

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

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FEBRUARY 1999

CAS ELEMENTARY DIVISION HOLDS "THINK TANK"

By Dr. Robert F. Carroll, Assistant Executive Director

The CAS Elementary Board of Control held a "think-tank" on January 12th to examine the types of changes that the association will need to make in response to the dramatic increase in elementary membership. The participants were predominantly elementary school administrators, representing both public and parochial schools in districts of varying sizes and socio-economic levels. Jacob Ludes, Superintendent of the Montville Public Schools, was an able and engaging facilitator, coalescing twenty-two (22) educators with vastly different experiences and needs.

Since introducing its district-wide membership dues option last fall, CAS has nearly doubled its elementary membership. The purpose of the think-tank was to determine how to provide services to an expanded and varied constituency. The agenda for the day was: (1) identify the impact that the additional elementary membership will

have on existing programs; (2) develop an action plan to address this impact; and (3) determine what changes should be made to better meet the growing needs of the new membership.

Through substantive discussions, participants forged the following recommendations:

- regionalize CAS services to elementary schools;
- use more corporate sponsors to cut costs;
- carefully plan new programs identified through a comprehensive needs assessment;
- cultivate new leaders for the various boards and committees;
- create new committees to service the needs of an expanded constituency;
- provide elementary schools legislative



Gary Rosato (l), chair of the elementary board, and Bob Carroll listen intently to Jake Ludes as he leads participants in a discussion on CAS' future.

services;

- become a clearinghouse of resource information for schools;
- develop an Early Childhood Center;
- serve the needs of parents;
- provide for the needs of urban schools;
- expand the staff development programs;
- provide greater opportunities for schools to network with one another; and,
- provide more recognition opportunities.

Many thanks to the following individuals who contributed their time and energy to this important event:

State Department of Education:

- Betty Sternberg, Assoc. Commissioner
- Camille Jackson Alleyne, Bureau of Early Childhood Education

Public Elementary School Principals:

- Marjorie Bradley, Fawn Hollow Elem.
- Maureen Fitzpatrick, Killingworth Elementary
- Edie Franzi, Mary E. Griswold School
- Tony Molinaro, King St Intermediate
- Nena Nanfeldt, Nathan Hale School
- Gary Rosato, Great Plains School
- Miriam Taylor, Barnard-Brown Elem.

Norwich Diocese:

- Howard Bennett, Superintendent
- Richard Woodward, Principal
- Linda Carona, Principal
- Sister Maria Goretti, Principal

Others:

- Linda Chmielnicki, Glastonbury HS
- Anna Consoli, Hartford Public Schools
- Donald Gates, Portland HS
- Rosemary Kidder, East Hampton MS
- Stephen Proffitt, Darcey School, Early Childhood Center
- Rev. Zigford Kriss, Superintendent, Hartford Archdiocese
- Robert Strouse, Retired middle school principal
- Mary White, Waterbury Board of Education
- Jake Ludes, Superintendent, Montville

CAS Office Staff:

- Robert Carroll, Asst Executive Director
- Michael Savage, Executive Director
- Karen Nastri, Asst Executive Director

Elementary Membership Continues to Grow....

CAS is pleased to announce that, with 35 new elementary schools enrolling last month, its elementary membership has reached a record level of 292 schools. Since introducing the new elementary dues structure last November, CAS has welcomed a total of 126 new elementary schools into membership.

Newest elementary members....

<u>District</u>	<u>Superintendent</u>
♦ East Hampton (2)*	John DeGennaro
♦ Enfield (9)	John Gallacher
♦ New Canaan (3)	Gary Richards
♦ New Hartford (3)	Thomas James
♦ N. Branford (4)	Donald McCarthy
♦ Plainville (3)	Max Riley
♦ West Hartford (11)	David Sklarz

* no. of elementary schools



connecticut news & notes

TAPESTRY AWARDS...

David Maloney, assistant principal of Branford High School, was one of two recipients of the first annual Tapestry Awards. Sponsored by the Hartford Courant, the awards program was established to recognize individuals and programs which celebrate diversity and promote tolerance. East Hartford High School was also a recipient.

Dr. Edmund Higgins, principal of Branford HS and vice chair of the High School Board of Control, has been elected to membership on the New England Association of Schools and Colleges' Commission on Public Secondary Schools.

Connecticut United for Research Excellence, Inc. (CURE) has produced a 23-minute video on careers in health and biosciences aimed at high school students. Copies of the video are being distributed free-of-charge to Connecticut schools. To obtain a free copy, contact: Cecile J. Volpi, CURE, 270 Farmington Ave., Suite 173, Farmington, Ct 06032/email: cvolpi@nso1.uhc.edu

Beginning in Sept., 1999, Southington HS will be launching a new pre-engineering program, Project Lead the Way (PLTW). Project Lead the Way is a national program forming partnerships among public schools, higher education institutions and businesses to increase the quantity and quality of graduates entering the field of engineering. PLTW has developed a 4-year sequence of courses which, when combined with traditional mathematics and science courses, introduces students to the rigor of discipline of engineering prior to entering college. The PLTW provides the curriculum, arranges for teacher and counselor training, monitors and evaluates the program, recruits local higher education partners, arranges for supply and equipment discounts, and works with the school administration to ensure the smooth installation of the program. The program is supported by local businesses. The PLTW will be brought to Southington with the help of Ethicon, a Johnson & Johnson company and local business leader. For more information on PLTW, contact Gregory Kane at the state department at 860-566-5658, or gregory.kane@po.state.ct.us.

CT school profiles, 1999

Public school districts:	166
Public schools:	1,023
K-12 enrollment:	541,760
Minority students:	28.1%
Children in poverty:	23.9%
Students with disabilities:	13.4%
Annual K-12 expenditures:	\$5.48 billion*

*estimated
(Source: State Dept. of Education)

Old Saybrook's Board of Education has alleviated a chronic shortage of substitute teachers by guaranteeing 100 days of work per year to six substitutes. As an experiment, Superintendent Sal Pasarella asked the principals of each of the district's three schools to choose two substitute teachers they were pleased with. Those six teachers were given a promise of 100 days of work — at \$60 a day instead of the usual \$50 — if they agreed to be available to the Old Saybrook schools every day. The substitutes must turn down any offers they get from other school systems before 6:30 a.m. If Old Saybrook does not call by that time, the teachers are free to accept other assignments.

The 22nd Annual Assistant Principals Conference

"Breaking Ranks"

March 11, 1999 / Rocky Hill Marriott

Featuring:

Dr. Zacharie Clements
&



Dr. Zacharie Clements

A Panel Discussion:

"Breaking Ranks — How it works in one CT School District"

Breakout Topics:

- ★ Restructuring Teaching Time
- ★ Diversity in Schools
- ★ Performance-based Assessment
- ★ Character Education
- ★ Technology in Education

"Education would be so much more effective if its purpose were to ensure that by the time they leave school every boy and girl should know how much they don't know, and be imbued with a lifelong desire to know it."

— Sir William Haley

Stephen B. DeMasco, founder of New Haven's Kids for Life Foundation, was one of ten recipients of the U.S. Department of Education's first-ever "John Stanford Education Heroes" awards. The winners, who were selected for their extraordinary commitment to improving schools and communities and increasing learning opportunities for students, were honored on Capitol Hill in December. Mr. DeMasco, president of the North Haven-based United Studios of Self-Defense, founded the Kids for Life Foundation to introduce the world of martial arts to children in need of more self-control and confidence. The Foundation trains instructors who volunteer their time to teach martial arts to students in the New Haven area. The students are chosen to attend the classes based on need and interest. Individuals involved in the program agree that the lessons help to improve behavior, control aggression and foster self-discipline among students. Though the Kids for Life Foundation currently serves only New Haven students, Mr. DeMasco envisions a network of public schools across the state and country where karate instructors serve as mentors to children.

MULTICULTURAL CONFERENCE

The Fourth Annual Multicultural Conference will be held on October 26-27, 1999 at the Waterbury Sheraton Hotel. There will be a variety of workshops and speakers on multicultural and diversity issues. For more information, contact William Howe at the Connecticut State Dept. of Education at 860- 566-8228 or william.howe@po.state.ct.us.



national news & notes

■ The Schools and Libraries Corp. has extended to 100 days the interval during which any application for the second year of e-rate discounts will be accepted on an equal basis with the others. The filing window was originally 80 days, starting Dec. 1. The window will now close on March 11. None of the applications that missed the 75-day filing window for the program's first year were awarded discounts.

■ Next month, the National Academy of Sciences will release a report summarizing existing research on how people learn. The report is expected to shed some light on the debate between advocates of traditional methods of learning and those who emphasize hands-on learning. The report suggests that educators should not focus on which method is best but on how to use each correctly. *How People Learn: Brain, Mind, Experience, and School* recommends that educators use the principals of learning to determine which method to engage. The report advises teachers to:

- tailor their lessons to what their students already know, trying to deepen and expand students' understanding of the material;
- design curricula intended to help students "learn with understanding" rather than memorize "disconnected sets of facts and skills";
- provide students with feedback that encourages them to "revise and improve the quality of their thinking"; and

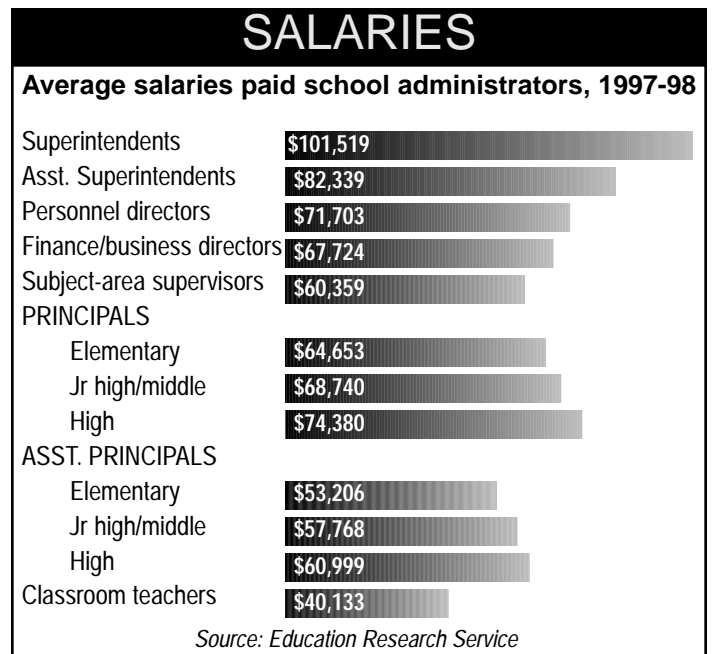
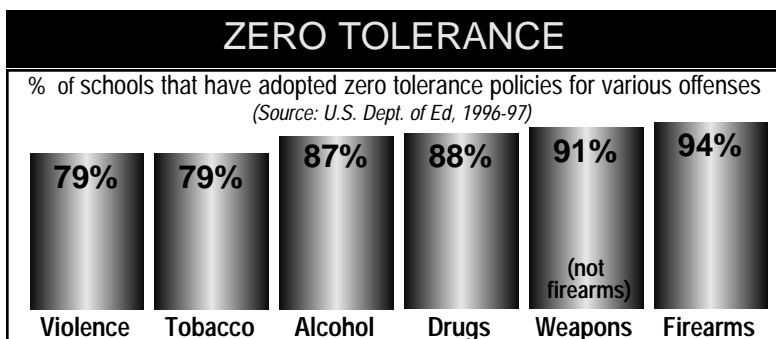
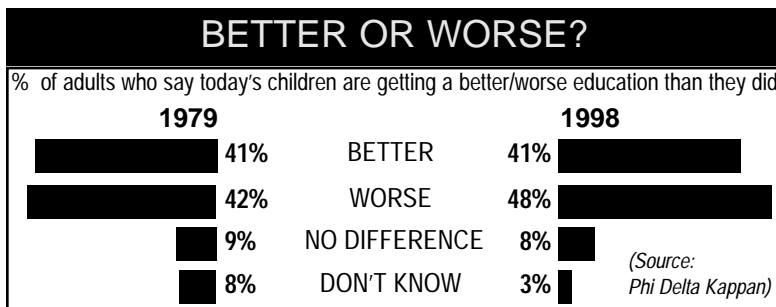
• create a sense of community that promotes the value of learning & high standards. To view a pre-publication copy of the report, visit: <http://www.nap.edu/bookstore/isbn/0309065577pre.html>.

■ The National Board for Professional Teaching Standards has announced plans to launch a national certification process for vocational education teachers at the end of this year. Vocational education certificates will be awarded in seven categories: arts and communication; business, marketing, information management, and entrepreneurship; family and consumer sciences; health services; human services; manufacturing and engineering technology; and technology education. Until now, national certification has been available only for teachers of core academic subjects or in particular developmental areas such as early childhood education.

■ Last month, U.S. News & World Report published a 36-page special report on outstanding American high schools. The magazine created a "value added" statistical model for measuring a school's performance only after taking its students' family circumstances into account. It identified 96 schools in 6 metropolitan areas — Atlanta, Boston, Chicago, Dallas-Fort Worth, Detroit, and New York City — which it determined to be doing a better job of educating their students than would be expected, given their students' backgrounds. The report suggests that outstanding schools share several key traits, including:

- high academic standards that encourage all students to take courses that put them on track to succeed;
- a core curriculum that prepares graduates for the demands of college;
- highly qualified teachers who have a thorough knowledge of the subject they teach and a willingness to match their teaching styles to the needs of their students;
- strong mentoring for new teachers that give them a sense of support from school authorities;
- administrators and teachers who know each child, make each feel a part of the larger school community, and won't let students fall through the cracks; and
- high attendance rates that reflect a school's ability to excite students about learning.

■ U.S. Dept. of Education data suggest that schools don't need to force students to volunteer in their communities. Rather, the key to attracting students to community service projects is simply to make service opportunities readily available. Rates of volunteering in schools that arrange, but do not require, community-service activities for their students are almost as high as those in schools that require and arrange volunteer projects. Rates were lowest in schools that required community service but did not help place students in an activity.





The federal file...

■ The U.S. Department of Education has announced nine new federally funded initiatives for the 1999 fiscal year. Fact sheets, questions & answers, contacts, and other information on the new initiatives — which include Class Size Reduction, the Reading Excellence Act, Safe & Drug-Free Schools, Gear-Up, Technology Teacher Training, Improving Teacher Quality, Bilingual Education Professional Development, 21st Century Community Learning Centers, and Learning Anytime Anywhere Partnerships — are now on-line at <http://www.ed.gov/ inits/FY99/index.html>.

■ The department has issued its "grants forecast," identifying upcoming programs & competitions under which the U.S. Secretary has invited, or expects to invite, applications for new awards for fiscal year 1999. The forecast lists, for each program, dates when applications will be available & due, estimated number (& average size) of awards, who to contact for an application, and other information. To access the forecast, visit: <http://ocfo.ed.gov/grntinfo/forecast/forecast.htm>.

■ The application package for the fiscal year 1999 Technology Innovation Challenge Grant program, which closes on March 12, is now online. Answers to frequently asked questions & brief descriptions of 1998 projects can be found at <http://www.ed.gov/ Technology/challenge/>.

■ The department has released a new book to help school districts with large numbers of low-achieving, high-poverty students plan schoolwide reform programs. The *Idea Book on Planning: Implementing Schoolwide Programs*, Volume I, which focuses on program planning and combining resources, contains examples from schools that have designed comprehensive programs to serve all students without pulling struggling students from regular classrooms for separate remedial instruction. Free copies of the 178-page book can be ordered through the department's website at www.ed.gov/ or by calling 877-433-7827.

Music Videos + Teens = Alcohol

A recent study published in *Pediatrics* reports that teenagers who watch television and music videos—which often feature alcohol advertisements or images of people drinking at bars—are more likely to start drinking alcohol than adolescents who are less frequent viewers. The study found that:

- each additional hour per day that students watched a music video was associated with a 31% increase in the risk of drinking during the subsequent 18 months;
- each hour per day the youths spent watching other kinds of television programs was associated with a 9% greater risk of alcohol use;
- while watching television programs and commercials may cause more high schoolers to drink, each hour devoted to watching movies on video helped to decrease by 11% the likelihood that a student would drink alcohol;
- playing video or computer games neither increased nor decreased students' propensity to drink alcoholic beverages;
- watching TV or music videos did not affect the drinking habits of students who already reported drinking alcoholic beverages at the beginning of the study.

Goals 2000 Update

Nearly ten years after the original National Education Goals were launched, a new report suggests that the nation's prospects of reaching those goals by 2000 are dim. While progress has been made in some of the goal areas, the year 2000 will likely arrive with many of the goals unmet. According to the eighth annual report on the goals: the nation's children are better prepared to start school (Goal 1); there have been slight increases in math achievement (Goal 5); and the nation is 4 percentage points shy of reaching a high school graduation rate of 90% (Goal 2). However, the report found little or no progress made on Goals 4 (Teacher Education and Professional Development), 6 (Adult Literacy and Lifelong Learning), 7 (Safe and Drug-Free Schools), or 8 (Parental Participation). To view the report in its entirety, visit <http://www.negp.gov/webpg75.htm#Pub>.



legal news & notes

■ Massachusetts' highest court has ruled that school officials in Lynn, Mass., do not have the right to visit home schools to monitor how students are being taught. Two families have challenged the Lynn school board's policy requiring parents of home-schooled children to allow visits from school officials. If parents did not comply, the school system would not approve home education plans and parents could face prosecution for truancy. In the unanimous decision, the Massachusetts Supreme Court reversed a lower court's ruling allowing mandated home visits.

■ In *Lefevre v. McDowell*, a boys high school basketball coach had admittedly used a curse word in a pre-game motivational speech. As a result, the coach's employment was not renewed by the employing board of education. The ex-coach then brought suit in the U.S. District Court alleging that this non-renewal was, inter alia, in violation of his free speech rights guaranteed under the First Amendment. The

school board defendants succeeded in their motion to dismiss the coach's federal court complaint. In dismissing the case, the district court concluded that the coach's pre-game motivational speech, including the use of a curse word, was without First Amendment protection because it did not touch upon a matter of "public concern." The court held that a coach's concern about the performance of his basketball team could not be cast as a "public issue" for constitutional purposes. In addition, the court noted that educators can limit the content of school-sponsored speech as long as the limits are "reasonably related to legitimate pedagogical concerns." The court also noted that schools play an important role in developing the character and values of students; accordingly, it is not unreasonable for a public school to require teachers, instructors, coaches and other role models to refrain from using profane or lewd speech. (Source: *CABE Journal*, July 1998)

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EDITOR'S NOTE: In the last issue of the BULLETIN, we printed the first of a two-part commentary on the state of the principalship in Connecticut. "Fewer Crises: A Simple Prescription for the Ailing Principalship" is based upon the results of a mini-survey conducted by CAS last year. The survey, which was completed by more than 80 of Connecticut's most respected leaders, asked such questions as: What needs to happen to increase the quality and supply of principals? What are the most difficult aspects of the principalship? What would be your primary reason for leaving the principalship?

"Fewer Crises": A Simple Prescription for the Ailing Principalship Part II -- The Mandate Crunch and Some Steps to Ease the Burden of Principals

In part I of this series we examined the views of principals toward their positions and noted that the pool of candidates for principal vacancies is diminishing. In this second and final article, we will look at the role of mandates in creating job stress for school administrators and we will consider steps which might be taken to lighten the load of principals.

School administrators have called for a reduction in paperwork, less selfish parents, and fewer night commitments. It is unlikely that any of these wishful thoughts of school leaders will materialize in the immediate future. School mandates of the past few decades have tended to cast the principal in a kind of Superman/Wonder Woman role, and expectations of a superhuman performance will continue as long as the structure of school leadership remains in its traditional form:

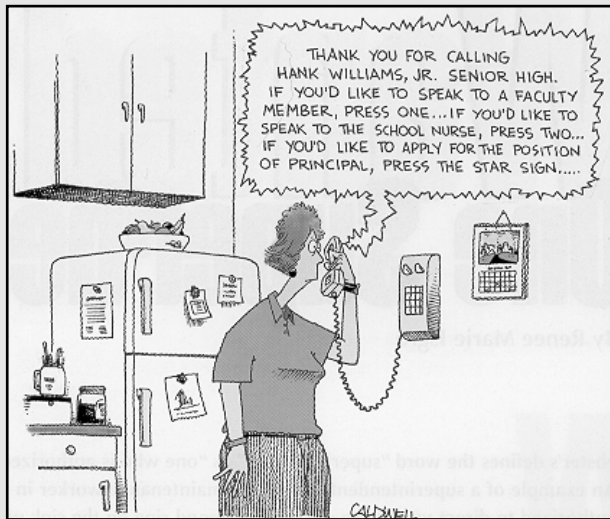
- IDEA, the special education legislation, places specific demands on principals at all levels and it has made for a legalistically charged relationship between school and family.

- CMT and CAPT, the statewide proficiency tests, place performance demands and accountability upon all school personnel, especially principals.

- Teacher evaluation legislation is moving away from an authoritarian model to a collaborative one, yet virtually every principal expresses exasperation with the inability to deal with teachers who resist change.

- Title IX has created a burgeoning sports program, which places new burdens on many principals.

- Other state efforts such as BEST/Mentor, Strategic School Profiles, *Sheff v. O'Neill* compliance, and Project Choice all beg for the principal's attention.



If the principal must be Superman/Wonder Woman, the least we can do is to provide adequate phone booths. An examination of state efforts now underway to address the shortage of qualified principal candidates and the comments of respected principals on the same subject read much like parallel conversations. The state is considering standards based assessment and internships for aspiring principals. Principals have mixed views on the former measure and large majorities seem to feel that the latter will produce some positive results. Both measures are aimed at attracting more and better candidates to the principalship, but nothing planned will ease the daily burdens of the practicing school administrator. A nice new costume for the fledgling Superhero principal, but not much help in righting the world's wrongs.

The measure most frequently mentioned by principals to improve their situation is higher pay and benefits. Like the initiatives proposed by the state, this may attract more candidates, but it will do nothing to correct the structural problems of the job itself.

As previously noted, one principal said his lot in life could be improved if only there were "fewer crises." What kinds of help might the state offer that would reduce daily crises in the schools if they were to sit down and truly listen to the needs of principals? Principals say the burdens of paperwork are overwhelming: might the state initiate a training program for school support personnel equivalent to paralegal training? Administrators report that they lack the tools to motivate reluctant teachers: is the current trend toward the collaborative approach really producing better teachers? Many leaders say they worry constantly about school building

security: should the state be moving toward training school security personnel? It just may be that if the real needs of principals are identified and addressed, we might be able to have schools with fewer crises and more candidates for leadership positions.

QUALITY COUNTS '99

Last month, Education Week magazine released its third annual "report card" on public education in the 50 states. Quality Counts '99 assesses and ranks each state on the effectiveness of its schools. The study evaluates the states using specific indicators, from class size to teacher qualifications to total funds allocated per student. Each state is assigned a grade from A to F in four separate categories: standards and assessments, quality of teaching, school climate, and resources. The report also includes comparative scores on the National Assessment of

Educational Progress (NAEP). Last year, on average, the states received a C in academic standards and assessments, policies to raise teaching quality, school environment, and the equity, adequacy, and allocation of education resources. A year later, that is still the case, yet progress is being made in some areas. Here is what the report found:

- **Achievement:** Since 1990, six states have shown improvement in both 4th- and 8th-grade mathematics scores on the National Assessment of Educational Progress.

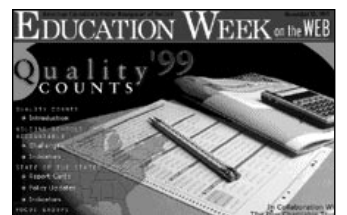
- **Standards:** Forty states now have standards in all core subjects, up from 38 last year. California earned a perfect score for its

standards in all four subjects from the American Federation of

Teachers. On the testing front, 34 states have now gone beyond multiple-choice tests to include performance questions in their assessment systems, up from 20 last year.

- **Teaching:** States pushed hard last year to recognize the skills of effective teachers. For example, 23 states now provide financial

continued on page 8





School-to-career

CAS Legislative Round Table

On January 4, members of the CAS Legislative Committee met with three pupil personnel directors to discuss issues related to the administration of special education and legislative or regulatory changes which would lead to improvement. The following are recommendations which evolved from this "round table" discussion. Once reviewed and refined by the full Legislative Committee the recommendations will be submitted to the Education Committee of the legislature.

■ FEDERAL

1. Change the 45 day permissible window to 60 days before the "stay put" requirement takes effect for special education students being considered for disciplinary action due to defined dangerous behavior.
2. Expand the current 10 day limit to 20 days during which a "manifestation PPT" must be held for a special education student who is accused of committing an offense that could result in an expulsion.

■ STATE DEPARTMENT OF EDUCATION

1. The district responsible for the education of special education foster children should be the district where the children actually live, with significant increase in state payment for special education costs for foster children to minimize the burden on receiving districts.
2. The special education student's counselor (or equivalent) should be allowed to serve as the "teacher" at a PPT rather than requiring a classroom teacher of the student to be present.
3. Special education hearing officers need to be better trained and held accountable by the state to assure that all judgments follow special education legislation and regulations closely.

■ STATE LEGISLATURE

1. The state should increase and or change its funding of special education in the following ways: (a) Increase the payment to districts responsible for the education of foster children to 100% of special education costs; (b) Specific funding should be provided for the programs of special education students who have placements changed as a result of a "manifestation PPT" due to the commission of an offense which is included in "mandatory expulsion" statutes.
2. The state should fund the establishment of pilot regional transitional programs for regular education troubled students to which special education students may be assigned with appropriate services.

The above recommendations are the work of the following individuals: Larry Nocera, George Synnott, Anne Giddings, Roderick Story, Patricia Llodra, Charlotte Nelson, Wilhemenia Christon, Richard Cavallaro, Gerry Neipp, Jeff Kitching, John Abbott, Tom Galvin, and Attorneys Marshall Collins and Ro Blaszyk.

Editor's Note: The CAS Bulletin is once again featuring a series of articles on *Connecticut Learns*, Connecticut's School-to-Career (STC) system. Last year's series focused on STC's 8 "career clusters." The 1998-99 series highlights the 5 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 STC system must include school-based learning, work-based learning, and "connecting activities." An STC 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 Service-Delivery Model: 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.

MONTVILLE PUBLIC SCHOOLS

The Mission Statement and Guiding Principles of Montville High School state: "Montville High School is a school that models responsibility, empowerment and trust. Montville High School is dedicated to providing all students with the skills necessary to succeed in a global society. Montville High School seeks partnerships with parents, community and business leaders, and other educational institutions to provide meaningful resources to all students as they make career choices and become life-long learners. It is expected that each Montville student will leave school as a clear and effective communicator, a self-directed and life-long learner, a creative and practical problem solver, a responsible and involved citizen, a collaborative and quality worker, and an integrative and informed thinker."

To implement this philosophy the staff rewrote its curriculum to incorporate the knowledge, skills, and attitudes in Connecticut's Common Core of Learning and the Connecticut State Dept. of Education's Career Certificate. The staff rewrote its Program of Studies booklet around the state's eight industry-developed career clusters. The booklet shows parents and students what courses students need to take while in high school to reach their career goals and what additional schooling may be needed.

The following are examples of some of the activities that a Montville High School student will engage in during his/her 4 years.

In 9th grade, all students are given a career interest inventory and a portfolio. The guidance counselor administers these. All students are given a questionnaire as to their career choices for a Career Day. All students participate in the Career Day.

Many teachers are working on integrated curricular projects and take field trips to businesses that relate to the curriculum.

In 10th grade, all students are given another portion of a career interest survey and continue to work on portfolio development with their guidance counselor. Business and Community representatives visit classrooms to discuss their individual careers. All students participate in a Career Day. Students and teachers continue to participate in field trips to businesses that relate to their curriculum.

In 11th grade, all students continue to work on portfolio development and are then offered a job shadow experience. This is a one-day job shadow experience with a business and/or community member of the student's choice. Students start to prepare for the PSATs and investigate what level of schooling is necessary for the career path they have chosen.

In 12th grade, all students continue to work on portfolio development with their guidance counselors. Students may apply for an internship experience for their second semester of their senior year. This internship is non-paid and must be researched by the student. The student participates in the internship one full school day each week and every other day during the 4th or 8th block. The worksite monitor and classroom teacher visit the employer monthly to monitor each student's performance at the worksite.

The above activities are only a few of the many opportunities afforded to all students at Montville High. If you would like to know more about the Montville Public School System, please call Kathy Racette, School-to-Career Coordinator at (860) 848-8067.



Growing Pains of an Administrative Technopeasant

By David Maloney, Assistant Principal, Branford HS

Dear Grandpa Irish,

Do you remember the "Rules and Regulations" that you developed for the Hopkinton, Rhode Island, school district in 1873 when you were a member of the school committee? Well, they were handed down through the family to me via my mother, Marion Crandall Maloney, who became an art teacher in town some years ago. I have them posted in my office at BHS where I am an assistant principal. Rule #2 states that "Teachers shall not permit whispering or talking in school. Scholars shall not leave their seats or have communication with one another in school hours without special permission." Rule #5 notes that "Regular weekly handwriting exercises in composition shall be required especially of the advanced scholars."

Grandpa, we're approaching the 21st Century and you'd be amazed how "technology" is revolutionizing education. Ellsworth's Penmanship and Webster Franklin's 5th edition of Spellers are no longer needed! Grammar, penmanship, and spelling can be automatically corrected by a simple machine known as a computer! An entire book can be put on a microchip no larger than your fingernail! Our scholars can summon up every word of their books instantly on a device small enough to nestle in one hand! For example, an encyclopedia might cost \$1,500 and weigh 120 pounds while a CD-ROM could produce the same information for \$100 and weigh under an ounce!!!

They told me about this technology a few years ago, but, quite honestly, I never believed it would revolutionize the way teachers teach and scholars learn. You always told us that schools never kept up with changes during the Industrial Revolution. Personally, my first experiences with computers were disastrous. One day I changed the date on the "main frame" computer at the high school -- all I did was correct the date from my office -- and I was almost banned from ever using a computer again! On another occasion I forgot to "back up" my files to the 'C' drive only to find three years of information lost forever when I arrived to work one Monday morning! No wonder they call me the technopeasant of Branford High School.

Ever so slowly I've gotten over my anxieties about computers and other forms of technology. With two computers and a lap top in my office I find my self-confidence returning through opportunities with guided practice each and every day. Grandpa, you should see how a simple lecture can become interactive through the use of "Power point." The students violate Rule #2 with their questions, comments, and analysis of the curriculum with the help of technology. They've become successful thinkers and problem solvers working in teams with computer-assisted instruction. As for me, I was stunned last week when an audience gave me a standing ovation at the end of a "Power point lecture". I'm completely convinced that every student, teacher, and administrator in high schools today will live in a world in which technology will be ubiquitous.

Grandpa, they say that technology will become the chalk of the 21st century. What do you think?

Your great-grandson, Dave

Quality Counts, cont'd

support for teachers to seek national board certification, up from 13 last year; 13 provide pay supplements to board-certified individuals. States also continued to make progress in adopting standards, assessments, and induction programs for new teachers.

■ **Climate:** The news in this category is that 33 states now have laws permitting charter schools, up from 29 last year. Of such states, 22 have strong charter laws, up from 19 in 1998.

■ **Resources:** States remain uneven in whether they distribute money equitably, finance schools adequately, and ensure that the resources reach the classroom.

CT's Report Card

Standards & assessments:

C+

Efforts to raise teacher quality:

A

School Climate:

B

Resources - Adequacy: B

Resources - Equity: C

Resources - Allocation: C

NHS and the Law

A federal court recently ordered the National Honor Society to admit two Kentucky high school seniors — one of whom was pregnant and the other of whom had already given birth — who were denied membership in the NHS. A preliminary injunction issued in December allowed the girls to be admitted to the society for the rest of their senior year while they wait for their case to go to trial.

The following excerpt, from the National Honor Society Handbook, 15th Edition, offers some guidance on the issue of pregnancy as it relates to NHS selection criteria.

"Special care would seem to be needed in evaluating character. Pregnancy in particular, whether within or without wedlock, cannot be the basis for automatic rejection under recent judicial interpretations of federal law.

"That is to say, however, that pregnancy cannot be considered as one determinant of character, as character is defined by a particular faculty council. But pregnancy can be so considered only if evidence of paternity is similarly regarded as indicative of character..

"While students not selected for membership in the NHS are not legally entitled to any kind of formal hearing or other kind of due process, common courtesy would suggest that they be graciously received, along with their parents, and that the selection process be re-explained to them.

"This does not mean that the students or their parents have a right to see the evaluation sheets or other papers which may have been used by the faculty council in making their decisions on selection."

The Ten Commandments of Making Television News

- ☛ Thou shall not lie to the press.
- ☛ Thou shall not flee the television camera.
- ☛ Thou shall not put thy hand up in front of the television camera, angrily demand the reporter turn off the camera, or otherwise look guilty as sin.
- ☛ Thou shall not wear sunglasses while on camera.
- ☛ Thou shall not guess about an answer.
- ☛ Thou shall not let the reporter put words in your mouth.
- ☛ Thou shall not talk past thy prepared statement.
- ☛ Thou shall not assume anything is off the record.
- ☛ Thou shall not be seen smiling and laughing at sad or troubling moments.
- ☛ Thou shall always remember, they can't report it if you don't say it.

Weekly Reader
CORPORATION



middle school news

What are the characteristics of an effective middle school?

Teacher Responses:

- ⇒ A safe, friendly disciplined, comfortable and caring environment
- ⇒ Student-centered
- ⇒ Addresses needs of "whole child"
- ⇒ Staff-community collaboration
- ⇒ Clear guidelines/expectations for students
- ⇒ Teachers who understand young adolescents
- ⇒ Active learning experiences
- ⇒ Varied learning activities
- ⇒ Mutually respectful environment
- ⇒ Parental support and awareness

What are the ingredients of a good lesson?

Student Responses:

- ⇒ Hands-on learning
- ⇒ Fun/enjoyment/games
- ⇒ Interesting and informative lessons
- ⇒ A good, skillful teacher
- ⇒ A caring, patient and respectful teacher
- ⇒ Interaction with other students
- ⇒ Understandable and well-explained lessons

What are the essential elements of a strong middle school?

Parent Responses:

- ⇒ Program/curriculum responsive to all aspects of adolescent development/needs
- ⇒ Good, caring, and dedicated teachers
- ⇒ Strong and challenging curriculum
- ⇒ Emphasis on the basics
- ⇒ Extracurricular clubs and sports
- ⇒ Emphasis on personal responsibility, independence, and leadership.

(Source: KAMLE Tracks, Fall 1998)

What Do Parents Expect From Middle Level Schools?

- ✓ When my child goes to school, more than anything else I want to know that he/she is safe.
- ✓ I want to know that when my child is in school he/she knows at least one adult well enough to go to if support is needed.
- ✓ I want to know that the school is concerned about helping my youngster develop constructive friendships.
- ✓ I expect that the school will provide my youngster with opportunities to get involved in activities.
- ✓ When my youngster comes home from school, I want to know that he/she has had enough good experiences to want to return the next day.
- ✓ I want to know that the school is teaching them what they will need to be prepared for high school.
- ✓ I want teachers to keep me informed of my child's progress.
- ✓ When I visit the school, I want to feel welcomed by teachers and administrators.
- ✓ I'd like to know that the school is making every effort to provide opportunities for parents to be informed about what to expect from youngsters over the years.

(Source: James P. Garvin, excerpted from Middle School Journal)

TOP 10 REASONS TO BE A MIDDLE SCHOOL TEACHER

- 1 Get to see your name printed on various school furniture.
- 2 Not enough stress in your life.
- 3 Planning period...daily time out.
- 4 A bell that tells you when to start a new round.
- 5 Hormones with feet.
- 6 Fashion police get to see displays of all the latest fashion trends.
- 7 It's not a job, it's an adventure.
- 8 Unusual and interesting confiscated items.
- 9 Extra chances to supervise dances and learn the latest dance moves.
- 10 No need to teach those who know it all.

(Source: Especially for You)

CAS Annual Middle Level

Student Leadership Training Conference

Sponsored by Liberty Mutual

March 9, 1999 / Quinnipiac College, Hamden, CT

8:00 a.m. - 2:30 p.m.

Albert Einstein, On Education:

"One should guard against preaching to young people success in the customary form as the main aim in life. The most important motive for work in school and in life is pleasure in work, pleasure in its result, and the knowledge of the value of the result to the community."





elementary news

PROBLEMS OF YOUNG PEOPLE TODAY

On July 9, 1998, the Children's Defense Fund released the following information about American children.

- * One in two preschoolers has a mother in the labor force.
- * One in two will live in a single-parent family at some point in childhood.
- * One in two never completes a single year of college.
- * One in three is born to unmarried parents.
- * One in three will be poor at some point in childhood.
- * One in three is a year or more behind in school
- * One in four is born poor
- * One in four lives with only one parent.
- * One in five is poor now.
- * One in five lives in a family receiving food stamps.
- * One in five is born to a mother who received no prenatal care in the first three months of pregnancy.
- * One in six has a foreign-born mother.
- * One in seven has no health insurance.
- * One in eight is born to a teenage mother.
- * One in eight never graduates from high school.
- * One in 11 lives at less than half the poverty level.
- * One in 12 has a disability.
- * One in 13 is born at low birth weight.
- * One in 24 is born to a mother who received late or no prenatal care.
- * One in 25 lives with neither parent.
- * One in 132 died before the age of 1.
- * One in 680 is killed by gunfire before age 20.

(Source: NASSP Bulletin -- January 1999_

GUIDE FOR GETTING STARTED

A new guide from the National Research Council provides information and hands-on activities to help parents, teachers, and child care providers prepare young children to read. "Starting Out Right: A Guide to Promoting Children's Reading Success" presents specific strategies, activities,

and resources to use in everyday life with young children to prepare them for reading. It also identifies the key elements that all children need in order to become good readers and the factors that often put children at risk of reading failure. In their January 4 issue, *Publishers Weekly* said, "Parents will find this a comprehensive resource, and it will be especially useful for teachers planning literacy-enhancing classroom activities." The guide is available at www.nap.edu/bookstore/enter2.cgi?0309064104.



Teachers Build a Foundation for Literacy

by Dan Perley, Principal
Hanmer School, Wethersfield



Teachers at Hanmer School in Wethersfield have come up with an exciting way to support early literacy development. A team of primary teachers and support staff took a look at the resources available to help individual children and decided to use them differently. The goal was to better support progress for all children structuring a rich, literate environment. The result was called Foundation for Literacy. The project is designed to provide all students with a strong beginning on their journey to become readers, writers, and problem solvers. It assures significant learning progress for all first and second grade students. This is accomplished by strengthening the four cornerstones for learning success defined as Writers Workshop, Readers Workshop, Working with Words, and Mathematics and Literature.

During a daily, forty-five minute period, three staff members (LD Resource Teacher, Literacy Para-professional, and Title I Reading Tutor) join a first or second grade classroom teacher and meet for ten or twelve minutes each with four small groups of students. The groups of students rotate among the four staff members and receive a concentrated "burst of attention" in each of the cornerstone areas. The classroom teacher and staff then consult for fifteen minutes immediately following the session to share insights observed, discuss plans for the next day, and identify students needing special attention.

The Foundation for Literacy project allows a cross section of professionals to gain first hand knowledge of the strengths and needs of all first and second grade students. It further provides an opportunity for teachers to share their perspectives on individual students and

the ways in which professional staff can support such students in a collaborative manner. There is a powerful connection with the goals and purpose of the Early Intervention Project.

It was immediately evident from the enthusiasm of the children that the project was special. The project's inception in 1996-97 coincided with a strong movement toward Writers and Readers Workshop. Children were celebrated for their success and began to see themselves as authors. Classroom teachers visited each other's classrooms to observe or modeled special invitations for other teachers. What started out as a project to assist children to learn quickly became a professional development tool for the faculty. In the summer of 1998, an Institute for Teaching and Learning grant allowed the staff to share the project with teachers from other Wethersfield schools plus schools from Hartford, Bloomfield, and Glastonbury. These schools are developing their own pilots and will connect throughout the year to share progress.

A strong element of the Foundation for Literacy project is the data collection that drives instruction. Students are given a Take Five timed writing every two weeks, running records are performed on each student periodically during the year, and DRP scores are assessed several times each year. Students at Hanmer School have made outstanding gains prompting the State Department of Education to share the project as an outstanding program at a Literacy Summit in Washington, D.C. The teachers and parents are proud of the program and constantly looking to improve it.





CIAC INSTALLS NEW SATELLITE DISH

The Central Office has just installed a 10' satellite dish which will receive both K and CU band broadcasts. With the new dish, the CIAC is now equipped to view and participate in all National Federation teleconferences, including all rules interpretations teleconferences. On January 21, ten baseball coaches and two officials traveled to the CIAC office to take part in the NF Baseball Rules Interpreters teleconference. In the future, officials, coaches, athletic personnel, and administrators will regularly be invited to the CIAC office to participate in these and other types of broadcasts. We believe that this new communication system will help make important information more readily available to our members.

Please join us for the....

NCAA HIGH SCHOOL VIDEOCONFERENCE

For High School Administrators
and Coaches

Tuesday, February 23, 1999
12-2 p.m.

Presented by:

The National Collegiate Athletic Association
&
The National Federation of State High School
Associations

Topics:

- Initial Eligibility/NCAA Clearinghouse Process
- Students with Disabilities -- Guidelines for Counselors
- High School Involvement in the NCAA Recruiting Process
- Sports Agents

**The CIAC is the proud sponsor
of the CT Special Olympics
Eunice Kennedy Schriver Award
which will be presented annually
to an athlete who exemplifies
the spirit of Special Olympics.**

News & Notes.....

▪ Congratulations to Hamden HS running back Horace Dodd. Dodd was selected as the Gatorade Circle of Champion's National High School Football Player of the Year for the New England region. The awards, which are based on players' overall athletic and academic performance throughout their high school careers, were announced in December. The winners were selected from more than 975,000 high school football players nationwide.

▪ The National Federation has adopted the Amateur Softball Association's bat standard, which will go into effect January 1, 2000. In accordance with the new regulation, all bats used in sanctioned high school competition must bear the "ASA approved" certification mark. The rule was adopted to help maintain the balance between defense and offense, to minimize the risk of injury, and to preserve the sound traditions of the sport. Until now, the National Federation has not regulated the performance level of the various bats used in competition.

▪ The NCAA's role in setting and enforcing freshmen eligibility standards has become increasingly controversial as more and more students have been refused credit for legitimate courses. Stu-

dents today are more frequently taught in non-traditional ways — through internships and independent studies, for example. However, the NCAA does not allow many of these programs to count toward satisfying its eligibility requirements. Prompted by complaints from students, parents, and high school administrators, the attorneys general in Pennsylvania, Minnesota, Oregon, Wisconsin and Ohio have formed a staff working group to investigate the NCAA's freshmen eligibility rules and decide what remedies, if any, are available to students who feel they have been wronged.

Non-CIAC Controlled Sports

A recent survey conducted by the CIAC revealed that 46 member high schools participate in one or more of the following 13 non-CIAC controlled sports:

- | | |
|----------------------|-------------------------|
| ▪ Badminton | ▪ Boys/Girls Ski Racing |
| ▪ Bowling | ▪ Boys/Girls Skiing |
| ▪ Boys/Girls Crew | ▪ Riflery |
| ▪ Boys/Girls Fencing | ▪ Rugby |
| ▪ Girls Golf | ▪ Boys Volleyball |
| ▪ Girls Ice Hockey | ▪ Sailing |
| ▪ Girls Lacrosse | |

CIAC Boys Basketball Tournament To Return to U of H

The CIAC Boys Basketball Committee is pleased to announce that the boys basketball tournament semi-finals will return to the University of Hartford beginning this season.

The semi-finals were hosted by the University in 1995, and were a great success. However, the following year, when the CIAC and the university were unable to reach a facilities agreement, the games were moved to other sites.

"We wanted to get back to a 'Final Four-type' atmosphere," said CIAC Tournament Director Bob Cecchini. "We had received good feedback when the semifinals were at Hartford in 1995."

All final games will be played at CCSU on March 20

1999 SEMI-FINAL SCHEDULE

- Class M —**
Monday, March 15, 1999
- Class LL —**
Tuesday, March 16, 1999
- Class S —**
Wednesday, March 17, 1999
- Class L —**
Thursday, March 18, 1999





CIAC LAUNCHES ON-LINE ELIGIBILITY PROGRAM

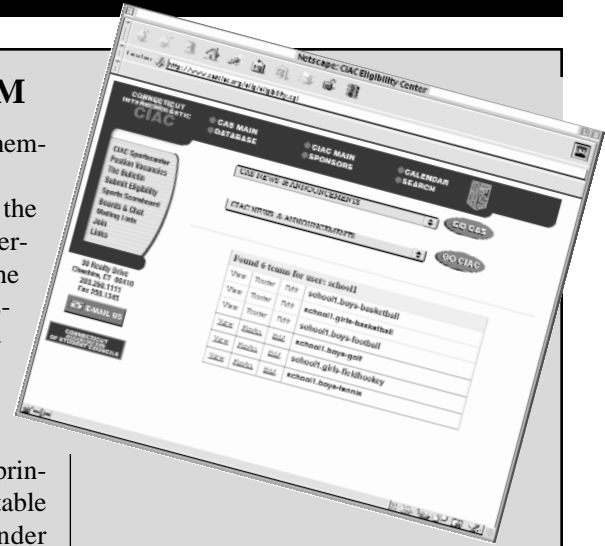
The CIAC is pleased to introduce its new "On-Line Eligibility Center." Over the past several months, the CIAC has been building an on-line eligibility system which will allow member schools to file eligibility forms electronically. The system has just been completed and is now ready for use by member schools.

The purpose of the eligibility center — which has been added to and is accessed through the CIAC website at <http://www.casciac.org> — is to provide member schools with the opportunity to submit, view, and make changes to their eligibility forms on-line. Beginning with the spring sports season, we will be offering member schools the option of filing eligibility forms via our website or through our traditional paper method. However, beginning with the 1999-2000 school year, member schools will be required to submit their eligibility forms electronically. The CIAC believes that the electronic filing of forms will be faster,

easier, and less expensive for both member schools and the Central Office.

Each member school has access to the eligibility center through a unique username and password assigned by the CIAC office. The username and password will be given directly and exclusively to the building principal. At the principal's discretion, the information may be shared with other members of the staff. However, the principal will ultimately be held accountable for any information submitted under his/her username and, therefore, should take precautions to ensure that unauthorized individuals do not gain access to the system.

Members of the CIAC staff have begun to "make the rounds" of all of the state's athletic leagues to provide principals and athletic directors with a demonstration of the new system. Principals in attendance at those demonstrations will be issued their username and password in person. Those who are not in attendance at a



demonstration will receive their information via certified mail.

The CIAC has created a comprehensive resource guide which provides step-by-step instructions on how to use the CIAC's On-Line Eligibility Center. Those guides will be distributed at all league demonstrations and will be sent to members in a future mailing. Any questions about the new system should be directed to Karen Nastri in the Central Office, (203)250-1111.

Sports Committee Notes.....

■ Girls Tennis

Team Championships —

Divisions: L — 379 and over
M — 261 - 378
S — Up to 260

Tournament Dates:

- Tuesday, June 1 — Qualifying matches
- Wednesday, June 2 — First round & quarterfinals
- Thursday, June 3 — Semi-final matches
- Friday, June 4 — Final matches

(Sites TBA)

Individual Tournament —

Tournament Dates:

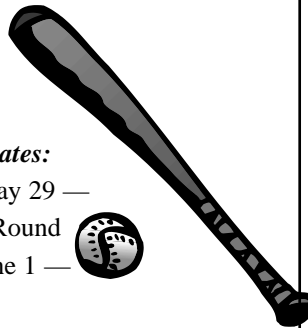
- Sat., June 5 - 11:00 a.m.
- Mon., June 7 - 2:00 p.m.
- Tues., June 8 - 3:00 p.m.
- Wed., June 9 - rain date
(Site - Yale University)

■ Softball

Tournament Dates:

- Saturday, May 29 — Qualifying Round
- Tuesday, June 1 — First Round
- Wednesday, June 2 — Second Round
- Friday, June 4 — Quarter-finals
- Saturday, June 5 — Quarter-finals
- Wednesday, June 9 — Semi-finals
- Friday, June 11 — Semi-finals
- Saturday, June 12 — Finals (Falcon Field, Meriden)

Qualifying standard for the softball tournament will remain at 40%.



“It’s not enough to be good if you have the ability to be better. It is not enough to be very good if you have the ability to be great.”

-- Alberta Lee Cox, Grade 8

Bad Sportsmanship Begins Early in Life

In seeking to learn how cheating behavior (for example, late hits, sparring, eye-gouging) starts among athletes, the psychology department at Ithaca College used some of the school's football players as test subjects. Pretest interviews asked them whether they had ever been taught to cheat during their youth sports experience. Forty percent of the athletes reported a specific incident. For the most part, the person who taught them was either a coach or a parent. All of this was occurring at very young ages, long before they hit colleges.

**Soccer Report Forms Tallied**

The CIAC office has completed the tabulation of the boys soccer report forms for the 1998 season. The number of red and yellow cards issued in the 1998 season was less than in the previous year, thus suggesting that there has been a decrease in unsportsmanlike conduct.

- A total of seventy-five (75) red cards were issued during the 1998 season.
- Only two schools received four (4) red cards during the regular season;
- Six (6) schools received 3 red cards; and,
- 108 schools had NO red cards.

Thirteen (13) schools did not return their penalty report forms and will be subject to a \$50 fine. The full report, which includes statistics for each individual school, will be distributed to member schools at a future league meeting.

Why Are Kids Physically Active?

59% of students surveyed said they are physically active "because it's fun."

39% percent said they are active because it's good for their health.

(Source: Gallup Survey)

HIGHLIGHTS—CIAC BOARD OF CONTROL MEETINGS**November 19, 1998:**

■ **Eligibility Violation** — The board levied a \$300 fine against a member high school for use of an ineligible player in three girls soccer contests (\$100 fine per contest). The member school was forced to forfeit the three contests in which the ineligible athlete competed.

■ **Proposal re: Practice Regulation** — The board revised its newly-enacted regulation regarding practices (Rule 4.5.G) The revision, which was effective upon adoption, is as follows:

During each sports 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.

■ **Boys Tennis Committee Proposal** — The board approved a proposal from the Boys Tennis Committee requesting a change in tournament format from five to four divisions. The request was made by the committee due to growing difficulties in filling the tournament brackets. The four division tournament will be in place this spring.

December 10, 1998:

■ **Softball Committee Request** — The board approved a request from the Softball Committee to permanently incorporate the 40% tournament qualifying standard into the softball tournament regulations. Last year's experiment with the 40% qualifying standard was successful, eliminating 18 byes from the tournament and allowing six more Division S teams to qualify.

■ **Out-of-Season Regulation** — The board appointed a committee to study the existing Out-of-Season Regulation. Members of the committee, which will be chaired by Tom Neagle (Cheshire), include Alan Bookman (Glastonbury), Pat Brozek (North Haven), Dennis Carrithers (Simsbury), Bob Lehr (Southington), George Hall (Berlin), Fred Balsamo (East Haven), Dave Strong (Masuk), Ken Parciak (Berlin), and Ken Kezer (New Britain).

■ **Tournament Starting Times** — The board reviewed correspondence from a member school principal who expressed concern over the disruption caused by the early starting time of one of the semi-final games in field hockey. Members agreed that, in the future, no tournament games should be scheduled before 2:00 p.m. unless there are exigent circumstances requiring an earlier starting time.

SCHOOL ATHLETES NEED A PROPER PHYSICAL BEFORE SEASON STARTS

Barry Maron of the Minneapolis Heart Institute Foundation and his colleague David Glover of St. Luke's Hospital, Kansas City, Mo., recently issued a powerful indictment in the Journal of the American Medical Association of the inadequate way in which student athletes prepare for a season of sports.

Here is what they found:

* Eight states have no approved health history and physical examination form for school sports health exams to guide examining physicians. Of the 43 states that do have forms, the questionnaires "frequently omitted" red flags such as: chest pain or breathing problems with exertion, a family history of heart disease, or signs of Marfan's syn-

drome, a genetic disorder involving heart and other defects linked with sudden death. Marfan's victims tend to be tall and so are likely to be going out for sports.

* A minority of states required doctors to document the presence of a heart murmur or irregular heart rhythm, physical findings that can sound a warning.

* Eleven states permit practitioners with little or no cardiovascular training, such as chiropractors or naturopaths, to perform the exam.

"Each state is left to its own devices," Dr. Maron says. He thinks the forms should be uniform nationwide, using guidelines

offered by the American Heart Association. Unlike the costly national screening program in Italy -- where all school athletes are given EKGs and mini stress tests -- the heart association screening guidelines don't require expensive tests.

The American Heart Association's guidelines for examining youth athletes' hearts call for a physical every two years. It would document obvious trouble signs such as serious heart murmurs, abnormal blood pressure or pulses, or signs of Marfan's syndrome.

The association recommends doctors take a careful history, probing, among other things, any family history of premature sudden death or heart disease and any personal

Continued on following page

Guest Editorial

Falcons are soaring on and off the field too

By Mike DiMauro, Sportswriter, *The Day*

This deserves an ovation. Not a golf clap, either. More of the standing type. The reason? There are sports, the toy department, which entertain ... and then there's what really counts.

Thirty-eight members of Fitch Senior High School's football team made the honor roll in the first marking period. [Eleven of those thirty-eight made high honors.]

Take a bow, fellas.

Remember, this is from the school that was treated to some infamous headlines for "fifth-year" seniors and how an oversight from this past off-season nearly cost the Falcons a chance to compete in the playoffs.

That's not to suggest those stories weren't without merit. It's just that by reporting them and overlooking how 38 kids achieved some excellence off the field contributes to a negative reputation for Fitch and the old "dumb jock" logic.

It's clear that academics have the proper place in coach Mike Emery's program.

It's also clear that two of the schools in the region that take the most hits from the newspapers and their readers -- Fitch and New London -- are doing plenty for their student-athletes.

Of course, many of you who follow local sports have already decided that New London was the old jock factory and Fitch is the new one. Chances are, nothing written here will change your minds.

But for the more open-minded, you should be quite impressed that on a 9-0 team headed to the state playoffs in a school sadly identified at times by "fifth-year seniors," that 38 kids achieved some excellence in the classroom should be enough.

This is exactly the kind of story we need to applaud. Emery should be congratulated -- as should every other coach in every other sport in this region whose players have achieved in the classroom.

Moreover, this mostly, is how Emery's season should be judged.

But it won't.

Not a chance. This is Fitch's second straight trip to the state playoffs. The Falcons will play at home Tuesday in a state semi-final game against Maloney of Meriden. What if someone told Emery that win or lose, it was a good season simply because of these 38 kids? Who among us would really believe that?

Try nobody. Or very few. The thought is idealistic, perfect for some newspaper loudmouth to suggest ... and totally unrealistic. If playing hard and doing your best and making the honor roll is all that counted, why do we keep score?

Emery and the Falcons probably want to win Tuesday worse than they've ever wanted to win any other game.

The feelings would be magnified by Saturday if Fitch makes the Class L state championship game.

And there is how Emery's program will be judged -- did it win the big game?

Continued on page 16

CATASTROPHIC INJURIES IN HIGH SCHOOL SPORTS: 1996-97

- ◇ Direct -- Resulting directly from participation in the skills of the sports
- ◇ Indirect -- Caused by systemic failure as a result of exertion while participating in a sport or by a complication which was secondary to a non-fatal injury

FALL SPORTS	# of Direct Catastrophic Injuries		# of Indirect Catastrophic Injuries	
	Fatal	Non-Fatal	Fatal	Non-Fatal
Football	5	11	0	10
Volleyball	0	0	0	0
WINTER SPORTS	# of Direct Catastrophic Injuries		# of Indirect Catastrophic Injuries	
	Fatal	Non-Fatal	Fatal	Non-Fatal
Cheerleading	0	0	3	0
Ice Hockey	0	0	0	0
Wrestling	0	1	0	0
SPRING SPORTS	# of Direct Catastrophic Injuries		# of Indirect Catastrophic Injuries	
	Fatal	Non-Fatal	Fatal	Non-Fatal
Lacrosse	0	0	0	0
Tennis	0	0	0	0
	2	1	1	0
	0	0	0	0
	4	1	2	0

(Source: 15th Annual Report of the National Center for Catastrophic Sports Injury Research)

Physicals, *continued*

history of heart murmur, hypertension, fatigue, fainting, chest pain or difficulty breathing. Parents would be asked to confirm details.

If the checkup raises a red flag, the student athlete could then be referred for

further evaluation including an EKG, echocardiogram, MRI or other imaging studies, says cardiologist Dr. Liberthson.

You can find the heart association's guidelines for examination at www.americanheart.org.

(Source: *Health Journal* by Marilyn Chase)

Convention Highlights

by Pam Goodpaster, CAAD President

The 29th National Conference of Athletic Directors was held in Las Vegas, Nevada from Dec. 13-17, 1998. Athletic directors from across the country, including 14 from Connecticut, were in attendance for this event. As we face the ever growing list of challenges and opportunities before us, we find great benefits in meetings such as this, which offer all attendees information that increases their effectiveness as educators.

A variety of workshops were offered dealing with evaluation and dismissal of coaches, expectations of athletes and parents, recruitment and retention of female coaches, people skills, screening/interviewing and selection of staff and many more relevant sessions. These sessions provided materials and important contacts to help Athletic Directors in the day to day operation of their athletic programs.

The general sessions featured inspirational speakers that included Kathleen DeBoer, Associate Athletic Director at the University of Kentucky, with a new and thought-provoking look at gender differences in athletics and how coaches can better address these differences. Robert Kanaby, Executive Director of the National Federation of State High School Associations, provided an update on the innovative videos developed by the NFHS, the move to Indianapolis, and adoption of the NFHS stamp on balls and other important rule changes.

As President of C.A.A.D., I had the opportunity to share information with other presidents from around the U.S. We share some of the same common concerns: walk-on coaches, school liability, citizenship and sportsmanship, inclusion, technology and leadership training.

Three Connecticut athletic directors attended the NIAAA Leadership Training Courses (LTC) and are now certified to provide workshops in our state. These courses offer valuable information and skills to athletic directors throughout the country. Completion of the LTC courses will add an extra \$1,000,000 liability insurance and be required for the CAA certification.

Next year's conference will be held in New Orleans, from December 15-19, 1999. The CAAD Executive Board encourages athletic directors to attend and be a part of a truly worthwhile conference.

A Farewell from Joe...

"It has been my pleasure to work the past three years as Executive Director of C.A.A.D. I appreciated the opportunity to serve such a great organization and work with the talented professional athletic directors in the state of Connecticut. I'm thankful to the administration and secretaries at the CIAC for their assistance and cooperation. You made me feel welcomed and at home at 30 Realty Drive.

With regret, I am resigning this position to spend more time in South Carolina. Best of luck in the New Year."

Joe DiChiara

GOLD PASS FOR RETIRING ATHLETIC DIRECTORS

by Edward S. Tyburski

Athletic directors expecting to retire this school year are eligible to receive a permanent gold lifetime CAAD membership card at no cost. Retiring teachers, principals, superintendents and other educational administrators who once served as athletic directors are also eligible if they meet certain requirements.

Qualifications for lifetime CAAD membership are: (1) must be a member of CAAD upon retirement from education or have served as an athletic director before CAAD was organized in 1978; (2) is planning to completely retire from education including being a part-time AD.

All retired athletic directors who were members of CAAD in past years who do not own a gold card are encouraged to sign up for lifetime membership.

Life members will receive their gold pass at the annual CAAD breakfast meeting to be held Wednesday, May 12, 1999 at 8:30 a.m. at the Holiday Inn in Cromwell, CT. Please contact CAAD before April 15 at (203) 272-7830 for more information.

Erratum: The C.A.A.D. website address printed in the December issue of the BULLETIN was inaccurate. The correct address is: www.caadinc.org

C.A.A.D. Library

New additions:



- Audio tapes from 1997 NIAAA Conference, Nashville, Tennessee
- Audio tapes from 1998 NIAAA Conference, Las Vegas, Nevada
- Patrick & Associates -- a five star resource in athletic administration
- Booklets dealing with athletic administration

Call the C.A.A.D. office (203) 272-7830 to check out resources.

HIGHLIGHTS: C.A.A.D. EXECUTIVE BOARD MEETING

January 6, 1999

President Pam Goodpaster called the meeting to order at 12:45 p.m. Twenty-eight representatives were in attendance.

- A letter from the NIAAA was received commending C.A.A.D. for having an increase in NIAAA membership of greater than 5% for 1997-98.
- A letter from Joe DiChiara indicating that he will be leaving the position of Executive Director as soon as a replacement can be in place. Thanks and best wishes were offered from all present.
- Joe Tonelli distributed a proposal from the CIAC relative to a change in the policy regarding student-athletes practicing with other member schools after a student-athlete's sport season has concluded.
- Fred Balsamo presented information relative to coaching competencies and athletic director training and its implication for inclusion in our state conference program.
- C.A.A.D. presented Doug Smith of Illinois with a Hitchcock chair as a state door prize at the NIAAA Conference in Las Vegas this past December.
- President Goodpaster presented materials which she acquired at the NIAAA Conference and explained that additional information can be obtained through the use of the Internet. Web sites available: www.sportseducation.org & www.nfhs.org
- The CAA certification will add an advanced status for those individuals who currently have this certification.
- The NIAAA has begun an endowment program. This program was launched with

continued

Highlights, continued

the initial contribution by the state of Virginia.

Leadership training courses were once again offered at the national conference. John Shukie, Fred Balsamo, Pam Goodpaster are certified LTC instructors. One, possibly two, courses will be offered by C.A.A.D.

- George Hall distributed information from the Season Limitation Committee of the CIAC. A proposal to extend the length of the fall season by having the fall season begin one week earlier. This change would accommodate scheduling limitations that currently exist.
- After a lengthy discussion of the pros and cons, a motion by Paul Mengold was passed

to delay implementation on this proposal to allow for further investigation of this issue as well as ancillary issues.

- A motion by Chip Dorwin to allow a second week of three contest dates per week in the sports of boys and girls soccer for fall 1999 only was passed.
- Copies of the Constitution were distributed by Chip Dorwin

CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS

16th Annual Athletic Directors Conference

Thursday and Friday, March 25-26, 1999 / The Holiday Inn, Cromwell

**Thursday, March 25, 1999:**

- 8:00 a.m. - 11:00 a.m. CIAC Workshop - Mike Savage
 12:00 Noon - 1:30 p.m. Luncheon / CAAD General Meeting
- New Fall Season Limitations
 - Networking Update
 - LTC Courses
- 2:15 p.m. - 3:15 p.m. NCAA Regulations in Review - Bill Shultz, UConn
 4:00 p.m. - 5:30 p.m. Equity in All Programs - Office of Civil Rights
 5:30 p.m. - 6:30 p.m. Social Hour
 6:30 p.m. - 9:00 p.m. Awards Banquet
 9:00 p.m. - 11:00 p.m. President's Reception

Friday, March 26, 1999:

- 8:00 a.m. - 9:30 a.m. CAAD Annual Breakfast
- Implementation of New Coaching Regulation
 Lauren Tafate, Bureau of Certification
 "CAAD Statewide Faculty Training"
 - Implementation of the New Coaching Competencies
 Certification Division, State Department of Education
- 9:45 a.m. - 11:45 a.m. Workshop Session "B"
 12:00 p.m. - 1:30 p.m. Coca Cola Buffet Luncheon and CAAD Closing Meeting

CEU'S WILL BE AWARDED EACH DAY

1999 C.A.A.D. AWARD RECIPIENTS

Distinguished Service Award Recipients

"From Inside the Field of Athletic Administration"

George Hall, Berlin High School

"From Outside the Field of Athletic Administration"

John "Whitey" Piurek, West Haven

NCSSA - Athletic Director Award
Barbara Startup, Galstonbury HS

"NIAAA STATE AWARD OF MERIT"
Robert Broderick, Simsbury High School

PRE-REGISTRATION INFORMATION

EARLY BIRD CONFERENCE REGISTRATION

Name _____

School _____ Phone _____

Payment enclosed is to cover:

Registration: CAAD Member — \$60.00 _____

Non-Member — \$108.00 _____

Spouse — \$40 _____

Spouse's Name _____

Total Enclosed: \$ _____

Make checks payable to: CAAD

Return To: Judy Sylvester
 30 Realty Drive
 Cheshire, CT 06410

No one-day fees ■ No refunds after March 11, 1999

HOTEL REGISTRATION

Name _____

Mailing Address _____

Phone _____

Arrival Date: _____ Departure Date: _____

Credit Card # _____

Check one: 2 Double Beds 1 King Bed

\$65.00 per night
 Plus 12% tax

Send this form along with check or credit card # to:

Holiday Inn of Cromwell
 4 Sebethe Drive
 Cromwell, CT 06416
 Attn: Donna Franklin

U EVENTS

Early Intervention Strategies

A Mini-Workshop for Administrators & Teachers

This session is designed to examine trends in referral to special education and resulting prevalence rates. Facilitators will provide information on the Connecticut Early Intervention Project (EIP), a pre-referral intervention program which has been meeting the needs of at-risk students in Connecticut for nearly 12 years.

FACILITATORS:

Nancy Krafcik, Coordinator of the Early Intervention Project at SERC

Mary Beth Vautour, EIP Consultant, Technical Advisor and Trainer

March 22, 1999 / 4:30 - 6:30 p.m.*
at the CAS Office

.2 CEU credits will be awarded

*Registration & refreshments:
4:00-4:30 p.m.

MANAGING THE PPT PROCESS IN THE SCHOOL:

What Every Educator Should Know About Serving Students With Special Needs

February 11, 1999

4:30-6:30 p.m.
CAS Office

(Registration & Refreshments: 4:00-4:30)
.2 CEU credits will be awarded

PRESENTERS:

Bob Lichtenstein, Education Consultant
State Department of Education

Overview of Bob's session:

This presentation will review the basic components of the special education model - referral, evaluation, program design. Particular attention will be devoted to eligibility and identification issues, including new guidelines for identifying students with serious emotional disturbance and learning disabilities.

Mark Proffitt, Principal
Lawrence School, Middletown

Overview of Mark's session:

Participants will learn practices for managing the PPT process in the school so that there is compliance with IDEA.

"Practical Public Relations: The Road to Community Support"

For all K-12 teachers and administrators

Presented by **Dr. Robert Spear**
Executive Director, NELMS

Public relations can be a powerful tool for educators in developing greater community support for learning. When exploited positively, everyone benefits - teachers, principals, parents, administrators - but most of all students. Public relations does not have to be expensive, time-consuming, or mystical. This workshop will equip you with the tools and techniques to do that.

PART A: *Building Relationships Which Change Attitudes That Bring About Desired Behaviors*

PART B: *Developing a Personalized Plan of Action For Your School*

Dates & Sites:

- | | |
|--------------------------------|------------------------------|
| ■ March 2nd
Old Saybrook MS | ■ March 16th
Woodbury MS |
| ■ March 18th
Sage Park MS | ■ April 7th
Mansfield MS |
| ■ April 27th
Strong MS | ■ May 5th
Fairfield Woods |

All sessions will run:

Part A: 3 - 4 p.m. / Part B: 4 - 6 p.m.

Supported by a grant from the Institute for Teaching and Learning, SDE

Falcons, continued

I say Emery's already won 38 times.

We all talk a good game about the role academics should have among student-athletes. Sure. Sadly, they get more ink for scoring a touchdown than an "A" on the algebra test. That doesn't appear to be changing soon, at least not until newspapers hire algebra writers to complement the

sports writers. But what we can change is our attitude toward recognizing academic-excellence.

I can start by writing about it every chance I get.

Coaches can start with being as delighted by the quarterback's B-plus on the history exam as his 200 yards passing and three touchdowns.

Maybe the public address announcer

should mention their names before Tuesday's game.

Some of you probably read the 38 names and thought, "that's nice." Clearly, you must do more than that. If you know any of those 38 kids, make sure you tell them to keep up the good work.

And make sure you understand that much of the Fitch's coaches' work has already been done this season.