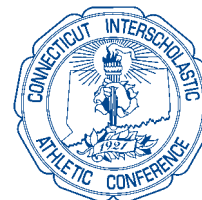




BULLETIN

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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IN MEMORIAM

ON THE DEATH OF ROBERT F. CARROLL, Ed.D.

A eulogy given by Laurence E. Shapiro, May 19, 2006



Thirty-three years ago, on a beautiful warm day, I stood on this altar as Bob Carroll's best man, on the day he and Marieantoinette Calabro married and commenced their life's journey together. It was a joyous occasion. You might have called it a high school romance, for when Bob and Marie met and married, they were both members of the Wolcott High School faculty.

ago the age of 71 was considered ancient. But, if you were to ask him how he felt about that, he would have said that he was just getting started.

How do we cope with a loss such as this? How do we accept it? And what now do we have left? At the end of the day, all that ever remains after the death of a loved one are – words and tears, and sorrow, and remembrance. Each has its place and its time. Today, words must serve.

which brought Broadway to Wolcott and amazingly turned untrained high school seniors, who had never gotten closer to a stage than the football field or the basketball court, into accomplished actors, singers and dancers who enchanted their audiences.

He gave them experiences no classroom could equal, which illuminated their high school years, and which they will treasure forever. And in so doing, he enriched the life of the school.

The world has turned over many times since then, and today, as the heaven's weep, I stand here as a mourner in his funeral.

Bob first came to Wolcott High School about 1960, as a member of the social studies department, and he rapidly emerged as an inspiring teacher, who cared for and about his students – as senior class advisor who guided his growing young people through the many demands of the senior year, – as producer and director of more than a dozen senior class plays

Many high schools have something special which defines them – for some it's the school band – for others an athletic team – for Wolcott it was our senior class plays. They were a glory of the school. And Bob made it happen, year after year.

Bob served as my assistant principal for 12 years. The assistant principal's office is

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In his life, Robert was many things – A dear and loving husband and father, a caring relative, a fast friend, a first class educator, a published author, an educational and community leader on the local, state and national levels, and a humanitarian. He packed a very great deal into his 71 years. Not so long



LEGAL MAILBAG

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



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

Q. Dear Mailbag: People are getting so touchy these days! Last week, I was interviewing a candidate for a teaching position (fifth grade). My father always told me that asking people to talk about themselves promotes conversation, and when I noticed that the candidate was having a little difficulty walking into the interview room, I asked, "What's the deal with the limp?" Apparently, someone on the committee told my superintendent, and he is all over my case. What's wrong with being friendly?
- *A Good Old Boy*

A. Dear Sir: There is nothing wrong with being friendly, but being stupid can cause problems. An interview is not a conversation, but rather it is an activity that can have legal consequences. The purpose of an interview is to elicit information relevant to the hiring decision at hand, and therefore it is important to limit questions to appropriate topics. When we ask questions on protected characteristics (e.g., race, marital status, disability), we hand applicants a discrimination claim. When there is no legitimate business need for the information requested (e.g., asking about the limp), the candidate may claim that the question was asked for the purpose of discrimination.

Q. Dear Mailbag: Most of the students at my school are good kids, but there are a couple rotten apples who must sit up late at night thinking of new ways to torment their classmates. We know the drill when conduct occurs on school property, but we continue to be confused about whether and how we can follow up on such matters when harassment occurs through instant messages or in personal attacks on individual websites, such as MySpace.com. I have understood that such off-campus conduct is none of our business, irrespective of how upsetting it can be. Are we really so powerless?
- *Dudley Do-Right*

A. Dear Dudley: You must be careful, but now in an appropriate circumstance, you may be able to ride to the rescue. The general rule is that off-campus conduct is none of our business unless (1) the facts would trigger the mandatory expulsion provisions or (2)

the conduct seriously impedes the day-to-day operation of the school. However, effective July 1, 2006, the definition of "bullying" under state law has been amended by adding "harass" as follows: "'bullying' means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity or on a school bus, which acts are repeated against the same student over time." In addition, the statute was amended to provide that "such [bullying] policies may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school." This new provision authorizes school officials to intervene in off-campus bullying conduct when it affects the academic performance or safety of a student or students in school.

Q. Dear Legal Mailbag: My daughter is a 6th grade honor student, who has never received disciplinary action in her entire school career. She was falsely accused of wrongdoing by another student. The dean of students told her several times that she was lying and that she should tell the truth to avoid suspension. In her fear, she admitted guilt and was given two days after-school suspension. What recourse do I have with the school administration to clean her record?
- *Coerced into Confession*

A. Dear Mother of Coerced: School administrators have broad discretion to make judgments as to student conduct and veracity and to impose suspension. Moreover, there is no provision in the statute for an appeal. Given the limited procedural protections, I believe that the best strategy would be to be polite, non-adversarial and persistent, up the chain of command. Also, I note that the penalty is "after-school suspension." However, a suspension is defined as "an exclusion from school privileges," which this is not. A priority consideration for you may be to assure that a "suspension" is not noted on your daughter's cumulative record.

ct news & notes

■ Connecticut results on the 2005 National Assessment of Educational Progress (NAEP) science test show that the percentage of grade 4 and 8 students scoring at or above the NAEP proficient level continues to remain consistently above the national average. Overall, Connecticut grade 4 and 8 students in 2005 achieved the same level of performance as students in 2000. Thirty-three percent of Connecticut's 4th and 8th graders performed at the proficient level or above, compared to 27% of students nationally. For more results, visit <http://www.state.ct.us/sde/PressRoom/NAEPScienceRelease.htm>.

■ A study grading states on their school bus fleets' hazardous emissions gave Connecticut a B for its soot pollution and ranked its cleanup program as "above average." While school buses are the safest form of transportation for children, high levels of diesel exhaust and soot from school buses can pose risks to children's health. The School Bus Pollution Report Card 2006, researched by the Union of Concerned Scientists and endorsed by the American Lung Association, found that Connecticut scored better than the norm for its soot pollution emissions and cleanup program. But despite its good scores, the average Connecticut school bus releases more soot per mile than a tractor-trailer. The report card evaluated every state's school bus soot emissions as reported by state officials, then assigned a grade. An A grade was reserved for those states whose average school bus matched the emissions of a bus equipped with the best technology. No state came close to receiving the top grade. Fourteen other states and the District of Columbia also received Bs. The worst polluter was South Carolina, closely followed by South Dakota.

Among the fifty states, Connecticut ranks:

- ⇒ 50th (the lowest) in the percent of schools that operate federal lunch programs and serve breakfast.
- ⇒ 7th highest in the amount a person must earn in order to afford a modest two-bedroom apartment.
- ⇒ 2nd highest in personal savings and investments.

(Connecticut Town & City, February 2006)

... more ct news & notes

According to a study by the Connecticut Economic Resource Center Inc (CERC), Connecticut's national status as an economic leader in areas such as scientific research, financial resources, and highly skilled workers is in danger of slipping. The report, "Benchmarking Connecticut's Economy: A Comparative Analysis of Innovation and Technology," finds that the state performs well in certain areas but raises questions about Connecticut's economic status.

CATEGORY	PLUS SIDE	MINUS SIDE
Technology	strong infrastructure/technology foundation on which to build	technology job growth is weak
Financial Resources	venture capital and research awards are strong	Connecticut ranks 45th in the nation in financial growth
Business Vitality	industry research and development expenditures and growth are significant; small businesses account for more jobs in the state than the national average	CT trails the nation in growth in small business employment; patent growth is also weaker
Human Capital	CT ranks 5th in the nation in the academic success of its students	Other states are outpacing CT in terms of college completion rates; weak growth in the number of science and engineering degrees awarded
Global Links	CT ranks 7th in global concentration; its enrollment of foreign students is high and its employment in foreign-owned firms is second to none	CT's growth in total exports lags behind the nation

For the full report, visit www.cerc.com/benchmarks

CAS Seeks Applications for the William Cieslukowski Outstanding First-Year Principal Awards

William Cieslukowski was a dedicated school principal and former president of the Elementary and Middle School Principals of Connecticut. An award was established in his honor to recognize a first-year elementary, middle and high school principal who has had a positive impact on his/her school or school district. The recipients must demonstrate exemplary instructional and organizational leadership. All candidates must demonstrate a willingness to take risks and the ability to overcome adversity and must have been a first-year principal during the 2005-2006 school year.

Nominations may be made by superintendents, teachers or colleague principals. Application for the award may be found on the CAS-CIAC website. Due date for the application is **October 13, 2006**.

national news & notes

Conservative Christian and Jewish groups that view programs to support gay and lesbian students in public schools as promoting the "homosexual lifestyle" are teaming up with men and women who call themselves "ex-gay" to lobby—and even sue—for the right to tell teenagers that they can "heal" themselves of unwanted same-sex attractions. They argue that schools have the obligation to balance gay-pride themes with the message that gay and lesbian students can go straight through "reparative therapy." Alan Chambers, a leading ex-gay activist with Exodus International, tells how a high-school counselor advised him to deal with his attraction to other boys by accepting his homosexuality. "It was very damaging," Mr. Chambers says. "I didn't want that. I hadn't chosen it." Although mental-health professionals overwhelmingly warn against therapy to change sexual orientation and call it ineffective and potentially harmful to patients' self-esteem, ex-gays claim they have managed to eliminate or reduce their pull to the same sex.

When it comes to high school size, smaller might not be better, concludes a recent national study. The study raises questions about high-profile efforts taking root across the country to pare down high schools and establish smaller, more personal learning

environments for students. Barbara Schneider, an education professor at Michigan State University and the lead researcher for the study, said her data suggest those efforts may be headed in the wrong direction. Ms. Schneider and her co-authors based their conclusions on data from the "Education Longitudinal Study of 2002," a federal survey of more than 11,000 students from the 660 schools. Using a technique pioneered in the 1970s by Harvard University statistician Donald Rubin, the researchers attempted to put all of the schools on more equal footing by carefully matching students on 98 different characteristics. The researchers found that the only students who performed better in small schools were those who were most likely to attend them, mostly white rural and suburban students. For the urban and minority students in the largest schools, the smaller settings would have offered no significant advantages for the kinds of educational outcomes the researchers tracked. "My thought really is that size doesn't matter," Ms. Schneider said. "It's also about what goes on in schools." A longtime proponent of smaller high schools, Ms. Schneider said she was prompted to rethink her position a few years ago after attending a meeting in Chicago with high school sports coaches who complained that the small-schools movement was threatening the existence of school-sponsored athletic teams. The coaches told

her that the teams were key to keeping marginal students in school and in generating college scholarships for students who might not otherwise see college as an option.

Children ages 6 months to 6 years spend more time using screen media, such as television, video games, DVDs, and computers, on a daily basis than they spend reading or being read to, according to a survey of parents. The survey of more than 1,000 parents found that, on average, youngsters spent 59 minutes a day watching TV, 24 minutes watching DVDs or videos, six minutes playing video games, and seven minutes on computers, resulting in an average of more than 1½ hours of screen-media exposure. The parents also reported that their children spent 40 minutes a day reading or being read to. In addition, 31 percent of parents said they believe that TV mostly hurts children's learning, while 38 percent believed that watching TV mostly helps. By contrast, only 8 percent of parents said they believed that computers mostly hurt children's learning, while 69 percent believed that they help. "The Media Family: Electronic Media in the Lives of Infants, Toddlers, Preschoolers, and Their Parents," published by The Henry J. Kaiser Family Foundation, can be downloaded at <http://www.kff.org/entmedia/upload/7500.pdf>.

... more national news & notes

■ High school students in Illinois are going to be held accountable for what they post on blogs and on social-networking Web sites such as MySpace.com. The board of Community High School District 128 voted unanimously last month to require that all students participating in extracurricular activities sign a pledge agreeing that evidence of "illegal or inappropriate" behavior posted on the Internet could be grounds for disciplinary action. The rule will take effect at the start of the next school year, officials said. District officials won't regularly search students' sites, but will monitor them if they get a worrisome tip from another student, a parent or a community member. Mary Greenberg of Lake Bluff, who has a son at Libertyville High School, argued the district is overstepping its bounds. "I don't think they need to police what students are doing online," she said. "That's my job." Associate Superintendent Prentiss Lea rebuffed that criticism. "The concept that searching a blog site is an invasion of privacy is almost an oxymoron," he said. "It is called the World Wide Web."

■ For an organization that began as the National Congress of Mothers, it probably comes as no surprise that the PTA for decades has been dominated by women. Throughout its 109-year history, women have been at the helm of the National PTA, and they have been the backbone of its local and regional associations. But slowly, men are taking PTA leadership posts at school, district, state and national levels. Today, nearly 1 million of the PTA's 6.5 million members nationwide are men. The transformation comes as the organization is also trying to reach out to minorities, immigrants and non-traditional families headed by grandparents and single parents.

■ Many colleges will accept students who have not graduated from high school or earned equivalency degrees. And in an era of stubbornly elevated high school dropout rates, the chance to enter college through the back door is attracting growing interest among students without high school diplomas. There are nearly 400,000 students without high school diplomas attending colleges nationwide, accounting for 2 percent of all college students, 3 percent at community colleges and 4 percent at commercial, or profit-making, colleges, according to a survey by the United States Education Department in 2003. That is up from 1.4 percent of all college students four years earlier. The figures do not include home-schooled students. That growth is fueling a debate over whether the students should be in college at all and whether state financial

aid should pay their way. Many community colleges and two-year commercial colleges take students without high school degrees, as do some less selective four-year colleges. At Interboro Institute, a large commercial college in Manhattan, 94 percent of the students last year did not have a high school diploma. Yet most received federal and state financial aid, up to \$9,000 a student.

■ Nearly 1 out of 11 U.S. high school students is subjected to physical violence from their boyfriend or girlfriend each year, the results of a nationwide survey suggest -- and boys are just as likely as girls to be the victim of such violence. The study, published in the May 19th issue of the *Morbidity and Mortality Weekly Report*, also confirms that these victims of violence have an increased prevalence of high-risk behaviors. Researchers from the National Center for Injury Prevention analyzed data from the 2003 Youth Risk Behavior Survey, which included students in grades 9 through 12 from all 50 states and the District of Columbia. Survey results showed that 8.9% of boys and 8.8% of girls reported physical victimization. Dating violence was most common among blacks (13.9%) and Hispanics (9.3%) compared with whites (7.0%). Grade level and geographic residence did not appreciably affect the prevalence of violent behavior. In response to these findings, the Centers for Disease Control and Prevention is launching "Choose Respect," a program to prevent dating violence and foster the early development of attitudes, behaviors and skills that help form healthy, respectful relationships. The initiative, to be conducted in 10 cities during the summer of 2006, will be directed at adolescents between 11 and 14 years. The activities and materials will include online games, podcasts, videos, posters, and public service announcements. (Source: Reuters Health)

■ The cost of sending a preschool-age child to day care in Wyoming exceeds the cost of sending a student to college classes in the state, according to a recent report by a national group. Parents of a 4-year-old in Wyoming pay an average of \$5,438 for preschool care each year, according to the study titled "Breaking the Piggy Bank: Parents and the High Price of Child Care," from the National Association of Child Care Resource and Referral Agencies. At the University of Wyoming, meanwhile, a resident student taking 12 credit hours each semester would pay \$2,208 in tuition, while a student paying out-of-state tuition would pay \$7,320. The study found that the cost of child care exceeded the cost of college in 42 states, including Wyoming.

POOR LEARNING CLIMATE FOR BLACK & HISPANIC STUDENTS

If an adult were forced to work in an environment where disrespect, bad language, fighting, drug and alcohol abuse and other bad behaviors are inflicted by a relative few, but tolerated or winked at by management -- it might be considered a "hostile workplace." Substantial numbers of the nation's black and Hispanic students report conditions like these in their schools, according to a new Public Agenda national survey of parents, middle and high school students and teachers. Asked to rate their schools on key academic and social dimensions -- resources, promotion policies, dropout rates, truancy, fighting, drug and alcohol abuse and others -- black and Hispanic students are more likely than their white counterparts to report "very serious" problems in nearly every category. According to the report, about 3 in 10 black youngsters attend schools with considerable turmoil: (1) 30 percent of black students report that teachers spend more time trying to keep order than teaching; (2) 30 percent say their school has very serious problems with drug and alcohol abuse; (3) 32 percent report very serious problems with fighting and weapons; (4) 33 percent say their school is not consistent in enforcing discipline and behavior rules; (5) 37 percent say their school has a very serious problem with kids cutting class; and (6) 52 percent say their school has a very serious problem with kids who lack respect for teachers and use bad language. Nearly half of Hispanic students (48 percent) report that their school has a very serious problem with kids dropping out. The second in a series of "Reality Check 2006" reports, the new study does include some particularly heartening findings for those who seek silver linings. Majorities of all students -- black (66 percent), white (72 percent) and Hispanic (71 percent) -- report that they have had a teacher who was able to get them interested in a subject that they hadn't really liked before. Additionally, most parents (61 percent), across racial and ethnic groups, believe their children's schools are better than the ones they attended when they were young. To download the full report, visit <http://publicagenda.org/research/pdfs/rc0602.pdf> (Source: PEN Weekly NewsBlast, June 2, 2006)

"If the misery of the poor be caused not by the laws of nature, but by our institutions, great is our sin."

—Charles Darwin

GOVERNOR'S SCHOLARS RECOGNIZED AT LUNCHEON

By Dennis C. Carrithers, Ph.D, Assistant Executive Director



Representative Andrew Fleischmann

Thirty of Connecticut's top students were honored at the Tenth Annual Governor's Scholars Luncheon at the Aqua Turf Club on May 25th, the culminating event in the Governor's Scholars program this year. Co-sponsored by the CAS and Big Y World Class Markets, the program recognizes academically talented high school students in schools throughout the state and presents thirty students for special recognition to the governor of Connecticut.

CAS President Don Gates welcomed the scholars and their families on behalf of the 1088 member schools of the association. He delineated the process by which students were selected. All principals of CAS member high schools are given annually the opportunity to nominate one junior who ranks in the top two percent of his/her class. An essay on an assigned topic has to be completed. Members of the Governor's Scholars Committee, professional educators from throughout Connecticut, judge the completed applications and assign a composite score to each based on class rank, PSAT or SAT scores, GPA, and the student essay.

State Representative Andrew Fleischmann was the keynote speaker at the luncheon. As chair of the education committee, he congratulated the recipients on behalf of the state legislature and spoke about the short and long term implications of their selection as citizens who have demonstrated potential as leaders in their communities, state, and nation.

Big Y Director of Data Base Marketing Harry Kimball cited Big Y's history of contributing to its communities, particularly with regard to support for education. In addressing the scholars, he stated, "We are proud and honored to be able to partner with CAS in

recognizing the top high school scholars in Connecticut. Like us, these students have shown that through hard work and dedication they can achieve great things in their schools and communities."

Commissioner of Education Dr. Betty Sternberg represented the Connecticut Department of Education. She offered congratulations to the scholars and to their parents and teachers who have influenced the students to excel. She engaged the students in a classroom-like exercise to elicit their activities and interests. She urged them to follow their dreams with passion.

Governor's Scholars Committee Chair Laura Ferrante Fernandes, assistant principal at Masuk High school in Monroe, quoted William Arthur Ward in asking scholars to remember that, "Greatness is not found in possessions, power, position, or prestige. It is discovered in goodness, humility, service, and character."

Each scholar received a plaque from Associate Commissioner Coleman designating him/her a Connecticut 2006 Governor's Scholar, a letter from Governor Rell, and a check from Big Y for \$300.00. Thirty-one of Connecticut's colleges and universities also support this program by making gratis college level courses available to the thirty scholars. The University of Connecticut awards an Achievement Scholarship valued at one half of full tuition for four years to all Governor's Scholars who are admitted and enrolled.

Brian Shactman, morning news anchor at the media partner of CAS, NBC 30, served as emcee, and Mrs. Lorraine Ferrero of Windsor High School was chair of the luncheon.

A list of this year's Governor's Scholars can be found on the CAS web site at www.casciac.org.



2006 Governor's Scholar Irene Jia from Lyman Hall High School

ADVISORY COMMITTEE WINS PRESTIGIOUS AWARD

CAS is proud to announce that its American Red Cross High School Principals Advisory Committee was the recipient of the prestigious 2006 Governor's Award. Since 1998, the Governor's Award has been presented to a group or individual that has shown extraordinary commitment to the blood program in Connecticut. Under the leadership of Dr. Robert Carroll, the high school advisory committee was established two years ago to generate ideas on how to best reach donors at the high school level. The committee, which consists of high school principals from throughout the state, succeeded in increasing high school blood collections by 15% in its first year of existence! The committee's long-term goal is to recruit lifelong blood donors to ensure a safe and sufficient blood supply in future years.

The members of the advisory committee, listed below, were all recognized as recipients of the 2006 Governor's Award:

- ★ Dr. Betty J. Sternberg, CT Commissioner of Education
- ★ Michael Savage, CAS Executive Director
- ★ Dr. Robert Carroll, CAS Assistant Executive Director
- ★ Dr. V. Everett Lyons, Jr., Bristol Eastern High School - CHAIR
- ★ Bruce Sievers, Howell Cheney Technical High School
- ★ Catherine Richard, Danbury High School
- ★ Sheila Fredson, Vinal Technical H.S.
- ★ Donald Gates, Portland High School
- ★ Kirk Murad, Windham Technical H.S.
- ★ Jeffrey Mathieu, Bacon Academy
- ★ Veronica Leduc, Torrington Middle School
- ★ Janet Strausberg, Shepaug Valley H.S.
- ★ John Vecchitto, Nonnewaug High School
- ★ Paul Smith, Bolton High School
- ★ Gene Blain, Windham High School
- ★ Paul Stringer, Weaver High School
- ★ William Barney, The Morgan School

The award was presented at the Annual Red Cross Blood Services Dinner held on May 30th. Accepting the award on behalf of the high school principals advisory committee was Dr. Everett Lyons, chair of the committee, and Mr. George Coleman, representing Commissioner Betty J. Sternberg. As part of the award presentation, a tribute to Bob was delivered by Red Cross CEO Paul Sullivan. "Not surprisingly, for those who knew Dr. Carroll, the Red Cross was not the only organization to benefit from his efforts. . . I marvel at his work and at what a life well-led can accomplish. Our organization will be forever better off for having him a part of it," praised Sullivan.

In Memoriam, *continued from page 1*

the court of first resort for problems and students with problems. He was professional to his fingertips – compassionate – understanding of the human condition – always there to extend a hand to help a student.

For the wrong-doer, he was interested not in consequences, although consequences there surely had to be, but in redemption – he was a great believer in second chances.

He helped many a student get beyond personal circumstances which made difficult adolescence even harder, young people for whom school was often their only refuge against the world. He gave them to understand that there was a better world out there, and he inspired them to reach toward futures of promise.

Robert helped students get after-school jobs in areas of their interest and many of those jobs turned into lifetime careers. And he and Marie even helped seniors get dates for the prom. We called it the Carroll dating service. It was very successful!

As my assistant, he was intelligent loyalty personified. No day was too long, no task too demanding, no problem too difficult for him to deal with.

I never knew him to cut a corner, or take the easy way out, or to deal unfairly with anyone. He was a man of character and integrity, and of internal strength of a magnitude sufficient to deal with whatever life dealt him. He was much of a man. His personal conduct earned my respect and admiration many times over.

He was my idea man – if I presented him with a problem, he would come right back at me with ten possible solutions, and then the problem would be to pick the best of them!

Bob was also my chief of detectives, my solver of school crimes. Very early after his appointment as assistant principal, when some unknown culprit had offended "big-time" against good order and discipline, I said to him, "Robert, I want this one. Find him, and Deborah and I will take you and Marie to dinner."

He did – and we did – and that began a tradition which, over time, cost me a lot of money. But it also helped cement a professional relationship and a personal friendship which I will treasure always.

Bob succeeded me as principal, and years later succeeded me again as assistant executive director of the Connecticut Association of Schools, C.A.S., What we call CAS. We had a joke that he kept following me around from job to job.

Michael Savage, executive director of the Connecticut Association of Schools, Bob's boss, who is at this moment in Europe, would

tell you that Bob brought that same work ethic to his eleven years at CAS – long hours, initiative, inventiveness, imagination, leadership – aggressive promotion of programs which enhanced the educational experience, and the lives, of thousands of Connecticut's students, and gave added dimension to the work and scope of the association. Mike marveled to me often at Bob's devotion to the work.

In his quest for support for his programs, he reached into the commissioner's office – the governor's office – and into the legislature. When Bob was promoting a great idea, nobody was safe!

I have called Bob a humanitarian. That might have surprised some of you. Bob would surely have been surprised to hear such a term applied to him.

But if, as Webster defines it, a humanitarian is one concerned with or seeking to promote human welfare, then Robert F. Carroll richly fills the bill.

Bob's work took him to Russia, six times, where he acted as a consultant with Soviet educators to modernize the education system of the Crimea, and was so effective and so appreciated that the Russians named a school in his honor.

And after the catastrophic Tsunami which wrought so much havoc and horror in Asia, Bob went to Sri Lanka to give what help he could. He came home with the idea of encouraging Connecticut's students to raise funds to replace a ruined school in Sri Lanka.

With Mike Savage's quick approval, Bob launched a program through the CAS member schools which quickly raised a quarter of a million dollars, which he got one of CAS' sponsors to match, and then, Bob got former President William Jefferson Clinton to come to Connecticut to accept that half-million dollar check. He was quietly proud that day.

Bob also headed the CAS Katrina Relief Fund which secured funds and services for needy schools in the area hit by the hurricane.

As many of us knew, Bob had an inherited potentially fatal blood condition, which could have killed him many years ago. And against which he fought aggressively for all those years. Bob knew he lived on borrowed time – and he made every day count.

His interest in his condition, and his need for frequent transfusions, brought him to the work of the American Red Cross, and he was made a member of its board of directors. He was the recipient of the First Annual Governor's Award for Distinguished Service to the American Red Cross.

And at his death he was serving as Chairman

of the Board of the Aplastic Anemia and Myelo-Dysplasia International Foundation, of Annapolis, Maryland. If all of that isn't humanitarianism, what is?

And guess whose name somehow mysteriously found its way onto their mailing list. And guess whose check finds its way regularly to beautiful Annapolis on the seventh.

Unfortunately, his medications may have compromised his immune system and made him vulnerable. And finally one organism struck, against which all the resources of modern medicine could not prevail.

Three weeks before he was stricken, Bob joined Nick D'Agostino and Tom Jokubaitis and me for lunch, and he was his usual ebullient self – up – lively – hungry! – looking forward. And today he is gone, and we are bereft.

But think on this! As he made his way down his allotted years, Robert Carroll had an impact on the lives of thousands of others. How wonderful – how wonderful!! – that the work he chose to do could so affect the lives of so many, in so many places.

I belong to that school of thought which says that each of us is, among other things, the sum total of all the people we have ever known. In that belief, I know that Bob lives on in our individual and collective memory.

A little part of him now resides in each of us, and in turn becomes part of what each of us passes on to our children, and they to theirs. Who can tell where Robert Carroll's influence may end? I find that very comforting in a time of affliction.

His passing creates a great hole in our lives. But – to balance the equation – we can all share with Marie and their sons, Robert Junior and Aric, the solemn pride that must be theirs – that Robert Senior lived such a life – that he did such work – that he helped so many, provided such an example, made such a difference, and left such a legacy. He made a better place of the world he lived in.

Well done, Dr. Carroll.

Anyone who knows me knows that sooner or later they will be treated to something by or about Abraham Lincoln, who since my freshman year in high school has been my personal hero, and whose life and work have informed and influenced my own. So I end with this, which could have been written for our Robert.

Commemorating the death of Lincoln, the poet Edwin Markham wrote in his epic, "The many of the people," – these words:

*"He went down, as when a lonely cedar,
green with boughs, goes down with a
great shout upon the hills, and leaves
a lonesome place against the sky."*

1ST ANNUAL DATA SHOWCASE A MAJOR SUCCESS

By Regina Birdsell, Assistant Executive Director

As part of the Connecticut Accountability for Learning Initiative, the Connecticut Association of Schools teamed up with the Connecticut State Department of Education in presenting the 1st Data Showcase. The sold out conference, - which was held on April 6th at the Grand Hotel in Waterbury, was facilitated by Dr. Douglas Reeves. Dr. Nancy Stark of the CSDE school improvement and literacy unit welcomed the conference participants and Dr. Michael J. Wasta, Bristol superintendent of schools, introduced Dr. Reeves.

The event brought together school and district personnel to share data with the professional learning community. Student achievement data was displayed on science fair boards that served as the centerpiece for discussion. Breakout sessions featured several Connecticut success stories. The sessions included Bristol Central High School, with Assistant Principal Martin J. Semmel discussing his experiences with leading the school-wide data team. He provided specific techniques that were used to significantly improve their students' CAPT math scores and reviewed their plan to increase their CAPT reading scores.

Prinical Gina Wells, Robin Barna, Adia Rodriguez, and Vivian Baker, presented their data which showed the success of their dual language program over the past four years. It included last year's CMT scores and current district assessment data.

K.T. Murphy School of Stamford presented "Elementary Intervention -Finding The Time." Principal Kathy Pfister, Michele Sabia, and Sherri Prendergast discussed how fitting intervention into the school day can be a challenge. They shared how the school reorganized its day to find time for "Dolphins," a daily intervention program for grades one and three.

Dwight School of Hartford, represented by Principal Stacey McCann and Kathy Greider, has found success by focusing primarily on literacy and numeracy. The school's assessment data reflected its students' improvement over time. The school is working on the next steps to keep the growth moving in the right direction.

The Hartford Magnet Middle School shared how, in the fall of 2005, it was nominated for the "No Child Left Behind" Blue Ribbon Award for academic excellence. This distinguished award came as the result of the five years of academic success based on data-driven decision-making. During this sustained period of growth, HMMS has used assessment data to coordinate planning, develop curriculum, and guide instruction. The presentation, given by Principal Cecilia Green, Christopher G. Leone, Cyndi M. Callahan, and Johann Shattuck, showcased the process used along



Dr. Nancy Stark, Connecticut State Department of Education

the road to success. The presentation included an historical overview of the HMMS's CMT reading scores and an explanation of how the analysis of reading data from the 2004-2005 school year helped shape and drive instructional strategies for the 2005-2006 school year.

A variety of vendors shared materials and software used in working with data. Mark your calendars and join other educators next year in April 2007 to come share Connecticut's successes, struggles and strategies for continuous improvement of student achievement.

CAS OFFICERS: 2005-2006

President: Donald W. Gates, Portland High School
 President-Elect: Michael Rafferty, Old Saybrook MS
 Vice President: V. Everett Lyons, Bristol Eastern HS
 Vice President: Preston Shaw, Griswold MS, Griswold
 Vice President: Gary Rosato, Mill Hill Sch, Southport
 Treasurer: Janet Garagliano, Jon. Law HS, Milford

CENTRAL OFFICE STAFF

Michael Savage.....Executive Director
 Earle Bidwell.....Asst. Executive Director
 Regina Birdsell.....Asst. Executive Director
 Michael Buckley.....Director, Principals' Center
 Dennis Carrithers.....Asst. Executive Director
 Matt Fischer.....Director of Information Services
 J. Robert Ford.....Director of Development
 Paul Hoey.....Asst. Executive Director
 George Hall.....Asst. Director of Unified Sports®
 Anthony Mosa.....Asst. Executive Director
 Ann Malafronte.....Director of Unified Sports®
 Karen Packtor.....Editor, Asst. Exec Director

THE BULLETIN

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ANNUAL MEETING YIELDS NEW ORGANIZATIONAL STRUCTURE

On May 11th, member school principals and assistant principals traveled to the picturesque St. Clements Castle in Portland, CT for the association's 54th annual meeting. The administrators in attendance — predominantly from member high schools — adopted a revised CAS Constitution and six changes to the CIAC Bylaws (see page 13 for additional information). They also elected a new slate of officers and approved a nominal dues increase for elementary, middle and high school members.

PRESIDENT'S REPORT

During his president's report, outgoing CAS President Don Gates, principal of Portland High School, reminisced about his 31 years of service to CAS. He shared a number of personal anecdotes dating back to the halcyon days of the 70s, when tournament pairings were conducted without computers and when "just smiling at John Daly would get you appointed to some kind of standing or "ad hoc" committee." He recollected that, over the years, even as the nature of the association's work shifted, one thing remained unchanged: the camaraderie engendered between colleagues. He reminded members that volunteering for the association brings many rewards, both personal and professional, and encouraged them to continue to give their time to the association, despite the growing demands of the principalship. "Our success as an association is the direct result of your volunteerism," said Don. "And, as I am about to step up to the next phase of my life, retirement, it is my hope that each of you will go an extra, extra mile to promote our association and to engage administrators to support our association." (To view President Gates' report in its entirety, visit www.casciac.org/pdfs/presidents_report.pdf.)

EXECUTIVE DIRECTOR'S REPORT

In his executive director's report, Mike Savage reviewed some of the highlights of the 2005-2006 year, expressing his displeasure over the legal challenges faced by the CIAC but celebrating CAS' nascent partnership with UConn in administering the internship phase of the UCAPP degree program. He expressed great pride in the association's progress in the areas of technology, student activities, and sportsmanship. He reported that the association has expanded its relationship with the state department of education and has made significant inroads with the legislature, thanks in large measure to the leadership of Legislation Committee Chair Rich Cavallaro. Mike focused much of his remarks on the hard work and talent of the central office staff. "I have had the privilege to lead a staff full of energy and ideas. They come into the office each day exuding a passion for improvement and a commitment to CAS' mission," he praised. *continued on page 8*

Annual Meeting,
continued from page 7

NEW BUSINESS

The membership unanimously approved an organizational restructuring predicated on three divisions -- the Division of Student Services, the Division of Administrative Services, and the Division of Professional Services. The new organizational design necessitated a sweeping revision of the CAS Constitution as well as the bylaws of each of the individual principals' associations, the Connecticut Principals' Center, and the Student Activities Board of Control. To view the revised constitution and bylaws approved by the membership, visit http://www.casciac.org/pdfs/proposed_constitution_and_bylaw_revisions_2006.pdf

Following the approval of the constitution and bylaw changes, the membership elected a new slate of officers and board members for the 2006-2007 school year. Congratulations to the following individuals who have been newly appointed to board and officer positions within the association.

CAS Board of Directors:

- Mike Rafferty, Old Saybrook M.S. - PRESIDENT
- V. Everett Lyons, Bristol Eastern H.S. - President-Elect
- Robert Pitocco, Rocky Hill H.S. - Vice President (High School)
- David Russell, John Winthrop Jr. H.S., Middle Level Representative

CIAC Board of Control:

- Matt Dunbar, Glastonbury High School
- Kurt Murad, Windham Technical H.S.

High School Board of Control:

- Jeffry Mathieu, Bacon Academy - Chair
- Don Sierakowski, Manchester H.S.
- Barbara Britton, Daniel Hand H.S.
- Jan Guarino-Rhone, Lyme-Old Lyme H.S.
- Donna Hayward, Rocky Hill High School

Middle Level Board of Control:

- Susan Dumas, Mystic M.S. - Vice Chair
- Richard Dellinger, Amity Regional M.S., Bethany
- Marie Castle-Good, Capt. Nathan Hale School, Coventry
- Jeffrey Cryan, Mansfield Middle School

Elementary Board of Control:

- Andrienne Longobucco, Litchfield Center

CT Student Activities Conference Board:

- Larry Roberts, East Lyme High School
- Kate Carter, Hopewell School, Glastonbury
- Catherine Richard, Danbury High School

Many thanks to the following outgoing board members who complete their terms on June 30th of this year. Those in attendance at the meeting were presented with distinguished service plaques in honor of their years of service to the association. They will surely be called upon to serve in another capacity!

CAS Board:

- Donald W. Gates, Portland High School
- Vaughn Ramseur, Roosevelt M.S.
- Andrea Lavery, Terryville High School

CIAC Board:

- Dennis Siegmann, Bristol Central H.S.
- Rose Marie Cipriano, Weston H.S.

High School Board:

- Robert Pitocco, Rocky Hill High School
- Christine Mahoney, East Granby H.S.
- Kathleen Barmak, East Windsor H.S.

SABC:

- Kathleen McGrath, Southington H.S.
- Steve Wysowski, Coginchaug H.S.

BUDGET

In a final order of business, the membership approved a budget which called for an \$225 dues increase for high schools, a \$35 dues increase for middle schools and a \$15 dues increase for elementary schools.

AWARD PRESENTATIONS

During the awards luncheon, Dr. Jerry Auclair, principal of Darien High School and chair of the CAS Awards and Recognition Committee, presented Letters of Commendation to four individuals who have made outstanding contributions to CAS and to the member schools it serves.

Recipients of Letters of Commendation:

- Norma Possoco, Teacher, Mansfield Middle School
- Dale Bernardoni, Principal, McKinley School, Fairfield
- Dennis Siegmann, Principal, Bristol Central High School
- Don Macrino, Principal, Waterford High School
- Margaret Borger, Library Media Specialist, Wamogo Regional H.S., Litchfield

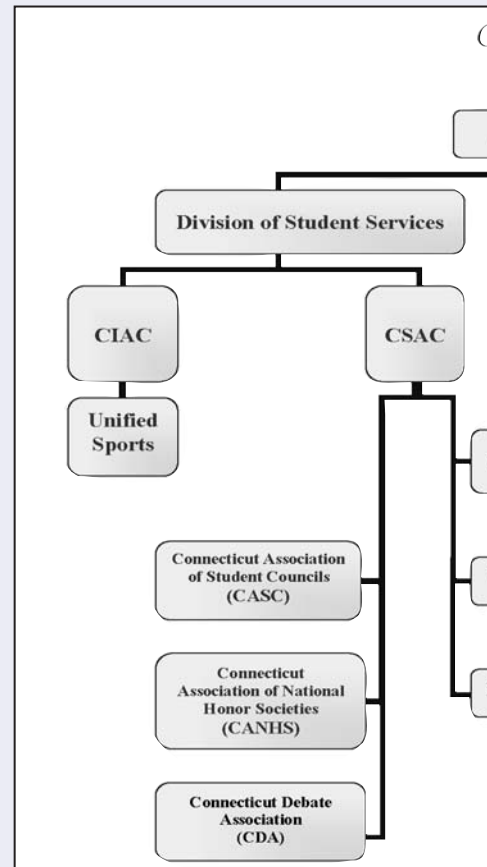
Three individuals were selected to receive the prestigious CAS Citation: **Louis Pear**, principal of Moser and Myrtle Stevens Schools in Rocky Hill; **Janet Garagliano**, principal of Jonathan Law High School in Milford; and **Richard Cavallaro**, principal of H.C. Wilcox Technical High School, Meriden. The CAS Citation, the association's highest honor, is awarded only to those members who have made extraordinary and long-term contributions to the organization.



Awards committee chair Jerry Auclair (left) presents Citation to Rich Cavallaro.



Incoming president Mike Rafferty (left) presents gift to outgoing president Don Gates.



The new organizational structure is predicated

MIDDLE LEVEL TEACHER PREPARATION & CERTIFICATION SURVEY

By Earle G. Bidwell,
Assistant Executive Director

Arguably the greatest challenges facing public school principals in this century is attracting and retaining highly qualified teachers. Nowhere is the challenge more acute than at the middle level where candidates come with little or no training in middle level organization and philosophy, knowledge of early adolescence, or developmentally appropriate teaching skills. Like many who came before, they learn on the job!

As part of its work to revise certification and preparation standards in order to enhance opportunities for middle level principals to hire teachers with specific middle level preparation in the future, the middle level board invited middle school principals to be part of the process by participating in an online survey on teacher preparation and certification. Forty-seven principals responded to the call and added valuable data to the growing array of information supporting positive change in teacher certification regulations. Here are some of the most significant findings.

Findings

- Reporting schools are a good cross section of Connecticut's schools with middle grades. All counties are represented, as well as all but one educational reference group (ERG A). Four of the most common grade configurations, 6-8, 5-8, 7-8 and K-6, make up the bulk of the respondents.
- Reporting principals are veteran educators with 86% having more than twenty years of experience in education. Sixty four percent have more than ten years experience in educational administration; but only 22% have been in their current position for more than ten years.
- The level of satisfaction with current entry level teacher candidates is just slightly above the mid-point at 3.28 on a scale of 5.

- Due to the confusing array of overlapping Connecticut endorsements and the number of teachers who received training in other states, no data was requested on the number or percentage of teaching candidates with specific types of training or certificates. Principals were instead asked their preferences in filling vacancies in core positions at the sixth and eighth grade levels. Sixty-seven percent favor candidates with a 4-8 middle level certification

continued on page 10



Mike Savage presents executive director's report to membership.



Elementary principals discuss the needs of their membership.

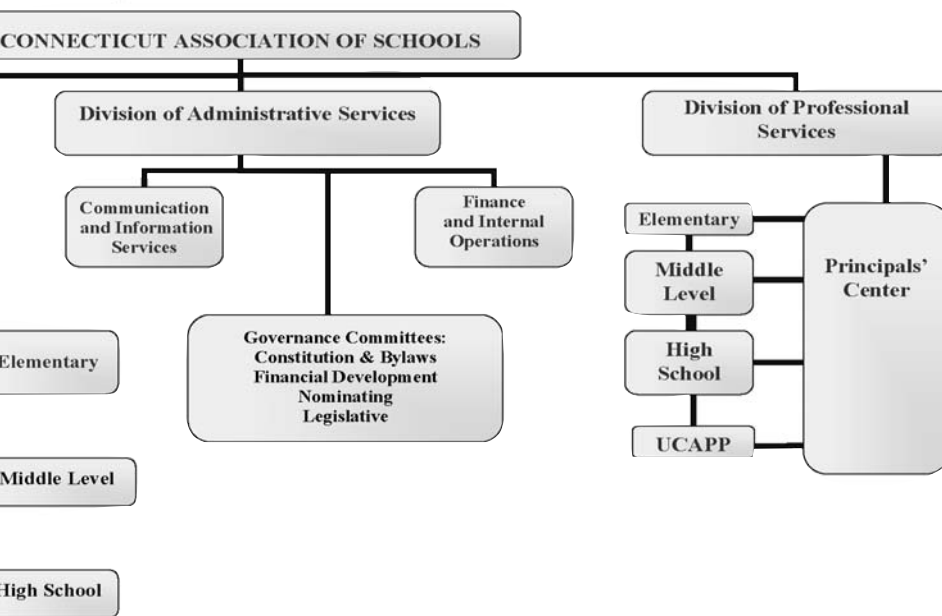


Avon Middle School Principal and CAMSP Chair Jody Goeler conducts the middle level membership meeting.



High school principals deliberate on controversial CIAC issues.

Connecticut Association of Schools Organizational Chart



on three separate divisions - one for student services, one for professional services, and one for administrative services.

... more middle school news

Certification Survey, *continued from page 9*

over a candidate with a 7-12 certificate for eighth grade vacancies. When comparing 4-8 middle level certificated candidates with K-6 for sixth grade vacancies, ninety-one percent favored middle level candidates.

■ Principals were asked to rate the importance of twelve characteristics in the hiring of teachers. Here is a rank order of the results:

1. classroom management skills
2. engaging students in active learning
3. mutually respectful relationships with all young adolescents
4. developmentally responsive teaching skills
5. understanding of early adolescence and the needs of young adolescents
6. content knowledge
7. communicating with parents
8. collaborating with colleagues and other stakeholders
9. knowledge of middle level curriculum
10. knowledge of middle level philosophy and organization
11. mentoring new teachers
12. use of multiple assessments.

■ Principals were asked to select three teachers from their schools they considered the most successful and three teachers they considered the least successful and rate them on the same twelve traits. On a scale of 1-5 (1 = marginal, 2 = below average, 3 = average, 4 = above average, 5 = outstanding) the average differential between successful and unsuccessful teachers was 1.98.

■ A smaller than average differential was reported on the following characteristics:

- 0.87 classroom management skills
- 0.99 content knowledge
- 1.78 knowledge of middle level curriculum
- 1.86 knowledge of middle level philosophy and organization
- 1.53 use of multiple assessments

■ A greater than average differential was reported on:

- 2.28 engaging students in active learning
- 2.26 mutually respectful relationships with all young adolescents
- 2.50 developmentally responsive teaching skills
- 1.99 understanding of early adolescence and the needs of young adolescents
- 2.15 communicating with parents
- 2.06 collaborating with colleagues and other stakeholders
- 2.50 mentoring new teachers

Conclusions

Principals who participated in the survey identified several areas that are consistent with exemplary middle level practice as being important to them in hiring new teachers. Four of the top five areas identified (engaging students in active learning, mutually respectful relationships with all young adolescents, developmentally responsive teaching skills, understanding of early adolescence and the needs of young adolescents) are central to middle level teaching competencies. It is interesting to note that these characteristics ranked ahead of content knowledge and middle level curriculum, philosophy and organization in the estimation of the respondents.

The data comparing most and least successful teachers revealed that the smallest differentials were in the areas of classroom management skills and content knowledge. While the average difference across the board was 1.98, the differences in these characteristics were .87 and .99 respectively. In short, the difference between the most successful and least successful teachers was the smallest in these areas. Conversely, the characteristics that showed the greatest differences were developmentally responsive teaching skills and mentoring new teachers. In short, principals reported a far greater difference in teachers who know how to teach early adolescents and could help train new teachers than in teachers with strong content knowledge and classroom management skills.

In hiring new teachers, principals overwhelmingly favored teachers with middle level certification over high school or elementary certification; sixty-seven percent over 7-12 certified teachers, and ninety-one percent over K-6 certified teachers. These figures are very significant in light of the fact that Connecticut colleges and universities are producing fewer than one hundred middle level teachers a year and half of those are coming through the alternate route.

The information provided by responding principals will prove extremely valuable as the CAS Middle Level Board pursues changes in certification, as certification drives teacher preparation. We have learned that where overlapping endorsements are eliminated or reduced, there has been a corresponding increase in both the number of higher education programs and the number of teachers trained specifically for the middle level. Our goal is to increase the numbers of both to insure that Connecticut maintains its position as a leader in middle level education among the states.

Data

■ Forty -six Connecticut schools with middle grades representing Educational Reference Groups B-I participated in the survey conducted on-line in May 2006.

■ Background information on respondents:

- years in education for principal: 1-10: 0%; 11-20: 14%; 21-30: 36%;
over 30: 50%
- years in Administration: 1-10: 37%; 11-20: 41%; 21-30: 23%
- years in present position: 1-10: 78%; 11-20: 22%

■ Grade Configurations of Participating Schools

- K-8 = 4
- 6 = 1
- 4-8 = 1
- 5-8 = 6
- 6-8 = 22
- 7-8 = 12

■ Level of satisfaction with current entry level candidates on a scale of 1-5 = 3.28

■ Preference in filling eighth grade vacancy. 67% favor 4-8 middle level over 7-12 secondary.

■ Preference in filling sixth grade vacancy. 91% favor 4-8 middle level over K-6 elementary.

elementary school news

WILLARD SCHOOL TEACHER RECEIVES JOHN WALLACE SCHOLARSHIP AWARD

By Regina S. Birdsell, Assistant Executive Director

The Connecticut Association of Schools Elementary Division has announced that Mary M. Sulla, a teacher at Emma Hart Willard School in Berlin, has received the John Wallace Scholarship Award. The John Wallace Scholarship is dedicated to the memory of the former EMSPAC Executive Director and is for eligible graduate students preparing to become elementary or middle school administrators.

Mary S. Sulla has been teaching for 15 years as an elementary classroom teacher and is currently working on her 6th year degree in administration at Central Connecticut State University. She has conducted classroom organizational and management workshops for the newly hired teachers, has mentored colleagues through the portfolio assessment process, and has supported and guided several student teachers. She was encouraged by her principal, Maureen Walsh, to enter an administrative program. She looks to combine her two educational passions: love of children and the strong desire to effectively lead a school. It was evident from her application and letters of nomination that she has taken on many leadership roles and will be an outstanding future administrator. Ms. Sulla received her scholarship at CAS' spring conference on May 1st.

ELEMENTARY SCHOOLS' SUCCESS CELEBRATION OF CONNECTICUT

By Regina Birdsell, Assistant Executive Director



Hebron Avenue School staff accepting the "School of the Year" award from CSDE Associate Commissioner Frances Rabinowitz. (see related item page 12)

SCOTT NOZIK RECEIVES EXEMPLARY PRINCIPAL PROGRAM AWARD FOR SPECIAL EDUCATION

By Regina S. Birdsell, Assistant Executive Director

Scott Nozik, principal of Thomas S. O'Connell Elementary School in East Hartford, was selected as the recipient of the CAS Exemplary Principal Award for Special Education. The criteria used to judge the candidate included the following.

1. The candidate provides an educational program conducive to meeting the needs of all students.
2. The candidate provides leadership in initiating, supporting and sustaining a program of inclusive education for children with special needs.
3. The candidate provides educational programs and in-service for all staff in building a responsible, inclusive, educational environment.
4. The candidate provides an atmosphere that welcomes communication and collaboration between special education and general education.
5. The candidate provides leadership to staff, students and parents in developing their respect for learning differences.

In her nomination, Jody S. Lefkowitz, director of pupil personnel services in East Hartford, cited Principal Nozik's creative planning



Scott Nozik, Principal, Thomas S. O'Connell Elementary School

and collaboration with all staff in order to meet the needs of students with autism. She stated that initiating and sustaining inclusive practices for children with disabilities is an important commitment that Scott has given priority and made a reality at Thomas S. O'Connell Elementary School.

Mr. Nozik received his Exemplary Principal Program Award for Special Education at the Connecticut Association of Schools' Spring Conference held at the Hartford Marriott Rocky Hill on May 1, 2006.

The Connecticut Association of Schools, Elementary Division, held its 13th Annual Program Recognition Banquet on May 4, 2006 at the Aqua Turf Club in Southington. Sponsored by Teachers' Insurance Plan, the theme for the evening was "Celebration of Connecticut Elementary Schools' Success." The evening publicly acknowledged exemplary programs and dedicated staff that have brought about significant school improvement, promoted school success or have had a positive impact in their schools.

Mr. Geoff Fox, weather center director for Action News 8, served as emcee, providing live weather broadcasts during the dinner and greeting and meeting all in attendance. Frances Rabinowitz, Connecticut State Department of Education Associate Commissioner for Teaching, Learning and Assessment presented several awards. The Elementary School of The Year Award was presented to Hebron Avenue Elementary School in Glastonbury, with Principal Linda Provost accepting. Guest speaker, Dr. J.A. Camille Vautour, Superintendent of Schools in Rocky Hill spoke passionately about the role of teachers in building school programs and developing new opportunities for students. Dale Bernardoni, principal of McKinley School in Fairfield and co-chair, gave a synopsis of each school's exemplary program as the awardees came to the podium to receive their plaque. Photos for each school were supplied by Grynn & Barrett Studios, the official photographer for CAS.

Special thanks to the committee for its thoughtful planning and arrangement of this special evening. Committee members: Dale Bernardoni, principal of McKinley School in Fairfield; Renata Lantos, principal of Bielefield School in Middletown; Rosie Vojtek, principal of Ivy Drive School in Bristol; and Gina Vance, assistant principal of Gideon Wells School in Glastonbury. CAS provided all member schools with a souvenir booklet of the programs honored at this event, and each school also receive a plaque of recognition. The committee is planning to move the program recognition banquet from a spring event to a fall event in the coming school year.

...more elementary news

HEBRON AVENUE NAMED "SCHOOL OF THE YEAR"

By Regina S. Birdsell, Assistant Executive Director

The Connecticut Association of Schools has selected Hebron Avenue School in Glastonbury as *Connecticut's 2006 Elementary School of the Year*. When notified of the award, Hebron Avenue Principal Linda Brown-Provost was very excited. "Our school is a unique place," she said. "I'm thrilled for all the work of the students, parents, teachers and community. We are a family, all staff, from custodians and cooks to teachers and administration, all with a common interest in helping the children."

At Hebron Avenue, every staff member cares about every student. When students have any type of need, curricular adaptations, physical or medical assistance, the support is there for them. Linda shared the school's theme, "Understanding and recognizing the different challenges people face in life," as an example of the school's caring climate. To further support the theme, monthly books that are read aloud in each class are focused on medical and physical challenges. The adopt-a-puppy community service project with Fidelco helps teach students about the visually impaired. Students from each class baked dog biscuits as a fund raiser and through email, students could check on the progress of their adopted puppies. The Unified Sports program, new this year, helps kids with special needs as well as their non-disabled peers who were partnered with them.

The criteria used to judge the school include the following:

1. providing an educational program conducive to meeting the needs of all of its students;
2. providing student opportunities that go beyond the typical school;
3. providing educational programs that are consistently reviewed and improved;
4. providing an atmosphere that welcomes participation from all constituencies;
5. playing an active role in the community; and,
6. encouraging strong parent-school involvement.

Under the leadership of Principal Linda Brown-Provost, the school has provided educational programs conducive to meeting the needs of all of its students. This school's sense of community, its outstanding programs, its level of academic achievement, and the overwhelming positive feeling one enjoys at Hebron Avenue School has made it the choice of the Connecticut Association of Schools Outstanding Elementary School of The Year Award.

MARINE SCIENCE DAY

"Rain Rain...It Didn't Go Away"

By Regina S. Birdsell, Assistant Executive Director

The rains came, and so did the students, teachers and chaperones. Everyone was well prepared, dressed in rain gear and ready for the day's events which were held at the University of Connecticut's Department of Marine Sciences located at Avery Point in Groton. The main focus of this day was the education of 5th and 6th grade students about Long Island Sound and marine science. Each student who attended the conference had an individually developed scheduled and participated in a series of workshops presented by university personnel, graduate students, and environmental educators from a variety of organizations and institutions. Every workshop was designed to promote a greater awareness of Long Island Sound and marine science. The enrollment in the program was limited, with a full capacity attending this year. All student attendees were given a complimentary tote bag and tee shirt as well as other materials that were also distributed by the presenters who attend this conference. Many of the students had an opportunity to have a hands-on experience on the enviro-lab boat. This year two boats were commissioned for the event.

This year's conference was sponsored by the Long Island Sound Foundation and EE-Smarts, a division of United Illuminating. Tom Callinan, of Crackerbarrel Entertainment, closed the event with a performance of sea chanteys for the students. Special thanks to the committee who planned this outstanding event. The committee consisted of: Jay Brennan, Principal of Chatfield School in Seymour, Susan McNamara, Executive Director of the Long Island Sound Foundation, Howard Reed, Principal of Garfield School in Bridgeport and Pat Ruane, Principal of St. Augustine School in Fairfield. Anyone interested in helping with the upcoming environmental events for the 2006-2007 school year is encouraged to call Regina Birdsell at The Connecticut Association of Schools at 203-250-1111.

ciac news

CAS-CIAC RECOGNIZES 342 SCHOLAR-ATHLETES

By Paul Hoey, Assistant Executive Director



Keynote Speaker Jen Rizzotti

Three hundred and forty-two students from 177 Connecticut high schools were honored at the Twenty-third Annual Scholar-Athlete Banquet held at the Aqua-Turf Club in Southington on May 7, 2006. The event, hosted annually by CAS-CIAC and sponsored by the McDonald's Owner/Operators of Connecticut and Coca-Cola, honors one male and one female from each Connecticut high school who have excelled in both academics and athletics. To qualify for the award, each student must have accumulated a 3.5 grade average, participated in at least two years in a CIAC sponsored sport, have exhibited service and possess integrity and self-discipline.

Noted Connecticut college and professional basketball player and new college coach Mrs. Jennifer Rizzotti Sullivan was the keynote speaker for the event. She was introduced by Mr. Arnold Dean, Director of Sports Broadcasting, WTIC Talk Radio 1080. ESPN's Bob Picozzi served as master of ceremonies for the event. Welcomes were given by Mr. Donald Gates, president of the Connecticut Association of Schools and principal of Portland High School; Mr. William J. Barney, chair of the Connecticut Interscholastic Athletic Conference and principal of the Morgan School in Clinton; Commissioner of Education Dr. Betty Sternberg; Coca-Cola representative Mr. Jay Margnelli; and McDonald's representative Mr. Jim McGarry. Grynn & Barrett the CAS-CIAC official photographer was on hand for the event.

There was an extremely positive response to the thoughtful keynote address of Mrs. Rizzotti Sullivan. Her reflections on being the best one can be and that hard work and dedication will result in success as the scholar athlete's move on to college obviously resonated with the audience of over 1,700 students, parents, and educators.

. . . more ciac news

CIAC MEMBERSHIP ADOPTS SIX BYLAW CHANGES

NOTE: The CIAC membership adopted six bylaw changes at its annual meeting on May 11, 2006. The full text of each change is printed below along with the rationale for the change. The bylaw revisions can also be viewed on the CAS-CIAC website at http://www.casciac.org/pdfs/bylaw_changes_CIAC.pdf.

CHANGE #1: ARTICLE III, SECTION B

Explanation of change: (1) Provide the CIAC with the authority to sanction individuals, including coaches, for violations of CIAC rules and regulations; (2) provide the executive director with the authority to bring charges against a member schools and/or school personnel for violations of the provision of the CIAC handbook.

NEW LANGUAGE (additions in **bold**):

ARTICLE III - MEMBERSHIP

Section B: Violation of by-laws, regulations, **rules of standards of courtesy, fair play and sportsmanship, code of ethics or handbook provisions.**

1. The Board of Control shall have the power to assess **and to enforce** such penalties, **including fines, against member schools, principals, athletic directors, coaches and/or members of the coaching staff**, as it deems suitable for violations of its By-laws, Regulations, **Rules, Standards of Courtesy, Fair Play and Sportsmanship, Code of Ethics, or any other standard of conduct or any other provision of this handbook.** Any such penalties will be administered in accordance with established due process procedures. **A charge for any of the above violations may be brought against a member school, principal, athletic director, coach and/or member of the coaching staff by another member school or by the executive director of CAS-CIAC. Charges made by a member school must be submitted in writing to the executive director by the principal of the school making the charge. Charges made by the executive director must also be in writing.**

2. The executive director shall transmit a copy of the charge or protest to the principal of the school **or other such person** against which **or against whom** the charge or protest has been made. **The executive director shall also provide a copy of the charge or protest to the CIAC Board of Control's chairperson.**

3. The executive director, upon notification from the chairperson, shall give due notice of the time and place of the hearing to all schools **and/or persons** concerned.

4. There shall be a hearing before the CIAC Board of Control at which the charging party shall have an opportunity to present the facts of its charge or protest and the party charged or against which a protest has been made shall have an opportunity to present its response to the charge or protest.

5. A member school **or other person against which or against whom a charge or protest has been made who is** dissatisfied with a decision of the Board of Control, with the exception of eligibility cases, may within fourteen (14) days after distribution of the written decision, appeal in writing to the Board of Directors of CAS whose decision shall be final and binding on the parties.

6. All member schools of the Conference shall be notified in writing of any case of suspension of a member school.

Reasons for change: (1) To provide the CIAC Board of Control with the flexibility to place sanctions where they properly belong without necessarily punishing an athlete who violated a rule of eligibility through no fault of his/her own; (2) to provide the executive director with the authority to bring charges for violations of any CIAC regulations in the same way that he/she can bring charges of recruiting under Article X.

CHANGE #2: ARTICLE VII, SECTION F.8

Explanation of change: To give the CIAC final authority in approving tournament structures for those sports whose divisions are based on criteria other than school size.

NEW LANGUAGE (additions in **bold**):

Article VII. TOURNAMENTS, MEETS AND GAMES

Section F. Objectives and Regulations for Determining Tournament Divisions

8. All sports committees have the latitude to promote opportunities which will enhance the overall quality of their tournament as long as such opportunities conform with the heretofore listed regulations. Such opportunities must be made part of the published tournament regulations and be consistently applied to all teams that make the tournaments. **Any change in tournament structure which departs from the usual procedure of determining divisions by size of school must be approved by the CIAC Board of Control.**

Individual Sports – Cross Country, Track, Golf, Swimming, Wrestling, Indoor Track, Tennis, Gymnastics

Team Sports – Field Hockey, Soccer, Volleyball, Basketball, Softball, Football, Ice Hockey, Baseball, Lacrosse

Reason for change: To ensure fairness and equitable competition and to safeguard against manipulation wherever possible.

CHANGE #3: ARTICLE III, SECTION B

Explanation of change: To delineate the responsibilities and accountability of each CIAC member school principal.

ALL NEW LANGUAGE:

SECTION B: AUTHORITY AND RESPONSIBILITY OF MEMBER SCHOOLS REGARDING CIAC BY-LAWS AND REGULATIONS

As the voting representative to the Association and as a condition of membership, member school principals will be responsible for the following:

1. Knowing and adhering to the rules and regulations of CIAC.
2. Requiring appropriate school personnel to attend CIAC rules and regulations workshops on an annual basis..
3. Educating athletic director, guidance faculty and other appropriate faculty and staff on the rules and regulations of CIAC.
4. Requiring mandatory meetings at the start of each season with coaches, student-athletes and their parents (guardian) to review CIAC rules and regulations.
5. Developing a written athletic handbook and contract for all student-athletes which delineates CIAC rules of eligibility and is signed by the student-athlete and parent prior to participation.
6. Requiring all members of the certified coaching staff to attend pre-season game rules interpretation meetings in their sport at the local, regional or state level.

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Change #3, continued from page 13

7. Reporting all violations of CIAC rules and regulations in a timely manner.
8. Establishing a protocol for processing eligibility questions from student-athletes, parents, and coaches within their school.
9. Requiring all newly appointed athletic directors to attend the CIAC summer workshop on CIAC rules and regulations.

Reason for change: A recent legal challenge brought to light the fact that many of our member school coaches are not sufficiently familiar with CIAC regulations; and this lack of familiarity is resulting in rules violations with significant consequences. In that building principals are ultimately responsible for the actions of their school employees, it is important that they take steps to ensure that all athletic personnel are fully informed of and comply with CIAC rules and regulations. (NOTE: The existing Section B under Article III will become Section C, and so forth.)

CHANGE #4: ARTICLE IX SECTION II. B.

Explanation of change: To change the parameters of student eligibility to grant student-athletes eight semesters of participation rather than three years.

PROPOSED LANGUAGE (additions in **bold**):

SECTION II STUDENT ELIGIBILITY

B. The student shall not have reached his or her nineteenth (19) birthday, except that a player who reaches his or her nineteenth (19) birthday on or after July 1, shall be eligible to compete during the ensuing school year if he or she is otherwise eligible. ~~No student who has been enrolled in grades 10, 11 or 12 inclusive in any school (member or non-member) shall participate in the same branch of athletics for more than three (3) seasons. Participation is defined as being a member of an athletic team in one or more interscholastic athletic contests during a season.~~

C. A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition. Date of entry is defined as the first date of enrollment as a grade 9 student taking four (4) or more high school subjects. (1) Students who are not eligible or elect to not participate do not preserve additional semesters for use at a later time. That is, there is no fifth year of eligibility per se. (2) Once a student has attended 15 days or more, may apply through the member school for consideration of a hardship waiver. Hardships involve serious documented medical situations where students are not able to attend school at all or become incapacitated. Injuries sustained in playing a sport do not constitute grounds for a medical hardship grant of an additional semester. Hardships will also be granted for a student who has been absent one or more semesters because of required military service. If a waiver is granted, the semester granted must be the same as the semester waived. Fall for fall, spring for spring. (3) The fact that a student has not participated for four seasons will not justify allowing such student to participate in interscholastic sports beyond the eighth semester after his or her entrance into the ninth grade. (4) This is an eight semester attendance rule, i.e., eight semesters of time not eight semesters of participation or competition rule. (5) Exception: A student who interrupts his/her school career in order to participate in a CSJET approved foreign study program may have his/her eligibility extended for up to two semesters, provided the student does not participate out of country in sports he/she wishes to play upon his/her return, subject to approval by the CIAC.

The implementation date will be July 2006, affecting all students entering 9th grade in September 2006 (class of 2010).

(NOTE: The existing Section C under Article IX will become Section D, and so forth.)

Reason for change: This new regulation promotes consistent progress toward meeting graduation requirements within a four-year cycle and equalizes competition within member schools. Also, it is intended to prohibit "red shirting" and is aimed at preventing those athletes who become academically ineligible from replacing other students who are maintaining their academic standards during a normal four-year high school career.

CHANGE #5: ARTICLE XI, #11

Explanation of change: To clean up the language in the regulation which addresses the phasing out of co-op teams.

PROPOSED LANGUAGE (additions in **bold**):

ARTICLE XI - COOPERATIVE TEAM SPONSORSHIP**11. Dissolution of Cooperative Teams**

- a.. When the decision of the CIAC co-op committee is to dissolve or discontinue a co-op program, there will be a maximum of a two (2) year phase-out (~~grandfather period~~), renewable yearly, and athletes will be eligible from their schools throughout the phase-out period. **The cooperative team committee has the authority to reduce a phase-out period to one year if the number of participants in the co-op exceed or are close to exceeding two times the maximum allowed in the specific sport.** Eligibility is not restricted to only those athletes who were on the original co-op team roster at the time of discontinuation
- b. During the phase-out, all schools must agree to remain in the co-op agreement on a yearly basis. League approval is not required. During the ~~two year grandfather period~~ **phase out period** all athletes are to be notified by their school that a limited period of eligibility exists because the program is in a ~~maximum of a two year~~ phase-out period.
- e. ~~In a two (2) team co op, if during the phase out period both the teams exceed the co op maximum limit at any time, the co op will be rescinded and grandfathering will not be allowed.~~
- d. ~~In a three team co op, if during the phase out period two (2) teams exceed the co op limit and one does not, then the CIAC co op committee will determine, with the approval of each school affected, which one of the teams over the co op limit will be removed from the co op.~~
- e. ~~In a three team co op, if during the phase out period the numbers of any two teams combined do not exceed the maximum co op limit, all three (3) teams can remain in the co op.~~
- f. ~~During the phase out period, no three (3) team co op program can exceed two (2) times the maximum limit for a co op team.~~

Reason for change: To guarantee that all schools involved in a co-op team would be entitled to a phase-out period upon dissolution of that team.

CHANGE #6: ARTICLE IV, SECTION H

Explanation of change: To add a stipulation in the bylaws empowering the executive director or his/her designee(s) to render official interpretations of CIAC eligibility regulations.

ALL NEW LANGUAGE:

SECTION H. EXECUTIVE DIRECTOR

1. The executive director shall act as the executive agent of the Connecticut Association of Schools and the Connecticut Interscholastic Athletic Conference and shall be responsible to the CAS Board of Directors and the CIAC Board of Control.
2. The executive director of the Connecticut Interscholastic Athletic Conference shall be the same person as the executive director of the Connecticut Association of Schools and the Connecticut Schools Corporation.
3. The CIAC Executive Director, or his/her designee, will provide official decisions and interpretations, where appropriate, specific to the CIAC code of eligibility to high school principals, assistant principals and athletic directors only.

Reason for change: Currently, the CIAC Board of Control is the only body with the authority to interpret eligibility rules and/or render official decisions on eligibility matters. The staff, however, fields countless requests for eligibility interpretations and spends a significant amount of time on eligibility issues. It seems both appropriate and, practically speaking, necessary to invest CIAC staff members with the authority to render official decisions on eligibility matters.

A TRIBUTE TO JOE TONELLI

By David Johnson, CAA, Bunnell High School, Stratford

Joe Tonelli is known throughout the state and nation as an individual who gives of himself to help others. His involvement with high school athletics has earned him the respect of his peers across the country but more importantly he has made the high school athletic experience better for countless student-athletes, coaches and athletic directors. It is with the highest respect and regard that CAAD wishes Joe the very best in retirement as he steps down as Norte Dame-West Haven Athletic Director at the end of the 2005-2006 school year.

Joe is a 1962 graduate of Notre Dame High School and he has been a teacher, coach and athletic director at his alma mater for 38 years. In 1966 he graduated from the University of South Carolina where he captained the baseball team. Joe received his Master's Degree from Southern Connecticut State University and he was among the charter group of athletic directors to achieve the status of Certified Athletic Administrator by the NIAAA.

Before becoming the school's athletic director, Joe was Notre Dame's basketball coach for 11 years. In addition, he served as the assistant baseball coach at the University of New Haven for 14 seasons. His coaching accomplishments earned him induction into the Connecticut High School Coaches Association Hall of Fame. Joe is a Notre Dame "Knight of Honor" and received the "Distinguished American" Award from the New Haven Football Foundation.

Joe is past president of CAAD and one of the founding fathers of this organization. He represents the athletic directors on the CIAC Board of Control and Eligibility Review Board. He is a member of the CIAC Officials Committee and is a liaison to the football, basketball and swimming officials. Joe's active involvement with committees at the state and national levels has been recognized with Distinguished Service Awards from the Connecticut Association of Schools, the National Federation and the National Athletic Administrators Association. In 1988 Joe was the first Connecticut athletic administrator to receive an NIAAA State Award of Merit. In 1997, at the National Conference in Nashville, TN, Joe received the prestigious Thomas E. Frederick Award of Excellence given to one individual annually whose loyalty and contributions to



(L to R) Joe Tonelli, Ken Marcucio, Judy Samaha, Maureen Rogers and Robert Tait

the profession of athletic administration represent excellence in achievement. Joe has received numerous honors from many different

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Retired AD's Corner

By Ed Tyburski

MILESTONES – The following athletic directors have announced their retirements.

- **Al Gurney**, after 37 years in education; served as athletic director at Stamford High School for 10 years; coached football, ice hockey, golf and baseball.

- **Ken Marcucio** was in education for 36 years before retiring in 2004; served as athletic director for 18 years and athletic consultant for the past 2 years at Derby High School; coached boys cross-country (13 years) and assistant baseball (5 years); received the NIAAA State Award of Merit in 2002; presently serves as treasurer of CAAD.

- **Maureen Rodgers**, after 36 years in education; served as athletic director at East Hartford High School for 6 years; was a woman's basketball coach for 25 years; inducted into the Connecticut Women's Basketball Hall of Fame in 1999.

- **Judy Samaha**, after 37 years in education; served as athletic director for 12 years at Sheehan High School; coached field hockey (10 years), softball (15 years); was selected Athletic Director of the Year in 2004 by the Connecticut High School Coaches Association.

- **Robert Tait**, after 38 years in education; served as athletic director at Foran High School for 11 years; coached track (15 years), also golf and cross country.

- **Joe Tonelli**, after 40 years in education; served as athletic director at Notre Dame High School in West Haven for 30 years; was a successful basketball coach (11 years) and assistant baseball coach at the University of New Haven for 15 seasons; is a past president of CAAD and one of the founding fathers of CAAD. Joe represented the athletic directors on the CIAC Board of Control, the Eligibility Review Board and was a member of the CIAC Officials Committee. Among his many awards were: Distinguished Service Awards from CAAD, CAS, National Federation and the National Athletic Administrators Association, the NIAAA State Award of Merit, the Connecticut High School Coaches Association Hall of Fame, the Distinguished American Award from the New Haven Football Foundation and the Notre Dame High School Knight of Honor Award.

LIFE MEMBERSHIPS – Dick Gagliardi of Sacred Heart Academy in Hamden received his golf life membership card in May.

. . . more caad news

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organizations, all of which highlight the highest regard they have for Joe and his efforts on behalf of student athletes. Joe was CAAD's Distinguished Service Award-Inside the Field award recipient in 2004

Joe's commitment to the high school athletes of Connecticut is further demonstrated by his involvement with the CIAC Baseball Tournament as umpire assignor and as the Southern Connecticut Conference Baseball Chairman. He has continued to have a hands-on coaching experience with athletes as a Co-Director of successful basketball and baseball summer camps, which he has done for many years.

According to Ralph Proto, Principal of Notre Dame, "Joe has always embodied the ideal that it is how you conduct yourself and how you play the game that is really the true measure of an athlete or a program, not wins and losses. Joe sets a high standard of personal and professional ethics that should be a goal for us all."

2006-07 CAAD Officers

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