests the burden of proof. AND - we must be transformational leaders. We must stay the course, model commitment and conviction, continued learning, and passion. We must facilitate visionary thinking, encourage appropriate risk-taking, praise good work and encourage more of the same; we must release in others the critical human talent and energy necessary to insure success; to achieve a new level of awareness, understanding and ownership of roles in a larger mission within our schools and associations.

CSDE PRINCIPALS' LEADERSHIP SERIES

By Susan Kennedy, Assistant Executive Director

At the request of, and in collaboration with, the Bureau of Accountability and Improvement at the CT State Department of Education (CSDE), CAS is providing a year-long, eight session leadership training program for principals and assistant principals from 18 of the 22 districts currently receiving state intervention through the Connecticut Accountability for Learning Initiative (CALI).

The training program, entitled the Principals' Leadership Series, kicked off with a two-day event at the Heritage Inn in Southbury with 53 school administrators enrolled. The series is designed to provide rigorous, high-level training with month-to-month differentiated assignments and opportunities for hands-on experiences. There is a great deal of dialogue between and among the school administrators, the presenters and the CSDE and CAS staff members. Because the CSDE cannot reach every principal directly, it asked districts to select as participants the "best of the best" of their principals who can return to the district and share the knowledge and skills gleaned from this year-long activity with their colleagues.

The eight-day training series extends from August 17, 2011 to May 17, 2012. The foundation for the training program is the McREL document, "Changing the Odds for Student Success: What Matters Most" along with the practical application strategies captured in "Teach Like a Champion" by Doug Lemov. The format has been designed such that, each day, there will be a presenter for the morning session covering the key elements discussed in the McREL document with facilitated discussions in the afternoon about the application of the morning lessons to each participant's school. Relating the presentations and discussions to the CALI framework and highlighting the alignment to their current work will be critical. Because the work of this series is cumulative and builds session upon session, the administrators and the districts have been asked to make a firm commitment to attend each of the sessions.

The series is using CAS Executive Coaches to serve as the facilitators for each of the six cohorts of administrators. The CAS coach will stay with the same cohort of principals throughout the eight training sessions. CAS coaches and principals have been grouped by school level (ES, MS, HS) to maximize relevant conversations.

Feedback from the first two-day event was extremely positive and CAS is hopeful that, with continued funding, this series can become an annual professional development offering.

CLOSING THE ACHIEVEMENT GAP: GETTING PRE-K THROUGH GRADE 3 RIGHT

By Regina Birdsell, CAS Assistant Executive Director and Dr. Marcia Elliott, Retired Principal, West Stafford School

Closing the Achievement Gap: Getting PreK - Grade 3 Right, an August 18th symposium sponsored by CAS, CSDE, CAPSS, CABC, the CT Early Childhood Education Cabinet, the William Caspar Graustein Memorial Fund, and EAST-CONN, challenged and encouraged all present at Alumni Hall at Central Connecticut State University to build strong, cohesive early childhood educational systems to give our students the best chance to succeed.

Connecticut Governor Dannel P. Malloy welcomed the group and spoke passionately about the early education of Connecticut's children. He was adamant that no child should be denied access to early childhood education.

The day began with a quartet of distinguished speakers who "set the stage" for the more practical second act of the morning. "Implementation, implementation, implementation," suggested Ruby Takanishi, Ph.D., President and CEO of the Foundation for Child Development, for the mantra of preK-3 reform initiatives. She then went on to list her non-negotiables!

- mutual respect and trust between schools and communities - education is their primary goal
- a strong belief that all children can learn;
- progress - we know that what happens to children outside matters but school can make a difference;
- school leadership matters - superintendents set the tone; principals are critical;
- early childhood and elementary worlds are two different galaxies but this must change;
- classroom instruction matters - collaborative, respectful teams, not individuals, making sure that every child is important;
- instructional time and content based on how children learn - diagnostic assessment and prescriptive teaching - making assessments public to teachers and parents;
- engagement of families in the instruction of children.



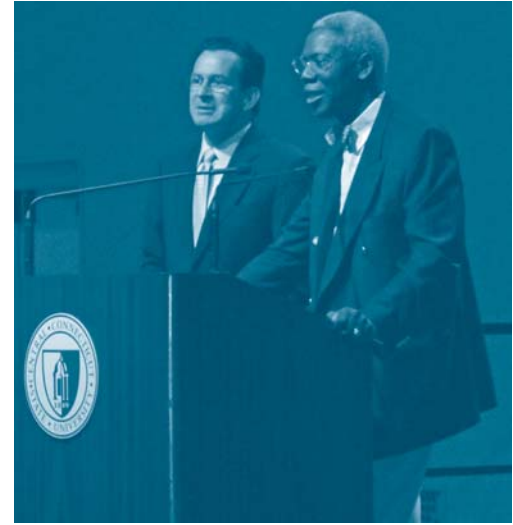
Harvard PreK-3 Education Program Director Kristie Kauerz led the panel discussion.

Harriet Feldman, CSDE Bureau Chief for Teaching and Learning, revealed that the genesis of this event was the will of a small, committed broad-based group who believe that a strong preK-grade 3 program is the foundation for education success; they sought to bring what they learned at an institute at Harvard back to the Connecticut educational community. Then, George Coleman, Acting Commissioner of Education, told us a story that reminded us all to "provide for individual needs", with a "sufficient and expansive repertoire - not a singular approach" and always to enlist families as supporters and collaborators in a systemized way. Finally, the audience could not have failed to be moved by the stirring words of our governor, Dannel P. Malloy, who made a special appearance to support this early childhood effort. He passionately reminded the crowd that "we can't afford to waste the first three or four years". He also encouraged a strong focus so that all children are reading by grade three and he underscored the urgency of this important work by citing research that failure to develop a mind as a young child develops a different brain.

The notion of implementation then became real as the audience of early care and education partners, legislators, principals, superintendents, central office administrators, board of education members, and parents exchanged ideas with Harvard PreK-3 Education Program Director, Kristie Kauerz, Ed.D., and a panel of local practitioners about what it takes to realize significant student outcomes over the preK - grade 3 span. The panel was comprised of: Mary Cecchinato, Executive Director, Torrington Child Care Center; Marcia Elliott, Ed.D., Retired Principal, West Stafford School; Sandra Fowler, Stafford Board of Education; and Karen List, Ph.D., West Hartford Superintendent.

The information presented and dialogue that ensued provided much to consider. In Dr. Kauerz's words, "PreK-3rd is doing the right things and doing those things right. High quality pre-k matters; full day k matters; high quality foundations in early grades 1-3 matter. Too often these are islands." As Dr. Kauerz says, "Vertical and horizontal alignment is the magic sauce of getting things right." A three-pronged approach to learning goals must include foundation skills in literacy and math; social and emotional competence; and patterns of engagement in school and learning. Engaged families, data, student-centered learning, principal leadership, and focus on child movement through the continuum preK-3 were recurring themes throughout the conversations.

Dr. Kauerz stressed leadership that is inclusive/facilitative, focused on instruction AND intrusive. Leaders must create a culture where early learning is valued, where teacher quality, capacity, and communities of learning grow, where people collaborate rather than "coblaborate".



George Coleman (r), then Acting Commissioner of Education, introduces Governor Dannel Malloy.

To leave us forewarned, she harkened back to Dr. Takanishi's implementation mantra and whispered a few implementation challenges:

- words/terms translate easily - the underlying concepts, thinking, and necessary actions do not;
- visions and intentions often collide with messy reality. Multiple, often competing priorities and initiatives must be reconciled;
- doing things right;
- intentionality and strategic plans;
- focused leadership;
- fidelity to best practice;
- discipline to reduce distractions;
- teamwork;
- premature and over-reliance on the end result (3rd grade results);
- under-reliance on evaluating the parts and the interconnections of the systems (including the scale of involved people);
- lack of using evaluation as an embedded part of the initiative.

After lunch, Felicia Lanham-Tarason, Ed.D., of Montgomery County, MD, shared her story of success. In her school, almost 90% of students enter first grade reading, and nearly 88% of third graders read at the proficient level. She believes, "When you begin strong, you end strong. Pre-k became the locomotive." With a track team (support staff) that manages the data and communicates with the home and at conferences with the teacher and family, her school has an individual plan for every student. In Dr. Lanham-Tarason's words, it's all about "Passion, Courage, and Perseverance," great words to live by as we pursue the pledge in Connecticut to develop our capacity to get preK-grade 3 right.

The opportunities for learning and collaboration will continue. A Listserv is being formed and further events will be shared. Dr. Kauerz's presentation is posted on www.ct.earlychildhood.org.

THE STATUS OF PROGRAMS AND PRACTICES IN AMERICA'S MIDDLE SCHOOLS: RESULTS FROM TWO NATIONAL STUDIES

The *Status of Programs and Practices in America's Middle Schools: Results from Two National Studies*, a report of two national studies of programs and practices in the nation's middle schools conducted in 2009 by Kenneth McEwin and Melanie Greene, shows the middle school concept and philosophy remain valid. Comparison of the two studies was undertaken to determine the level of authentic implementation of developmentally responsive, research-based programs and practices in successful middle schools. The first study included a randomly selected group of 827 public middle schools. The second study, the Highly Successful Middle School Study (HSMS), surveyed 101 of some of the most successful middle schools in the nation. Schools in the HSMS sample had been selected by the Schools-to-Watch program sponsored by the National Forum to Accelerate Middle-Grades Reform and the MetLife-Breakthrough Middle Schools program sponsored by the National Association of Secondary School Principals. The selection process for both of these recognition programs is rigorous with criteria including, but not limited to, a successful record of improving standardized test scores. Answering electronic surveys, principals provided data about their schools and opinions on middle level topics.

Sample Results

- The percentage of students on or above grade level in mathematics and reading on standardized tests was higher in the Highly Successful Middle Schools (HSMS) than in schools in the random study.
- HSMS followed the middle school concept/philosophy more faithfully and implemented recommended middle school components (e.g., interdisciplinary teaming, advisory programs, common planning time for core teachers) more frequently than schools in the random sample.
- Middle schools authentically following the middle school concept/philosophy are more likely to be associated with higher scores on achievement tests and other positive student outcomes.
- Middle schools in both studies continue to place a strong emphasis of teaching the basic subjects. Core subjects were taught an average of 221 minutes a day in schools in the random sample and 236 minutes a day in HSMS. Schools from both 2009 studies also offer rich curricula with a variety of non-core and elective subjects.
- Compared to schools in the random sample, Highly Successful Middle Schools:
 - More frequently used interdisciplinary team organization (90% vs. 72%).
 - More frequently provided core teachers with ten common planning periods per week (40% vs. 28%).
 - Less frequently organized school schedules using daily uniform periods (45% vs. 72%).
 - More often used the flexible block scheduling plan (30% vs. 14%).
 - Used direct instruction less frequently (71% vs. 81%).
 - Used cooperative learning more often (85% vs. 64%).
 - Used inquiry teaching more frequently (57% vs. 43%).
 - Had higher percentages of core teachers holding separate middle level teacher certification.

CAS ELEMENTARY PROGRAM RECOGNITION BANQUET SET FOR NOVEMBER 21ST

The annual elementary program recognition banquet, "Celebration of Connecticut Elementary Schools' Success," will be held on November 21, 2011 at the Aqua Turf Club in Southington. This is an excellent opportunity for schools to recognize teachers and staff for their hard work and outstanding programs. This event is intended to give CAS members a forum for celebrating their schools' successes. We encourage you and your school to participate and share your pride.

For further information and registration, please visit:
http://www.casciac.org/pdfs/elem_program_recog.pdf.

- More frequently had advisory programs (65% vs. 54%).
- Placed a higher emphasis on critical thinking and problem solving (61% vs. 38%).
- Had a smaller percentage of schools where 51% or more students qualified for the free or reduced lunch (27% vs. 36%)
- Respondents in both studies similarly viewed standardized testing as having a positive influence on curriculum rigor and clarity, remediation practices, professional development for teachers and academic achievement in general.

Selected Conclusions

Much has been accomplished toward creating developmentally responsive middle level schools. Despite difficulties encountered along the way (e.g., negative political climates, devotion to tradition of some educators and a segment of the public), the middle school concept has survived and remains a valid model for organizing the schooling of young adolescents.

There is a significant gap in many schools between the levels of principal support for recommended middle level components and the actual implementation of those same programs and practices. Standardized testing pressures, opposition from traditionalists, and economic factors might impact the use of developmentally responsive practices.

Administrators and other professionals at HSMS and most of the random study schools seem to understand the importance of developmentally responsive programs and practices (e.g., teaming, advisory programs, flexible scheduling). They have chosen not to go back to traditional, deeply entrenched programs and practices (e.g., departmentalization, rigid scheduling, no common planning time) more appropriate for senior high schools or universities.

The most important finding of the 2009 surveys is that the middle school concept and philosophy remain legitimate. The survey of highly successful middle schools showed that they followed the concept with more fidelity than other schools not recognized for their high levels of success.

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<http://www.amle.org/Research/ResearchfromtheField/tabid/1642/Default.aspx>

SAVE THE DATES for the Connecticut Student Leadership Conferences

Our schools are continually in need of successful, positive student leaders to guide their peers and serve as role models. The purpose of this conference is to provide students with an opportunity to develop skills needed to become effective leaders with a special emphasis on ways to improve school climate. Students will participate in hands-on activities designed to foster leadership skills in productive thinking, decision making, and communication. All schools may register on-line at www.casciac.org/register.

High School Student Leadership Conferences:

- | | |
|-------------------------------|------------------------|
| ★ Monday, November 7, 2011 | Bethel High School |
| ★ Tuesday, November 8, 2011 | Rocky Hill High School |
| ★ Wednesday, November 9, 2011 | Griswold High School |

Middle Level Leadership Conference:

- | | |
|-----------------------------|-----------------------------------|
| ★ Tuesday, January 10, 2012 | Wesleyan University
Middletown |
|-----------------------------|-----------------------------------|

Elementary Leadership Conferences:

- ★ See announcement on right

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

Geno's Reading Team

Geno's Reading Team is set to "tip off" soon! Your students will team up with Geno Auriemma and the UCONN Huskies throughout the year in this incentive reading program. Details and registration info to be announced in November. Keep checking our website for updates.

The 19th Annual Elementary Level Student Leadership Training Conferences For students in Grades 4 through 6

Monday, January 9, 2012
Asnuntuck Community College, Enfield

Wednesday, January 11, 2012
Naugatuck Community College, Waterbury

Friday, January 13, 2012
Three-Rivers Community College, Norwich

TBA
Fairfield County Location (more information to come!)

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 12 at Fairfield Ludlowe High School
May 19 at Cheshire High School
June 2 at Norwich Free Academy
June 9 at Plumb Hill Playing Fields in 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.



SAVE THE DATE!

The 14th Annual CT Association of National Honor Societies' State Conference

MONDAY, MAY 21, 2012

7:30 a.m. - 1:30 p.m.
Hartford Marriott, Rocky Hill

This conference is designed for High School and Middle School National Honor Society Members, Faculty Council Members and Honor Society Advisors to come together to create enthusiasm for scholarship, stimulate a desire to render service locally and statewide, enhance and promote leadership skills and focus on student member character development.

Registration is now open!
Visit www.casciac.org for more details!

ciac news

STATE BUREAU ISSUES RECOMMENDATIONS ON NUTRITION AND PHYSICAL ACTIVITY

In April of this year, the Bureau of Health/Nutrition, Family Services and Adult Education provided the CT State Board of Education with a comprehensive update on the state's programs and initiatives on nutrition and physical activity. The report cited a number of studies which showed the important link between nutrition/physical activity and academic achievement (*see charts on right*). The report also included the following recommendations for state board action:

- Embed nutrition and physical activity policy recommendations in the Five-Year Comprehensive Plan for Education 2012-2016
- Consider recommendations to include health, nutrition and physical activity in all school improvement plans developed under Section 10-223 of the Connecticut General Statutes
- Support policy strategies to improve nutrition and physical activity in all Connecticut schools, such as legislative proposals to strengthen school wellness policies
- Support strategies for statewide data collection to correlate health and achievement

To view the report in its entirety, visit:

http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/sbe_npa_april2011.pdf.

High School Student-Athletes Should Be Aware of NCAA Rules Governing Athlete Agents

Under NCAA Bylaw 12.3, a student-athlete (any individual who currently participates in or who may be eligible in the future to participate in intercollegiate sport) may not agree verbally or in writing to be represented by an athlete agent in the present or in the future for the purpose of marketing the student-athlete's ability or reputation. If the student-athlete enters into such an agreement, the student-athlete is ineligible for intercollegiate competition.

Also, a student-athlete may not accept transportation or other benefits from an athlete agent. This prohibition applies to the student-athlete and his or her relatives or friends.

The term "agent" includes actual agents, runners (individuals who befriend student-athletes and frequently distribute impermissible benefits) and financial advisors.

It is not a violation of NCAA rules if a student-athlete merely talks to an agent (as long as an agreement for agent representation is not established) or socializes with an agent. For example, a student-athlete could go

continued on page 12

Physical Activity Improves Academic Performance

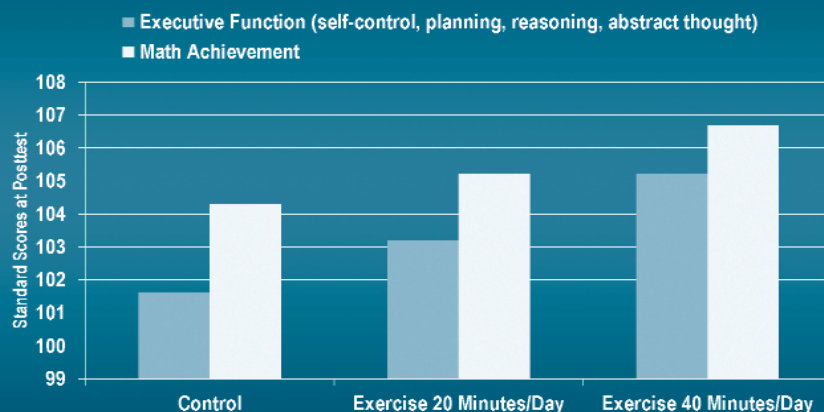
- Sacrificing physical education or physical activity for classroom time does *not* improve academic performance
- Schools offering intensive physical activity programs see *positive effects on academic achievement* even when time is taken from academic day
 - ▶ increased concentration
 - ▶ improved mathematics, reading and writing scores
 - ▶ reduced disruptive behaviors

Shopard R.J. (1997). Curricular physical activity and academic performance. *Pediatric Exercise Science*, 9, 113-126.
Sallis J.H., McKenzie T.L., Kolody B., Lewis M., Marshall S., & Roanard P. (1999). Effects of health-related physical education on academic achievement. *Project SPARK. Research Quarterly for Exercise and Sport*, 70, 127-131.

Connecticut State Department of Education • April 2011



Percent Improvement in Brain Functioning and Standard Achievement Test Score of Overweight Children (Ages 7-11)

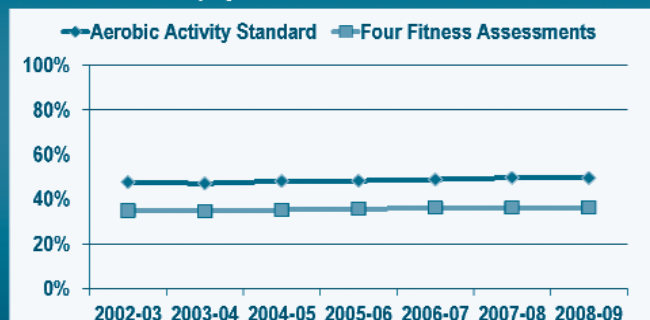


Davis, C., Tomporowski, P.D., McDowell, J.E., Austin, B.P., & Miller, P.H. (2011). Exercise Improves Executive Function and Achievement and Alters Brain Activation in Overweight Children: A Randomized Controlled Trial. *Health Psychology*, 30(1), 91-98.

Connecticut State Department of Education • April 2011

Percentage of Connecticut Students Passing State Physical Fitness Assessment (Grades 4, 6, 8 and 10)*

- In the 2008-09 school year, 51 percent of Connecticut's students did not meet the aerobic activity standard and 64 percent could not pass all four components of a health-related physical fitness assessment



* Data for school years 2009-10 and 2010-11 are not included because the CSDE is in the second testing year of a two-year cycle using a new generation fitness test and the data are not yet conclusive

Connecticut State Department of Education. (2009). Unpublished Data on the Connecticut Physical Fitness Assessment from the 2008-09 Strategic School Profiles. Hartford, CT. Author.

Connecticut State Department of Education • April 2011



... more ciac news

How high school sports save our schoolsBy Jay Mathews, *Washington Post*, September 18, 2011

Education writers rarely examine high school sports, but something is happening there that might help pull our schools out of the doldrums.

In the last school year, a new national survey found that 7.7 million boys and girls took part in high school sports. This is 55.5% of all students, according to the report from the National Federation of State High School Associations, and the 22nd straight year that participation had increased. Despite two major recessions and numerous threats to cut athletic budgets to save academics, high schools have found ways to not only keep sports alive but increase the number of students playing. We have data indicating sports and other extracurricular activities do better than academic classes in teaching leadership, teamwork, time management and other skills crucial for success in the workplace.

Coaches might be the only faculty members still allowed by our culture and educational practice to get tough with students not making the proper effort. They have the advantage of teaching what are essentially elective non-credit courses. They can insist on standards of behavior that classroom teachers often cannot enforce because the stakes of dismissing or letting students drop their courses are too high.

I thought about this as I watched for the first time in many years my high school's football team, the Knights of Hillsdale High, in San Mateo, Calif. It was an exciting, high-scoring game, even though we lost, 49-35, to a team of behemoths from Mountain View. I understood why that sport is still No. 1 for boys. Last year, it had 1.1 million participants, almost twice as many as No. 2 track and field, which draws 579,000 students.

The other top 10 boys' sports, in descending order, were basketball, baseball, soccer, wrestling, cross country, tennis, golf and swimming/diving. (I was a nerdy and poor athlete, but participation helped me. I got a letter jacket I wore everywhere I went.)

The influence of sports on girls is growing even faster. Their participation is up 63% in the last 20 years, compared with 31% for boys. Their top sport is track and field, with 475,265 participants, followed by basketball, volleyball, fast-pitch softball, soccer, cross country, tennis, swimming/diving, competitive spirit squads and lacrosse, in that order. The survey missed some small schools with about 4 percent of U.S. enrollment.

We Californians can grumble about pigskin worship making Texas No. 1, beating us in participation 786,626 to 774,767, even though the Golden State's population is 42% larger. (Virginia ranks 15th with 175,435 participants. Maryland is 22nd with 114,223.) But all states would benefit from more participation.

The Partnership for 21st Century Skills has published a list of what it calls life and career skills, including flexibility and adaptability, productivity and accountability, leadership and responsibility. Many teens find the most congenial way to acquire such competencies is after-school activities.

continued on page 16

Study Highlights Dangers of Premature Return From ConcussionsBy Bryan Toporek, *Education Week*, June 20, 2011

A number of student-athlete deaths caused by head trauma were potentially preventable with better return-to-play guidelines and more effective equipment, according to a study published in June in the journal *Pediatrics*.

The study analyzes 30 years worth of data from the U.S. National Registry of Sudden Death in Young Athletes (1980-2009), and finds that of 1,827 deaths of student-athletes aged 21 years or younger, 261 of those deaths (or 14 percent) were caused by trauma-related injuries, typically related to the head or neck. An average of nine student-athletes died of trauma-related injuries on an annual basis, with a record 16 deaths in 1986.

Not surprisingly, the largest number of trauma-related deaths came from football (148 deaths, or 57 percent of the total trauma-related deaths). While defensive players were more likely to be involved in deaths than offensive players, running back was the single most common position involved in football deaths (61 percent of all offensive player deaths).

Most notably, 17 of those football deaths came from high school athletes who suffered from second-impact syndrome, which the researchers note is entirely preventable. Those 17 student-athletes had reported sustaining a concussion anywhere between a few days to four weeks before suffering their fatal head injuries.

If the term "second-impact syndrome" rings a bell, you could be thinking of former Colorado high school football player Jake Snakenberg, who died of a fatal head injury back in 2004. Snakenberg is the namesake of Colorado's new student-athlete concussion law, which is considered the toughest in the U.S.

The study's authors conclude that most of the reported fatal injuries were potentially preventable, which speaks to the need for developing better equipment, return-to-play guidelines for concussed student-athletes, and better education for coaches, parents, and student-athletes about the potential dangers of multiple head injuries.

"It gives credence to everything we've been trying to do to make it safer for young athletes out there with proper treatment of concussions," said Dr. Joel Brenner, incoming chairman of the Council on Sports, Medicine and Fitness of the American Academy of Pediatrics, to the Associated Press.

So, what return-to-play guidelines should schools adopt for concussed student-athletes? Ideally, schools would incorporate these two main principles into the guidelines:

- All student-athletes would be required to take a neurocognitive baseline test before the start of the season - ImPACT tests are the most well-known - to have a medical record of how the student-athlete's non-concussed brain responds. After a student-athlete is suspected of having suffered a concussion, he/she would retake the test, and a medical professional would compare the results to the baseline.
- All student-athletes who obtain medical clearance after suffering a concussion would be placed on a gradual return-to-play schedule.

... more ciac news

ATTENDANCE AT HIGH SCHOOL SPORTING EVENTS TOPS 500 MILLION

INDIANAPOLIS, IN (August 17, 2011) — More fans attend high school basketball and football events than the same sports at the college and professional levels combined, according to a survey conducted by the National Federation of State High School Associations (NFHS).

During the 2009-10 school year, approximately 336 million fans attended high school regular-season and playoff games in football and girls and boys basketball — more than 2½ times the 133 million spectators who attended events in those sports at the college and professional levels.

In addition, attendance at events in the top 16 high school sports from a participation standpoint was approximately 510 million during the 2009-10 school year, including 468 million during regular-season events and 42 million for state association playoff contests.

The NFHS surveyed high school athletic directors at small (up to 1,000 enrollment), medium (1,000 to 2,200) and large (more than 2,220) high schools and multiplied the average regular-season attendance (based on the schools that responded) in each sport by the number of schools in each enrollment category that sponsor the sport. A similar method was used to determine overall attendance at postseason events conducted by NFHS member state associations.

In addition to basketball and football, others sports included in the survey were baseball, cross country, field hockey, golf, ice hockey, lacrosse, soccer, softball, swimming and diving, tennis, track and field, volleyball, water polo and wrestling. Where applicable, attendance for both boys and girls contests was included.

When combining attendance at regular-season girls and boys contests, basketball led the way with about 170 million fans, followed closely by football with 166 million. Soccer ranked third at 24 million, followed by baseball (20 million), volleyball (17 million), softball (15.8 million), wrestling (10 million), track and field (6.6 million), ice hockey (6 million), swimming and diving (4.8 million), lacrosse (4.5 million), cross country (3 million), water polo (1.8 million), tennis (1.8 million), golf (1.3 million) and field hockey (800,000).

NCAA rules, *continued from page 10*

to dinner with an agent and no NCAA violations would result if the student-athlete provided his own transportation and paid for his meal.

What happens if a violation occurs?

Example: A student-athlete is befriended by a runner for an agent. The student-athlete is unaware of the connection between the runner and agent. The runner gives the student-athlete long-distance calling cards, pays for meals, articles of clothing and a new car stereo. The student-athlete never asks why the runner is providing him with these items. The student-athlete's educational institution becomes aware of the runner's identity and the provision of benefits to the student-athlete. The institution must declare the student-athlete ineligible for inter-collegiate competition. The institution decides to ask for the reinstatement of the student-athlete's eligibility and sends a request to the NCAA staff.

At a minimum, the student-athlete will be required to repay the value of the impermissible benefits and will be withheld from a certain number of contests, based on case precedent. (Source: ncaa.org)

Oklahoma Court Makes Distinction with Regard to What Is an Athletic Contest

An Oklahoma state appeals court has reversed a lower court, which erred when it extended governmental immunity to a school district after it was sued because of an accident in a weightlifting class. In essence, the school district is only entitled to such immunity if the injury occurs during an athletic contest.

The injury occurred when the student, T.A.H., was required to attempt a maximum lift for a weightlifting exercise known as a "squat," which would account for a portion of his overall grade. The weightlifting teacher had recorded a "max" for each student at the beginning of the nine-week grading block, and, at the end of the nine-weeks, each student was expected to increase his/her maximum lift. The student was injured when he collapsed while attempting a maximum squat at the end of a nine-week grading block. Although he was attempting to squat 240 pounds to exceed his own previous maximum lift in order to "make sure to pass the class," he was neither competing against other students nor practicing for a future competition against other students.

The student's mother, Gay A. Hutts, sued, alleging that Western Heights was negligent, pursuant to the Oklahoma Governmental Tort Claims Act. On May 19, 2010, Western Heights filed a motion for summary judgment, which the trial court granted, prompting the appeal. The key question on appeal was whether the plaintiff was practicing for or participating in an inter-scholastic athletic event, or trying to satisfy a physical education requirement, "wherein each student attempts to lift more than he/she lifted earlier in the school year, but not in competition with one another." The court concluded the latter.

REMINDER

Please be sure to update your school and coaches contact information for the eligibility center and the membership directory. It is important that we have accurate information in both places.

Check under the "General School Information" and "Athletic Information for CAS-CIAC Membership Database" options on the "Admin Action" tab in the Eligibility Center and make sure all the info in both places is up-to-date.

... more ciac news

GLASTONBURY HIGH SCHOOL WINS
MICHAELS CUP

Glastonbury High School was named the winner of the Michaels Achievement Cup overall award, emblematic of the most outstanding athletic program in the state, on September 22nd at the annual CIAC Sportsmanship Conference.

Glastonbury, determined to be the top program in Class LL by a formula that computed values from seven criteria, was chosen from a pool of class recipients that also includes: Simsbury in Class LL; Daniel Hand-Madison, Farmington and East Lyme in Class L; Brookfield and Joel Barlow-Redding in Class MM; Weston and Holy Cross-Waterbury in Class M; Valley Regional-Deep River, Northwest Catholic-West Hartford and Notre Dame-West Haven in Class SS; Shepaug Valley-Washington, East Granby, The Gilbert School-Winsted and St. Bernard-Uncasville in Class S.

The criteria used to maintain the formula are sportsmanship, participation, athletic scholarships, athletic personnel, equity, chemical-free initiatives and athletic achievement. Once the class winners are selected, they are asked to submit further documentation enabling the committee to choose an overall winner.

Fred Balsamo, the CIAC's Michaels Achievement Cup program director, said, "The program has always emphasized far more than just winning. Schools are places of learning. Sports provide a forum for children to learn about the principles of participation, which provide life lessons learned early for the future – sportsmanship, fair play, integrity, teamwork, graciousness and humility."

The Michaels Achievement Cup was the brainstorm of Roy Michaels, owner of Michaels Jewelers, in 1979. The concept was taken to former Xavier High football coach Larry McHugh, who in turn introduced it to the late Hal Levy of the Connecticut Sports Writers' Alliance. The Cups were distributed annually at the CSWA's Gold Key Dinner through 2008 when the program was placed under the auspices of the CIAC. Financing is sustained under a perpetual grant from the Michaels Jewelers Foundation. The Foundation also began underwriting awards for Unified Sports, which address special-needs children at the middle school and high school levels.

continued on page 14

UNIFIED SPORTS® AND ARTS OPPORTUNITIES
ABOUND

By Lou Pear, Director of Unified Sports®

In the first year of our Unified Arts Program, students from 13 high schools worked collaboratively to produce many thought-provoking fine art masterpieces. Through the guidance of Barbara Horn and school art teachers, over 50 pieces of Unified Art were developed and displayed at the Connecticut Special Olympics Summer Games highlighting the opening ceremonies for corporate sponsors and staff.



Our thanks go out to Kate Careb whose inspiration for this initiative made it a reality which very well received by CAS member schools. At the conclusion of the summer games, the Unified Art exhibit moved to the ESPN headquarters in Bristol and then was displayed at an art gallery in Stonington. Some of this artwork is now on display at the CAS office and Barbara Horn is in the process of having some of the artwork featured on note cards to be used by CAS and Special Olympics CT. It is hoped that the participating schools continue to offer this enriching opportunity for high school students and we are in the process of recruiting new schools to offer this program to enrich the lives of more of our future high school leaders. Anyone interested in learning more about Unified Art, please contact Barbara Horn at bhorn@casciac.org.

Over the summer break, Barbara Horn and George Synnott attended the Gallop Leadership Conference in Omaha, Nebraska, which focused on strengthening traits for adult leaders. These strength finder traits are featured on a student and teacher questionnaire and are rated by the Gallop Organization. Questionnaires will be sent to 30 of our coaches and student leaders with a debriefing session to follow. In addition to this fact finding initiative, Special Olympics International has shared with us a school based program with an emphasis on developing improved school climates. This initiative, which is part of the "Get In to It" curriculum, will be rolled out at our Unified Sports Youth Summit this January. This program shows thought-provoking vignettes and concludes by posing a question to stimulate student thoughts and solutions.

In July, Kenny Mayne, sports commentator for ESPN, hosted our first Unified Sports flag football clinic at Avon High School. Unified Sports athletes from Guilford, Farmington, Bristol and Wyoming joined forces with ESPN partners. Mr. Mayne recruited some of his colleagues to run football skill stations and, at the end of the clinic, everyone engaged in a full-fledged flag football game. As a highlight to the day's festivities, Mr. Mayne handed out NFL shirts, hats and footballs to all athletes and treated everyone to a barbeque lunch. A special thank you goes out to Kenny Mayne and the NFL teams who supported this great event. We are now in the planning stages to establish a flag football clinic to be held in Guilford sometime in November. Stay tuned for more information.

So as you can see, the summer has been busy and now it is time to enjoy some soccer and elementary sports days. Save the dates for the youth summit scheduled for **January 5, 2012** and the Michael's Cup Unified Sports Banquet on **April 24, 2012**. All of these events could not take place without the dedication of our coaches, athletic directors, principals, special education directors and superintendents. Thank you for your continued support in helping to change attitudes and lives.

... more ciac news

ORIGINAL CONCUSSION CERTIFICATES MAY NO LONGER BE NEEDED

Effective immediately, the state department may no longer need coaches to send an original certificate for the concussion management course with their renewal application. The state department is now accessing the Connecticut Coaching Education Program database to verify who has taken the course. However, the department will look up coaches' records via an EIN number which it has assigned; and it will only be able to search successfully if coaches have previously applied for a permit. If a coach is applying for a 5-year permit or a temporary permit for the first time, then he/she should send an original concussion certificate for verification.

Michaels Cup, *continued from page 13*

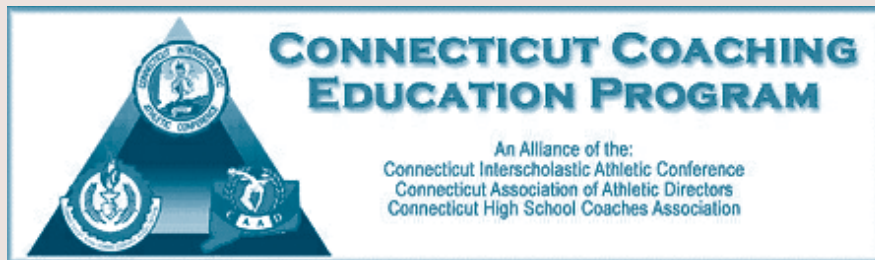
John Michaels, semi-retired CEO of Michaels Jewelers, joined CIAC executive director Karissa Niehoff in distributing the awards.

"For 135 years Michaels has benefited from our endeavors in the jewelry business. We are honored to be able to give back, and what better way than to recognize excellence in our youth and their participation in athletics, emphasizing sportsmanship and participation," Michaels said. "It's our privilege to be able to join CAS-CIAC in motivating and rewarding excellence in athletics thru the CIAC recognition program."

The Michaels Achievement Cup honors CIAC member schools that provide and sustain exemplary athletic programs.

The criteria used to rate the programs obtained through reports submitted by athletic directors include 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.

*Ken Lipshez
Freelance Sports Writer
Treasurer -- CT Sports Writers' Alliance*



2011 FALL CEU MODULE OFFERINGS FOR COACHES

CIAC Office - 30 Realty Drive,
Cheshire

NO WALK-IN REGISTRATIONS

- **MODULE 8 - Strength & Conditioning Design**
Thursday, November 17, 2011
6:00-9:00 p.m.
- **MODULE 4 - Legal Aspects**
Friday, November 18, 2011
6:00-9:00 p.m.
- **MODULE 10 - Gender Equity & Diversity**
Saturday, November 19, 2011
8:30-11:30 a.m.
- **MODULE 5 - CIAC Rules & Regulations**
Saturday, November 19, 2011
12:00-3 p.m.
- **MODULE 12 - All Adult Construct of Coaching**
Saturday, November 19, 2011
3:15-6:15 p.m.

These SDE approved classes will help a coach satisfy the required coaching education needed to maintain a coaching permit.

Online modules also
available

Registration and information at
www.ctcoachinged.org/CEU.html.

45 CLOCK HOUR COACHING PERMIT COURSES

- **FALL POWER CLASS** held at CIAC Office, 30 Realty Drive, Cheshire
Thursdays and Fridays October 20, 21, 27, 28 -5-10pm
and Saturdays October 22 & 29 - 8:30am-9pm
- **FALL SATELLITE POWER CLASS** held at Norwich Free Academy, 305 Broadway, Norwich
Thursdays and Fridays October 27, 28, November 3, 4 - 5-10pm
and Saturdays October 29 & November 5 - 8:30am-9pm
- **WINTER TRADITIONAL FORMAT CLASS** held at CIAC Office, 30 Realty Drive, Cheshire
Every Wednesday Night from 6:30-10pm
Beginning November 30, 2011 until February 29, 2012
(Class is not held on traditional school vacation weeks)
- **EARLY SPRING 2012 POWER CLASS** held at CIAC Office, 30 Realty Drive, Cheshire
Thursdays and Fridays March 1 & 2, 8 & 9, 2012 -5-10pm
and Saturdays March 3 & 10 - 8:30am-9pm
- **SPRING 2012 SATELLITE POWER CLASS** held at Conard High School, 110 Beechwood Road, West Hartford
Thursdays and Fridays May 10 & 11, 17 & 18, 2012 -5-10pm
and Saturdays May 12 & 19 - 8:30am-9pm

Registration and information at:
www.ctcoachinged.org/Permit.html

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 CAAD Executive Board has been busy over the last 14 months moving the strategic plan forward. As we enter into the third year of our five year plan, we find ourselves well on our way to completing our goals in the established time frame. This year we will focus on promoting the position of the athletic director with CAPSS, CABA, CAS and the public.

CAAD will continue to promote professional development opportunities for the membership, including providing coursework for those athletic administrators wishing to pursue NIAAA certification.

We will continue to work with our newest members throughout the year to help them transition well into their positions. I again ask our entire membership to reach out to

the new AD's in your area to provide guidance and support. There is no greater resource available to us than the veteran AD's in this state.

Improving sportsmanship throughout our programs has been an initiative of the CIAC and CAAD for many years now. At the Annual Sportsmanship Conference last month, student-athletes from across the state worked together strategizing on ways of improving sportsmanship and school climate. As these participants return to our schools and begin fostering positive changes, acts of good sportsmanship will present themselves. It is my hope that you will help CAAD recognize these remarkable acts of sportsmanship by nominating a team, athlete or coach for the CAAD Sportsmanship Award. CAAD again will be recognizing our NIAAA Scholarship Essay winners with a state scholarship.

This year, we intend to invite the essay winners to our state conference to allow the membership to hear the winner essays, read by the athlete themselves.

This year's national conference will be held in Indianapolis, IN December 9- 14th. In addition to being an outstanding

professional development opportunity for athletic administrators, this year's conference will be extra special for the CT contingent. We are honored to have two of our own being recognized on the national level. This year, CAAD Executive Director Fred Balsamo, CMAA will be inducted into the third class of the NIAAA Hall of Fame; and, Paul Mengold, CAA, athletic director at Amity Regional, will be awarded a NFHS Citation at the conference luncheon. On a related note, back in June, Dave Johnson, the athletic director of Bunnell High School, was honored as the "National Athletic Director of the Year." The contributions of these three gentlemen to the field of athletics are extraordinary and reach far beyond the Connecticut border. They are most deserving of these awards. Please join me in congratulating Paul, Fred and Dave. (NOTE: Please see stories on Paul and Dave below. Fred's NIAAA Hall of Fame induction was covered in the March 2011 issue of the BULLETIN.)

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.



■ DAVE JOHNSON IS NATIONAL HIGH SCHOOL "ATHLETIC DIRECTOR OF THE YEAR"

Dave Johnson was named the "ATHLETIC DIRECTOR OF THE YEAR" by the National High School Athletic Coaches Association this past June in Grand Rapids, Michigan. Dave has been the athletic administrator at Bunnell High School in Stratford for the past 30 years. He served as the Connecticut Association of Athletic Directors' president in 1995 and received the CAAD Distinguished Service Award in 2009. In 2000, he was the recipient of the National Interscholastic Athletic Administrators Associations' State Award of Merit. Dave is a valuable asset to our state and well respected by his colleagues. Congratulations Dave!

■ MENGOLD TO RECEIVE NATIONAL FEDERATION CITATION

Paul Mengold, athletic director at Amity Regional High School in Woodbridge, will be honored by the National Federation of High Schools with an official "Federation Citation" for his outstanding contributions to interscholastic athletics. Paul has been the athletic director at Amity for the past 26 years and has impacted youth at the local, state and national level. Under his direction, Amity Regional High School has become a perennial leader in the state competitively as well as in the area of sportsmanship. He has served the Connecticut Association of Athletic Directors as its president from 2002-04 and received its highest Distinguished Service Award in 1998. Paul has also served the National Interscholastic Athletic Administrators Association on several standing committees and was recognized by the NIAAA in 2007. Paul has had an illustrious and rewarding career and is a leader in his league as well as in our state. Congratulations Paul on a well-deserved award!



... more caad news

Sports participation, *continued from page 11*

A 2008 paper by Christy Lleras in the journal *Social Science Research* said students who participated in sports and other activities in high school earned more 10 years later, even when compared to those with similar test scores. A 2005 paper by Peter Kuhn and Catherine Weinberger in the *Journal of Labor Economics* found similar results for men who occupied leadership positions in high school. They cited evidence that leadership is not just a natural talent but can be learned by participating in extracurricular activities.

Students do better in activities they choose. If we provide more of them, led by committed adults, maybe even part-timers or volunteers, that can make a difference.

We know the bad news about education. Dropout rates are high. Achievement scores are stagnant. But sports participation is going up, despite pressure to cut it back. Let's cheer about that, and look for a way to draw in more students. With more depth on defense, for instance, Hillsdale might win next time.

CAAD GOALS: 2011-2012

1. Continue implementation of our Five-Year Strategic Plan of Action
 - Stay aligned with Strategic Profile and time-table
 - Promote the value of Athletic Directors with CAPSS, CABE, CAS and public
 - Survey membership on salary, pay to play and Title IX (update previous records)
2. Revise C.A.A.D.'s Mission Statement
 - Committee assigned to review and revise current Mission Statement
3. Establish CAAD Endowment to protect finances
4. Promote additional professional development opportunities for athletic directors
 - Provide additional professional development opportunities for athletic directors
 - Expand professional development opportunities for new athletic directors
 - Encourage participation in NIAAA Certification Program while providing coursework relative to obtaining certification
5. Continue to support the C.I.A.C. and the C.H.S.C.A.
 - Support C.I.A.C. program and initiatives
 - Support C.H.S.C.A. program and membership initiatives
6. Promote NIAAA Scholarship Program and Recognize State Recipients
 - Continue to promote the scholarship program through membership
 - Revise the timetable to allow for earlier submission date
 - Recognize state recipients at the CAAD Conference in March



INVESTORS IN CT YOUTH



- ★ Anthem ★
- ★ Baden Sports ★
- ★ Bearingstar™ Insurance ★
- ★ Big Y Supermarkets ★
- ★ Bob's Stores ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT National Guard ★
- ★ Connecticut Sun ★
- ★ Dattco ★
- ★ Dick's Sporting Goods ★
- ★ Digital Back Office ★
- ★ ESPN ★
- ★ Grynn & Barrett Studios ★
- ★ Horace Mann ★
- ★ IGA / Bozzutos ★
- ★ Jostens ★
- ★ Liberty Mutual ★
- ★ MaxPreps ★
- ★ McDonald's ★
- ★ People's United Bank ★
- ★ PureTech Water ★
- ★ Rawlings ★
- ★ Sodexo ★
- ★ Spalding ★
- ★ Subway ★
- ★ Team IP ★
- ★ U.S. Marine Corp ★
- ★ Wilson Sporting Goods ★