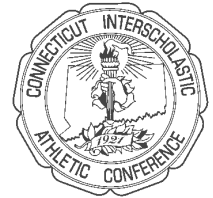


BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

VOL. 73 / NO. 3

DECEMBER 1998

Hartford Elementary Schools Join CAS!

Last month, CAS launched an aggressive elementary membership campaign, offering a district-wide dues option which provides sizable discounts to those districts enrolling ALL their elementary schools. Fourteen districts — including Hartford — have already "signed up" under the new membership plan.

Dr. Robert Carroll, CAS Assistant Executive Director for Elementary Education, reacted to the campaign's success: "We couldn't be more pleased with the way the membership drive is going. The initial response to the district-wide dues option has been gratifying and has bolstered our confidence as we continue to work towards our goal of enrolling all of the state's elementary schools. While we recognize that there is much more work to be done, we feel we are off to a terrific start! Efforts are already underway to expand our services to meet the needs of our new members."

CAS welcomes the following districts:

District	Superintendent
♦ Bethel (3)*	Dr. Gary Chesley
♦ Cheshire (5)	Dr. David Cressey
♦ East Lyme (3)	Dr. John Reynolds
♦ Hartford (27)	Matthew Borelli (Interim)
♦ Middletown (8)	Dr. David Larson
♦ Montville (4)	Jacob Ludes III
♦ Naugatuck (9)	Dr. Alice Carolan
♦ New Britain (10)	Dr. James Rhinesmith
♦ Ridgefield (5)	Dr. Ralph Wallace
♦ Torrington (5)	Dr. John Shine
♦ Wethersfield (5)	Dr. Lynne B. Pierson
♦ Wolcott (3)	Thomas Jokubaitis
♦ Region #10 (2)	Dr. Evan Pitkoff
♦ Region #12 (4)	Charles Sweetman

* no. of elementary schools in district

"Our principals look forward to membership and will be active participants. We appreciate this cost structure because without it we could not join."

*Dr. Gary Chesley, Superintendent
Bethel Public Schools*

KUDOS TO CT STUDENTS

Congratulations to the 40,000 high school students who took the Connecticut Academic Performance Test (CAPT) in May. Results released from the state department last month showed that student scores increased for the third consecutive year, with 61.5% percent of 10th graders achieving the state goal on at least one section of the test. Student performance, as measured by the percentage of test takers scoring at or above goal, is at the highest level in the four years the test has been administered. See chart below.

CT Academic Performance Test (CAPT) Results: 1995-1998

Subject Area	Scale	State Goal	Average Score				% students at/above goal			
			1995	1996	1997	1998	1995	1996	1997	1998
Mathematics	100-400	266	248.7	251.7	254.8	256.9	37.9	41.0	41.6	43.7
Science	100-400	270	249.6	249.1	250.0	250.6	32.3	34.1	35.5	35.5
Language Arts										
Editing	100-400	217	250.0	250.1	253.5	249.5	30.6	35.1	35.0	35.2
Response to Lit	20-120	83	73.8	76.3	77.3	75.4				
Interdisciplinary	20-120	80	70.9	72.1	74.6	75.6	38.1	35.7	37.9	38.4

The improved CAPT scores come "on the heels of" other recent indicators of increased student achievement in Connecticut:

- Last month, a report by the National Education Goals Panel showed that CT was the highest performing state in 4th grade mathematics.
- In September, the state released Connecticut's 1998 SAT scores which reflected a 26-year high in state average scores for mathematics, and a nine-year high in average verbal test. Connecticut students outperformed the nation on both the math and verbal sections of the SAT and PSAT/NMSQT.

1998 STATE ELECTIONS MAINTAIN STATUS QUO

By Marshall R. Collins, Esq., CAS Lobbyist

Despite a record setting reelection win by Governor John Rowland, the 1998 Connecticut elections maintained a bipartisan balance of power. Democrats withstood strong Republican challenges in several districts to maintain their 19-17 majority in the Senate and their 96-55 edge in the House. In short, voters seem to have sent their elected officials a message: continue a centrist approach so that Connecticut can sustain its economic recovery.

In the Senate, although the Republicans failed to gain seats, they did hold three seats that were open because of retiring Republican incumbents. Former State Representatives Tom Herlihy and David Capriello held Republican seats in Simsbury

and Danbury respectively, and John McKinney won the open seat in Fairfield. There will be no freshman Democratic senators in the upcoming legislative session.

House Democrats held eight open seats and the Republicans five. In capturing three seats formerly held by Republicans, the Democrats ousted Republican incumbents in East Hartford and Southington. Those were the only incumbent legislators to lose in either chamber. The Republicans took three open seats that had been held by Democrats. Overall, there will be 19 freshman, 11 Democrats and eight Republicans when the 151 member House of Representatives convenes on January 6, 1999.

Continued on page 6

connecticut news & notes

Congratulations to *Dr. William Breck*, Connecticut's 1999 Superintendent of the Year, and to *Joseph P. Bacewicz, Jr.*, Connecticut's 1999 Teacher of the Year. Dr. Breck is the Superintendent of Schools for Region #13 and immediate past-president of the Connecticut Association of Public School Superintendents. Mr. Bacewicz, a 23-year veteran educator, is a social studies teacher, department chair, and head football coach at Tolland High School.

As a result of PA-98-84, two Connecticut seniors have joined the State Board of Education as non-voting members. After engaging in a competitive selection process, Joseph Reynolds from Platt H.S. in Meriden and Grace Fu from Westhill H.S. in Stamford were appointed to the board by Governor Rowland.

Dave Maloney, Assistant Principal at Branford H.S. and 1998 CAS Assistant Principal of the Year, was a presenter at the 8th Annual International Conference for Multicultural Educators in October. His session was titled "Creating Culturally Responsive Schools: Differences That Make The Difference."

Tom Hermann, assistant principal at Crosby H.S. in Waterbury, currently serves as a representative on the Advisory Council of the National Alliance of High Schools. The NAHS, a division of NASSP, provides comprehensive, school-based, hands-on programs for school teams of administrators, teachers, students, parents, and other community members who are shareholders in the success of the learning community. Principals who are members of NASSP are eligible to enroll their schools in the Alliance. Benefits include a wide range of services directed at the work of school management teams, including publications, custom-designed workshops and institutes, discount rates for consultant services, and recognition programs for exemplary schools. For more information on the NAHS, visit www.nassp.org.

The State Department of Education recently released Choices, a directory of alternative education programs in Connecticut. The directory provides brief program descriptions and contact information for eighty-three alternative programs in the state. For a copy of Choices, contact the SDE at 860-566-1235.

CT Boasts Two National Leaders!

Connecticut will have a strong presence at the national level now that two of the state's former commissioners of education have taken top posts at the two premier national principals' organizations. A month after Dr. Vincent Ferrandino, Executive Director of the New England Association of Schools and Colleges, was appointed Executive Director of the National Association of Elementary School Principals (NAESP), Dr. Gerald Tirozzi announced that he would leave his position as U.S. Assistant Secretary for Elementary and Secondary Education to lead the National Association of Secondary School Principals (NASSP). Dr. Ferrandino, who served as CT Commissioner of Education from 1992-94, will assume his new position on July 1, 1999. Dr. Tirozzi will begin his new job in March. Commenting on his colleague's resignation, Secretary of Education Richard Riley said, "Throughout his career and especially here at the Department, Gerry has proven himself to be a dedicated and able leader on behalf of our nation's children. His tireless commitment to improving educational opportunities and his passionate voice for reforming our schools has been an inspiration to all of us."

The Connecticut Mentoring Partnership (CMP) is working to foster and support mentoring programs as a means to assure that every child who needs a relationship with a caring adult has one. Established in 1997 by Governor Rowland and funded through public and private grants, the CMP provides a structure for bringing existing mentoring programs together and for providing technical assistance for evolving programs. By joining CMP, programs can benefit from a toll-free mentor hotline, a mentor recruitment media campaign, a statewide training institute, regional mentoring networks, a web site, technical assistance from experts, and a series of mentoring issues work groups. There are currently 72 school-based mentoring programs which involve 3,998 mentors and serve 5,154 students. CMP plans to work closely with businesses, schools, higher education, churches and social and civic organizations to increase the number of mentoring relationships in CT. For further information, contact Muata Langley at 1-800-422-5422, x25.

"There are two kinds of failures: the man who will do nothing he is told, and the man who will do nothing else." -- Dr. Perle Thompson

CT Benefits from USDA Grants



■ The Norwich Public School System is one of thirteen districts around the country which has been awarded funds from the United States Department of Agriculture to help its schools salvage excess food from their cafeterias and donate it to the needy. The grants were awarded to those

districts which proposed ways to recover food cost-effectively, to develop practices which could be shared with other districts, and to involve students in community service.

■ Connecticut will receive a \$193,959 grant from the USDA to help promote nutrition education and healthy food choices in the cafeteria, the classroom, and the community. Grant money will be used to provide training and technical assistance to school professional staffs and to establish cafeteria-classroom links to support healthy-eating messages for children.

An Idea To Be Shared...

Wamogo Celebrates Veteran's Day

Last month, Wamogo Regional High School's Student Council was the proud sponsor of a breakfast honoring United States veterans. The purpose of the breakfast, which was free to veterans, was to tangibly demonstrate the respect and admiration Wamogo students have for American veterans. The breakfast was well-attended and many found it to be an inspirational experience. Students asked veterans questions about their experiences in World War II and learned a great deal about U.S. History. Students were touched by the spirit and pride displayed by veterans. In addition to learning how to organize, advertize and publicize a breakfast, students learned, firsthand, the importance of saying, "Thank you." The students at Wamogo H.S. are to be commended for putting their time, money and energy into something so meaningful. *(Submitted by Theresa Friedman, Student Council Advisor)*

national news & notes

The Digital Millenium Copyright Act, signed into law in October, has important implications for the nation's schools. The good news is that the new law extends the principle of "fair use" to digital technologies. Fair use allows a teacher to copy and use a limited amount of a copyright work for educational purposes — such as photocopying a poem or taping a segment of the nightly news to show in class. The bad news is that, depending on decisions made by Congress six months from now, schools could find that when they try to incorporate copyright content into distance learning, they must pay licensing fees for the privilege. School-based distance learning programs currently benefit from a specific exemption in copyright law that allows a teacher to display pages of a book or other materials over a broadcast link to multiple classrooms. That exemption, however, applies only to analog transmissions, such as those used in standard television or satellite signals. It doesn't cover broadcasts in digital formats, including transmissions over the Internet. Congress has asked the U.S. Copyright Office to study this issue and report back in 6 months with recommendations.

A long-awaited study by the National Institute of Mental Health shows that stimulants like Ritalin are effective in helping reduce the symptoms of ADHD; however, there is no evidence that, in the long run, these drugs are bringing about academic and social success. The study revealed that closely monitored treatment with stimulants (Ritalin is one of four commonly prescribed) can erase enough symptoms of ADHD to eliminate the diagnosis for 82 to 85 percent of children. The study provides strong evidence that medication can shift ADHD children — who are at greater risk of dropping out, of becoming smokers, of abusing alcohol or drugs, and even of

spending time in prison — to a better track. Unfortunately, the medication is not enough to keep them there. While the typical dosage for these drugs is twice daily, greater behavioral improvement was seen in students who took the stimulant three times a day, with a nighttime dose about half the size of the first two. (Source: U.S. News & World Report, Nov. 23, 1998)

Voters in four rural towns — 3 in Vermont and 1 in New Hampshire — have decided to join forces to create what is believed to be the nation's first K-12 public school district to cross state lines. The new Rivendell school district, which will serve about 600 students, was proposed as a way to save money and to deal with declining enrollments.

A Pittsburgh school district has voted to establish "special privilege" restrooms in its high school. The bathrooms will be open to students who sign a bathroom honor code which commits them to maintaining a smoke- and hassle-free environment. Once students have signed the agreement, they will be issued cards which give them access to the special bathrooms. The measure was prompted in part by complaints from some of the younger students who were being harassed or intimidated by upperclassmen. The project is estimated to cost between \$6,000 and \$8,000.

A joint report by the National Research Council and the Institute of Medicine urges Congress to grant the Department

continued

Superintendents Speak Out

Listed below are some of the findings of a recent survey of 622 superintendents:

- More than 70% strongly supported Clinton's proposals to help subsidize the costs of building and modernizing schools and of reducing student-teacher ratios in the early grades.
 - Nearly 90% believed that reducing class size would boost student achievement.
 - A little more than half said they've had difficulty recruiting qualified teachers.
 - Nearly 84% felt that their district's investment in educational technology would result in increased student achievement.
 - 68.8% said requiring uniforms would not decrease behavioral problems in their district.
 - Superintendents were asked to rate the following methods of improving teacher quality:
- | | | | |
|---|-------------|-------------|-------------|
| <i>Requiring teachers to take competency tests every five years</i> | | | |
| Excellent: 8.5% | Good: 26.6% | Fair: 26.3% | Poor: 38.5% |
| <i>Linking tenure to student performance</i> | | | |
| Excellent: 12.5% | Good: 21.8% | Fair: 22.9% | Poor: 42.9% |
| <i>Linking pay to student performance</i> | | | |
| Excellent: 12.2% | Good: 25.2% | Fair: 24.7% | Poor: 37.9% |

1999 EDUCATION FUNDING HIGHLIGHTS

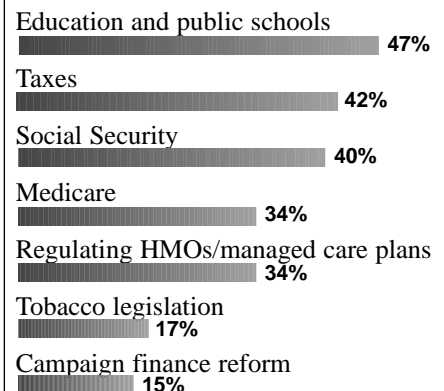
President Clinton signed into law the omnibus spending bill (H.R. 4328) that provides fiscal year 1999 appropriations for a number of federal agencies, including the Department of Education. The bill included...

- ★ A \$1.2 billion down payment for hiring 100,000 new teachers to reduce class size in the early grades
- ★ \$200 million to expand after-school programs.
- ★ \$260 million for a new child literacy initiative.
- ★ \$120 million for GEAR-UP, a new early college-awareness initiative to help up to 100,000 low-income middle school children prepare for college.
- ★ A \$114 million increase over the 1998 appropriation for education technology, including \$75 million for a new initiative to help new teachers maximize their use of technology.
- ★ \$75 million for new teacher quality programs
- which will help recruit & prepare thousands of teachers to teach in high-poverty areas.
- ★ \$491 million for Goals 2000.
- ★ A \$10 million increase to help schools become safe, drug-free learning environments & to help provide drug & violence prevention coordinators in one-third of the country's middle schools.
- ★ A \$313 million increase for Head Start.
- ★ A 25% increase in funding for charter schools.
- ★ Increases of \$524 million to enhance educational opportunities for Hispanic Americans.
- ★ The largest maximum award ever for Pell grants -- \$3,125 a year per eligible student.

VOTER PRIORITIES IN 1998

A survey of 1,200 adults found that a candidate's position on "education and the public schools" was the most important consideration for 47% of the voters polled. Taxes, Social Security, and Medicare followed.

% adults citing factor as most important



...more national news & notes

Continued,

of Labor the authority to limit the number of hours children under 18 can work during the school year. According to the report, young people who work long hours during the school year are more likely to let their grades slide, to drop out of school, to be sent to the principal's office, to have minor scrapes with the law, and to get involved in alcohol and drug abuse. "The benefits of work experience accrue to young people at very low work intensity, a few hours a week. The negative consequences of working while enrolled in school become more pronounced above 20 hours a week," said one of the study's authors. Students end up sacrificing sleep and exercise, spending less time with their families, and devoting less time to homework. The Labor Department currently has the authority to limit work hours only for children under 16. The report asks Congress to expand that authority to include 16 and 17-year olds. The report recommends that an exception be made for high-quality school-to-work programs.

According to the 29th Annual Survey of High Achievers, a full 80% of teens at the top of their classes admit to having cheated during their impressive academic careers, the highest percentage in the 29-year history of the survey. Among other disturbing findings were large leaps in levels of prejudice against homosexuals (up 19% from last year) and against African Americans and Hispanics (both more than doubled, from 7% to 15%). The news on other fronts was more cheering. There was a sharp drop in those students who mixed drinking with driving (down from 10% to 4%) and who rode with a driver who had been drinking (from 24% to 9%).

A 1998 study conducted by the College Board has shown that PSAT/NMSQT scores can be used to predict a student's future success on Advanced Placement examinations. The study found a "strong and consistent relationship between PSAT/NMSQT scores and AP examination grades for nearly all courses." Furthermore, "Correlations of AP examination grades with the strongest PSAT/NMSQT scores were consistently higher than correlations with high school grades and courses completed."

Anecdotal evidence seems to indicate that school uniform policies have positive effects on school climate and student achievement. However, a recent report in *The Journal of Educational Research* says otherwise. After analyzing data on nearly 5,000 10th graders who took part in a federal study that began in 1998, researchers found that sophomores in schools that require uniforms are no less likely to get into trouble in school, to fight, smoke, drink alcohol, or use illegal drugs. And, they were no more likely to attend school regularly or to get higher test scores.

Students and teachers in Georgia aren't the only ones who have standards to follow. The Georgia School Boards Association has drafted voluntary standards for the state's school boards. The standards, which are organized into six categories, state that boards should:

- have a mission statement;
- adopt a code of ethics for members;
- hold occasional public forums especially when dealing with controversial issues;
- refrain from pressuring superintendents to hire people for reasons other than their qualifications; and
- participate in professional development activities.

A survey released last month found that the number of school-based health centers in the U.S. nearly doubled in the last four years. This year, the nation has 1,154 public school clinics, up from 607 in 1994. Sixty-three percent of the clinics are in urban districts, 26 percent are in rural schools, and 11 percent are in suburban areas. The largest increase in school-based health care centers was found in rural schools.

Public education is a growing focus for many high-tech employers. Motorola, Inc. offers "leadership institutes" to teach public school principals, superintendents and school board members how to cope with changes in education. The institutes offer instruction on such issues as staff diversity and use of technology. Ken Reed, a principal at Marshall H.S. in Illinois said he was "a different person" after learning problem-solving strategies at a Motorola institute. Motorola currently runs leadership institutes in six states.

What Attracts Parents & Students to Charter Schools?

Feature	% saying it is powerful or very powerful
Nurturing environment	93%
Safe environment	90%
Quality of academic program	88%
Value system	84%
High standards	83%
Small class size	83%
Specialized curriculum focus	78%
Small school size	73%
Clear goals for each student	73%
Structured environment	71%
Adaptive environment	69%
Central parent role	68%
Dress/behavior code	50%
Extensive use of technology	47%
Flexible school schedule	43%
Services for disabled students	34%
Focus on cultural/ethnic needs	33%
Community service programs	29%
Longer school year	19%
Support for home schooling	14%

(Source: U.S. Department of Education)

Disputing The Myths

To combat the myths surrounding the size and scope of public school administration, the Educational Research Service has released the 1998 edition of *School Administration Under Attack: What Are the Facts?* According to the publication, the real facts are:

- ⇒ Effective schools research clearly shows that good school management is essential for the development and operation of effective schools.
- ⇒ The number of administrators in public schools compares favorably to the number of executive and managerial staff in business and industry (see attached graph.) Education leaders supervise more staff (13.5 to 1) than in other businesses or industries identified by the U.S. Bureau of Labor Statistics.
- ⇒ The number of administrators has actually decreased over the past 35 years; yet, at the same time, the goals of education have broadened.
- ⇒ Over the past 15 years, the average percent of school district budgets allocated for administration has actually declined slightly, from 4.7 to 4.5%. During that same period, the budget percentage allocated to instruction has increased from 63.4 to 69.8%.

Weekly Reader
CORPORATION

legal news & notes

■ Acting as a mediator for the Trumbull school district, former U.S. Magistrate F. Owen Eagan has ruled that the school board was justified in its controversial expulsion of senior Christopher Weiner. Trumbull school officials expelled Weiner, who was convicted of sexually assaulting a fellow student at an off-campus party last year, because his presence interfered with the orderly operation of the school. Eagan's report concluded that if school officials can demonstrate a link between the off-campus offense and a disruption of the "day-to-day operation of the school," it can expel a student. Eagan's decision was the first definitive ruling since the Supreme Court overruled Thomaston High School's expulsion of a student arrested off-campus on drug- possession charges. The decision is important because it helps to define a district's authority to punish students for off-campus behavior. For a copy of the 19-page report, contact Karen Nastri at the Central Office.

■ An Oklahoma district court judge has rejected a parent's request for a preliminary injunction to stop the practice of having students grade each other's papers and then calling the grades aloud. The plaintiff, who claims that her three children have been

ridiculed by classmates as a result of the practice, asked the court to declare the practice illegal and order the district to pay her compensatory damages, including the cost of counseling for one of her sons. The plaintiff charged that the practice discloses private information, thus violating the Family Educational Rights and Privacy Act and students' constitutional rights under the 14th Amendment. Among other reasons for denying the preliminary injunction, the judge ruled that the plaintiff had not shown that the children were suffering "irreparable harm."

■ A federal appeals court has ruled that removing controversial books such as *The Adventures of Huckleberry Finn* from the curriculum because of parental complaints about their content would violate students' First Amendment rights. The court ruled that requiring a district to accept a demand from a parent to remove a book such as Huck Finn would prompt challenges of other works. Acceding to such requests would infringe on students' First Amendment right to receive information, including controversial information, and would "significantly interfere with the district's discretion to determine the composition of its curriculum."

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Ask A Lawyer

Q We do regular Friday afternoon 'locker clean-outs' at our school to check on lost or stolen library books, as well as to be sure that students aren't keeping inappropriate things in their lockers, such as Playboy pin-ups and other sorts of teenage trash. Looking at our board policy, however, the language seems to require 'reasonable grounds for suspicion' before search of any students' property. Are we violating the law by conducting such random searches without reasonable suspicion?

A The general rule for student searches is that you are required to have reasonable suspicion before searching a student, his auto, his clothing, pockets, or other personal objects. However, lockers belong to the school, and as long as there are statements in your district's Student Code of Conduct/Handbook advising students that the lockers are the school's property (not theirs), that they have no reasonable expectation of privacy in such lockers, and that the lockers may be subject to administrative searches without individualized reasonable suspicion, most school attorneys agree that such general administrative searches do not violate the Fourth Amendment's protections against unreasonable searches or seizures. With proper notice to students of the district's unrestricted right to search lockers, together with students' corresponding acknowledgment that their use of such lockers are subject to routine administrative inspection and search, such a practice probably would withstand constitutional challenge. A similar policy by the U.S. Postal Service for locker searches of its employees was upheld by a federal court of appeals. *United States v. Bunkers*, 521 F.2d 1217 (9th Cir. 1975). There seems to be no good reason why a court reviewing a Texas school case would reach a different conclusion, if proper notice were provided to students, particularly after the Supreme Court allowed random drug urinalysis searches of school athletes for administrative purposes in *Vernonia School District 47J v. Acton*, 115 S.Ct. 2386 (1995).

.....
(The above legal opinion was written by John S. Aldridge, Esq., Walsh, Anderson, Brown, Schulze and Aldridge, P.C., in Texas. This item was adapted from an article which appeared in *tassp highlights*, Oct 1998)



A new book promulgating the theory that a child's personality is shaped more by peers than by parents has ignited feverish discussions, especially among parents. Judith Rich Harris, the author of *The Nurture Assumption: Why Children Turn Out the Way They Do: Parents Matter Less Than You Think and Peers Matter More*, asserts that parents influence their children at birth only through genetics, after which peers take over as the central instrument for shaping social and emotional development. In her book, Ms. Harris reviews a variety of studies on child and adolescent behavior, but she also bases some of her conclusions on her own family's experiences. While both of her children grew up in the same environment, her biological daughter was a happy, well-behaved child who succeeded in school while her adopted daughter was very difficult to raise and eventually dropped out of high school. The book, which has made the covers of both *Time* and *Newsweek*, has received harsh criticism, especially from members of the psychology field. Critics claim that the book erroneously relegates parents to observer status in the development of their own children. Many psychologists and educators agree that while peers influence "fashionable tastes" such as clothing and music, parents have a greater impact on shaping children's values. "It's not a simplistic 'either-or' matter," says Joy Dryfoos, an independent researcher. Family, school, peers, and the community all have profound inter-related impacts on children, she argues. If Ms. Harris' theory were correct, it would certainly put more pressure on schools. Because most peer interaction occurs in schools, educators would be expected to pay more attention to school and classroom environments.

School-to-career

TECHNOLOGY COUNTS '98



Education Week has released its second annual report on the use of technology in the nation's public schools.

Technology Counts '98

attempts to assess the value and effectiveness of education technology in today's classrooms. The report, which acknowledges that what little research has been done on technology's effectiveness yields mixed results, draws one very important conclusion: Technology CAN have positive benefits, depending on how it is used. The report cites a study, conducted by Harold Wenglinsky of the Educational Testing Service, which examined technology's impact on test scores and school climate through an analysis of student performance on the 1996 National Assessment of Educational Progress mathematics exam. Wenglinsky found strong links between certain kinds of technology use, higher scores on NAEP, and an improved school climate. In schools where teachers used computers for more sophisticated (higher-order thinking) activities, students scored better on the NAEP and school officials were more likely to report higher teacher and student attendance, less tardiness, and better morale.

The report, which can be accessed at www.edweek.org/sreports/tc98/, contains the most recent national and state-by-state data on technology access, capacity, and use.

NASSP News...

■ The NASSP 83rd Annual Convention will be held in New Orleans from February 26-March 2. The convention offers more than 200 informative programs covering a wide variety of topics for middle and high school leaders. General Session speakers include: Zacharie J. Clements — "RX for Positive People in Changing Times;" Lorraine Monroe — "Nothing is Impossible: Leadership Lessons from the Field;" and Alan C. November — "Creating a New Culture of Teaching and Learning." For additional information, visit the NASSP website at <http://www.nassp.org/services/con-frm.htm>.

■ Earlier this year, the National Association of Secondary School Principals launched The Trust to Reach Education Excellence (TREE). TREE was founded to make grants available to educators and students who would ordinarily not have access to the outstanding educational opportunities offered by NASSP. Last month, NASSP announced the National Leadership Camp scholarship program which will award 16 scholarships to disenfranchised youths for the summer of '99. Detailed information and applications are available on the TREE website at www.nassp.org/tree.

■ The National Advisory List of Contests and Activities, published annually by NASSP, can now be accessed through the NASSP website. The purpose of the advisory list is to provide principals with information which will assist them in making decisions regarding participation in a wide variety of student activities and programs. To access the list, visit http://www.nassp.org/services/srvc_frm.htm and click on "Contests & Activities, 1998-99."



Editor's Note: *The CAS Bulletin is once again featuring a series of articles on Connecticut's School-to-Career (STC) system, **Connecticut Learns**. Last year's series focused on the system's 8 "career clusters." The 1998-99 series highlights the STC service delivery models. For additional information on STC, contact Ann Gaulin, Program Manager, at (860)807-2102.*

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." A School-to-Career System can be organized around one of several service-delivery models. The purpose of these models is to provide a structure for schools and businesses to implement the goal of their School-to-Career System.

The Service-Delivery Models are: (1) Career Academy; (2) **Comprehensive School Conversion**; (3) School-Based Enterprise; (4) Magnet School; and, (5) Tech Prep.

Featured Model: The Comprehensive School Conversion—The comprehensive school conversion model is based on the premise that all students of a school have the opportunity to receive an authentic secondary education, grounded in the School-to-Career elements of school-based learning, work-based learning, and connecting activities. All curriculum subjects are revised to reflect Connecticut School-to-Career skill standards, leading to the Connecticut Career Certificate.

SCHOOL-TO-CAREER AT BASSICK H.S.

Last year, Bassick High School of Bridgeport embarked on a major school restructuring initiative. Bassick, an urban comprehensive high school of 800 students, has been working to rebuild itself using the philosophy and goals of Connecticut's School-to-Career System. Bassick's newly established STC program is all-encompassing, involving all academic departments, extra-curricular activities and student support programs.

Bassick's new design is centered on an "all-student construct" and begins with the implementation of a "Success" course for all in-coming students. All academic, vocational, physical education and health curricula are currently being revised to include Connecticut's STC Skill Standards and a program of project-based assessment for all students.

Bassick's five-tier, sequential school-to-career system is managed by its Career Center Staff. The system allows students to select a career "cluster" and then to engage in a series of programs —

job shadowing, internship, practicum, service learning and cooperative work education — within that cluster.

The first year of the initiative was devoted to providing appropriate training to all staff members. This year, as a result of Bassick's selection as a recipient of a Connecticut School-to-Career Demonstration Site grant, the administration and staff is engaged in the following activities:

1. The incorporation of STC Skill Requirements in all instructional programs.
2. The development of a comprehensive package of project based assessments for all instructional programs that reflect student interests and all career clusters.
3. An improved process of internal communications.
4. Expansion of the faculty externships programs.
5. Recrafting of Bassick High School publications to include STC philosophy.
6. Individual instructional program professional development designed to improve teaching and learning.

Elections, *cont'd*

It is expected that the most frequently mentioned issues of the recent campaigns will dominate the next session: taxes and spending; education and health care. During the upcoming session, legislators must adopt a two-year budget. The majority Democrats and Governor Rowland must reach agreement.

Inasmuch as voters returned 99% of the incumbents seeking reelection, several familiar issues again will be considered: so-called corporate responsibility, tourism, and the environment. Furthermore, the new electric competition legislation will require various implementing amendments.

For further information on these issues or the election results, contact Tom Galvin at the CAS office or Larry Nocera, Legislation Committee Chair, at (860) 652-7200. (*Attorney Collins is from the firm of Marshall R. Collins & Associates, LLC.*)

Editor's Note: Sound the alarm! While the evidence may be anecdotal, it's conclusive: there is a troubling shortage of qualified administrative candidates in the nation. The problem, which may be looming on Connecticut's horizon, is predicted to worsen over the course of the next decade. This is the first in a multi-part series of features which will examine the growing problem of administrative shortages. In this and future issues, we will attempt to shed some light on this disturbing trend, offering some insight into how it came about and what we might do to help reverse it.

"The shortage of good people going into the professions of principal and superintendent starts, and often ends, with the abuse those in these positions receive. School leaders have become a pinata for the community and staff. People stand around beating on them with sticks, hoping a few goodies fall out..."

Paul D. Houston, Executive Director, American Association of School Administrators

WHO'LL RUN THE SCHOOLS?

The Coming Administrator Shortage

By Richard P. McAdams, Asst. Professor of Educational Leadership, Lehigh University

Where have all the aspiring administrators gone? Why, despite the increase in people with credentials, do we find far fewer people actually applying for administrative openings? I believe there are several possible explanations...

Two-income families have become the societal norm over the past 30 years. Today's potential administrator, male or female, is far less mobile than his or her typically male counterpart from the 1960s. Moving to another region might represent a career opportunity for administrators but requires their spouses to resign from a position that contributes substantially to family income. They might have their own career aspirations and be justifiably concerned about finding suitable positions elsewhere. All this translates to an applicant pool that is drawn from a rather localized region -- a factor that can significantly affect the size of the candidate pool for a given position.

Dual-income families raise the financial requirements for an attractive administrative position. A household of two mid-career teachers could easily have a family income of \$100,000 to \$140,000 a year. Assuming a person's first administrative position will increase his or her income by \$10,000, the total family income after taxes might increase by \$6,000. This is hardly a strong incentive to uproot the family.

Actually, that \$10,000 differential might overstate the financial advantage of entering into the administrative profession. Many teachers hold supplemental contracts for coaching or other extracurricular activities that eat away any financial incentive to change careers.

The changing nature of school administration — in terms of professional status, complexity of tasks, time demands, and accountability for results — is another deterrent to pursuing an administrative career. Rightly or wrongly, the school principal of 30 years ago was in many ways the

master of his domain. Changes over the last few decades have enhanced the power and influence of students, teachers, and the community and helped advance democratic governance. But they have complicated the job of the principal.

The steady diminution of the principal's authority has been accompanied by a corresponding increase in responsibility. Such higher accountability may, on balance, be an advance for a public institution, but the principal is caught in the classic middle-management bind of responsibility without commensurate authority.

Additional expectations — including more consultation with teachers and with parent groups, required attendance at more school-community meetings, the tremendous workload associated with special education and other legal issues — have expanded the school administrator's traditionally long work week. The principal of 30 years ago typically worked a 45 to 50 hour week. By contrast modern principals often must devote 60 hours, or even more each week, to meet the increasing demands of the job.

This kind of workweek might have been sustainable in the days of the male breadwinner and stay-at-home mom. Today, however, the typical two-income couple is already starved for time — especially if there are children. This is yet another disincentive for teachers to assume the additional demands of administration.

Just how significant is the difference in the time demands? The average teacher with some supplemental contract responsibilities works 45 hours per week for 38 weeks, putting in a work year of 1,710 hours. But the administrator who works 55 hours per week for 48 weeks puts in a work year of 2,640 hours. This extra 930 hours of effort might yield as little as \$6,000 in take-home pay—roughly \$6.50 per additional hour of work.

The Problem

"Approximately half (55%) of the 408 superintendents and central office employees surveyed reported a shortage in the labor pool for secondary school positions they were trying to fill this year — a problem exacerbated by the expected 10-20% increase in the need for school administrators through 2005."

"Is there a Shortage of Qualified Candidates for Openings in the Principalship? An Exploratory Study," NASSP/NAESP and ERS, April 1998

"Who wants to be an administrator? Administrators invest inordinate amounts of time working on diverse—and often insurmountable—problems. Their lives have become roller coaster rides—keep test scores up, keep pregnancy rates down; keep standards up, keep dropout rates down. And, as schools do more things to serve more people, the number of ups, downs, and uncertainties will surely increase."

"Top 10 Hots/Not for 1998," William Banach, CEO Banach, Banach & Cassidy, MI

"First, school leadership positions are not as inviting as they once were. There is less respect for those in leadership positions than ever before; the hours of the job are ever increasing; the pay differential between teachers and administrators has decreased; there is a glass ceiling hovering over the career path of administrators; and for accepting a leadership position, teachers are being asked to give up their professional work security (tenure)."

"Tomorrow's School Leaders—Where Are They?" Richard J. Thomas, Executive Director, SAANYS

"The indicators are quite clear. Without regard to a district's socioeconomic level, the pool of qualified applicants for principals' positions is rapidly evaporating, an issue reaching crisis stage for educational leaders nationwide."

NASSP NewsLeader, October 1997

There is a good supply of certified professionals, well-qualified to move into administrative roles. The fact that many balk at taking this step appears to stem from quality-of-life issues and family concerns.

To encourage these potential applicants, school boards need to emulate the strategies that successful corporations pursue in recruiting and retaining people for high-demand positions. Only when districts make administrative positions more attractive can they take full advantage of the talent pool that is out there and secure high quality administrators for their schools.

The above item has been edited for length.



PERFORMANCE-BASED LEARNING *Can They Ride the Bike?*

By Dr. Edmund Higgins, Principal, Branford H.S.

Remember your dad or brother trying to help you learn how to ride a two-wheel bike? What was the most important part of learning to ride the bike? Was it being told how to do it? Was it seeing other kids ride their bikes? Was it getting on the bike and trying it? How well did you ride the bike the first time you tried? What helped you get better at riding the bike? See if my experiences are similar to yours.

I saw other kids riding their bikes and it looked like fun. I wanted to learn what these other kids already knew. I was motivated. I was also scared of falling and getting hurt. But my older brother encouraged me. He held the bike for me, told me what to do and coached me as I tried to do all the new moves. I fell down. But there was my brother, checking to see if I was okay, urging me on. He told me I had done a good job peddling, but that I needed to peddle faster. He also told me when I steer, I needed to look at where I wanted to go. He told me when you look at where you want to go, you automatically head for it. I didn't really believe him but I tried again. I went a little farther, but I still fell. But he was there telling me that I had improved. I had peddled faster and had started to get the idea of looking where I wanted to go. I tried again and again, each time my brother told me what I was doing well and suggested how I could improve. As I got better, I began to figure out for myself how to improve my riding.

What is Performance Based Learning?

What I just described is "performance based learning" -- knowing what you are expected to learn and how well you need to learn it. With performance based learning, students are told what they are expected to know and be able to do by the end of the lesson, the unit and the course. They also know up front that they will have to demonstrate their knowledge and they also know the criteria by which their performance will be evaluated.

Like all of us, when students know what is expected and how well it needs to be done, they are better able to achieve those expectations. They can compare their work to the teacher's stated expectations. The teacher gives feedback on what they have done well and on what they still need to work. They use these forms of feedback to improve their work and to achieve the expected quality of performance or better. A student does not have to worry about how many "smart kids" are in the class because her work is not being compared to other students. Instead, if she can meet the expected standards, she will achieve a higher rating, no matter how many students do as well.

Most athletes learn through this same process. A diver on the swim team knows the characteristics of each dive she performs and how her performance will be judged long before she competes. As the diver practices for the competition, she improves her dive by using her knowledge of the characteristics of an excellent dive and the coach's feedback on her

CAS Bulletin Board...



■ Commissioner of Education Dr. Theodore Sergi and Associate Commissioner Dr. Betty Sternberg will speak to high school administrators on the SDE's Curriculum Frameworks and other state education issues in January. The session will be held on January 19th from 3-5 p.m. at Hall H.S. in West Hartford.

■ The CAS Legislation Committee, under the direction of chair Dr. Larry Nocera of Glastonbury H.S., is busy preparing for the 1999 session of the state legislature. The committee is very much interested in knowing the opinions of administrators across the state relative to legislative issues and to this end sent out a questionnaire to all member schools in November. The results of the survey will be used in sessions with legislators, as well as forming and reacting to legislation.

■ **REMINDER:** If a school is interested in participating in an activity which involves more than two school districts, the school has the responsibility to check to see if the activity has been approved by the Student Activities Board of Control. Each month, the board publishes a listing of all activities con-

sidered that month and the action taken on each one. Listings are sent to all member schools and are posted on the CAS website — visit www.casciac.org/casstudact.html.

■ At their November meeting, members of the High School Board of Control had the opportunity to hear a presentation on data-based decision making by Dr. Phil Streifer of the University of Connecticut. Dr. Streifer gave an overview of the Data Warehousing and Information Management System, which was developed to assist school systems in collecting and managing data. The system was designed to facilitate and expedite the collection of data so that more time can be spent on data analysis and problem solving. Dr. Streifer explained that the new data management system provides schools with an opportunity to access and manipulate data in the sophisticated ways already used in the business community - in a secure environment. It is hoped that Dr. Streifer will be available to be one of the presenters at the High School Annual Conference, currently being planned for March of 1999.

performance. Most of us learn this way every day of our lives.

The History of Performance Based Learning at BHS

For the past eight years, the Branford High School Community has been working to implement its 17 Performance Graduation Requirements (PGRs). These requirements came directly from Connecticut's Common Core of Learning -- a document that identifies what the Connecticut SDE expects every high school graduate to know and be able to do.

Once the seventeen graduation requirements were identified, teachers, parents, and students worked to develop content-related and skills-related outcomes for each graduation requirement. The faculty then developed standards to describe how well students needed to demonstrate that they were able to fulfill these content and skills related outcomes.

Students work to fulfill those PGR outcomes in every course they take. Every course has identified skills-related and content-related outcomes that are the major focus in that course. By the end of the course, the teacher assesses the students' performances in meeting the outcomes. Those assessment ratings indicate how well the student has performed and whether the performance is good enough to fulfill the expectations for graduation.

Performance Graduation Requirements: The Report Card

The success of Branford High School's PGRs can be seen in a variety of ways. The academic performance of BHS students has been improving since we began our efforts. There has been a 47% increase in 2 and 4 year college admissions. Over 30% more students are taking the SATs, and they are achieving the highest average scores in the school's history. The average score on the SAT II is in the high 500's, well above average. Over 70% of the students who take Advanced Placement exams earn a passing score.

The Branford High School administration was gratified when the New England Association of Schools and Colleges recently instituted new standards for accreditation that are very close to what Branford High School is already doing.

BHS is improving student learning. Our PGRs focus the entire school on what is important for students to know and be able to do so they will be successful in the rapidly changing, information based, technologically driven, diverse, global community in which they will be living, working, and raising a family. Graduates from BHS, having met the expectations of the performance based requirements, will be prepared for the unpredictable future.

BHS graduates will be able to ride the bike.

middle school news

ANNUAL CONFERENCE COMBINES MIDDLE LEVEL AND ELEMENTARY EDUCATORS

The 16th Annual Elementary/Middle Level Conference drew almost two hundred educators to the Southbury Hilton this fall. Proving that teamwork pays off, the October 22nd conference, hosted jointly by the Middle and Elementary Program Committees, was a rousing success. Participants engaged in three workshop sessions and explored exhibits by more than 27 vendors before breaking for lunch. Twenty-three workshops addressing a wide range of topics — including technology, legal issues, alternative programs, transition, multi-age classrooms, the CAPT — were offered.

In the afternoon, Dr. Nancy Doda — an author, consultant, and nationally acclaimed speaker — delivered an inspiring and humor-filled luncheon address (see excerpts below). The programs concluded with an awards presentation recognizing Connecticut's outstanding middle level teachers and schools.

Many thanks to the Hartford Courant, the event's sponsor.



Conference participants enjoy lunch after morning workshop sessions.



Keynote Speaker Dr. Nancy Doda



Excerpts from Dr. Doda's Keynote Address:

- * "The spirit of educators has not diminished in the face of a very critical public."
- * "In elementary school, kids still think that teachers are awesome!"
- * "The emphasis in education today is on achievement. But we must be wary of what has become a race between education and achievement."
- * "Curriculum coverage is the greatest roadblock to understanding."
- * "Who you are at 7 or 13 is not who you are going to be. But it is who you think you are."
- * "Why do we have coach seats in schools? There should be first-class seats for all students."
- * "If we don't teach the 'unlovable' kids, their misery will one day become ours."

"Middle level educators are much like the middle level students they teach. We don't know who we are or where we are going, but we are very enthused about it!"

Dr. Nancy Doda

- * "If you look for consistent approval from your students, you will be disappointed. You must teach because it's the right thing to do."
- * "Love is a basic. Fundamentally, human beings can learn when they are loved; they cannot learn when they are not loved."
- * "If you think you're in control, think again. You're the only person you really have control over in the classroom."

MIDDLE LEVEL BOARD GOALS: 1998 - 1999

1. Develop by-law changes to allow teachers full board status on the Middle Level Board of Control and have it approved by the board of directors.
2. Utilizing the grant money targeted for administrator professional development, identify areas of need, and make recommendations to the Advisory Committee.
3. Develop an action plan that provides revenue income to allow The Center for Early Adolescent Educators to fully service the needs of middle level teachers, students & staff.
4. To identify critical issues in middle level by using resources of CAS to promote and channel these initiative to the appropriate forum.

1998-99 Middle Level Schools of the Year

- ★ Leonard Tyl Middle School, Oakdale
- ★ Newtown Middle School

1998-99 Middle Level Teachers of the Year

- ★ Gary O'Neil, Washington M.S., Meriden
- ★ Meredith Ripley, Fairfield Woods M.S., Fairfield
- ★ Kenneth Royal, Whisconier M.S., Brookfield

Only 13% of students surveyed said they did their homework alone in a quiet room. Most reported they had no trouble concentrating with a TV, radio, or CD player on, often in a room where other people worked and talked.

-- The Roller-Coaster Years



elementary news

Elementary Mini-Conferences For Principals & Teachers

By Robert F. Carroll, Ed. D

Over 125 elementary schools participated in the "HOT TOPICS" survey sponsored by the Elementary Schools Professional Studies Committee of CAS. Elementary school principals were asked to select 10 choices from a list of 25 topics that were considered the most pertinent issues confronting elementary schools this year. Five mini-conferences have been planned to address those issues that respondents felt were the most critical. The five areas are:

1. Third Generation CMT'S - Language Arts & Mathematics Workshops
2. Managing the PPT Process in the Schools - New Classification of SED - Section #504 Update Regarding Procedures
3. Early Intervention Strategies
4. Literacy Initiatives
5. Safe School Environment - School Discipline Plans

A "Save the Date" flyer has been mailed to all elementary and middle schools outlining the specific mini-conferences being offered as well as the dates for each conference. School principals are asked to put these important dates on their calendars. A different conference will be held monthly beginning in January and ending in May. A separate flyer will be mailed to principals each month outlining in detail that month's mini-conference. All conferences will be held at CAS's Cheshire headquarters.

One mini-workshop might involve a presentation by each school in attendance on a successful practice which could be replicated in other schools. Another workshop might bring together teachers and students from various schools so that they can share their exemplary programs and projects. Each workshop will have a designated presenter who will be responsible for keeping the discussion focused, dispensing information, and allowing the participants to react and add their personal experiences.

Principals are asked to invite other staff members from their school or district. The workshops are designed to provide an informal forum for administrators and teachers to share ideas and gain useful information about pertinent topics affecting elementary schools. Collective wisdom is a valuable resource! Refreshments will be provided.

Student Leadership Conferences Scheduled

Plans are underway for the 1999 Elementary & Middle Level Student Leadership Training Conferences. Our member elementary and middle schools are continually in need of successful, positive student leaders who can guide their peers and serve as role models.

The purpose of these conferences is to provide Connecticut's elementary and middle level students with an opportunity to acquire a specific set of skills needed to be effective leaders. Students will engage in hands-on activities designed to foster their productive thinking, decision making, and communication skills. The programs are conducted by teachers and administrators who are themselves recognized leaders around the state.

Dates for this year's conferences have now been set, and school principals should mark their calendars accordingly. Flyers will be sent to principals after the first of the year detailing specifics about each program.

Schools with students in grades four and five have the choice of attending one of three conferences, the first of which will be held on March 8th at Naugatuck Valley Community-Technical College in Waterbury. Asnuntuck Community-Technical College in Enfield will be the site of the second leadership conference on Tuesday, March 16th. A third confer-

ence will be held in Hartford, though the specific date and location have yet to be determined.

Schools which contain grade six students can send their students to one of the elementary conferences listed above or to the middle level conference which will be held on March 9th at Quinnipiac College in Hamden.

This year's middle level leadership conference, developed around the theme of "Why Students Take Responsibility," will engage sixth, seventh, and eighth grade students in the following discussions: Serving Your School & Community, Resolving Conflicts at School, How Can I Be Heard?, and Making a Difference at My School.

All four conferences will offer a special session for parents and teacher-advisors. Partial funding for these conferences has been provided by The Liberty Mutual Insurance Company. CAS would like to thank Liberty Mutual for their support of this annual program.

For further information on the grade four, five and six conferences, contact Dr. Robert Carroll, Assistant Executive Director for Elementary Education. Inquiries on the grade six, seven and eight conference should be directed to Mr. Timothy Doyle, Assistant Executive Director for Middle Level Education.

Reprinted from The Cheshire Herald, 11/5/98

ODE TO NORTON SCHOOL

To the Norton School Staff --

Thank you for the knowledge that was so lovingly and enthusiastically taught to our children each progressive year at Norton.

Thank you for the patience needed to meet each of our children's unique and individual ways of learning.

Thank you for the guidance we received which assisted us with encouraging our children the importance of expanding their world of knowledge.

Thank you for the partnership we had with all of you that allowed us to interact with our children's education.

Thank you for the encouragement you gave to our children to climb the next mountain of knowledge.

Thank you for the individualism you accepted in each child which allowed their personalities to bloom with each passing year.

Thank you for the pride we felt when our children read out loud a story to us for the first time.

Thank you for the memories that we know our children will cherish as they continue their journey.

Thank you all as we leave with regret our Norton family.

Angela and Joseph Christina, Cheshire



ciac news

CIAC Bids Farewell to Long-time Friend

Regrettably, last season's CIAC softball tournament was the last to be held under the direction of Norm Faguerquist. This fall, Norm—CIAC Softball Tournament Director for the last 18 years—retired from active service to the CIAC. Executive Director Mike Savage, remarked, "Norm was a dedicated, diligent, and revered member of the CIAC team. He brought a rich history and a balanced perspective to the softball field each year. This is a great loss, not only for the CIAC, but for the entire high school sports community in Connecticut." The CIAC is deeply grateful to Norm. His untiring efforts over the course of the past 18 years have served to advance the sport of softball and to expand athletic opportunities for the young women in our state. Highlights of his distinguished career are listed below.



- ★ Norm was one of the early supporters of women's sports in Connecticut.
- ★ Under his direction, the women's softball tournament evolved into one of the most prestigious in Connecticut.
- ★ He secured the very best college and community venues and facilities for softball tournament games.
- ★ He was visible at all tournament and many regular season games.
- ★ He insisted on gender equity long before it became a mainstream effort.
- ★ He had the respect of coaches, officials, and school administrators throughout the state.
- ★ He chaired many CIAC ad hoc and special committees dealing with sportsmanship, eligibility regulations, and the monitoring of school programs.
- ★ He was a primary force in the development of the new and improved Baden softball; a ball that is now used throughout the country.
- ★ He was much admired for his ability to effectively communicate with all —coaches, administrators, athletes, officials, and fans — and to coalesce these different groups to work together in the best interest of student-athletes.
- ★ He networked with recreational and community leaders to advance women's softball programs.

Web Page A Big "Hit"!

Last month, the CIAC posted all tournament pairings on its website, offering schools the option of retrieving the information via the Internet rather than traveling to the CIAC office to pick up the pairings in person. On November 6th—the day pairings were released for the sports of soccer, volleyball and field hockey—the CIAC web page proved to be a very popular site! More than 1,027 individuals visited the CIAC SportsCenter that day to view pairings information.

“The fall 1998 sports season marked the CIAC's first full-scale effort to post all tournament results on its website, thus allowing individuals to view game scores on the very same day that games were played. This effort was very well-received by our member schools as well as by the public at-large. The Central Office was flooded with enthusiastic comments about the timely availability of tournament results. Unfortunately, as with all new undertakings, we encountered some "glitches" and the results of some sports were not posted as promptly as we would have liked. We ask that you bear with us as we work to refine and, hopefully, perfect our system in the coming season.”

— The CIAC Staff

Sign up for the CIAC "sports mailing lists" and receive tournament information directly via e-mail. Visit <http://www.casciac.org/listserve.html>, select the sport(s) you are interested in, and enter your e-mail address. When the tournament(s) for your chosen sport(s) are taking place, you will receive up-to-date tournament information including pairings, results and schedules.

Guest Editorial**SUDDEN DEATH FOR PKs**

by Ted Moynihan

Meriden Record Journal

East Lyme girls soccer coach Milan Keser defended the CIAC's use of penalty kicks to break ties in state tournament games. The Viking coach said he came from Europe and that's the way it's done over there. I might also point out that the guillotine was a European invention.

If given her druthers, Sheehan goalie Sara Harris would be a 50-50 choice to pick putting her head on the chopping block rather than face the task of stopping five or six enemy players from putting the ball into a 20-x-8-foot wide opening from 12 feet away. At least the guillotine would be swift.

That's more than you can say for penalty kicks. If there was ever a cruel and unusual punishment, it's losing a game on Pks.

Of course, Keser was smiling Thursday evening when his team came out on the plus side of a 4-3 advantage in penalty kicks to decide its scoreless tie with Harris' Sheehan team. Meanwhile, two girls from Sheehan were devastated -- Harris and Ashly Hosmer.

After exiting the 1997 tourney in the same manner, Harris knew from first-hand experience that the loss was not her fault, but that was small consolation to the knowledge that she and she alone stood between the East Lyme Players and an uncontested goal. After missing the tying goal in sudden death, Hosmer was inconsolable and found little solace in the fact that the Titans' two top scorers in the tournament had also missed during the initial round of Pks.

Neither girl should have ever been put in that position to begin with. Soccer is a team game and who wins and who loses should never come to rest on the efforts of an individual player, be it keeper or shooter.

Field hockey cut out the barbaric ritual of using penalty strokes to break ties a couple of years ago. Now the sport takes four players off the field from each team after the first overtime, opening the field up and tremendously increasing the chances of a deciding goal.

Soccer should do the same. It's the surest way to change sudden death to sudden victory.

ciac news

Thank You...

As we look back on a successful fall tournament season, we realize that our success rests with the many member schools who so generously volunteer their staff and facilities for CIAC activities. **To our host schools, thanks for a job well done!**

Congratulations to Bonnie Maskery, long-time consultant to the CIAC Girls Basketball Committee, who was inducted into the New Agenda: Northeast Women's Hall of Fame last month. Bonnie was selected for induction as a result of her numerous contributions to women's sports.

In October, the CIAC approved the following cooperative team applications for the winter sport season:

- Somers/Stratford — Wrestling — 2 years (new application)
- Killingly/Woodstock — Gymnastics — 2 years (new)
- Watertown/Pomperaug — Ice Hockey — 2 years (renewal)
- Bunnell/Stratford — Boys Swimming — 1 year (new)
- Shepaug Valley/Litchfield/Wamogo — Ice Hockey — 1 year (renewal)
- East Windsor/Ellington/Somers — Ice Hockey — 2 years (renewal)
- Suffield/Granby/Windsor Locks — Ice Hockey — 1 year (renewal)
- Weston/Joel Barlow/Masuk — Wrestling — 2 years (new)

10 Most Popular Boys Sports: 1997-98

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Football	971,335	1. Football	7,976 (+ 5 girls)
2. Basketball	544,463	2. Soccer	6,401
3. Outdoor Track	471,175	3. Baseball	5,611 (+ 3 girls)
4. Baseball	449,897	4. Outdoor Track	5,421
5. Soccer	309,484	5. Basketball	5,036
6. Wrestling	229,176	6. Indoor Track	2,875
7. Cross Country	178,672	7. Cross Country	2,688
8. Golf	159,501	8. Wrestling	2,273 (+36 girls)
9. Tennis	137,827	9. Tennis	2,045
10. Swimming/Diving	83,781	10. Golf	1,994 (+ 92 girls)

(Source: National Federation)

10 Most Popular Girls Sports: 1997-98

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Basketball	454,000	1. Outdoor Track	5,119
2. Outdoor Track	395,955	2. Softball	4,643
3. Volleyball	373,219	3. Soccer	4,542
4. Softball	333,374	4. Basketball	4,016
5. Soccer	246,687	5. Volleyball	3,205
6. Tennis	151,539	6. Field Hockey	2,884
7. Cross Country	150,846	7. Indoor Track	2,840
8. Swimming/Diving	126,062	8. Cheerleading (non-competitive)	2,188
9. Spirit (competitive)	58,737	9. Swimming/Diving	2,155
10. Field Hockey	56,589	Tennis	2,155
		10. Cross Country	2,013

(Source: National Federation)

Sports Med Notes...by Tony Mosa

Recently, I had the pleasure of representing Section #1 at the National Federation Sports Medicine Advisory Committee held in Kansas City. The mission of this newly formed committee is to provide member states with information and recommendations regarding issues of health and safety in high school athletics. Members of the committee include practicing physicians in sports medicine, state athletic representatives, athletic trainers, and physical therapists. All six National Federation geographical sections are represented at the committee. The panel is developing a working liaison with the following organizations: American Academy of Family Physicians, American Academy of Sports Dentistry, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic for Sports Medicine, American Physical Therapy Association, and the National Athletic Trainers Association.

It is obvious that today's athletic administrators, coaches, and school principals must deal with a myriad of issues in maintaining safe and injury-free athletic programs. As a response to national concerns, the committee has begun to work on a number of safety related issues. The following projects are under study at this time:

■ **Pole Vault Helmets:** Research and testing of pole vault helmets is presently under way by the NOCSEA (National Operating Committee for Standards for Athletic Equipment). Serious injuries have occurred recently in the pole vault event, causing some school districts and state associations to eliminate the event in competition.

■ **Sports Medicine Handbook:** Consideration has been given to developing an inclusive sports medicine handbook to help member states in creating policies for "high-low temperature," "lightning," "nutritional supplements," "physical examinations," "skin conditions," and "first aid training."

■ **Pre-Participatory Examination:** The committee will release a position statement speaking to the issues of who should be responsible for performing athletic physicals, how often should a physical be required, and what constitutes an appropriate physical examination.

■ **Wrestling:** A request by the National Federation Wrestling Committee to require "match side weigh-ins" for all dual and championship matches is under serious consideration. The present rules, in the opinion of sports medicine specialists, permit too much flexibility for wrestlers to "bounce"

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ciac news

ADAPTED PHYS ED
INSERVICE OFFERED

If your board is looking for ideas on providing inservice training for your physical education staff, please consider a presentation on any or all of the following topics: Adapted Physical Education, Sensitivity Training for P.E. Teachers Working with Special Needs Children, How the American Disabilities Act Pertains to Athletics, Exploring a Unified Sports® Program for your School.

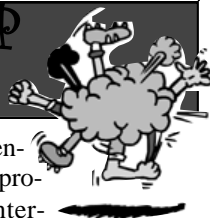
Ann Malafronte, CIAC's Director of Unified Sports®, is available to visit your school or district to speak on these issues. She has presented three inservice workshops this year, most recently in Berlin and Newington. Workshops can be tailored to meet a school or district's specific needs, addressing any number of these topics and varying in length from two hours to six hours.

As a former physical education teacher, coach, athletic director, and high school principal, Ann is a respected voice among physical educators. Feedback from participants has been very positive. Please call Ann at (203)250-1111 to explore this opportunity.

ALERT: At its November meeting, the CIAC Board of Control refined its existing language under **Rule 4.5.G, Practice During Season**. The new language reads as follows:

During each sport season players who are members of a CIAC sports team cannot practice with another CIAC school in the same sport unless it is sanctioned by the principals of both schools or it is an approved activity governed by other CIAC rules and policies. Players who have ended their competitive season are NOT allowed to practice with another CIAC school in the same sport.

-- effective 11/18/98

Sportsmanship
Report!

As part of a comprehensive sportsmanship awards program, the California Interscholastic Federation has posted a Sportsmanship Resource Guide on its web site. The guide contains sportsmanship information for administrators, coaches, parents, student-athletes, and student groups. The guide also contains pertinent information on game management and provides instructional resources for schools. To view the guide, visit the CIF website at www.cifstate.org.

"GOLFADEMICS" IN BRIDGEPORT



Fifteen "Golfademics" participants watched Tiger Woods perform trick shots at a junior clinic in New York.

Bridgeport Public Schools' "Golfademics" program is a four-year-old initiative which combines learning the fundamentals of golf with academic enrichment. Twice a week, nearly 60 students from five of the city's middle schools gather for 90 minutes of golf-related math and reading instruction, followed by a session of indoor or outdoor golf.

The innovative program was designed and developed by Bridgeport athletic director Alan Wallack. Mr. Wallack initiated the program to introduce minority students to golf — a sport in which minorities have traditionally been under-represented — and to increase students' academic achievement. The program also serves as a feeder program for Bridgeport's high school golf program.

Not only is the program providing students with a worthwhile after-school activity, it is attracting students who would not otherwise be involved in sports.

"By exposing [the students] to golf, they're developing self-confidence, their grades are improving, and even if they don't play competitively, they'll take with them skills for a lifetime," Mr. Wallack says. Of the 60 students who currently participate, about half of them are female.

The "Golfademics" program was initially funded by a state department of education priority school district grant. Earlier this year the program was awarded a \$10,000 grant from the United States Golf Association. The Bridgeport program is one of several budding programs aimed at making the sport of golf more accessible to urban youth.

For further information, contact Alan Wallack, (203)576-8053.

The golf game is a "natural" for teaching math concepts and problem solving. Some sample problems appear below:

- "Nick shot a 71 for his 1st round, a 76 for his 2nd round and an 81 for his 3rd round. If this trend continues, what should his score be for round 4?"
- The 5th hole is 560 yds long. Sam hit his 1st shot 240 yds and his second shot 180 yds. How much further does he need to hit it to reach the hole?"
- Andy won the golf match and earned \$250,000. The government took 30%. How much money did the government make?"

True Story: A captain at a track championship had won the long jump and was the leader in the triple jump when he reported to the start of the 100-meter dash. Upon his arrival, he learned that another runner from a rival school had forgotten his spikes. This young man was the only person in the league with a chance to defeat him. Without hesitating, he gave the boy his backup pair of spikes. The young man with the borrowed spikes won in the final while setting a league record in the event. The same scenario played itself out in the finals of the 200-meter dash. The boy who lent the spikes stated, "It never occurred to me to do anything else."

Dr. Elaine Coffin, Principal
Torrington High School

Oct. 29, 1998

Dear Dr. Coffin:

I'm writing this letter about a young man that has displayed all the superlatives one looks for in a student and athlete. I can truly tell you what an honor it's been to watch Mr. Eric Hall play the game of soccer, but the biggest honor has been the way this man has conducted himself on the field. Words like sportsmanship, fair play, and integrity have been overlooked in the zest to just win. Eric brings to the field not just his high level skills in soccer, but the knowledge that the match will never overshadow the true purpose of scholastic sports. That purpose is to build lasting friendships on and off the field, with not only his teammates but also other good soccer players from around the state. Eric comes up to me after a game, shakes my hand and tells me, Mr. Paris you did a good job. I know he sincerely means it. As an official that means a lot, because during a heated game, officials are maligned, no matter what their calls are. I would like to thank Eric for being a great kid and I only can hope that the other officials, players, and his parents appreciate what he brings to the field.

Mark Paris

1998 CIAC Fall Sports Champions

Boys Soccer:

- LL — E.O. Simth
Danbury
(co-champions)
- L — Wilton
- M — Joel Barlow
- S — Cromwell

Girls Soccer:

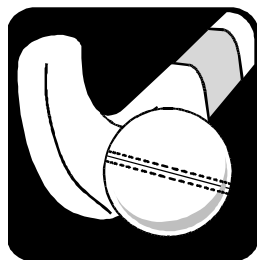
- L — Trumbull
- M — Berlin
- S — Suffield



Suffield and Lewis Mills go toe-to-toe in the Class S Girls Soccer Championships. Final score: Suffield 3 / Lewis Mills 2

Girls Field Hockey:

- L — Greenwich
- M — Pomperaug
- S — Canton



Girls Cross Country:

- Open — Fairfield
- LL — Fairfield
- L — Fitch
- MM — Staples
- M — Joel Barlow
- SS — Coginchaug

Boys Cross Country:

- Open — Fitch
- LL — Fairfield Prep
- L — Fitch
- MM — Ledyard
- M — Griswold
- SS — Suffield



Despite a successful spike in the third game, North Branford lost to the Morgan School (3-2) in the Class S finals.

Girls Volleyball:

- L — Cheshire
- M — Darien
- S — Morgan



Girls Swimming:

- Open — Cheshire
- LL — Greenwich
- L — Cheshire
- M — Branford
- S — Lauralton Hall

Sports Med, *continued*

their weights up or down! Also, guidelines for the appropriate management of skin conditions will be a requirement of all states in the 1999-2000 school year.

Health Summit:

The concept of a "health summit" for the purpose of calling together all groups which have gathered data on scholastic athletic injuries could become a reality. A process for collecting, standardizing, and evaluating

this important information from all participating organizations is needed.

The Sports committee is scheduled to meet again in April. Updates on these issues outlined above as well as other matters will be forthcoming.



CAAD GENERAL MEETING

October 7, 1998

President Pamela Goodpaster called to order her first CAAD General Meeting at the Cromwell Holiday Inn. Forty athletic directors attended and enjoyed a friendly social hour and a great meal before and during this meeting.

Highlights of the meeting included:

■ The 1998-99 CAAD goals -- presented by Pam Goodpaster

■ The issue of in-season tryouts by CIAC student-athletes with professional teams was discussed. The position of CAAD will be presented to the CIAC.

■ A motion was passed to seek CIAC modification or abolishment of the CIAC rule disallowing student-athletes of one CIAC member school to practice without the coach with another CIAC member school. Various situations were addressed (i.e. wrestling) that cause concern with this rule.

■ John Gauld made a presentation on "Networking the State in Athletics". John gave an informal presentation on the usage of the CAAD website (www.caadinc.org) and a statewide site (at www.athleticdirector.com) with current information about the status of athletic events, practices, cancellations, etc.

■ New regulations regarding coaching certification and athletic director certification were presented by President Goodpaster.

■ Information regarding coaching permits and CEUs was presented by Fred Balsamo. CAAD will provide a course for all athletic directors that will license those who pass the course to teach coaching competencies to their staff. This will afford the local athletic director the opportunity to provide CEUs for coaches within their district.

The meeting ended after the consultant reports and adjourned at 7:30 p.m. Please consult mailed minutes for more details.

CAAD EXECUTIVE BOARD MEETING MINUTES

November 4, 1998

President Pam Goodpaster called to order the November meeting of the CAAD Executive Board. Twenty-five members were in attendance.

Meeting highlights:

■ Fred Balsamo discussed the Coaching Competencies issues. A curriculum is being produced to assist AD's in becoming instructors.

■ Barbara Startup informed that the Women in Sports Conference will be held in April at the University of Hartford for only those schools in Hartford County. There is some concern that schools outside Hartford County will miss an outstanding program. This concern will be forwarded to the CIAC.

■ President Pam Goodpaster will produce an informational guideline for future presidents.

■ Judy Samaha asked that a job description for district representatives be distributed to executive board members.

■ Augie Link indicated that all balls and contest equipment may need the NFHS authenticity stamp by the year 1999-2000.

■ Consultants gave their reports.

■ Fred Balsamo indicated that the State Conference will return to the Holiday Inn in Cromwell in March of 1999.

■ Approximately 22 members will be attending the National Conference in Las Vegas (December 13-17).

Visit the C.A.A.D. website at

www.caad.org

for updates, alerts, open dates, coaching vacancies, coaching certification news & other important information!

C.A.A.D. Notes...

⇒ Bob Broderick requests that all award nominations be sent to him immediately. Please check the October issue of the BULLETIN for the nomination form. Send completed nominations to Bob at Simsbury High School, 34 Farms Village Rd., Simsbury, CT 06070

⇒ The C.A.A.D. library, located in the C.A.A.D. office, is stocked with professional publications and conference tapes available on loan to all interested ADs. Please contact Joe DiChiara at (203)272-7830.



⇒ As of November 1st, C.A.A.D. membership had reached 169 (active ADs). In addition, fifty-one retired athletic directors are currently enrolled in C.A.A.D.

⇒ A warm welcome to CT's newest athletic directors (not listed in previous BULLETIN):

Nancy Jean Levinson
Coventry High School

John Pinone
East Granby High School

Matt Steele, Faculty Manager
Weaver High School

Ellen Turner
North Stonington High School

John Chernovetz
Career H.S., New Haven

■ REMINDERS:

1998 national conference — December 13-17, Las Vegas, Nevada

1999 statewide conference — March 25-26, Holiday Inn, Cromwell

Next CAAD general meeting — May 12, 1998 8:30 a.m., Holiday Inn, Cromwell

ATHLETIC DIRECTORS: ACCESS THE INTERNET

By Doug Duval, CAA, and Mike Swank, CAA

What is the Internet? The Internet is, essentially, millions of computers hooked together with telecommunication lines. The Internet is not owned by any particular company or country. To connect to the Internet, you need only to call one computer and from there, that computer will connect you to the rest of the Internet, which spans the entire globe. Although you might be talking to someone in Australia on the Internet Relay Chat (IRC -- which is similar to a CB Radio for the Internet) or downloading a file (ftp) from a provider, you are only paying for the account that connects you to the local computer and for the local phone call.

The Internet provides a great deal of services, information resources, books, articles and files that you can download for free. You can subscribe to USENET groups (huge bulletin boards for special interests or things in common, like TV shows, hobbies, political views, games, contests or used equipment where people post and read messages and articles). You can download entire books from different computers, go through the Library of Congress' files, get weather from around the world, browse the Help Wanted section or talk to a friend in Moscow. The Internet is about communication and sharing of information. It is basically a community of computers and people.

Why is the Internet important to an Athletic Director?

■ **E-mail**—With one message, you can communicate with your peers across town or across the world about issues like game scheduling, common problems, and happenings and events.

■ **Maps** — On the Internet, quite a few sites provide an opportunity to create maps on how to get from one location to another. This can be a great service for your bus dri-

vers, parents and spectators on how to get to your next game.

■ **News**—Keep up with current events like drug testing, pay for play, legal issues and scores. With the Internet, you can search for the exact information that you need.

■ **High School Activity/Athletic Associations** — Many of the National Federation member state high school athletic/activity associations are going on-line. Scheduling notices, surveys and other materials will be delivered via the Internet in the future. The National Federation's web site can be found at <http://www.nfshsa.org>.

■ **Scholarships** — Quite a few sites offer information on scholarship opportunities for your students. Also many universities and colleges have their own web sites that your students could visit and check out.

■ **Grants/Funding** — Many foundations and corporations now list their giving and application guidelines over the Internet. Search for those groups that may be able to help support special projects or ideas.

What Do I Need to Hook Up to the Internet? You need a computer with at least eight megabytes of memory and a phone line. Some people use their regular phone line and hook it to their modem. The problem with this is that when you are on the Internet, no one will be able to use your regular phone. Most people prefer to get another phone line which is called a "dedicated" line. This way, someone can use the phone and other family members can be on the Internet. You also will need a modem which serves as the communication link between the computer and the phone. And you also will need an account with an Internet Service Provider.

In Addition to the Monthly Rate for

Internet Service, What Else Will this Cost Me? You will need to buy the items explained above. Computers cost anywhere from \$700 to \$2,200 or more. Modems can run anywhere from \$75 to \$300. The faster your modem, the faster you will be able to work. It is recommended that your modem have 14.4 or 28.8 bps. You will also pay a monthly phone bill on your "dedicated" line. Your rate will depend upon your telephone service for local calls and range in price as to the time of day you are making Internet communications. You also will pay a one-time set-up charge with your Internet Service Provider. You probably have most of the equipment available to you in your school.

Is it Difficult to Use the Internet? No. You do not need to be a computer genius in order to get on and use the Internet.

The Internet sounds wonderful but very confusing. Will there be any help for novices? Yes. High schools, community colleges and other groups are offering courses for Internet users. Ask your computer lab technician for assistance. Jump into the Net!

Reprinted from Interscholastic Athletic Administration, Summer 1997

Doug Duval is the director of athletics at Mundelein High School in Illinois. He has been a member of the NIAAA Publications Committee since 1990. Duval serves on the executive board for the Illinois Athletic Directors Association. He has appeared on the program for two national conferences and has made several presentations at state conferences.

Mike Swank is the activities director for Bay Village City Schools in Ohio. In 1991 he successfully completed the Certified Athletic Administrator process. A member of the NIAAA Publications Committee since 1996, he has written articles for IAA, including the Ideas that Work section.