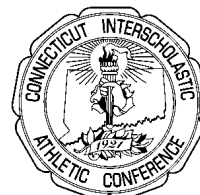


BULLETIN

The Connecticut Association of Schools

Affiliated with the National Association of Secondary School Principals ♦ Member National Federation of State High School Associations ♦ Member National Middle School Association



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APRIL 1998

Editor's Note: This is the seventh in a 9-part series on Connecticut's School-to-Career System, *Connecticut Learns*. This issue, and each subsequent issue, will highlight one of the eight "career clusters" around which the program is organized. The cluster featured this month is *Environmental, Natural Resources, and Agriculture*.

CONNECTICUT'S SCHOOL- TO-CAREER SYSTEM

By Ann R. Gaulin
State Department of Education

School-to-Career Systems restructure education so students improve their academic performance and become motivated to learn. Students are exposed to a variety of opportunities and career paths. Every School-to-Career System must include school-based learning, work-based learning, and "connecting activities" and must be organized around Connecticut's industry-developed career clusters. For additional information, contact Susan Binkowski, at the State Dept. of Education, (860) 638-4054.

Featured Cluster: *Environmental, Natural Resources, and Agriculture*

This career cluster includes jobs in which workers improve the indoor and outdoor environment, reduce waste and by-products, manage forests and land, produce food from land and seas, and nurture animals. Workers with skills to monitor air, water, and land quality and control environmental risks are currently in high demand.

Educational Requirements: High school diploma to a post-graduate degree.

Turn to page 6 to learn about the Bridgeport Aquaculture School.

THE CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE CIAC Board Votes on Home-Schooling Issue

At its March 19th meeting, the CIAC Board of Control reached a decision on the highly-publicized and controversial case involving a home-schooled youngster from Milford seeking to play basketball at the local high school. In a unanimous vote, the board rendered Laura Robertson ineligible to participate in interscholastic athletics, thus upholding its long-standing policy of excluding home-schooled students from participation in interscholastic sports.



The CIAC Board deliberates at its March meeting.

MOTION:

"Mr. Chairman, we have extended to Mr. and Mrs. Robertson the opportunity to appeal the original decision of the CIAC board which was made on Sept. 18, 1997. On Dec. 11, we spent approximately three hours discussing and debating the CIAC regulations as they applied to home-schooled

youngsters and, specifically, to Laura Robertson. Today we received position statements from the CT Association of Public School Superintendents, the CT Association of Schools, and the CT High School Coaches Association, all in support of the existing CIAC policy. In light of all of the above, I would like to make a motion

that the CIAC Board vote to uphold its long-established policy and the board's decision of September 18th, thereby rendering all home-schooled students, including Laura Robertson, not eligible to participate in CIAC interscholastic athletic programs..."

E. Patricia Llodra
Principal, Northwest Reg. HS

1998 GOVERNOR'S SCHOLARS

The CAS Governor's Scholars Program, now in its second year, honors the state's twenty most academically gifted students. Congratulations to the 1998 Governor's Scholars:

- Roshni Aggarwal - Glastonbury H.S.
- Cassandra Baughman - East Windsor H.S.
- McKensie Brooke - New Canaan H.S.
- Maria Ciarleglio - West Haven H.S.
- Kevin Devine - Norwalk H.S.
- Sarah Downs - Coginchaug Reg. H.S.
- Angela Early - Ridgefield H.S.
- Nicole Fensore - Masuk High School
- Suzanne Grubb - Ellington H.S.
- Tammy Li - Trinity Catholic
- Scott Meek - Simsbury H.S.
- Aaron Milstein - Fitch H.S.
- Daniel Osnoss - Danbury H.S.
- Sejal Patel - Southington H.S.
- Kathryn Piskura - Shepaug Valley H.S.
- Steven Stroiney - Rockville H.S.
- Rebecca Stygar - Windham H.S.
- David Taylor - East Hartford H.S.
- Courtney Yuen - Hall H.
- Andrew Zaveron - Oliver Wolcott RVT

Connecticut's top twenty scholars will be recognized at a luncheon with the Governor on May 28th at the Hartford Club in the state's capitol. The awards program is sponsored by American Express Financial Advisers.



cas news & notes

In February, the State Department of Education released a comprehensive report on public school expenditures in CT. According to the report, in the 1996-97 school year...

■ CT's total expenditures exceeded \$4.7 billion, up from \$4.6 billion in the previous year. The breakdown of expenditures by source in 1996-97 is as follows: 56.37% local; 39.29% state; 4.34% federal/other. From 1991-92 to 1996-97, the percentage shares of the state, local and federal/other expenditures have remained relatively stable, with a decrease in the state share of about 1.36% and an increase in the local share of about 1.86%.

■ For the third consecutive year, the percentage of expenditures for salaries and employee benefits declined marginally.

■ \$3.2 billion was spent on regular education programs, up from 3.1 in 1995-96; \$735 million was spent on special education programs (including transportation), up from \$699 million in 1995-96; \$134 million was spent on transportation (excluding special education), up from \$125 million the previous year. (*The entire publication is available at www.state.ct.us/sde/cpse9697/index.htm.)*

This spring, the Dept. of Social Services will launch the HUSKY Plan--'Healthcare for Uninsured Kids and Youth'--a comprehensive health insurance program for youngsters age 19 or under. The HUSKY program will provide free or low cost insurance to children in working families who now cannot afford or obtain insurance. An estimated 90,000 CT youngsters are currently without health insurance. The DSS is asking educators and other professionals who work closely with children to help connect parents to the HUSKY plan. Parents can receive general information about HUSKY through a new website, www.huskyhealth.com.

CT's Statewide Annual Dropout Rate					
Year	91-92	92-93	93-94	94-95	95-96
Rate	4.7	4.6	4.6	4.8	4.6
Dropouts	5,931	5,816	5,905	6,254	6,152
Enrollment	125,595	126,917	129,164	130,907	132,610

4-Year Cumulative Dropout Rate* by ERG		
	Class of 1995	Class of 1996
ERG A	2.6	2.3
ERG B	5.8	5.9
ERG C	7.4	8.9
ERG D	11.8	12.8
ERG E	11.9	10.8
ERG F	15.7	14.3
ERG G	17.0	14.1
ERG H	21.0	21.6
ERG I	39.5	36.5
VT Schools	10.9	5.4
Statewide	17.4	16.4

*The cumulative drop-out rate reflects the proportion of students within a high school cohort — i.e., the class of 1995 — who drop-out at some point during their four consecutive years of high school. (Source: State Dept. of Education)

The CAS Distinguished Friend of Education awards program annually honors an individual and an organization or corporation outside the field of education whose efforts have helped to significantly advance public education in Connecticut. Congratulations to the 1998 Distinguished Friends of Education:

- **Joseph Goldberg, Guilford** — nominated by Melissa Jones Elementary School, Guilford
- **John Anderson, Haddam** — nominated by Haddam-Killingworth Middle School
- **CIGNA Corporation, Bloomfield** — nominated by Dominick F. Burns School, Hartford

Status & Welfare Spring Conference

Speakers:
Attorney John Gesmonde
 "School Administrators On the
 Endangered List"
Alan Gross, A.G. Edwards & Sons
 "Building and Keeping your Retirement Wealth"

April 30, 1998
Holiday Inn, Cromwell

To further information, contact
 Art Sajecki, (860)870-6860.

A portrait of today's typical school dropout

■ **MALES** are more likely than females to dropout (55% to 45%)

■ **LATINO** students are at greater risk of dropping out than whites (12.4% to 4.5%). African Americans (6.4%) are slightly more likely than whites to dropout.

■ **LOW-INCOME** families (with incomes in the bottom 20%) account for 34% of the dropouts. Middle income families (the middle 60%) account for 56%.

■ **The SOUTH** has the highest dropout rate (43.9% of all U.S. dropouts), followed by the West (28.1%), the Midwest (18.2%), and the Northeast (9%).

(Source: National Center for Education Statistics)

April is Sexual Assault Awareness Month

Statewide Sexual Assault Crisis
 Center's Toll-Free 24-Hour Hotline:
 (888)999-5545

CONNECTICUT GETS REPORT CARD ON STANDARDS

The Thomas B. Ford Foundation has commissioned and released a series of reports which appraise the quality and effectiveness of state standards in the areas of English, Math, History, Science, and Geography. The standards were evaluated on a number of criteria, including purpose and expectations, coverage/content, organization, quality, rigor, and clarity (different criteria were applied to each of the disciplines). The report on English standards was released before CT adopted state standards in this area. CT's marks in all other disciplines appear to the right.

To view the reports in their entirety, visit www.edexcellence.net.

CT Standards Report Card

Science

Grade: **B**
 Score: 70 (out of 75)
 Rank: 7 (out of 36 states)

History

Grade: **C**
 Score: 26 (out of 60)
 Rank: 12th (out of 38)

Math

Grade: **D**
 Score: 4.7 (out of 16)
 Rank: 28th (out of 47)

Geography

Grade: **F**
 Score: 49 (out of 90)
 Rank: 22nd (out of 39)



national news & notes

A new study, *Missed Opportunities: A New Look at Disadvantaged College Aspirants*, shows that children of divorced parents are less likely to aspire to a postsecondary education. According to the study, the emotional toll of watching a family structure change can negatively influence a student's aspirations. Furthermore, average family income of students with divorced parents is significantly lower than that of students with married parents, the study found.

Recent Department of Labor statistics show that high school dropouts are more than four times as likely as college graduates to be looking for work. Data released in February showed that the unemployment rate for high school dropouts was 8.4 percent, as compared with 4.7 percent for high school graduates and 2 percent for college graduates.

A recent survey conducted by Horace Mann Educators Corp. found that 73 percent of teachers said that, given the chance to start their careers over again, they would still go into teaching. However, about 64 percent reported feeling less valued by society than when they entered the profession.

America's 12th graders ranked near the bottom on the Third International Mathematics and Science Study (TIMSS). As compared with their peers from twenty other countries, U.S. seniors scored well below the average in both math and science. U.S. students earned a score of 461 in math and 480 in science, with the international average being 500 in each subject. The results were particularly disappointing because none of the Asian nations, which usually top such assessments, participated.

Revenue for companies involved in the for-profit management of public and private K-12 schools more than doubled last year to reach \$1 billion. The growth was fueled in part by the increasing involvement of private companies in managing charter schools.

The Minnesota Department of Children, Families and Learning has launched a web site that will allow instant access to teacher license data. Anyone who types in a teacher's name can learn if the teacher's license is active or expired. The site was spurred in part by the recent arrest of an unlicensed teacher who was accused of having sex with a student.

According to a recent U.S. General Accounting Office report, the heavy reliance by schools on property-tax revenues is unfair to poor areas. The report showed that despite state and federal efforts to close the funding gap, the most important factor in determining the size of the gap was the tax effort of high-poverty districts compared with low-poverty districts. The new study revealed that state and federal grant money eliminated funding gaps in 16 of 37 states; however, almost two-thirds of the nation's poor children live in the 21 states with spending inequities.

"E-Rate" Discounts Lure Many Applicants

Schools and libraries could begin applying for E-rate discounts on January 30th. The following statistics were compiled on February 24th.

Total applications received: 19,300

Percentage received on-line: 85

Percentage received by mail: 15

applying for new services: 13,800

of districtwide applications: 5,228

of statewide applications: 24

(Source: Schools and Libraries Corp.)



legal news & notes

Funding Inequities. Bridgeport, CT, Mayor Joseph Ganim is spearheading a lawsuit against the state in an effort to correct alleged inequities in statewide school spending. The new lawsuit, brought forth by 7 plaintiffs and supported by 12 municipalities, charges that the state's funding mechanism for education is unfair to poorer districts. In the 1977 *Horton v. Meskill* decision, the state Supreme Court found that the state's over-reliance on local property tax to finance schools was unconstitutional. Plaintiffs in the new lawsuit charge that the *Horton v. Meskill* ruling is not being implemented and that inequities in school spending continue to exist.

Title IX. A U.S. District Judge has ruled that a Roman Catholic high school cannot be held liable for alleged sexual harassment under Title IX because the school is not a recipient of federal money. Judge Nina Gershon of Brooklyn, NY, dismissed most of a sexual harassment lawsuit filed against St. Anthony's H.S. in South Huntington and the Roman Catholic Archdiocese of Rockville Center. The suit was brought by a former female student who alleged that she was subjected to sexual harassment by a teacher at the school. Her lawyers argued that the school and the archdiocese were liable under title IX because one of the officials to whom the student complained about the alleged harassment was a school psychologist assigned to St. Anthony's by the South Huntington school district. Judge Gershon rejected the argument that liability could be extended to the Catholic high school because of the involvement of an employee of a public school district. "The two entities have no institutional affiliation. There is no evidence that they shared funds," the judge ruled.

Instructional Aide in Private School. In *K.R. v. Anderson Community School Corporation*, parents of a learning disabled child voluntarily attending a private school sued the school board for its refusal to provide an instructional aide. Anderson Community School offered K.R. a "genuine opportunity for the services of an instructional assistant at a public school." K.R.'s parents declined this offer and voluntarily chose to enroll their daughter in a private school. In consideration of IDEA's categorically different treatment of students voluntarily enrolled in private schools, the Federal Court of Appeals for Indiana (7th Circuit) concluded that the board was not required to provide an instructional aide at K.R.'s new school.



AL CORMIER NAMED NEW CASC EXECUTIVE DIRECTOR



CAS is pleased to announce the appointment of Mr. Albert Cormier, Director of Guidance at Woodstock Academy, to the position of Executive Director of the Connecticut Association of Student Councils (CASC). Long-time CASC Executive Director Ron Nedovich, whose years of dedicated service have brought about tremendous growth and opportunities for the student leaders of Connecticut, will retire in June of this year.

Mr. Cormier has served as Director of Guidance and Counseling at Woodstock for the past ten years. Throughout his career in guidance, which began at Putnam High School in 1979, he has advised thousands of young leaders on the school, state, regional, and national levels. Mr. Cormier has long been active in the work of CASC as well as other professional associations, including the National Association of Student Councils (NASC) and the National Association of Workshop Directors. His selection as CASC Adviser of the Year in 1997 and NASC Adviser of the Year for Region I in 1998 gives testimony to the value of his work and to the respect and acceptance he has gained among his peers.

Chosen from a pool of extremely qualified and talented candidates, Mr. Cormier was selected for his extensive experience and his steadfast commitment to the work of CASC. In his application, he wrote, "I strongly believe that unless leaders, whether as students or advisors, share in the responsibility to give back to the membership through active participation, the group does not continue to improve and grow...The many activities, projects, proposals, and needs of the organization are 'secured for all' because of those who are willing to give of themselves."

CAS BOARD ADOPTS POSITION ON HOMESCHOOLING

✠ Position Statement ✠

On the Eligibility of Home-Schooled Students to Participate in Interscholastic Athletics

The Board of Directors of the Connecticut Association of Schools strongly supports the existing CIAC Interscholastic Athletic Conference (CIAC) position concerning the eligibility of home-schooled students to participate in interscholastic athletics. Current CIAC regulations dictate that the opportunity to participate in interscholastic sports be extended only to those students who are enrolled in its member schools and who meet all CIAC eligibility requirements. More specifically, eligibility is to be restricted to those students who are otherwise eligible and whose educational programs are under the direct supervision of a CIAC member school.

The CAS Board of Directors neither permits nor endorses any changes in CIAC regulations which would accommodate the eligibility of home-schooled students to participate in interscholastic sports in Connecticut. The Board of Directors holds that the inclusion of home-schooled students in interscholastic sports activities would significantly impair the CIAC's ability to ensure the uniform and consistent application of its rules governing eligibility. The current regulations, which exclude home-schooled students from participation, are requisite to the CIAC's ability to maintain a fair, equitable, and safe environment for the student-athletes of Connecticut.

-- March 12, 1998

H.S. BOARD DISCUSSES TEACHER EVALUATION & SUPERVISION

By Boyd Biondino, Asst. Principal, Bristol Eastern H.S.

How supervision and evaluation of teachers has evolved in the 1990's was the focal point of Dr. Jim Aseltine's, principal of Irving Robbins Middle School in Farmington, presentation at a mid-winter session of the High School Board of Control. The emphasis has moved from "inspection of teaching/teachers" to "the facilitation of teaching/teacher improvement."

To move in this new direction, a redefining of "supervision and evaluation" needs to occur. As the 21st Century approaches, supervision should be regarded as "helping teachers grow and reflect on their teaching strategies." Evaluation should center upon the grading of these teaching strategies. The ultimate goal of supervision should be to assist teachers to do as well as we expect them to do.

Via the 1986 Education Enhancement Act (EEA), Connecticut teachers had to meet certain standards established in the CCI (Common Core of Instruction). Because of the CCI, a common framework for supervision and evaluation was developed. Marginal teachers should be required to improve in specific areas of the CCI. It is the evaluator's responsibility to guide and direct marginal teachers. Excellent teachers should be granted the opportunity to explore "inspirational activ-

ities" that would benefit students. Less direction and guidance should occur at this point.

Dr. Aseltine concluded by imploring all supervisors to look at how students are learning. If a teacher's style negatively impacts upon learning, focus specific improvement at that area. The CCI offers extensive assistance in this regard.

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THE BULLETIN

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THE SOCIAL STATE OF CONNECTICUT, 1997

The Fordham Institute for Innovation in Social Policy recently released its fourth annual report on the social health of Connecticut. The report — which includes a broad range of data about the economic and social factors that currently affect the quality of life for Connecticut residents — is intended as a tool to inform and enrich professionals working in the fields of education, health, social services, and, particularly, public policy. The report evaluates the social health of Connecticut by considering such indicators as infant mortality, child abuse, unemployment, average wages, health care costs, youth suicide, high school completion rates, teenage births, violent crime, affordable housing, and income variation.

Some important findings:

- After declining in nine of the 10 previous years, the social health of Connecticut rose slightly in 1995, the last year for which data are available. In 1995, the index of the social health of Connecticut stood at 44.5 out of a possible 100.
- In 1995, 52 out of every 1000 CT children were referred in cases of child abuse, a dramatic increase from previous years. Child abuse occurs most frequently among the youngest of the state's children, those ages five and under.
- The suicide rate among young people, ages 15-25, decreased significantly between 1994 and 1995. Suicide is the third leading cause of death among youth in CT. In CT, as in the nation, white males have the highest rates of youth suicide.
- In 1995, the high school completion rate was the best it has been since 1973. However, the high school drop-out rate in many of CT's cities remains high. Hartford's rate is more than five times the state average, Waterbury's is more than three times the state average, and New Haven's is twice the state average.
- In 1995, the number of births among women ages 15-19 was 3,719, a decline of 57 births from the previous year. The number of births to women under age 15 dropped for the 3rd consecutive year to 87.
- The proportion of population without health insurance declined in 1995 to 10.1%, down from 12.2% the previous year.

Continued on page 6

NEW STUDY ADDRESSES SHORTAGE OF CANDIDATES FOR PRINCIPALSHIP

A joint study by the National Association of Secondary School Principals and the National Association of Elementary School Principals addresses a critical issue in education today: the growing shortage of qualified candidates to fill principal vacancies. The study, which was led by the Educational Research Service, surveyed superintendents from 403 school districts with enrollments of 300 or more students. The survey addressed three major areas: (1) the level of difficulty that superintendents experience when filling principal positions and their perceptions of barriers that might be discouraging qualified people from applying; (2) questions about women and minorities in these positions; and (3) the presence in districts of programs to develop candidates for the principalship. Based on data collected from the survey, researchers concluded that a shortage of qualified candidates exists among all types of schools (rural, urban, suburban) and among all levels (elementary, middle/junior high, and high school).

Discouraging Factors

Respondents reported a number of factors that discourage potential principal applicants. The most frequently cited barrier was that, compared to the responsibilities, the compensation for the principalship was not sufficient to encourage applications. Following compensation, the two other most frequently cited factors were the stress of the job and the time demands that come with the principalship. Other barriers reported by respondents:

- societal problems (poverty, lack of family support, etc.) make it difficult to focus on instruction;
- testing/accountability pressures too great;
- difficult to satisfy demands of parents/community;
- inadequate funding for schools;
- nature of the job is viewed as less satisfying than previously;
- continuing bad press/public relations problems for districts;
- no tenure associated with the positions;
- lose tenure as a teacher if move to principal or assistant principal position;
- structure of state retirement system permits experienced teachers to retire at a fairly young age.

(See Table to the right)

These barriers were similar for all levels of principal vacancies and for all types of communities. In general, officials surveyed did not indicate that they were dissatisfied with the people they hired, only that they perceived there to be a shortage of qualified candidates.

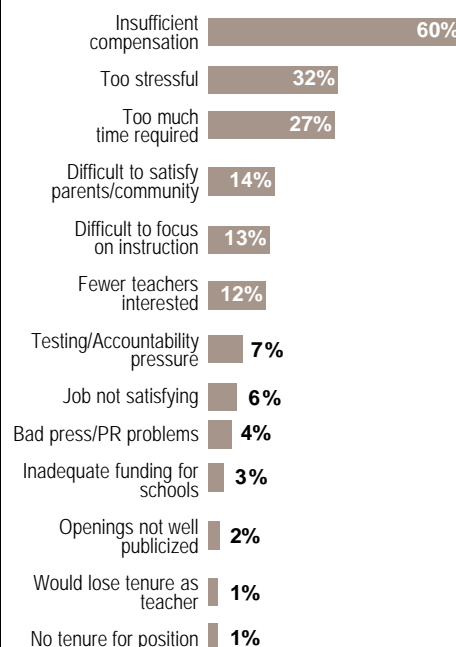
Women and Minorities

Increasing the number of women in management positions has not been a focus or a problem in most districts. This finding held for all types of schools. Increasing the number of minorities in management positions has been a larger issue. This was especially true among urban districts (67% of urban districts reported this as being an issue). Also, districts were more likely to report qualified female than qualified minority applicants.

Aspiring Principals Program

Respondents were asked whether the district had a program intended to recruit and prepare candidates from among the current staff, such as experienced teachers or assistant principals. Overall, about one-fourth (27%) of districts had an aspiring principals' program, with half of the urban districts reporting the existence of such a program. Just under half (46%) of the districts reported the existence of a formal induction or mentoring program for new principals.

WHAT DISCOURAGES APPLICANTS?





To realize the value of one year:

Ask a student who has failed his final exam.

To realize the value of one month:

Ask a mother who has given birth to a premature baby.

To realize the value of one week:

Ask an editor of a weekly newspaper.

To realize the value of one day:

Ask a daily wage laborer who has 10 kids to feed.

To realize the value of one hour:

Ask the lovers who are waiting to meet.

To realize the value of one minute:

Ask a person who has missed the train, bus, or plane.

To realize the value of one second:

Ask a person who has survived an accident.

To realize the value of one millisecond:

Ask the person who has won a silver medal in the Olympics.

Time waits for no one. Treasure every moment you have.

Continued from previous page

- Connecticut had a declining unemployment rate (5.5%) for the third consecutive year.
- Connecticut continues to have a high rate of HIV infection, ranking 8th among the fifty states in its rate of deaths from AIDS.
- The rates of murder, rape, robbery, and aggravated assault all declined in 1995. Incidents of domestic violence increased by 3.7%, the first increase in three years.
- In 1995 the difference between the income of the highest income county and the lowest income county was the highest of the past 25 years.
- Seventy-three percent of CT residents think the education that the average CT child receives is good or very good; 19% of residents think that the education in the state is poor or very poor.
- Of those residents with children in school 21% considered a school change during the past year because they were dissatisfied with some aspect of their children's education.

BRIDGEPORT AQUACULTURE SCHOOL PROVIDES CAREER OPPORTUNITIES TO MANY AREA STUDENTS

The Bridgeport Regional Vocational Aquaculture School is an innovative program housed in a specialized, highly technological facility. The Aquaculture School is fully involved in the School-to-Career (STC) initiative, offering a variety of school-based, work-based, and "connecting" activities. Three hundred fifteen students from Bridgeport, Fairfield, Milford, Monroe, Shelton, Stratford, and Trumbull are currently enrolled in the program at four different levels of study: Introductory, Exploratory, Intensive, and the Sea and Sound Summer Program.

The school was developed as a part-time program, allowing students to enroll in a 2, 3, or 4 hour daily course of study. Using a marine science/technology curriculum and state of the art technology, the program engages students in hands-on research in the field and aboard the school's specially designed teaching/ research vessel, the M/V Catherine Moore.

As a result of international agreements with the People's Republic of China, students have benefited from two Aquaculture School-China Collaborative projects. One such project was the "Demonstration Long-Line Scallop Farm Project." From September, 1994 through December, 1996, the school hosted a Chinese scientist who was a specialist on bay scallop culture using the lantern-net method. Students were introduced to and involved in activities such as research, site selection, larvae, culture/spat collection, intermediate culture, harvesting and processing/marketing.

Currently, the two-year "International Collaborative Study of Eel Culture" with sister-school Shanghai Fisheries University is underway. Students are involved in eel research and will gather data in preparation for a scientific paper.

Work-based services are extensive. Job counseling and work experience activities are conducted to secure internship placements in the marine industry. Aquaculture School students participate in the Providing Alternative

Career Experiences (PACE) Program, a job shadowing experience for grade 10 students. PACE students are introduced to careers available in the marine environment with visits to sites of operations.

Connecting activities involve links with post secondary education and interface with industry. "The Univ. of CT-Stamford Campus Young Scholars-in-Residence Program for Minority Students in Science" allows two competitively selected juniors to work two days a week with Dr. Charles Yarish on nori-culture. They conduct research on the feasibility of nori-culture in Long Island Sound and make public presentations of their work.

There are two industry based collaborative efforts underway. The "Horseshoe Crab Project" with the United Illuminating Company is intended to develop a low cost method to deter horseshoe crabs from gravitating toward the intakes of power plants in both Bridgeport and New Haven harbors. The "Trout Restocking Project," one of two projects with Bridgeport Hydraulic Company, links with the Connecticut State DEP to hatch, raise, and release trout in designated streams.



In conclusion, the success of this program is, in part, due to a distinctive integrated curriculum and to its ability to interface directly with state and federal environmental agencies, higher education, and industry on meaningful projects. In each case, students are "immersed" in a project from conception through the design and developmental stages and finally to completion.

The total integration of math, science and technology in teamed aquaculture/environmental units has had a positive impact on students' performance on the Connecticut Academic Performance Test (CAPT). As many as sixty-four percent of the grade 10 Bridgeport students who took the test reached goal in science.

For more information, call John Curtis, Supervisor, Bridgeport Regional Vocational Aquaculture School at (203) 576-7608.

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middle school news...

CAS SPONSORS 7TH ANNUAL LEADERSHIP CONFERENCE

On March 10, Quinnipiac College in Hamden opened its doors to 440 students and 105 parents/chaperones for the 7th Annual Middle Level Leadership Conference. This annual event engages students in a variety of workshops designed to foster leadership skills. This year's program focused on four specific areas: (1) conflict resolution/problem solving; (2) peer pressure; (3) how leaders lead; and (4) the role of student councils. Many thanks to Paul Berkel, principal of King Philip Middle School in West Hartford, and the members of Middle Level Leadership Conference Committee for their efforts in putting together an exciting and informative program.



Paul Berkel (l), King Philip M.S. student Jared Schwartz, and Liberty Mutual's Robert Read (r) delivered opening remarks before a crowd of 500.

This event was made possible through the generous contributions of **Liberty Mutual Insurance Company**, our program sponsor.

Teaming for Success at the Middle Level

Academically, students in a middle level multiage/multi-year team perform similarly if not better than students in regular classes. However, the advantage of teaming is in the affected development of students, particularly self-esteem, as well as fewer discipline problems.

Margaret Heeney, professor of educational administration at Southeast Missouri State University, offers the following advice to educators thinking about implementing a multiage/multiyear team in their middle school.

■ **Communicate with parents.** It's very important to start the public relations early to assure parents that this new approach will not adversely affect their child's learning development.

■ **Look for flexible teachers.** Approach teachers who are open to change, who have experience with various grade

levels and who are good at teaching a variety of subjects. Remember to give them ample class preparation time.

■ **Start with two grade levels.** For example, in a grades 6 to 8 team, the first year should only include the 6th and 7th graders because it is difficult to get 8th grade students enthusiastic about the program; they will only be in the team for one year before moving to high school. It is better to start with the sixth and seventh grades and then move into a three-grade team the second year.

■ **Plan beforehand for potential problems.** By teaming grades, educators could face scheduling difficulties regarding assessment tests, exploratory classes, or any activities that usually include only one grade level. However, these problems can be easily solved with advanced planning. ■

Just Kid Inc.

For the 1997-98 year:

⇒ Salaries for junior high/middle level principals rose 2.81%.

⇒ The average yearly salary for jr. high/middle level principals was \$68,740.

⇒ Salaries for jr. high/middle level assistant principals rose 2.33%.

⇒ The average yearly salary for assistant principals was \$57,768.

(national statistics)

What Discourages Individuals from Applying for Middle/Jr. High Principalships?

Insufficient compensation

62%

Job too stressful

35%

Too much time required

23%

Difficult to satisfy parents/community

19%

Testing/Accountability pressure

14%

Difficult to focus on instruction

14%

Fewer teachers interested

7%

No tenure for the position

4%

Job not satisfying

4%

Inadequate funding for schools

4%

Bad press/PR problems for district

2%

Openings not well publicized

2%

Weekly Reader
CORPORATION

I've Been Drafted!

The Carol Hayes Middle School in Birmingham, Alabama, is using military tactics to keep at-risk students on their best behavior. The school is piloting an in-school "boot camp" which requires participating students to report to school two hours before the start of the school day to engage in military-style physical training -- including push-ups and windsprints. After the morning regimen, students join the school's 675 other students for a regular day of classes. They then must stay after school for two hours of tutoring and one hour of "drill and ceremony." Program officials are aiming to use military-style discipline to keep troubled students on track. This in-school boot camp, which enrolls 25 students for a 6-week period, is different from other youth boot camps in that it keeps youngsters in school and families together. Students are recommended for the program by administrators and the local court. ■



elementary school news...

Leadership Conferences for Elementary Students

by Dr. Robert Carroll

Assistant Executive Director

The Connecticut Association of Schools (CAS) and Liberty Mutual Insurance Company sponsored two elementary level student leadership training conferences across the state. The first was held on March 11, 1998 at Naugatuck Valley Community-Technical College in Waterbury. The second was held on March 17, 1998 at Asnuntuck Community-Technical College in Enfield.

A total of four hundred thirty six-students from thirty-six towns and cities participated in these two events. One hundred ninety-nine parents and chaperones also attended the conferences. The purpose of both conferences was to provide students with an opportunity to develop the skills needed to be effective leaders. Students participated in hands-on activities designed to foster skills in the areas of productive thinking, decision making, and communication.

Questions students had to deal with throughout the day were: What is important about leadership? How can we be good communicators? What are the steps which can be taken to solve a problem?

A special session for parents was also a part of the conference program. Many thanks to Mary Iannucci and Marie Richards, co-chairs for this annual event.

For the 1997-98 year:

⇒ Salaries for elementary principals rose 2.78%.

⇒ The average yearly salary for elementary principals was \$64,653.

⇒ Salaries for elementary assistant principals rose 1.76%.

⇒ The average yearly salary for assistant principals was \$53,206.

(national statistics)

National Education Goals Panel Releases Two Reports on Early Years

School Readiness

A new report by the National Education Goals Panel says that making children ready for school should be a two-way street. While efforts are being made to better prepare children to enter school, so too should efforts be made to make schools ready for children. "Ready Schools" offers broad strategies to help schools and communities strengthen the transition to school and learning in kindergarten through Grade 3. The report outlines the essential attributes of a "ready school." (See chart below)

Assessment in the Early Years

The NEGP released a second report which focuses on appropriate ways of testing young children. According to "Principles and Recommendations for Early Childhood Assessments," assessments of young children should cover the full range of development — including physical, social,

emotional, and language. Furthermore, schools should use a variety of testing strategies, including informal observations, to measure children's progress. The report supports the NEGP's "Ready Schools" report which says that "standard paper-and-pencil tests are usually inappropriate for boys and girls who are just learning to hold a pencil comfortably." The report strongly cautions against using standardized assessments to make high stakes decisions about children before they reach third grade.

Some of the report's major findings include:

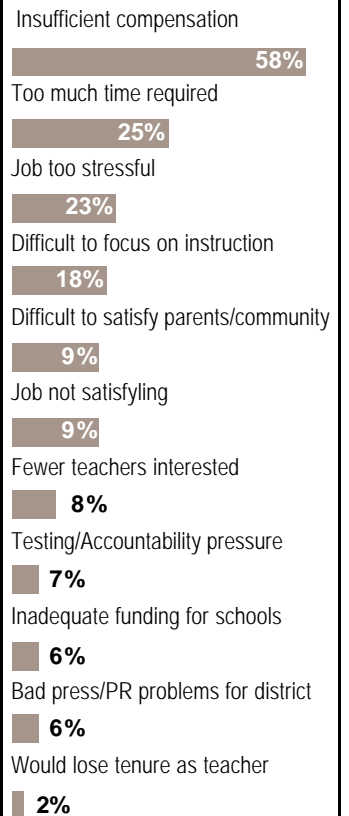
- most states have made an effort to move away from readiness testing and kindergarten retention, and there is a perceived reduction though not elimination of these practices;
- almost all state mandated standardized testing for purposes of school accountability has been eliminated for children below grade 3; some local

testing for accountability remains;

- some states and local districts are moving to new forms of assessment in early grades that are more supportive of instruction;
- there is a need for professional training to understand and be able to use new forms of assessment;
- lack of collaboration and coordination among state agencies serving young children continues to be a problem. In particular, specialists can lack knowledge about assessment requirements across programs.

To view the reports in their entirety, visit the National Education Goals Panel web site at www.negp.gov.

What Discourages Individuals from Applying for Elementary Principalships?



(Source: NASSP / NAESP study)

Ten Keys To Ready Schools

1. Ready schools smooth the transition between home and school.
2. Ready schools strive for continuity between early care and education programs and elementary schools.
3. Ready schools help children learn and make sense of their complex and exciting world.
4. Ready schools are committed to the success of every child.
5. Ready schools are committed to the success of every teacher and every adult who interacts with children during the school day.
6. Ready schools introduce and expand approaches that have been shown to raise achievement.
7. Ready schools are learning organizations that alter practices and programs if they do not benefit children.
8. Ready schools serve children in communities.
9. Ready schools take responsibility for results.
10. Ready schools have strong leadership.



Whitey Piurek makes history as first CT coach inducted into National Hall of Fame

John "Whitey" Piurek, long-time coach and athletic director from West Haven, will be inducted into the 1998 class of the National High School Sports Hall of Fame. Nominated by the CIAC, Whitey is the first Connecticut nominee in the 16-year history of the Hall of Fame to be selected for induction.

Throughout Whitey's long and distinguished career in high school sports, he has made abiding and influential contributions at the local, state, regional, and national levels as a player, coach, official, and administrator. His career in coaching spans forty years, during which time he garnered countless honors and awards — including the prestigious Connecticut Sports Writers Alliance Gold Key Award — and achieved the rare distinction of coaching teams to state championships in three sports — football, basketball, and baseball.

Whitey has a long history of service to the CIAC. Last year marked his 25th consecutive year as tournament director for Ice Hockey.

Executive Director Mike Savage commented, "This is truly an honor, both for Whitey and for our state. I can think of no one more deserving of this prestigious award, and no one more worthy of earning Connecticut's first spot in the Hall of Fame. Throughout his coaching career, Whitey exemplified the best in all of us, the American virtue of fair play, of respect for others, of playing by the rules and working hard."

In a letter supporting Whitey's nomi-



nation, Governor Rowland wrote, "Whitey has earned a reputation as a consummate professional with a pure heart and an inextinguishable love for coaching. He is revered by individuals both in and out of the sports world. He has brought great honor to the state of Connecticut and has had an immeasurable impact on its citizens... At 81 years of age, he continues to this day to serve Connecticut high school athletics as a tournament director for the Connecticut Interscholastic Athletic Conference. He is indeed an inspiration to us all. He has earned my highest respect and my strongest endorsement."

Whitey will be recognized at the Hall of Fame Induction Ceremony on July 1st in Denver, Colorado.

SDE ADOPTS NEW REGS FOR COACHES AND AD'S

At its March meeting, the State Board of Education adopted new regulations concerning educator certificates, permits and authorizations. The new regulations include a number of changes which impact school athletic personnel, particularly coaches and athletic directors. Listed below are some of the most significant changes that were incorporated into the new regulations.

1. First Aid / CPR—Coaches must renew first aid certification every three years (previously every two years) and CPR annually (previously every two years).

2. Certificates/Permits for Athletic Directors —

- An individual serving as an athletic director at the elementary, middle, or high school level who is not responsible for supervision is required to hold a coaching permit.

- An individual serving as an athletic director at the elementary, middle, or high school level who is responsible for the supervision of coaches is required to hold a valid Connecticut educator certificates.

- An individual serving as an athletic director with district-wide responsibilities for the athletic program and/or evaluation of certified staff must hold a Connecticut educator certificate endorsed for intermediate administration or supervision.

3. Intramurals — A coach of intramural athletics is no longer required to hold a coaching permit.

4. Continuing Education — A coaching permit must be renewed every five years. The renewal will be contingent upon the completion of 15 hours of continuing education — i.e., seminars, course work and workshops providing information on safe and healthful coaching practices and understanding child and adolescent development.

5. Temporary Emergency Coaching Permits — A temporary emergency coaching permit will not be reissued more than once.



CIAC BOARD TAKES STEPS TO ENCOURAGE WOMEN OFFICIALS

In keeping with its goal to promote the involvement of women in coaching and officiating, the CIAC Board of Control approved revisions to the CIAC By-Laws which will encourage the use of women officials in CIAC contests. At its March meeting, the CIAC board voted to insert the following language into Article II, Section E (Purpose) of the CIAC By-Laws (new language appears in bold italics): "To assist member schools in securing competent officials **and to promote the use of female officials in CIAC contests.**" Furthermore, the following position statement will be added to Section 11.0 (Personnel) of the CIAC Handbook: "**The CIAC will promote the use of female officials in all CIAC contests.**"

The CIAC board will be asking each officials board to report on its existing assignment practices and to provide data on the number of women officials and the proportion of assignments they receive.



ciac notes

Fay Vincent to speak at Scholar-Athlete Banquet

The CIAC is pleased to announce that Fay Vincent, former Commissioner of Major League Baseball, will be the keynote speaker for the 15th Annual Scholar-Athlete Banquet. Prior to joining Major League Baseball in 1989, Mr. Vincent served as executive vice president of The Coca-Cola Company, President and CEO of Columbia Pictures, Associate Director of the Division of Corporation Finance of the U.S. Securities and Exchange Commission, and was a partner in the Washington D.C. law firm of Caplin & Drysdale where he specialized in corporate banking and securities.

■ The Coca-Cola Company will join McDonald's as a co-sponsor of this year's Scholar-Athlete and Scholar-Leader Banquets. Coca-Cola, who has been a prominent part of CIAC's sponsorship program for the past five years, has signed a 2-year agreement to sponsor both recognition programs. Vice President of Coca-Cola, New England said, "We have great respect for the role played by CIAC in the education of Connecticut's youth and are proud to participate in these programs."

■ The National Federation has approved a request from the CIAC Field Hockey Committee to experiment with

two rules during the 1998 season. The following rules will be in effect: **Rule 2-2-3d** (regarding the game clock) — "To stop the game clock after the official's signal for each goal, and restart the clock on the official's whistle for the center pass." **Rule 4-2-3** (regarding time outs) — "The coach makes the request for a time out with the near officials."

■ In November, 1997, Vickie Dugan, fired as women's softball coach at Oregon State University, won \$1 million from a jury in her sex discrimination lawsuit. She showed that she was paid less than the men's softball coach and argues as irrelevant her win-loss record — 9-112 in conference games, 0-24 her last season — and the fact that two mostly female search teams had recommended she be replaced.

■ Prompted by concerns over high school students in schools with the 4 x 4 block schedule being awarded up to eight credits in physical education for athletic practice during the school day, the Tennessee State Board of Education passed a new regulation prohibiting the awarding of credits in physical education for participation in interscholastic athletic practice during regular school hours.

■ The Idaho High School Activities Association Board of Directors adopt-

ed the mandatory use of a mouth guard during competition for high school basketball players. Players violating the rule are not assessed a technical foul but are prohibited from competition until the player is properly wearing a standard mouth guard. The new rule went into effect this past season. With funds from Delta Dental Insurance Company, free mouth guards were provided to all players in grades 9 through 12 who were competing on an IHSA-sanctioned basketball team.

■ The Indiana High School Athletic Association imposed severe penalties against one of its member schools following a basketball game during which racial slurs were used to taunt the members of the opposing team. Fans of Martinsville H.S.'s boys basketball team, an all-white team, used racial slurs to heckle the Bloomington North High School team, a racially diverse team. The IHSA has placed Martinsville H.S. on probation for one year, and all home games and all sporting events at the school have been prohibited. Furthermore, the school has been directed to take steps to prevent such incidents in the future.

■ All 20 members of the women's U.S. Olympic Hockey team brought home a gold medal, but National Collegiate Athletic Association rules prevented some of them from appearing in the team picture on a recent Wheaties cereal box. NCAA eligibility rules dictate that athletes who compete in college sports cannot accept commercial sponsorships. Five members of the hockey team were excluded from the picture because they currently play on college teams or intend to do so in the future.

■ **SUMMER POSITION OPEN...**Swim & Tennis Club in Prospect seeks a club manager. Salary Negotiable. Send resume to P.O. Box 4537, Waterbury, CT 06704.

Girls On Boys Ice Hockey Teams, 1997-98 Season

School	# of Participants
St. Paul Catholic	1
Greenwich	1
Guilford	1
Manchester	1
St. Thomas Aquinas	1
North Haven	1
Brien McMahon	1
Pomperaug	1
Sheehan	2
Total	10

(Hall H.S. and New Canaan H.S. each has its own girls ice hockey team.)

National Federation National Test Dates

EXAM	TEST DATE
Football	Sept. 8, 1998
Volleyball	Aug. 24, 1998
Soccer	Aug. 14, 1998
Basketball	Dec. 7, 1998
Wrestling	Dec. 7, 1998
Baseball	March 22, 1999

DUNKIN' DONUTS®

CT'S Winningest Boys Basketball Coaches

617 - *Vito Montelli, St. Joseph-Trumbull
525 - Frank Crisafi, East Haven
508 - Wally Camp, Coginchaug-Durham
507 - *Joe Reilly, South Catholic-Htfd, Bloomfield, Newington
501 - Jim Canty, Tourtellotte Memorial-Thompson
497 - Sam Bender, Hillhouse-New Haven
- Bob Saulsbury, Cross-New Haven
448 - *Dan Sullivan, Windsor Locks
445 - Jake Salaffa, Cromwell
439 - John Paterno, Bloomfield
425 - Connie Donahue, Torrington
- *Gene Reilly, Portland
400 - *Tony Falzarano, Putnam

* active coaches
(Source: The Hartford Courant)



EDITORIAL

By Tona Mosa, Asst. Executive Director

In increasing numbers, parents and other individuals dissatisfied with CIAC rules and regulations are turning to state legislators, the State Department of Education, or other state and municipal agencies — including the Connecticut Attorney General's office! — seeking relief from those regulations.

Requests for exemptions from athletic regulations and rules now appear in the form of proposed legislation guaranteeing either the abolishment of certain CIAC bylaws, or, in some cases, the elimination of our constitution as we know it! The CIAC, member school principals, athletic directors, and other school personnel who are the appropriate decision-makers in these matters are being eliminated from the decision-making process.

This trend is a serious obstacle to the fair and proper adjudication of CIAC eligibility and administrative policies. The CIAC's ability to maintain a fair and equitable competitive environment and to apply its rules consistently and uniformly is severely challenged by those who continually attempt to engage in political exploitation for the purpose of gaining an athletic or personal edge.

As a result, the CIAC Board, sport committees, and the CIAC staff have been forced to divert their attention away from the normal protocols of due process and impartial procedures, and instead have directed their energies in an arena immersed in bureaucratic governmental tactics. Lawyers, consultants, legislators, media personnel, and various advocacy groups attempt to play a prominent role in the implementation of CIAC policy changes, demanding that the playing field be "tilted" to accommodate their positions.

The recent abolishment of the transfer rule is a direct result of this unremitting assault on our athletic code of eligibility. However, issues of uniformity, fairness, and consistency in the development and application of athletic rules will remain as pre-eminent goals of the CIAC. The recent CIAC Board of Control directive to reinstate the transfer rule gives testament to this goal.

CIAC LAUNCHES ACADEMY OF WOMEN'S COACHING AND OFFICIATING

The Connecticut Interscholastic Athletic Conference (CIAC) has formed a Women in Sports Committee whose mission is to provide a framework to encourage and prepare girls and women to become lifelong participants in sports.

The shortage of women's officials and coaches in Connecticut has been the driving force behind the initiation of this committee. After sponsoring a workshop last spring for 500 high school female athletes, the CIAC discovered that much more work needed to be done in order to bring the knowledge of officiating and coaching to women across the state. And, so, the committee has launched the Academy of Women's Coaching and Officiating.

The disproportionate number of female officials in Connecticut high school sports is staggering! There are currently only forty-three female volleyball officials registered with the CIAC, out of a total of 174 volleyball officials in the state. Of the 954 high school basketball officials in Connecticut, thirty-two are female.

The goal of the Academy is to provide all interested women, whether they are college students, mothers of athletes, housewives, or high school seniors, with opportunities to be introduced to the world of officiating and coaching. The Academy offered its first course - in volleyball officiating - at Quinnipiac College in Hamden last month. The committee plans

to offer additional introductory courses at college campuses and high schools across the state.

Ann Malafronte, CIAC Director of Unified Sports and chair of the Women in Sports Committee, said, "We have twenty-six committee members, representing nine area colleges, high school athletic directors, the various officials' groups, women's professional sports, public relations firms, and the State Department of Education. We want women to know that you don't need to be a teacher to coach or officiate. You simply need to take a coaching course or participate in an officiating clinic for certification. Coaching and officiating are great ways to stay involved with a sport that you enjoy." ■

MINORITY, POOR STUDENTS HIT HARDEST BY PROPOSITION 16

The NCAA has released three reports documenting the effects of the stricter academic standards, known as Proposition 16, which were adopted in 1996. According to the reports, fewer minority and low-income high school students are meeting the tougher standards. In 1995, when student athletes entered colleges under less stringent academic standards, 6.3% of freshmen athletes were declared ineligible. In 1996, the figure rose to 10.6%. The greatest impact was felt by black and Hispanic students. The ineligibility rates for these two groups increased from 16.3% and 9.3%, respectively, to 26.9% and 15.9%. Likewise, poorer students were affected more than wealthier students. In 1995, 14.7% of students whose family incomes were under \$30,000 were declared ineligible; in 1996, the figure was 22.2%. For students whose family incomes were above \$80,000, the ineligibility rate rose from 2.5% to 4.6%.

Among the reports' other findings:

■ female prospective athletes showed relatively high levels of academic performance, earning especially high GPA's and taking more core academic coursework than their male counterparts;

■ male prospective athletes in the so-called Olympic sports—those that don't typically generate much revenue—trailed female athletes in most categories but generally outscored them on the ACT and SAT;

■ male prospective athletes in the so-called revenue sports — basketball and football — showed the lowest academic performance of the three groups studied (female prospective athletes, male prospective athletes in Olympic sports, male prospective athletes in revenue-generating sports) and had the largest number and percentage of ineligible recruits.

(Source: "Minority Student Athletes Hit Hardest By Stricter NCAA Eligibility Rules," by Kerry White, *Education Week*, Feb. 11, 1998)

CONNECTICUT HIGH SCHOOL COACHES ASSOCIATION

CHSCA Supports CIAC Policies

In February, the Executive Board of the Connecticut High School Coaches Association unanimously endorsed the position of CIAC with regards to the following three issues:

- The Transfer Rule
- Eligibility of home-schooled students to participate in CIAC sports
- The Attorney General's proposed legislation empowering the State Department of Education to be the oversight body of the CIAC.



Editor's Note: *The two letters printed below give evidence of a revival of sportsmanship in the sport of Ice Hockey, a sport which has traditionally been rife with penalties for violence and unsportsmanlike conduct. Congratulations to our coaches, athletic directors, and administrators, whose concerted efforts to improve the level of conduct among Ice Hockey players have obviously been successful.*

March 3, 1998

Dr. David D. Perry, Principal
North Branford High School
North Branford, CT

Dear Dr. Perry:

I am writing to share my observations on last night's ice hockey game between Stamford High and North Branford. It goes without saying that it was a very exciting contest and neither team really deserved to lose, but the game offered so much more to the sport than a winner or a loser. It was obvious that your players have great respect for their coaches. This was supported by the comments of our penalty box attendant, who felt North Branford's bench conduct was one of the best he has seen all season. The officials let the two teams play and there were dozens of plays that would have been penalties in a normal game. Neither team lost its head nor showed any "chippiness" before, during, or after the game. I witnessed numerous acts of sportsmanship on both teams part, and on more than one occasion players helped their opponent off the ice, after the whistle had blown.

I was very proud of Stamford High School, but I was equally proud of North Branford High School.

Every season brings incidents I would rather just forget about, but this game was certainly one of the highlights that I'll gladly take with me. Please congratulate your coaches and players for me and good luck in the future.

Sincerely,
Al Gurney, Athletic Director
Stamford High School

March 3, 1998

Mr. Don Ryan
Head Coach, Ice Hockey
Masuk High School
1014 Monroe Turnpike
Monroe, CT 06468

Dear Don:

I wish to take a moment to express my sincere appreciation to you and your assistant coaches for an outstanding hockey season.

You have successfully turned around a program that was in need of discipline...pride...self respect. You have given our fine young athletes these qualities in addition to good hockey skills. It was obvious to me, a person who knows little about hockey, that this team is skating better, playing better and understands the basics of the game better, all of which contributed to their success this season.

I am especially proud, not of the winning record, but of the lack of penalties. You have been able to have these young athletes perform as good sportsmen while playing good hard hockey.

Thank you for a coaching job well done and one that has helped to save Masuk hockey.

Sincerely,
Peter G. Holst, Principal
Masuk High School

Unified Sports Update, By Ann Malafronte, Director of Unified Sports

First League Commissioner Named

Sheila Orsini, special educator at the CREC Riverside School in Windsor, has been named the first Commissioner of a Unified Sports league in Connecticut. Unified Sports is growing rapidly, both in the state and across the nation. Connecticut was the first state to sponsor league competition for Unified Sports athletes.

Orsini brings the perfect combination of background and experience to her new position. A special education teacher for the past 13 years, Sheila was a 3-sport athlete at Windsor High, where she was named an all-state basketball player. After graduating from the University of Vermont, where she was on a basketball scholarship and captained the team for three years, Sheila became an official for C.B.C.B.O.

As Commissioner, Sheila's responsibilities will include planning the schedule for

the Unified Sports basketball teams, assigning officials to games, and monitoring the adherence to Special Olympics rules.

Basketball Tournaments Draw Over 600

More than 600 athletes participated in four high school Unified Sports basketball tournaments and two middle level tournaments last month.

Ten teams competed in the high school tournament at Wilton HS. In the B Division, Harding HS, Bridgeport, won both the gold and silver medals, with Wilbur Cross, New Haven, placing third.

A combined middle and high school tournament at Hamden HS drew 7 high school and 8 middle level teams. In the high school tournament, Harding HS once again took first place in B Division, with Bloomfield winning the C Division. At the middle level, Hartford had a strong showing,

with Fox MS and Quirk MS winning the A and B Divisions, respectively.

For the fourth consecutive year, Glastonbury HS hosted the annual middle school basketball tournament. In the Division C competition, Henry James MS, Simsbury, Illing MS, Manchester, and McGee MS, Berlin, placed first, second and third, respectively.

Fourteen teams traveled to the eastern part of the state to compete in the high school tournament at Norwich Free Academy. Congratulations to the teams from Bloomfield HS, Division B champions, and Putnam HS, who won in the C Division.

The final event of the season was also the largest event of the season, with 16 teams competing at Manchester HS. Two Division C champions were crowned: Manchester HS and Windsor HS.

Training level players competing at every event were awarded the same Challenge medal.



EDITORIAL

THE LONG AWAITED BIRTH OF THE ATHLETIC DIRECTOR

By Mike Savage, CIAC Executive Director

After 76 years of an interminable pregnancy, the phenomenal, official birth of the athletic director has occurred! Yes, with the State Board of Education's recent adoption of regulations requiring individuals to be certified in order to hold the position of athletic director, the athletic administrators in our state have—at long last!—achieved the level of legitimacy and recognition they deserve. While, admittedly, the requirements are more symbolic than substantive, they are a basis upon which future improvements can be made.

Athletic directors play an important role in our schools, a role that grows increasingly important as we see mounting attacks on the legitimacy of high school athletics and on the schools' authority and autonomy to administer their athletic programs. In recent years, the changes in the social, political, and educational climate in Connecticut have caused a shift in the functions of the athletic director. The proper training and teaching of coaches has become a more critical part of the athletic director's responsibilities, prompted in part by the growing numbers of non-teacher coaches in our schools. Likewise, as more corporate money is being funneled into high school athletics, the athletic director must play a much more significant role in maintaining the integrity of the school's sports programs and protecting athletes from exploitation.

The new SDE regulations will give superintendents and principals a reason to find, keep, and pay quality individuals who possess the qualifications necessary to do the required work. Hopefully, these changes will stop the trend toward reduction of athletic funding and resources which has gained momentum in recent years. We have seen many cases in which athletic directors' positions have been eliminated or folded into an assistant principals job description; secretarial help has been eliminated or reduced; full-time administrative responsibilities have been substantially reduced so that additional classroom assignments can be accommodated; and, monetary incentives have been decreased or discontinued. Ironically, all this is happening at a time when sports programs are being expanded, more students are participating in athletics, and the belief that extra-curricular activities are an important part of education is more widely accepted.

As this new "baby" grows and is nurtured by the certification process, we can look forward to wonderful success for the future of high school athletic programs in our schools.

C.A.A.D. NOTES

1998 National A.D.'s Conference:

Keep the dates of December 13 to 17 open for the 1998 National Federation Conference for Directors of Athletics in Las Vegas, Nevada. Accommodations have been made at the Las Vegas Hilton Hotel. More detailed information will be available in the near future.

C.A.A.D. Distinguished Service Award Winners 1998...

From Inside the Field of Athletic Administration

Paul Mengold - Amity Reg. HS

From Outside the Field of Athletic Administration

Judith Sylvester - C.I.A.C. & C.A.A.D.

NIAAA State Award of Merit

Robert Lehr - Southington H.S.

NCSSA Award

Paul Maskery - Farmington H.S.

Retirement Party

Ray Nicolletta (former C.A.A.D. President, 1993-94), Athletic Director of Glastonbury High School, will be retiring at the end of the school year. A retirement party in his honor will be held at Glastonbury Hills Country Club, May 7, 1998, starting at 5:30 p.m. Flyers have been mailed to all C.A.A.D. members.

Spring Membership Meeting

The C.A.A.D. General Membership Breakfast Meeting has been scheduled for Wednesday, May 13, 1998 at 8:30 a.m. This meeting will be held at the Cromwell Holiday Inn.

All retirees will be C.A.A.D.'s guests and plaques and lifetime memberships will be presented to qualifying athletic directors retiring this year. It is our hope that we get a good turn out from our membership and retirees.

Registration forms for this meeting will be mailed to all athletic directors this month.

Highlights:

CAAD Executive Board Meeting March 4, 1998

- A thank you was received from Yolande Ahlberg for C.A.A.D.'s contribution to the North Branford Scholarship Fund.
- A motion was approved to purchase a 1/4 page ad to sponsor an advertisement in the CHSCA All-Star Basketball Program.
- A thank you letter was received from Gary DeGooyer winner of the Hitchcock Chair that C.A.A.D. gifted at the 1997 national conference.
- A proposal to establish a C.A.A.D. website was received from John Gauld. President Startup formed a committee composed of Fred Balsamo, John Novakowski, and Paul Maskery to study this proposal.
- Correspondence was received from Dorothy North concerning the State Retirement Board and benefits. Paul Maskery is to call Mrs. North to discuss her concerns.
- Dave Johnson will represent C.A.A.D. at the CIAC Board of Control meetings in matters related to the ejection/disqualification rule.
- Joe Tonelli presented information on the proposed transfer rule. An apparent loophole in the transfer rule was discussed. A motion was made, seconded, and passed, that a request be made to CIAC Executive Director Mike Savage that an oversight in the proposed transfer rule be addressed and corrected.
- A discussion on new regulations related to certification of coaches and athletic director took place. A request was made by Pam Goodpaster that C.A.A.D. ask the State Dept. of Education to develop a form that schools could use to maintain a record of certification of coaches.
- Mike Simmons questioned the status of cheerleading as it relates to certification. Cheerleading is going to be maintained under the same conditions as sports programs in schools.



- The following were proposals for cracker barrel topics:
 - a. Initiation of meetings between officials groups and AD's;
 - b. Consider the various scenarios in which student-athletes are disqualified from contests for unsportsmanlike conduct;
 - c. Transfer Rule;
 - d. Strategies to attract new coaches;
 - e. Revisit the new basketball regulation related to qualifying for tournament play.
- Fred Balsamo reviewed conference preparation and informed volunteers that conference set-up will start at 4:00 p.m. on Thursday the 26th.
- Paul Maskery informed that membership is at 100% with 188 members.
- Bob Pearson distributed and highlighted the sports consultant reports.
- Paul Mengold reported that appx. 12 ADs signed up to take the CAA test.

Retired Athletic Director's Corner

■ Retired Athletic Directors will be invited to the spring General Membership Breakfast as guests of C.A.A.D. Flyers have been mailed and we are looking forward to your response.

■ C.A.A.D. currently has 44 lifetime members.

Qualifications for lifetime membership:

- 1) must have been a member of C.A.A.D. upon retirement or have retired before 1981.
- 2) must be completely retired from education including being a part-time athletic director.

Qualification for plaques:

- 1) minimum of 15 years of service and/or to retiring members who served on the C.A.A.D. Executive Board.

Ed Tyburski is currently reviewing the retired list and attempting to contact past AD's who have not applied.

If you are an athletic director planning to retire this year, please contact Joe DiChiara at the C.A.A.D. office (203)

OVERALL ORGANIZATION FOR THE ATHLETIC DIRECTOR By Dr. David Hoch, Director of Athletics, Eastern Tech. High School,

Since lack of time is the major enemy of the athletic administrator, it is essential to develop an organization that will ensure a smooth and efficient management.

Perhaps the first step in the organizational process is devising a way to keep track of the school's athletic contests. We rely on a monthly schedule booklet that lists every game, with the home contests indicated in blue and the away contests in red, enabling us to determine the location at a glance.

We also keep a large looseleaf binder that lists every team's game schedule within easy reach.

Of equal importance is the necessity to maintain a schedule of all the daily meetings and appointments. We use a daily planning calendar, with the same blue and red color coding system used in the monthly schedule booklet, for easy reference.

Since Maryland operates on a County system, we also list all the County athletic directors and their meetings.

With so many meetings and listings, the A.D.'s are overwhelmed with deadlines, and it has become essential to maintain a computerized chronological listing of the due dates and a prioritized list of what remains to be accomplished.

Since the listings remain pretty much the same from year to year, it's easy to draw up an outline for future planning.

The computer can also prove useful in keeping a chronological record of your accomplishments during the year. This comes in handy for the end-of-the year reports, personnel appraisals, and your public relation efforts.

Advice to A.D.'s

1. Arrange your office to keep your commonly used forms and files within easy reach.
2. Post schedules and directions so that they can be easily read from your desk.
3. List the commonly used phone numbers - league A.D.'s, assigner officials, bus dispatcher, etc. -- by the phone.
4. Develop checklists for all normal functions and events: game day responsibilities, indoor and outdoor crowd control, inclement weather cancellations, and due dates for coaches.
5. Keep a "seasonal" binder with everything you will possibly need each time of the year: coaches' phone numbers, phone num-

bers of buses and official assigners, opposing A.D.'s and teams schedules. Place all these things into color-coded sections for quick and easy reference. Take this binder home with you every evening, including weekends, in order to handle emergencies. A seasonal binder will always ensure you of having everything you will possibly need.

6. Always carry paper and a pen, whether it be note cards in a pocket or folded paper, that will enable you to jot down ideas, comments or requests. When walking out to a field, sitting at a game, or even driving home, be ready to jot down any bright idea or thought that enters your mind. Never lose or forget an important idea or information. Write it down!

7. Keep a personnel file/folder on every coach, and file copies of reports on problems or commendations. At the end of the season or year, you will have a dossier available from which to prepare a coaching evaluation. Memories may fade, but files last forever.

8. In your briefcase, maintain a folder of "Things to Do," a "Photocopy" folder and a "To File" folder. Stick anything pertaining to your daily "To Do" list in this folder. Place anything to be photocopied in the "Photocopy" file. This will enable you to consolidate things and make fewer trips to the photocopier. Documents no longer needed should be placed in the "To File" folder, which can be properly stored for future recovery.

9. Never hold a meeting without an agenda. You can always get input for the agenda from others. Though you can entertain any personal question during a meeting, the efficiency of the meeting will depend upon the written agenda to stay on track. Another major advantage of an agenda is that it eliminates almost all griping.

10. If any message can be better or more quickly served through a memo, use it by all means. Keep any memos and meeting agenda on file in sequential order for reference. It will help you confirm what was said should this become necessary at some later date.

The development of systems and procedures will enable you to make the best use of your limited time. The more organized you are, the more effective you will be in the management of your time.

(Reprinted from COACH & ATHLETIC DIRECTOR)



PETER CARROLL RECEIVES JAMES COOGAN AWARD

Peter Carroll of Stratford, Assigning Commissioner of the Fairfield County Board of Approved Basketball Officials, has been named as the recipient of the James E. Coogan Award for 1997-98.

This award is given by the Connecticut State Board of Approved Basketball Officials in honor of James Coogan, a long-time member of the Board of Directors of the Connecticut State Board, manager of a United States Olympic Basketball team, and past president of the International Association of Approved Basketball Officials who did much to promote the game of basketball in Connecticut.

Peter Carroll is being honored for his contributions to the game of basketball as an official, an assignor, past president of the Fairfield Board, IAABO #9 and the Connecticut State Board, IAABO #5. On the International level he has been the Chairman of the IAABO Board Relations and Policy Committee, a member of the Search Committee for an Executive Director of IAABO, has served on the IAABO Nominating Committee and is presently Chairman of the IAABO Foundation.

In Connecticut, Peter is the Boys' Basketball Representative on the Board of Directors of the Connecticut Association of Interscholastic Officials and a member of the CIAC Boys' Basketball Committee.

Peter is a worthy recipient of this award which will be presented to him at the Annual Meeting of the Connecticut State Board of Approved Basketball Officials to be held in April.

C.A.I.O. NOTES

from George Ford, Secretary/Treasurer

The National Federation of Interscholastic Officials Association (NFIOA) recently recognized Connecticut NFIOA members as outstanding sport officials in their sport. A National Federation Certificate was awarded to:

Barbara Startup ----- Volleyball
James Agli, PhD ----- Swimming
David Macharelli ----- Girls Basketball

The three awardees have been active for many years in their sport and also are active in other areas of education.

Barbara Startup is the Athletic Director at Avon High School and is President of the Connecticut Association of Athletic Directors (CAAD).

Dr. James Agli is a senior professor at Southern Connecticut State University and is Chairman of the New Haven Area chapter of the Connecticut Swimming Officials Association (CSOA).

David Macharelli is a member of the Waterbury Education Department and serves as Vice President of the Connecticut Association of Interscholastic Officials (CAIO).

The CIAC Officials Committee and the Board of Control of the CAIO recently held a joint meeting to attempt to develop a standard method by which to establish annual fee increases for all officials.

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10 RULES FOR OFFICIALS IN COURT

By Attorney Marc Mandell

Reprinted from Referee, February 1998

Officials in today's litigious climate have to be prepared. If you are sued, you must know what to do and what not to do. Here is a guide to protecting yourself:

1. Don't speak to the media about the incident. If you are sued, you can expect phone calls or visits from reporters. The reporters may be sympathetic to your side and agree that the suit is silly. Nonetheless, resist any urge to speak with the media. You don't know if the reporter will report your remarks accurately. You may be confronted at trial with remarks you never made or were taken out of context.

2. Don't speak to the person suing you about the case. The plaintiff (the person suing you) has already decided that you caused his injuries. Nothing you say will change his mind. If you say something that could be construed as an admission of wrongdoing or negligence on your part, your remarks will be passed along to the plaintiff's lawyer. Silence is always better.

3. Don't call the plaintiff's lawyer and say what you think of your accuser. Officials, like physicians and architects who have been sued, take the suit personally. You should take a suit personally; it's an accusation of professional negligence. But you must not speak with the plaintiff's lawyer. The code of professional responsibility forbids the plaintiff's lawyer from speaking with you once the suit has been filed unless your lawyer consents. You may say something in anger that helps the case against you.

4. Make sure your attorney takes the case seriously. Soon after you are sued, your insurance carrier (assuming you are insured) will obtain a lawyer to represent you. You need to speak with your attorney while the events of the incident are fresh in your mind. If the attorney doesn't call you for a meeting, insist on one. Your attorney is being paid handsomely; you should feel free to call whenever you want.

Defending your case aggressively is important since your competence is being questioned. Insist on a meeting to go over the facts and the perceived strengths and weaknesses of your defense. If you have had specialized training or received professional awards, tell your attorney.

Continued on following page



**C.A.I.O Notes, *continued***

The two primary desired conditions of such a standard contract are: (1) that CIAC member schools would be required to use only officials who have been trained and certified by officials groups which have themselves been recognized by the CIAC; and (2) that officials would agree not to strike.

The proposal for a standard method of increase will be presented to each of the sports officials groups for approval.

The meeting included the redefining of the responsibilities of each group. While CAIO does not negotiate for sport officials groups, it will, from time-to-time, offer input for consideration in the individual negotiations between the CIAC Officials Committee and the individual officials groups.

The National Federation of High School Interscholastic Officials (NFIOA) will host its second annual Leadership Conference in Kansas City on May 1-3, 1998.

If any NFIOA member is interested in more information and would consider attending the NFIOA Leadership Conference, this information is available from the Connecticut NFIOA State Director.

**Court, *continued***

5. Notify your insurance carrier immediately. There may be a clause in the policy allowing the carrier to deny coverage if you have delayed reporting the suit. Send a copy of the suit to the carrier by certified mail.

6. If you testify, try to remain calm despite the provocation. If your case goes to trial, you will have to testify. Officials have a built-in advantage: Most jurors like officials. Jurors understand that officials do a difficult job under great pressure. If you remain calm on the stand, the jurors will see you are a professional who is being badgered by a lawyer who never had to make tough on-the-spot decisions.

7. If you feel strongly about your case, tell your lawyer you oppose a settlement. Many insurance company officials, and some civil defense attorneys, will approach your case from a purely monetary view: Is it cheaper to pay a small settlement than to go to court? Your insurance policy may give the carrier the right to settle a case over your objections. If you are being defended by a self-insured entity, your right to veto a proposed settlement will be limited. But if you feel strongly about not settling a frivolous suit, tell your attorney in the strongest terms possible. If you express your convictions, there is a good chance your attorney will go to bat for you.

8. Don't treat the person suing you any differently if he participates in an athletic event that you are officiating. It is vital to treat the plaintiff exactly as you would have before the suit. It's possible the athlete may complain to you that a foul was called (or ignored) because of the suit. If that happens, don't answer. If the athlete complains to a conference official, you can explain

your view to the conference official.

9. Don't let a suit discourage you from officiating. One of the most disheartening aspects of a suit is the tendency of the accused to say, "I've had it; I'm not going to put up with this abuse any longer." It's important not to give up something you love because someone has made your life difficult. Let your attorney put up with all the aggravation of the suit. Work closely with your attorney and prepare thoroughly for your testimony.

10. Remember you're likely to win. You can't stop a person who intends to sue you from doing so. Anyone with enough money to pay a court filing fee can sue anyone else in the world. Suing and winning, however, are two different things.

Recent cases make it clear that umpire negligence is difficult to prove. The plaintiff has to prove by expert testimony that your performance fell below the applicable standard of care for the avocation and a connection between any of your decisions and the person's alleged injuries. It is not enough for someone to say, "I was hit by a bat at the game." That person has to show that you either did something to encourage the bat to be tossed or you failed to do something that a similarly trained umpire would have done.

Courts will consider that most of the decisions an official makes during a game involve discretion and judgment.

If you take the steps discussed here, you are likely to prevail in your suit and you can get on with your life.

Marc S. Mandell practices law in Norwich, Connecticut. He specializes in representation of athletic conferences, athletic districts and municipalities.)