



BULLETIN

The Connecticut Association of Schools

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



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Editor's Note: This is the last of a 9-part series on Connecticut's School-to-Career System, *Connecticut Learns*. Each of the previous issues has focused on one of the eight "career clusters" around which the program is organized. This issue highlights the final cluster, *Business and Finance*.

CONNECTICUT'S SCHOOL-TO-CAREER SYSTEM

By Ann R. Gaulin
State Department of Education

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

Featured Career Cluster: Business and Finance

This career cluster includes jobs that are located in an "office." There are still many jobs in "offices" in Connecticut, despite the fact that banks and insurance companies are restructuring the way they use their work forces. There are jobs for graduates with accounting backgrounds, for employees who can manage both people and money, and for others who can make business decisions on developing and selling products and services. All offices depend upon well-trained administrative support staff people, who need to know how to use computers, fax machines and other business and office equipment. Educational Requirements: High School diploma to a post-graduate degree.

Please turn to page 6 to learn about the "Business Works" program.



TOM GALVIN TO JOIN CAS-CIAC STAFF

Berlin High School principal Tom Galvin will retire from school administration at the close of the school year and join the CAS-CIAC staff as Assistant Executive Director of High School Education. The position, which became vacant in April when Dr. Robert Carroll assumed responsibility for the association's elementary services, has been recast to include CIAC-related assignments. Tom will coordinate the activities of the high school board, all high school committees, the SABC, the Financial Development Committee, the Legislation Committee and the Assistant Principals Committee. In addition to his CAS-related duties, Tom will serve as the CIAC Eligibility Compliance Coordinator. This newly created assignment, which involves investigating and overseeing all eligibility matters, has resulted from the recently expanded Transfer Rule which allows for the case-by-case review of all eligibility appeals.

An active member of CAS-CIAC for over 20 years, Tom served as president of CAS from 1993-95. He is currently chair of the Financial Development and Season Limitations committees and is a member of the Nominating and Legislation committees. Tom, a 35-year veteran educator, will leave Berlin High School after 21 years as its principal.

Commenting on Tom's appointment to the Central Office staff, Executive Director Mike Savage said, "This is indeed a stroke of luck for CAS-CIAC. Tom has been one of the foremost leaders in the association's history and is one of the finest educators I have worked with in my 25 years in education. Tom has an intimate knowledge of the organization and its mission, which, coupled with his 20-years of experience as a high school principal, provide him with the proper background and knowledge to advance the interests of CAS-CIAC and of public education in Connecticut."

The hiring of Tom Galvin is one of several recent staffing changes. In April, Bob Carroll assumed the position of Assistant Executive Director of Elementary Education. The transition was made in an effort to bolster the elementary division of the association, which has stagnated in recent years in the absence of a long-term central office liaison. A former elementary school principal and founding member of the Elementary Board of Control, Bob will bring to the position the creative leadership skills needed to move the elementary division forward.

Karen Nastri has also assumed a new role within the association. Previously the Assistant to the Executive Director, Karen is now the Assistant Executive Director for Publications and Communications. In addition to her current responsibilities, which include editor of the BULLETIN, she will now serve as office manager and will work in the area of Public Relations.

PRIVATE VICTORIES: The Final Issue

It is with deep regret that we announce that the June 1998 issue of *Private Victories* will be the last to go to print. *Private Victories* — a series of newsletters addressing issues facing today's youth — has been read annually by thousands of elementary, middle, and high school students throughout the state. After 8 years of reaching out to CT students through her engaging and informative newsletters, Publisher Holly Trevisan will "retire" at the close of this school year. The Connecticut Association of Schools extends its deepest appreciation to Holly for her commitment to improving the lives of CT's youth by providing them with information to help them make wise choices in their lives.



cas news & notes

Dr. Joseph J. Cirsuolo, Superintendent of Schools in Wallingford, was elected to the position of President-Elect of the American Association of School Administrators. He will automatically serve as president of AASA during the 1999-2000 year. Joe will be only the second Connecticut superintendent to serve as president of AASA since its founding in 1865. Dr. William Curtis served as AASA president during the 1967-68 school year while superintendent in Manchester.

Three Connecticut schools were recently named as national Blue Ribbon schools. The prestigious "blue ribbon" is awarded to those schools that demonstrate excellence in teaching and instruction, student achievement, leadership, and community involvement. Congratulations to Shepaug Valley HS, Washington, Dodd MS, Cheshire, and Old Saybrook Middle School.

Eric Caines from East Hartford HS and Nadira Hira from Westhill HS were Connecticut's recipients of the 1998 Principal's Leadership Award scholarship. Administered annually by NASSP, the PLA scholarship program awards \$1,000 grants to 150 seniors nationwide who are outstanding student leaders in their schools. Eric and Nadira were nominated for the award by their high school principals, Dr. Steven Edwards and H. Bruce Tucci, respectively.

Governor Rowland presented eleven Connecticut schools with the "Challenge to Educational Citizenship Award" on April 28th. The awards program was created by the State Student Advisory Council to recognize outstanding civic participation, leadership, and good character among CT's high school students. This year's award-winning programs include projects for the homeless, work with the handicapped, helping children affected by AIDS, and fundraising for women's shelters. Congratulations to the following winners: Berlin HS, Branford HS, Danbury Alternative Center for Education, East Hartford HS, Bulkeley HS, Vinal RVT High School in the Community, Southington HS, Westhill HS, and Northwestern Regional HS #7.

According to the 1998 Kids Count Data Book, Connecticut ranked 12th in the nation in the overall well-being of its children. The annual report evaluates a wide range of factors — including infant mortality rate, teen birth rate, juvenile violent crime rate, dropout rate, etc. — to assess the welfare of the nation's children. Connecticut received both good marks and bad. While it ranked 1st in the nation in high school dropout rate, it ranked 40th in juvenile violent crime arrest rate. To view the report in its entirety, access <http://www.aecf.org/kc1998/toc.htm>.



MATCH Coalition Seeks To Curb Teenage Smoking

MATCH (Mobilize Against Tobacco for Children's Health) Coalition received a SmokeLess States Grant from the Robert Wood Johnson Foundation for \$1 million. With an in-kind match of \$3 million, a four-year "Healthy Homes" project will enlist Connecticut youth and families to work with Attorney General Richard Blumenthal to support tobacco control policies and move toward a healthier Connecticut. A Youth Rally Against Smoking was staged at the state capitol early in April to support a proposed 49¢ per-pack increase in the state's cigarette excise tax.

Tobacco Fact Sheet:

- Tobacco kills over 400,000 Americans each year -- more than AIDS, alcohol, car crashes, fires, cocaine, heroin, murders and suicides combined.
- Each cigarette pack sold costs Americans more than \$3.90 in smoking-related expenses (excess health care costs, lost economic productivity).
- 11,000 CT kids begin to smoke each day and 3,000 of them will die prematurely from their addiction to nicotine.
- The average age when CT kids begin to smoke is 11.7 years.
- The current rate of regular use of cigarettes among CT school kids (grades 6 to 12) is 26.9%.

(Source: *Primarily Prevention*, Spring 1998)

CT Facts

■ CT ranks 1st in the nation in the percentage of residents with a college degree, and 2nd in both the number of patents generated and percentage of its work-force in managerial/professional jobs.

■ Since 1985, CT's per capita long-term bonded debt has quadrupled. Its debt service has increased from 5.4% of all appropriated funds in State Fiscal Year 1989-90 to 11.8% in 1998-99. As it puts more debt on its "credit card", the burden of many current expenses is transferred to the next generation and leaves less money to invest in its children now.

■ The amount paid by Connecticut citizens in state and local taxes and fees (as a percentage of personal income) ranks 43rd lowest in the country. Connecticut's "high bracket" income tax rate (4.5%) is the lowest of all states. Low and middle income citizens in Connecticut pay a significantly higher percentage of income in state and local taxes. The wealthiest 5% pay 7.6% of income in taxes while the poorest 20% pay 11.6%.

■ Although Connecticut has the highest per capita income in the nation, one out of every five kids (160,000) lives in poverty, a 50% increase since 1991.

■ Even working full-time at a minimum wage job is not adequate to lift a family above the federal poverty level (\$13,300 per year for a family of three). Half the children living in poverty in Connecticut have one or more employed parents.

■ Child poverty rates vary widely: they are 200 times higher in our state capital than in some of our more affluent towns.

■ In CT in 1996, there were a total of 158 homicides. Youth under age 20 were the victims in about 1 in 5 of these homicides. Nine victims were younger than 6 years; 24 were ages 15-19. Homicides accounted for between 19% and 28% of all youth deaths between 1990 and 1995. Most of these homicides (83%) were males.

■ Of the 3.3 million people who call Connecticut home, less than 25% are children.



Facts about School Violence in CT

■ Violence is not a common occurrence in CT's schools, but the incidence of both student-to-student violence and student-to-staff violence is on the rise.

■ Fewer than 5% of CT students were involved in student-to-student violence between 1993 and 1997. In 1996-97, there were 6,216 incidents of student-to-student violence, an increase of 83% over 1993-94.

■ In 1996-97, student-to-student violence was greater in CT middle schools than in high schools, and is increasing in the lower grades at a faster rate.

■ Less than 1% of CT students committed violent acts against school staff over the 1993-1997 period.

■ Student-to-staff violence increased between 1995 and 1997, from 242 to 430 incidents

■ 8.2% of all middle school students were suspended in 1996-97 as were 14.6% of all high school students.

■ Students who are suspended or expelled tend to have past disciplinary histories and repeat absenteeism. Nearly 3 in 4 are boys.

Reasons for the Increase in School Violence

The Safe Schools and Communities Coalition has suggested the following as the top reasons for the increase in school violence:

- changing family situations
- increased violence in the media
- children and youth lack skills to cope with life and to manage conflicts
- children see abusive and violent family situations as role models for school behavior
- increased parental and social tolerance for violence in general.

Methods of School Response to Violence

In addition to suspension and expulsion, schools most frequently use the following types of programs to prevent and reduce violence:

- peer mediation/student assistance teams
- visitor sign-in procedures
- assignment of school personnel to monitor hallways, classrooms and bathrooms
- closed campus policies
- in-service training for teachers on violence issues.

Source: CT Voices for Children Special Report

national news & notes

The U.S. Department of Education has announced that it will not require all individualized education plans to be revised by July 1. Initially, the department had ordered that all IEPs be rewritten in accordance with the new IDEA requirements and had issued a July 1 deadline for compliance. Now, the department will only require those IEPs written on or after July 1 to reflect last year's amendments to the IDEA. Schools will be allowed to make revisions to existing plans when a student's IEP comes up for an annual review during the 1998-99 year, unless a parent requests a review sooner.

In May, the U.S. Department of Education released a study showing that smaller classes in the early grades lead to higher student achievement. *Reducing Class Size: What Do We Know?* offered the following conclusions:

o Research shows that smaller classes promote student achievement in the early grades. The significant effects of class size reduction on student achievement appear when class size is reduced to a point between 15 and 20 students.

o If class size is reduced from substantially more than 20 students per class to below 20 students, the related increase in student achievement moves the average student from the 50th percentile up to above the 60th percentile. For disadvantaged and minority students the effects are larger.

The study, which can be accessed at <http://www.ed.gov/pubs/ReducingClass/>, shows that 25 states already have started or are considering some sort of class size reduction initiative.

A U.S. Department of Education survey showed that 6,093 students were expelled last year for bringing firearms to school. Fifty-eight percent of those expulsions were for handguns, 7% for rifles, and 35% for other types of firearms such as a bomb or hand grenade. Fifty-six percent of the expulsions occurred in high schools, 34% in middle schools, and the remainder in elementary schools. Connecticut, which had a total of 19 firearm expulsions in the 1996-97 year, had one of the lowest rates in the country.

According to a report released last month by the National Center for Health Statistics, birthrates among 15- to 19-year-old women dropped 12% from 1991 to 1996. The rate for white teenagers, which is about half that of black and Hispanic teenagers, fell 9%. African American teenagers, who until recently had the highest birthrate of any group, had the sharpest decline in childbearing. Hispanic teenagers now have the highest birthrate. According to the authors of the report, the decline in adolescent childbearing is due partly to better use of contraceptives and partly to a leveling-off of sexual activity among young people.

A Florida bill that changes the title of "teacher's aide" to "educational paraprofessional" now awaits the governor's signature. The bill, which easily passed both houses of the state legislature, aims to raise the stature and level of professionalism of teachers' aides and to create a career ladder for them.

Last month, the U.S. Department of Education completed its transition to an entirely electronic-based grants system. Under EDCAPS, which stands for Education Central Automated Processing System, all grant applications, payments, reports and administration will be done over the Internet. Institutions will no longer be required to file expense reports. Instead, they will access their funding through the electronic system, which will keep track of expenditures.

The Federal Communications Commission is warning schools of a projected shortfall in funding for E-rate discounts. The FCC has said that it expects to collect \$1.67 billion for the Universal Service Fund this year — \$350 million less than the projected demand. The shortfall may mean that schools will not receive all the funding they have requested. According to an FCC official, if demand for the discounts exceeds funding, poorer schools will receive top priority.

The number of people connected to the Internet increased from just 3 million in 1994 to 100 million at the end of 1997.

national news & notes, *cont'd*

Middle and high school enrollments will increase through the year 2005 and then settle down. The number of white students will decline by 1.5 million and continue to decline for at least another decade, while the number of non-white students will increase almost 5 million by 2005. By 2050, half of all Americans will be non-white.

Changes in the Number of Children by Race and Ethnicity: 1996-2005
(in millions)

	1996	2005	% Change
Total under age 18	69.0	72.0	4.3%
Non-Hispanic White	45.7	44.2	-3.3%
African American	10.1	11.0	8.9%
Hispanic	9.9	12.5	26.3%
Asian/Pacific Islander	2.6	3.6	38.5%
American Indian	.67	.71	6.0%

Source: U.S. Bureau of Census

National Survey Paints Picture of Today's School Counselor

A recent survey of school counselors by a University of Georgia professor reveals:

- the "average" guidance counselor is a 48-year-old white woman with 12 years experience;
- on average, counselors spend 8 hours a week— just under 20% of their time— doing clerical and administrative duties, and 20 hours a week — about ½ their time — in direct contact with students, including more than 10 hours on college admissions-related activities, and 7 hours on personal counseling of students;
- the average counselor is responsible for 330 students;
- nearly 90% of all counselors have access to a computerized system of student records and software for college searches.

Soft drink companies are "raising the stakes" in their efforts to win exclusive vending rights in the nation's public school districts. A number of lucrative contracts between soft-drink companies and school districts have emerged in recent years: the Colorado Springs district signed an exclusive deal with Coke for which it will receive \$8 million over the next 10 years; the Madison, Wisconsin district entered into a 3-year, \$1.5 million contract with Coke; and, the Hurts-Euless-Bedford district in Texas signed a 5-year, \$1.95 million deal with Pepsi. Critics complain that, while many schools have long had soda machines, the effect of exclusive contracts is to put schools in the business of promoting the consumption of soft drinks.

Jump Start By Robb Armstrong



legal news & notes

The U.S. Supreme Court let stand a ruling which barred a religious group from using a public school gymnasium for weekend religious services. The Bronx Household of Faith had filed suit against the New York City school board when the board refused to allow the church to rent a middle school gym for its Sunday services. The board permits the rental of school facilities for a variety of community meetings, including religious discussions, but it prohibits religious services and instruction. The group challenged the board's policy, claiming that school districts should not be allowed to bar religious groups from renting school buildings when other community groups are allowed to do so. A federal district judge and the 2nd Circuit Court of Appeals ruled for the school system. The appeals court ruled that the opening up of schools to community groups creates a "limited forum" rather than a traditional public forum. Under First Amendment free-speech analysis, government restrictions on speech in a public forum such as a park or a sidewalk is subject to the highest legal scrutiny. However, in a limited forum, such as a public school, the government can restrict speech if it makes reasonable and view-point neutral distinctions among speakers who are seeking access.

1998-99 NATIONAL TESTING DATES

ACT Test Dates

June 13, 1998
Oct. 24, 1998
Dec. 12, 1998
Feb. 6, 1999
April 10, 1999
June 12, 1999

Registration Deadline

May 11, 1998
Sept. 21, 1998
Nov. 9, 1998
Jan. 4, 1999
March 8, 1999
May 10, 1999

SAT Test Dates

June 6, 1998
Oct. 10, 1998
Nov. 7, 1998
Dec. 5, 1998
Jan. 23, 1999
March 20, 1999
May 1, 1999
June 5, 1999

Registration Deadline

April 29, 1998
Sept. 15, 1998
Oct. 2, 1998
Oct. 30, 1998
Dec. 18, 1998
Feb. 12, 1999
March 26, 1999
April 29, 1999

PSAT/NMSQT Test Dates

October 17, 1998
October 20, 1998

Advanced Placement Test Dates

May 10-14, 17-21, 1999

Weekly Reader CORPORATION

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THE BULLETIN

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Editorial

By Michael H. Savage, Executive Director

The incident in which a Middletown High School student challenged an established code of conduct by wearing a dress to school is an excellent example of a greater issue facing public education today.

Who in the school is ultimately responsible and, yes, accountable for the successful operation of the school? Who is the educational leader responsible for high SAT scores, high scores on the Mastery and CAPT tests, high levels of success with college placements, and high achievements on the many components of the strategic school profile - all of which, taken together, allegedly reflect the quality of the learning environment? One person...the principal! Let's talk about why principals are leaving their positions exponentially faster than replacements can be found. From my perspective, the answer is immanently clear. The job isn't worth it any more - mentally, emotionally, or financially. The principal is expected to accomplish all these feats without having the authority to run the school in ways which will create the learning environment requisite to their accomplishment. It is the high school principal who is held accountable to the superintendent, board of education and community, and who is ultimately responsible for "making it all happen." Yes, he/she must sustain an academic environment where learning will take place under every condition imaginable, where students are challenged to reach their intellectual potential without or with little support from parents, the student body, and the general public - all of whom claim to know how to do the job better.

The Middletown principal's decision, which was only one of a hundred decisions made during the course of a school day, was made in an attempt to maintain an orderly environment conducive to learning. Unfortunately he has been attacked and maligned for it. When is the public going to wake up to the fact that schools are not social institutions designed to mend the problems facing society today? They are designed as institutions of learning, places where young adults come to improve their quality of life by developing the skills needed to be successful citizens in a highly competitive society. A school simply cannot achieve success in academics without first providing a disciplined environment. The school must first display a seriousness of

FAY VINCENT BRINGS CROWD TO ITS FEET

The 1998 Scholar-Leader Banquet, held at the Aqua Turf Club on May 3rd, was one of the most memorable events in the fifteen year history of the awards program. Former Major League Baseball Commissioner Fay Vincent delivered a stirring and inspirational keynote address which received a standing ovation from the more than 1,700 students, parents, and educators in attendance.

After a very enthusiastic and laudatory introduction by WTIC Sportscaster Arnold Dean, Mr. Vincent shared with the audience the many failures he experienced in both his private and professional life, including a college accident which left him permanently disabled. Using humor and personal anecdotes, Vincent encouraged students not to fear failure, but to embrace it as an opportunity to learn. "It is my thesis that we, all of us, learn much more from failure than success...Yes, failure. It is part of my life. It will be part of yours, too. Expect it, for it will come. And yet, life rewards those who, having failed, and having failed over and over, still manage to move on. It is the decision to try again that will eventually lead to a reward," Vincent said.

For the 14th consecutive year, Bob Picozzi served as Master of Ceremonies of the banquet. The program included remarks by Theodore Sergi, Education Commissioner, Earle Bidwell, CAS President, Larry Shea, CIAC Chair, Kris Genck, Marketing Manager for McDonald's, and Robert Lanz, Vice President of Public Affairs for Coca-Cola.

The banquet, hosted annually by CAS-CIAC, honors one boy and one girl from each Connecticut high school who have excelled in both academics and athletics. Many thanks to the event sponsors, McDonald's Restaurants of Connecticut and Coca-Cola Company.



"I learned in the later years that academic success is not sufficient. The really essential skill is good judgement. And the truly essential asset is character. Being smart is helpful, but there is much more to life."

— Fay Vincent

purpose, a singular goal, and focus on learning, often times at the sacrifice of expressions of individual freedom. Unless the principalship has the freedom and authority to provide such a learning environment, unless it is free of challenges from proverbial nay-sayers, the hordes of individuals who believe that schools are to serve as sanctuaries for personally motivated freedoms, individuals will no longer want to accept what is now being considered an impossible challenge. Just study the research. It is replete with warning signs. It is estimated that as much as one-half of all public school principals will retire during the 1990s. The number one reason for this attrition: stress on the job, the disparity between job responsibility and job authority.

I've been a school administrator and principal for 20+ years. It could have been most rewarding. In some ways it was, but in other ways it was impossible to accomplish what was, in fact, the most important responsibility, which simply put was to develop a learning environment conducive to getting the most intellectual growth out of each student. Like myself, principals are simply not allowed to do what they are

expected to do: to provide a serious educational atmosphere where 100% of the time you teach kids to appreciate the importance of knowledge, the love of learning, the ability to think, analyze, and interpret information. I know I would never have left and would have gladly accepted all of the accountability challenges if I had had the freedom and authority to run my school the way I wanted to run it. And the way I wanted to run it was vastly different than the way parents wanted it to be run; which was vastly different than the way the faculty wanted it to be run; which was vastly different than the way the superintendent and board of education wanted it to be run.

I rest my case by asking one simple question: In Middletown on that typical day in the life of a principal, who should have had the right to make the decision on what was required of the students to create a school atmosphere most conducive to promoting a serious learning environment? The male student dressed in female garb wishing to express his individuality and perhaps his resentment toward authority? Or, the principal who was hired to improve the quality of education for all students under his charge?



1998 FLANAGAN MINI-GRANTS

by Richard Nabel, Principal, Hamden High School

At its May meeting, the Student Activities Board of Control reviewed numerous applications for Flanagan Mini-Grants and voted to award grants to the following schools:

- ⇒ **Foran H.S., Milford** — \$900.00 Spanish Club drama activity involving both Milford high schools and their "sister school" in New Haven.
- ⇒ **Westhill H.S., Stamford** — \$900.00 Summer leadership training for seniors who provide support to freshmen.
- ⇒ **Torrington High School** — \$800.00 Student Council buddy program which assists 5th grade students.
- ⇒ **Branford High School** — \$750.00 Summer camp experience involving Branford HS students and children whose lives have been affected by AIDS.
- ⇒ **Fitch H.S., Groton** — \$600.00 High school volunteer program which pairs high school students with elementary schools.
- ⇒ **E.O. Smith H.S., Storrs** — \$400.00 Student Congress retreat.
- ⇒ **Monroe Elem. School** — \$400.00 Executive math, a before school learning

program.

⇒ **Ansonia High School** — \$250.00 — "Make a Difference Club," dedicated to humanitarian courses in the community.

Each year, S.A.B.C. members are awed by the depth and breadth of student activities that take place throughout our state. For every recipient, there are two or three equally deserving requests that go unfunded.

The members of S.A.B.C. wish to thank their colleagues for their continued support of the work of S.A.B.C. Through the joint efforts of member schools, Connecticut's students are involved in a myriad of wonderful activities. All of these co-curricular activities provide opportunities for leadership development, and most importantly a learning experience that we all know is invaluable in the development of well-rounded citizens.

The S.A.B.C. will continue to strive to provide leadership in the area of student activities for all of Connecticut's youth.

S.A.B.C. and CAS are extremely grateful to BIG Y for their generous sponsorship of the Flanagan Mini-Grants.

"BUSINESS WORKS"

By Peg Ragaini, Education Connection

Newtown Public Schools in collaboration with the Western Connecticut Superintendents Association, Education Connection, and Naugatuck Valley Community-Technical College received implementation funding to engage students in local and regional activities leading to a Connecticut Career Certificate.

The first step in this process has been the development of the Western CT STC WebSource (at www.hstc.nu). This has provided a means for schools to share programming information, list internship and part-time job opportunities, and reach parents and students in their homes. A part-time webmaster has been hired to provide training for school staff and to maintain and update the website.

This year has seen the introduction of five school-based activities throughout the region. First, a regional workshop on SCANS skills for elementary teachers was held. Second, outreach and class presentations to Tech Prep teachers, students and coordinators occurred throughout this academic year. High schools in New Fairfield, Brookfield and Ridgefield have investigated the articulation of Tech Prep into their curriculum. Third, a full-year course composed of four modules, to be used separately or as a whole, entitled "The 'Real World': An Exploration" has been developed as a regional course for 9th and 10th graders in the region. The schools can either use this as a separate course or incorporate modules into existing classes. In addition to industry tours and job shadowing, this class will provide a consistent framework across the region as students prepare to explore job rotations and internships. Fourth, project based learning is being incorporated into the classroom. Local employers are working with classroom teams on real business projects. Finally, information is now being compiled on the number of students enrolled in the CT Career Certificate Programs by school.

Work-based learning activities include industry tours, job shadowing, job rotations and internships. Students have attended tours of Beardsley Zoo, the News-Times, Taunton Press, Duracell, ESPN, etc. Job shadowing experiences are arranged through teachers and school coordinators. It is estimated students participated in over 750 job shadows this year. Students began working in paid job rotations through companies such as New Milford Savings Bank, Union Savings, Bailey Financial Services, and the Information Technology Group of Danbury Hospital.

Next year we plan to build on our existing regional structure through a more intensive public relations campaign and further linking of the work-based learning into the Tech Prep curriculum.

GOVERNOR'S SUMMER READING CHALLENGE

By Robert F. Carroll, Ed.D., Assistant Executive Director

Twenty schools were selected for recognition for their outstanding performance in the *1997 Governor's Summer Reading Challenge*. Sponsored annually by CAS and MetLife, the governor's "challenge" is a statewide effort to encourage students of all ages to read as many books as possible during the summer months. The 1997 "challenge" winners were honored by Governor Rowland and Education Commissioner Ted Sergi at an awards ceremony on May 13, 1998, in the Old Judiciary Room at the State Capitol. A representative from MetLife presented each school with a generous check for the purchase of books for its school library.

Most of Connecticut's schools participate each year in this most worthwhile program. Materials announcing the 1998 program were mailed to every school in May. For more information about this exciting program, visit the state department of education's website at www.state.ct.us/sde.

Congratulations to the 1997 winners: South Windsor HS; Wethersfield HS; Shepaug Valley HS; Northwest Catholic HS, Canton High School; Newtown MS; Middlefield Memorial MS; Western MS; Independent Day School; Corpus Christi School; Veterans Park ES; Duffy ES; Eric G. Norfeldt School; Gilead Hill School; Louis Toffolon ES; Spring Glen ES; A. W. Cox ES; Linden Street ES; Frank T. Wheeler School; and Frank M. Kearns School.



Shepaug Valley HS students pose with Governor John Rowland at the May awards ceremony.



middle school news...

CIAC Board Adopts New Guidelines for Middle School Athletics

At its May 21st meeting, the CIAC Board adopted proposed revisions to the existing middle level athletic guidelines. Although the CIAC does not regulate interscholastic athletics at the middle level, it does publish a set of general guidelines to assist schools in the administration of their sports programs. In September, as part of its goals for the 1997-98 year, the CIAC Board established a sub-committee to review and, where necessary, update the guidelines. The revisions developed by the sub-committee relate to such issues as physical examinations, boys on girls' teams, and season and game limitations. A copy of the changes are available upon request.

Many thanks to the members of the sub-committee for their diligent efforts:

Dennis Nogiec, AP, Canton HS, CHAIR

Sal Saitta, Principal, East Windsor Jr/Sr HS

Joe Scheideler, Dean of Students, Canton HS

Steve Wysowski, Athletic Director, Canton HS

Leo Bravakis, Athletic Director, East Windsor

STUDY SHOWS EFFECT OF DIVORCE ON ACHIEVEMENT

A researcher at Wright University in Chicago studied 25,000 8th graders who took part in the National Education Longitudinal Study to find out how different family structures affected children's achievement. Not surprisingly, he found that children from divorced families had lower grades and tested lower in reading, math, science, and social studies than children from traditional families. However, children from divorced families in which a parent had remarried fared even worse. And, children from families in which a widowed parent had remarried did worst of all. When the data was adjusted to account for differences in race, gender, and socioeconomic status, there were still significant differences between the achievement of children from "intact" families and those living with a widowed parent who remarried. The differential shrunk considerably, though did not disappear, for children in families where parents had divorced and remarried.

MOST POPULAR MIDDLE LEVEL SPORTS

1997-98

BOYS

Sport	# of Participating Schools*
Basketball	108
Soccer	85
Baseball	81
Cross Country	60
Outdoor Track	53
Tennis	18
Wrestling	18
Football	12
Swimming	12
Golf	10
Lacrosse	7
Ice Hockey	1
Indoor Track	0

GIRLS

Sport	# of Participating Schools*
Basketball	109
Softball	84
Soccer	75
Cheerleading	68
Cross Country	56
Outdoor Track	46
Volleyball	30
Field Hockey	27
Tennis	17
Gymnastics	12
Swimming	12
Indoor Track	0

* out of a total of 133 member middle schools

NATIONAL MIDDLE LEVEL FORUM ADVANCES REFORM

The National Forum on Middle Grades Reform, a coalition of 40 middle level leaders representing various associations, foundations, and groups involved in middle level reform, is advancing its work on behalf of middle level educators throughout the country.

A vision statement, adopted by the boards of directors of NASSP and the National Middle School Association, will guide the work of these organizations in the coming years. The vision statement outlines the three primary characteristics of high performing middle schools: developmental responsiveness, social equity, and academic excellence. The statement emphasizes that middle schools must be developmentally responsive and socially equitable in order to be academically excellent.

The forum members are now engaged in translating the vision into action.

Just Kid Inc.

The Most Challenged Books in Middle School Libraries: 1982-1996

Of Mice and Men
John Steinback

The Catcher in the Rye
J.D. Salinger

The Chocolate War
Robert Cormier

I Know Why the Caged Bird Sings
Maya Angelou

Adventures of Huckleberry Finn
Mark Twain

Go Ask Alice
Anonymous

Bridge to Terabithia
Katherine Paterson

The Witches
Roald Dahl

(Source: New Mexico Middle School Journal,
Spring 1998)

IKON

Office Solutions



elementary school news...

1998 ELEMENTARY BANQUET SETS NEW ATTENDANCE RECORD

More than 700 educators and community leaders turned out to honor the state's outstanding elementary programs at the Fifth Annual Elementary Schools Program Recognition Banquet. Sponsored annually by CAS and Weekly Reader, the banquet recognizes unique programs in elementary schools statewide. Ninety-four schools were recognized at this year's event, the largest one to date.

Geoff Fox, Weather Center Director for Action News 8, was an enthusiastic and energetic master of ceremonies. The program included congratulatory remarks by Anthony Molinaro, Chair of the Elementary Board of Control, Earle Bidwell, President of CAS, and Peter Bergen, President of Weekly Reader Corporation. Associate Education Commissioner Betty Sternberg was in attendance to present the awards this year.

A true "motivational speaker," Norm Bossio gave a lively and entertaining keynote address. Mr. Bossio, a former teacher, principal, and superintendent, has addressed more than 550 schools and colleges. His audiences have included clients ranging from Bill Clinton to Steven King.

Many thanks to Acting Assistant Executive Director Armand Regalbuti and to Steering Committee Co-Chairs Edie Franzi and Gary Rosato for their meaningful contributions to this event. And special thanks to Weekly Reader Corporation, which has sponsored this important recognition program since its inception five years ago.



Keynote speaker Norm Bossio flexes his muscles for the audience.

"Tis the season for commencement; that is, the time to celebrate the end of a formal education program; a graduation, a convocation. How curious that we use the word 'commencement' in this manner.

Commencement means 'beginning', 'initiation', a starting point. I suppose a commencement ceremony is meant to convey a time of new beginning, a starting of another phase of life or a new educational opportunity. In this context, we all have many commencements. My first commencement in formal education was on September 3, 1947, the day I first entered the morning kindergarten session at South School in Manchester, Connecticut. Since then I have had many commencements, but none more important than that first.

So, at this season of celebration, let us not forget our beginnings and those who helped along the way.

*For everyone who reaches graduation, there is commencement;
For every accomplishment there is initiation;
For every mountain top, there is bedrock;
For every flourishing tree, a root system;
For every building, a foundation;
For every Omega, an Alpha.*

You, the elementary teachers, are: the commencement, the initiation, the bedrock, the roots, the foundation, the Alpha, without which there would be no graduation or convocation."

Earle G. Bidwell, CAS President -- Welcoming Remarks
Elementary Program Recognition Banquet, May 18, 1998



Associate Commissioner Betty Sternberg congratulates Teacher of the Year Leah Smith

Congratulations to...

CAS Elementary School of the Year:

Dorothy C. Goodwin Elementary School, Storrs
Anne Rash, Principal

CAS Elementary Teachers of the Year:

Leah Smith
Litchfield Intermediate School

Member School Stats

CAS currently has 166 elementary school members. Of those schools...

- ⇒ 133 offer remedial reading;
- ⇒ 54 have pre-school programs;
- ⇒ 77 offer talented & gifted programs;
- ⇒ 129 have full-time nurses;
- ⇒ 103 offer counseling services;
- ⇒ 95 employ a social worker;
- ⇒ 68 offer English as a second language/bilingual education;
- ⇒ 7 offer French;
- ⇒ 29 offer Spanish.

⇒ The largest member elementary school is West Middle School (PreK-6) in Hartford with an enrollment of 938.

⇒ The smallest member elementary school is Burnham School (K-5) in

"There comes that mysterious meeting in life when someone acknowledges who we are and what we can be, igniting our highest potential."

-- Rusty Burkus



NFHS ANNOUNCES AUTHENTICATING MARK PROGRAM

The NFHS Board of Directors has approved the NFHS authenticating mark program, which is certain to be one of the biggest changes in NFHS history, and state association staff members, athletic directors and others in high school administration across the country will play key roles in ensuring the success of this program.

Beginning with the 1999-2000 school year, all inflatable balls, as well as hockey pucks and baseballs/softballs, used in interscholastic competition in sports for which the NFHS writes playing rules will be required to have the NFHS authenticating mark.

The NFHS authenticating mark program will replace the voluntary product licensing program that has been in existence since 1978, in which the NFHS has endorsed balls and other sports-related products for use in the high school marketplace.

Beginning in 1999-2000, manufacturers will be required to display the NFHS authenticating mark on the following balls/pucks used in interscholastic competition: baseballs, softballs, footballs, basketballs, ice hockey pucks, volleyballs, soccer balls, water polo balls and field hockey balls. Golf and tennis are not included in the authenticating mark program because the NFHS does not write playing rules for these two sports.

The threefold purpose of the NFHS authenticating mark program is: 1) to assure game officials that the equipment meets NFHS rules specifications; 2) to bring in additional resources which will be used to promote programs that benefit the high school community; and, 3) to continue the growth and development of support of the academic mission of high school sports by increasing the national presence for the NFHS.

The National Federation will license the mark under clearly defined preconditions, including passing independent equipment specification tests and the payment of royalties for use of the mark.

Balls that will be used in high school competition beginning with the 1999-2000 season must have the NFHS authenticating mark. A school's current supply of balls can be used during the 1998-99 season, as well as in practice or JV games in which NFHS rules are not used for the 1999-2000 season and beyond. However, when planning budgets for 1999-2000, schools must have balls bearing the NFHS mark for varsity game competition. The NFHS will be working with officials to ensure that they do not allow a game to be played without an NFHS licensed ball.

Although the No. 1 purpose of the program is to ensure that balls used in high school competition nationwide meet NFHS rules specifications, the revenue generated from the program is also an important component to the program because it will allow the NFHS to offer new and more expanded programs to state associations and to local high schools nationwide.

BILL BARON RECEIVES CELEBRATED TOM MONAHAN AWARD

Bill Baron — Cross Country, Indoor Track, and Outdoor Track coach at East Hartford HS — was this year's recipient of the Connecticut High School Coaches Association's prestigious Thomas R. Monahan Award. Bill was honored at the CHSCA awards dinner on May 21st. Printed below are some inspiring remarks which were excerpted from Bill's acceptance speech.



"The qualities of professionalism and integrity are very important to me. They are the essence of the coaching profession. Your principles must always be the guidelines of your program. You must have discipline with your athletes. Discipline is the foundation of the education in athletics. Please don't leave here tonight without realizing that athletics is education. In the 90s, it may be of even greater importance than ever...Your athletes must respect you and you must respect them for the victory to be meaningful. Victories are generally a reflection of the talent your team has. The way your team acts and competes is a reflection of you. Respect for your sport and respect for your fellow coaches is very important...I learned respect for my sports from the very fine high school and college coaches I had. The next step was learning from the veteran coaches when I started coaching. They were the epitome of outstanding coaches. It is now my responsibility and that of other experienced coaches to demonstrate that respect for the sport to the younger coaches. We don't have to do anything special — just do it the right way."

Massachusetts Court Makes Sound Ruling In Special Ed Case

A special education student who was ruled ineligible by the Massachusetts Interscholastic Athletic Association was unsuccessful in his efforts to win a preliminary injunction against the state association. In denying the plaintiff's motion, the court stated, "If the plaintiff were to prevail on his claim, the Court, in effect, would be ruling that the plaintiff's special-needs status entitles him, as a matter of right, to more favorable treatment than non-special needs students. Such a ruling would stand the special-needs and anti-discrimination laws on their heads."

"Ability may get you to the top, but it takes character to keep you there."

— John Wooden



ciac notes

School officials in Overland Park, Kansas, have revamped their school transportation policy after three high school softball players were killed and two others were injured in a car crash en route to a game. The district now requires all students younger than 16 to use school transportation when traveling to and from school-related activities.

A recent study suggests that participation in sports may lead to greater achievement in science among white females. An analysis of data on more than 20,000 high school students concludes that involvement in sports helped girls develop the confidence and drive to succeed in science courses. The study, which was published in the journal *Sociology and Education*, found that boys and African American girls who participated in sports did not gain the same benefits.

The James Monroe High School in Los Angeles recently opened a \$12,000 putting green and driving range for its students. Since the opening of the new facilities, the golf team has more than doubled its members. And, about 200 of the school's 4,000 students come out daily to hit a few balls during their lunch period.

In April, the NCAA lost a high stakes lawsuit in a case involving the effects of its restricted-earnings legislation. A group of coaches filed suit against the NCAA charging that its restricted-earnings legislation violated federal anti-trust laws. The legislation was adopted by the membership in 1991 and was designed to create an entry level or apprenticeship position. A cap was established to ensure that these positions would be filled by new coaches entering the field rather than veteran coaches. The district court's ruling, which was favorable to the plaintiffs, was upheld by the 10th Circuit Court of Appeals. In April, a jury awarded the plaintiffs \$22.3 million in damages, an amount that is automatically tripled to \$66.8 million under antitrust laws. Last month, the NCAA announced its decision to appeal the damages verdict.

A class action suit has been brought against the city of Los Angeles and its department of parks and recreation. The lawsuit, filed by the American Civil

Liberties Union of Southern California, charges that for 29 years the West Valley Girls' Softball League, which includes more than 400 girls ages 5 to 15, has been denied equal access to publicly owned fields that are permanently made available to the boys' baseball leagues. The ACLU is seeking injunctive and declaratory relief for violation of equal protection and gender discrimination under both the state and federal constitutions and California's Civil Rights Act.

A private school student in Maine is suing her local board of education to win the right to run on the track team at her local public school. The student charges that she should be entitled to the same opportunities afforded home-schooled students. The state law in Maine gives home-schooled students the right to participate in extra-curricular activities, but does not grant such access to private school students.

The National Federation of State High School Associations will relocate its national headquarters to Indianapolis, Indiana, in early 2000. The city of Indiana and its leadership have committed to providing the NFHS with operational and programmatic support, as well as assistance with the NFHS Foundation. Furthermore, the move will allow the NFHS to continue its ever-expanding relationship with the NCAA, which will make its home in Indianapolis in August, 1999. The NFHS office has been located in Kansas City, Missouri, since 1979.

GAMES WANTED

Sport: Football
Dates: September 18th or 19th
School: East Lyme High School
Contact: David Sdao (860)739-1418

Sport: Basketball
Dates: 12/17/98, 12/22/98, 12/26/98, 2/23/99 and 2/25/99
School: Middletown High School
Contact: Hank Koritkoski, (860)347-8571

NEW ENGLAND TOURNAMENT DATES 1998-1999

Cross Country

Date: Sat., Nov. 14, 1998
Site: New Hampshire
Chair: Ed Thibodeau
Director: TBA

Wrestling

Date: March 5 & 6, 1999
Site: TBA
Chair: Haig Varadian
Director: TBA

Indoor Track

Date: Sat., March 6, 1999
Site: Harvard University
Chair: Jim Kaperis
Director: TBA

Gymnastics

Date: Sat., March 13, 1999
Site: Rhode Island College
Chair: Alice Sullivan
Director: Sue MacNamara

Outdoor Track

Date: Sat., June 12, 1999
Site: Brown University, RI
Chair: Alice Sullivan
Director: Ron Boemker

Tennis

Date: Sat., June 19, 1999
Site: Brown University, RI
Chair: Alice Sullivan
Director: Alice Sullivan

Golf

Date: Mon., June 21, 1999
Site: New Hampshire
Chair: Bob Cecchini
Director: Bob Morse





CHESHIRE HOSTS FIRST TRACK MEET TO INCLUDE SPECIAL OLYMPIANS®

by Ann Malafronte, Director of Unified Sports®

History was made at Cheshire High's junior varsity track & field invitational meet on May 1, 1998 as head track coach Barbara Hedden included Special Olympians® from the central area of the state in her seven-school event. As Dennis Blassman started his run for the first trial of the running long jump, he became the first Special Olympian® in Connecticut to compete in a high school meet, representing his Special Olympic® team.

Bethel track coach Yvonne Grimes, who helped officiate the meet, had nothing but praise for the event. "It was great, and so nice to see Connecticut finally hold a high school track meet with Special Olympians®." Yvonne has seen it in Rhode Island in the sport of cross country. "The best part was the athletes themselves being so supportive of each other. Here they were in the rain, cheering each other on, and loving it."

Coach Hedden stated that the need for spectators and supporters dictated her decision to combine the two events. As the coordinator for the Special Olympics® Central Area games and the Cheshire High track coach since 1991, it seemed "natural" to bring these two events together. "The high school athletes appreciate their own talents and abilities more after having an experience working with the Special Olympians®. It is great for both groups of kids."

Perhaps Amity coach Bob Orgovan summed up the experience best when he said, "Being part of this meet has left an impression, especially on our young members, that what is important is doing your best, being judged by that, not by the numbers. As a coach, experiencing this meet has helped me to remember what is important about coaching ... the joy of helping others to enjoy."

CODES OF CONDUCT FOR STUDENT ATHLETES

Student athletes are considered role models for fellow students, heroes to alumni, and representatives of the schools they attend. From the recent cases on student drug testing, it is apparent that student athletes can be held to a higher standard regarding their conduct. One of the most common ways school districts attempt to regulate the conduct of their student athletes is through rules prohibiting athletes from engaging in behavior that is illegal or that the school deems undesirable. Frequently labeled "beer rules" because they most often prohibit the use of alcohol or drugs, these codes of student conduct are rules that attempt to govern the conduct of student athletes, both in and out of school.

Courts have generally upheld codes of student conduct, finding that such rules, if reasonable, are clearly appropriate. In determining reasonableness, courts have looked to whether the rules serve a legitimate rational interest. For example, in *Bush v Dassel-Cokato Bd. Of Ed.*, (D. Minn. 1990), the court upheld a rule prohibiting the use of alcohol by student athletes, finding that the school's "[d]isciplining of a student for attending a party at which alcohol is consumed by minors is a reasonable means of deterring alcohol consumption among students, a goal which is not only legitimate, but highly compelling."

Another factor courts consider in determining whether good conduct rules are reasonable is whether the conduct sought to be prohibited has a direct effect upon the welfare of the school. In *Manico v. South Colonte Central School Dist.*, (N.Y. Sup. 1992), a New York court held that a student was improperly suspended from the wrestling team where his theft of muffins from the school cafeteria in no way reflected adversely on the school's sports program. Likewise, in *Bunger v. Iowa High School Athletic Assoc.* (Iowa 1972), the court struck down a rule that imposed ineligibility for mere occupation of a car containing beer with knowledge of the beer's presence in the vehicle. "Some closer relationship between the student and the beer is required than mere knowledge that the beer is there," the court said. "[R]ules cannot be so extended as to sweep in the innocent in order to achieve invariable conviction of the guilty."

Students often challenge codes of student conduct with the argument that they are too vague. Courts, such as the district court in *Bush*, have responded by finding that the rules need only to be sufficiently clear so that

persons of common intelligence would have no difficulty concluding that the language of the rule applies to the conduct for which the student is being disciplined.

Courts have also struck down the argument that good conduct rules violate students' First Amendment right to freely associate with their peers. For example, the court in *Bush* held that the student's "desire to associate socially with her peers at parties is not, without more, either a form of intimate association or expressive association entitled to constitutional protections."

Because athletic suspension and expulsion often coincides with suspension and expulsion from school, one final consideration for schools when they are imposing discipline in accordance to their codes of student conduct is whether the student has been afforded due process. However, a Louisiana appellate court ruled, in *Bonner v. Lincoln Parish Sch.Bd.*, (La. Ct. App. 1996), that participation in interscholastic athletics is not a constitutionally protected interest or right and must be deemed to fall outside the protection of due process. "A due process hearing is not a prerequisite that is required before a high school coach, in any sport, may discipline his players," the court said.

Tips for Developing Valid Conduct Rules

Following are some tips gleaned from case law regarding codes of student conduct that will help you make sure that your student conduct rules would stand up to potential challenges:

- Make sure the rules have been officially adopted by the legally constituted authority.
- Spell out the consequences for infractions of the rule and who administers discipline.
- Provide your students with written copies of the rules. The rules should be brief and explicit.
- Have coaches read the rules orally to the students.
- Have parents and students sign a form stating that they have read and understand the rules.

**DUNKIN'
DONUTS®**

**Guest Editorial:****A giant step for this senior, a giant leap for my future**

By Matt Alfrey

I'm done.

On June 1, just a day after our graduation ceremony, I walked off the playing fields for the last time. It was a heartbreaker, our last game, a two-out, bottom-of-the-last-inning battle that nearly clinched our school's first district baseball title in 19 years. We came up short (on the score sheet, that is) that sunny day, and my career ended in clouds of sorrow. Reality slowly set in, and I eventually realized that my days as a Flat Rock Ram were over ... forever.

Sure, I'll play men's softball or participate in a 40-and-over recreational basketball league to run off those excess pounds when I get older, but I'll never again be a high school athlete. In the early stages of my alumni status, I can honestly say that I will miss the sporting aspect the most. It was the part of high school that taught me the most, and the basis for what will likely be some of my finest lifetime memories. All the memories are great, but the lessons learned are the most important.

I've learned about respect. I've learned about responsibility. I've learned lessons in humiliation, lessons in trust and lessons in reality. Sports, to me, were almost like a second set of parents, always there to teach me right from wrong. There were some days that I went to school only so I could attend practice. I feel the importance of high school athletics is sometimes overlooked, and I can only hope that sports are taken seriously for years to come. I know one thing for certain: I wouldn't be the same without them.

Next year, I'll be living on my own for the first time, and I believe I'm prepared. It'll be my job to keep myself in line, without any guidance. I'll have to force myself to attend classes in the dead of winter, and do so because I choose to. And, because of my upbringing, I'll succeed.

Because of the lessons I learned through athletics (and a great deal of help from parents), I'm ready to "tackle" the world. I'd like to thank the system. I'd like to thank coaches I had, who make sports what they are today. The more I think about it, the clearer it becomes. I'm not really "done" ... I'm just beginning.

Matt Alfrey graduated from Flat Rock HS in Mich. in 1997 and is now attending Michigan State. Reprinted from the MHSAA Bulletin, September/October 1997.

Editor's Note: The following "scenario" was written by Alvah R. Cramer, Assistant Executive Director Emeritus of CAS-CIAC. Mr. Cramer attended a CIAC board meeting last December during which the issue of the eligibility of home-schooled students was hotly debated. The discussion prompted him to craft the scenario which appears below. In it, he outlines a number of "situations" which could arise on any given day in any school district in Connecticut. He sets forth questions about these situations which obviously beg answers. We welcome any responses.

There is no such school system in Connecticut as the Chatham School System, but in order to develop this scenario the name Chatham has been created. The school system is a public system under the authority of a board of education, duly elected by the citizens of the town of Chatham.

Chatham has one public high school. Not all of the high school age students living in Chatham attend Chatham HS. Thirty-two attend the North Parochial School in the next town, twenty-seven attend the First Religious Academy located in the social room of a local church, nine are involved in home instruction and twelve attend the Central Regional Vocational Technical School several towns removed.

Chatham HS's academic program is accredited by the New England Association of Schools and Colleges and the academic program complies fully with all the regulations of the state department of education. All students who are listed on the school's membership roll are pursuing a program of studies that when satisfactorily completed will earn them a Chatham HS diploma.

The high school sponsors interscholastic athletic teams which operate on the basis that student participation is a privilege and not a student right. In fact, try-outs are conducted in some sports with only a limited number of students making the team.

Chatham High School, like some one hundred and seventy-five other high schools in the state, voluntarily joined an association of high schools so that rules and regulations relating to interscholastic athletics could be developed. This was deemed necessary in order to have a standard of consistency in the operation of interscholastic athletics among the one hundred seventy-five schools. The rules of the association were developed by the member schools and may be changed and amended yearly. A board of control meets monthly to interpret and enforce the rules and regulations of the Association.

The Problem —

The principal of Chatham High School was asked to rule on the following:

A. Could two female high school students

being educated by way of the home instruction program participate on the high school girls' interscholastic basketball team? Both were residents of Chatham and were eligible to attend Chatham High School if they chose to do so.

B. Could three female high school students who were attending the First Religious Academy participate on the high school girls' interscholastic basketball team? All three are residents of Chatham and their school does not have a team. The First Religious Academy is not a member of the association of high schools which was formed to regulate interscholastic athletics.

C. Could a female student attending the Central Regional Vocational Technical School participate on the high school girls' interscholastic basketball team? Central Regional Vocational Technical School is a member of the Association of High Schools but because of lack of student interest does not sponsor girls basketball. The student is a Chatham resident.

D. Could a female student attending North Parochial School participate on the high school girls' basketball team? North Parochial School is a member of the association and does sponsor girls basketball but this student failed to win a position on the team after trying out. The student is a Chatham resident.

Further Information —

A. The parents of all six girls indicate that since they pay Chatham town taxes their daughters have the right to participate in the high school interscholastic athletic program. They all agree that selection for the basketball team will be based on athletic ability.

B. Each student would have been eligible to attend Chatham HS if he/she chose to do so.

C. Schools who are members of the association of schools must abide by an association ruling that students participating on interscholastic athletic teams must be in membership at the school. None of these six are in membership at Chatham HS. Nor do any of the six intend to change any part of their current educational program.

D. The two students whose schools are members of the association claim that their

Continued on page 16



caad



news...

A PRESIDENT'S FAREWELL

"As my term as President of CAAD comes to an end, I would like to take this opportunity to thank the entire Executive Board and the C.I.A.C. staff for their guidance and assistance during these past two years. This opportunity has given me a tremendous amount of insight and valuable experience involving the over-all functions of the state and national organizations. CAAD is a great organization that is comprised of individuals who volunteer their time to provide leadership, resources and services for the membership. At our last general membership meeting on May 13, 1998, we recognized 10 retired athletic directors and presented them with life membership cards, one of our board goals. The slate of officers and meeting dates for the 1998-99 school year were presented and approved.

During our CAAD conference, we had the opportunity to recognize the past presidents of CAAD during our annual awards banquet. The conference was again a major success due to the efforts of Fred Balsamo. Feedback submitted regarding the conference format suggests a change to Thursday and Friday for next year.

Some of the issues/topics addressed during the 1997-98 school year included the following:

- * Input provided to the C.I.A.C. regarding the transfer rule and its implementation.*
- * Change in the disqualification/ejection rule as it pertains to sub-varsity for 1998-99.*
- * Presentation of our first Sportsmanship Award.*
- * Input provided to the State Department of Education regarding coaches and athletic director certification.*

We encourage all athletic directors to take an active role in the organization by attending the general meetings and especially the CAAD conference. Best of luck to the incoming officers."

Barbara Startup, CAA
C.A.A.D. President

HIGHLIGHTS: CAAD EXECUTIVE BOARD MEETING May 6, 1998

- Information was passed out regarding Nike Athletic Director of the Year Conference. Bob Pearson expressed interest in attending.
- A discussion regarding mandatory coaches attendance at rules clinics and related correspondence was discussed. Barbara Startup will follow-up with CAAD's input to this matter.
- A letter was received from the Coaches Association thanking CAAD for the advertisement it sponsored in an All-Star Program.
- NIAAA membership form should be sent to Joe DiChiara instead of sending anything to the NIAAA.
- Fred Balsamo is gathering information for the use of the CAAD logo and advertising in CAAD correspondence in the Near Home Network.
- Ejection/disqualification rule has been approved by the CIAC Board of Control.
- Joe DiChiara reported 53 members and retirees have signed up for the breakfast.
- Revised transfer rule to take effect September 2, 1998.
- A committee consisting of George Hall, Fred Balsamo, and Bob Lehr will meet to study the out- of-season regulations.
- 1998-99 proposed meeting dates and

slate of officers were distributed, to be voted on at spring general meeting.

- The master plan book is still being worked on and will not be ready for general meeting.
- The 1999 State Conference will be Thursday/Friday, March 25-26; National Conference - December 13-17, 1998.

Please check your minutes for more details.

News & Notes

❖ **REMINDER: NIAAA Membership** -- All athletic directors should have received a NIAAA membership brochure and asked to fill out pertinent information. A letter from Barbara Startup followed requesting that you do not send this form to the NIAAA, but mail it to us so that we may attach your membership dues and mail it in as your school pays your CAAD and national dues. If you have not completed and forwarded this form to the CAAD office, please do this as soon as possible. If you have any questions call Joe DiChiara (203) 272-7830.

❖ Retired athletic directors membership has increased to 48 members. Recent additions are: Shaun Supp - Ansonia HS, Walter Camp - Coginchaug HS, Joseph Farina - Branford HS, and Jake Salafia - Cromwell HS.

❖ **Attention Athletic Directors, Administrators:** Please contact Joe DiChiara at the CAAD office if you know of any changes in athletic directors' positions for next year.

CAAD MEETING DATES 1998-1999

Date	Meeting	Time	Site
Thurs., August 20	Executive Board	4:00	Newtown
Wed., September 9	Executive Board	12:00	CIAC
Wed., October 7	General Meeting	4:00	Cromwell
Wed., November 4	Executive Board	12:00	CIAC
December 13-17	National Conference - Las Vegas		
Wed., January 6	Executive Board	12:00	CIAC
Wed., March 3	Executive Board	12:00	Cromwell
Thurs/Fri., March 25 & 26	CAAD Conference		
Wed., May 5	Executive Board	12:00	CIAC
Wed., May 12	General Meeting	8:30 a.m.	Cromwell



THE FOURTEENTH ANNUAL ATHLETIC DIRECTORS CONFERENCE

By Joe DiChiara, Executive Director

The Connecticut Association of Athletic Directors' Fourteenth Annual Conference was a huge success. One hundred and ten athletic directors were in attendance and 38 exhibitors displayed their services and merchandise. Fred Balsamo did another outstanding job of planning and organizing this conference, as shown by the positive evaluations turned in by conference participants. The Holiday Inn did another excellent job in hosting and servicing this conference.

March 27:

CIAC Executive Director Mike Savage started the conference with a two-and-a-half hour workshop which provided athletic directors with updated information concerning state athletics and CIAC issues.

President Barbara Startup conducted the C.A.A.D. annual luncheon meeting and introduced crackerbarrel topics. During the opening general session, Dr. Ralph Showers gave a strong motivational speech entitled "Overcoming the Impossible." Following the general session, athletic directors attended one of the three workshop sessions. Presenters were Anne Malafronte, "Inclusion in Extra Curricular Programs," Jim O'Neill, "Implementing Sportsmanship Training," and Paul Maskery, "State Teacher Retirement Plan."

Approximately 190 attended the annual banquet, celebrating 20 years of C.A.A.D.'s existence. Past presidents and spouses were honored guests. The NIAAA service awards and the C.A.A.D. annual awards were presented by Bob Broderick. (*See listing of 1998 award recipients on right.*)

March 28:

Dr. Abigail Hughes, certification bureau chief for the state department of education, presided over the Saturday morning breakfast meeting, which focused on "Coaching and Athletic Director State Certification."

Following the breakfast meeting, athletic directors participated in one of three workshop sessions: "NCAA Recruiting Rules and Clearinghouse," with William Shulte; "Time Management," with Paul Mengold, or "Simplified Computer Use," with John Gauld.

The Conference closed with a discussion of crackerbarrel topics and the athletic directors luncheon sponsored by Coca Cola.

NIAAA Service Awards

15 Years of Service:

Paul Fitzgerald, Westbrook
John Lawless, Nonnewaug, Woodbury
Elaine Piazza, Lyman Hall, Wallingford
Martin Gomez, Lyman Mem., Lebanon
Paul Maskery, Farmington
Martin Sparano, Kaynor Tech. Waterbury

20 Years of Service

James Benanto, Shelton
Brad Steurer, Norwich RVT School

25 Years of Service

David Leete, Bolton
James Muska, Windsor Locks

35 Years of Service

William Mignault, Ledyard

Paul Maskery, Farmington High School NCSSA Athletic Director Award

Over the past 36 years, Paul Maskery has served as an administrator, coach, mentor, and friend to hundreds of teachers, coaches and student athletes. The Farmington High School athletic program is widely recognized as a superior quality program with a long history of strong school and community support. Paul has provided forward-thinking, bold, and student-centered leadership for that program for 15 years and similar leadership to the K-12 Physical Education Department for 28 years.

Under Paul's leadership, Farmington High School has been recognized on a number of occasions, not the least of which through the Michael's Achievement Award for its outstanding blend of athletic excellence, sportsmanship, and scholarship.

Robert Lehr, Southington High School NIAAA State Award of Merit

Dr. Robert Lehr, in 1990, became the Director of Health, Physical Education, and Athletics for the Southington Public School system after having spent the previous five years as an Associate Director of Athletics at Yale University. He is the current Secretary of C.A.A.D. and he affords us 34 years of experience as a teacher, coach, and administrator.

In addition to building a highly competitive athletic program, Bob has developed substance abuse policies, initiated college athletic information nights, developed sportsmanship programs, initiated a Unified Sports® program, completed design for effective sequential instructional course curriculums in the K-12 Health and Physical Education programs and initiated the Hershey Track & Field Meet district program.

Bob is a prolific writer and has had numerous articles published in several athletic and N.I.A.A.A. periodicals involving coaching,

sports marketing, racism, and public relations, to name a few. He has also been a speaker at our annual AD's conference focusing on "Marketing and Promoting Your Athletic Program."

Judith Sylvester, C.I.A.C. & C.A.A.D. Distinguished Service Award from Outside the Field of Athletic Administration

Twenty-eight years ago, as a high school senior at Hamden High School, Judy Sylvester came to work as a part-timer for the central office of CASS-CIAC. Upon graduation in June of 1970, Judy was hired on a full-time basis.

When Judy first joined CIAC, the Association of Secondary Schools was barely out of its infancy. In fact, the office staff totaled three! Her work has been invaluable to the central office staff and to the member schools of the association, along with our C.A.A.D. organization. She carries out her responsibilities with unparalleled efficiency and expediency.

In 1989, the C.H.S.C.A. awarded her the prestigious Thomas Monahan President's Honor Award and that same year she was given the CAS Citation Award, the first non-educator ever to receive this award.

Paul Mengold, Amity Regional Distinguished Service Award from Inside the Field of Athletic Administration

Under Paul's leadership, Amity's athletic programs have risen to the highest level of success and participation. In addition to stimulating the development of outstanding athletic teams, he has streamlined and modernized sports administration at Amity. He was instrumental in the upgrading of numerous sports facilities at Amity. Currently, because of his efforts, Amity is completing design of a \$3.9 million upgrade of its entire athletic complex.

During his tenure, Amity has won state championships in girls and boys volleyball, girls and boys cross country, field hockey, golf, girls ski racing, and boys tennis. His coaches have won coach of the year in boys tennis, boys and girls swimming, and girls cross country. The athletic program has been recognized for overall excellence by receiving Michael's Achievement Cup in 1990 and placing second in 1992, 1995, and 1996.

With all his responsibilities and time commitments, he still understands the importance of his contributions to professional organizations. He has held numerous posts including serving on the N.I.A.A.A. Membership and Service Committee and its Awards Committee. Paul was a National Conference moderator in 1993 and 1996. As a member of C.A.A.D., he has served on our executive board since 1990 and has been our C.A.A. Test Coordinator since 1993.



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news...

UNSPORTSMANLIKE CONDUCT RULE UPHELD

By Mel Narol, *Referee*, May 1998

Until recently no state court had specifically analyzed the difference between an official's determination to disqualify a player for unsportsmanlike verbal or physical misconduct and a judgment call applying a sport rule.

Those state courts that have dealt with review of an official's sport rule judgment call, however, have all determined that such a claim is not subject to court review. To do so would unduly interfere with the official's role. A myriad of lawsuits would be filed every time a team believed it had been improperly penalized.

With the recent escalation of unnecessary violence in high school athletics, state athletic associations have considered or adopted rules to stem the tide. The New Jersey State Interscholastic Athletic Association (NJSIAA) took such action. It adopted a rule stating that any athlete or coach disqualified before, during or after an interscholastic event for unsportsmanlike or flagrant verbal or physical misconduct is disqualified from the next two regularly scheduled contests. In football the suspension would be for one game. The suspensions would be in addition to any other penalties which the NJSIAA or a league or conference may assess.

Once a coach or player has been disqualified, no appeals will be honored from the player, coach, official or any other party.

Disqualification is a judgment call and officials must be certain the act warrants disqualification.

A legal challenge to the application of the rule was filed by a high school football player in 1995 and decided by an appellate court in May 1997.

During the Group III state semifinal football game, Mainland High School linebacker Jason Cairns was called for a penalty and ejected by the game officials for punching an Ocean City High School ball carrier three times in his kidney area. Mainland won the game and the right to play in the Group III state championship game six days later. Pursuant to the NJSIAA rule, Cairns was disqualified from playing in his next game, which was the championship game.

On the day following the semifinal

game, Cairns requested an immediate appeal by the NJSIAA. The NJSIAA, acting according to its rule, refused the appeal. It did, however, advise Cairns that he could appeal to the New Jersey Commissioner of Education pursuant to its interpretation of a state statute.

Two days before the championship game, Cairns filed a lawsuit in the superior court rather than requesting relief from the commissioner. The court, on the day before the championship game, rejected his request to overturn the game officials' decision so he could play in the game. That same day Cairns successfully argued to a judge of the appellate division that the application of the rule should be stayed and he played in the championship game. Cairns' team won.

Thereafter, a full panel of judges of the appellate division heard the case and according to the state statute ruled that the commissioner should review the appeal first. The commission found no basis to overturn Cairns' disqualification. That decision resulted in the NJSIAA advising Mainland that as a result of Cairns playing in the championship game, it had used an ineligible player and therefore it had forfeited the game. The Group III title was vacated and no champion was crowned.

Cairns then returned to the appellate division challenging the commissioner's decision. The appellate division upheld the commissioner's support of the game officials' disqualification of Cairns. It found the rule 3 to be appropriate. The court

Continued on following page

Vincent Buehler, Jr., long-time volleyball official, recently passed away at the age of 58. He was known as "Mr. Volleyball" for his tireless devotion to the game and his years of dedicated service as a referee. During his 25-year career, Vinnie officiated between 40,000 and 50,000 games. Cindy DeCarlo, a colleague and friend, said of Vinnie's passing, "There isn't to my knowledge any one who loved volleyball more or had more of an effect on volleyball than Vinnie did."

The CIAC extends its deepest appreciation to the 1998 CIAC Winter Tournament Officials...

Wrestling (Open)

Brian Manzi - Head Official	
Ray Mainville	Tom Kilkenny
Pete Ramano	Ray Southland
Bernie Nasser	Ed Barney
Abe Chamie	Carmen DeVecchio
John Kwiatkowski	

Ice Hockey (Finals)

Mike McGee	Lev Torgerson, Sr.
Paul Simone	Steve Riccitelli

Gymnastics

Allison Laney	Marie Coons
Barbara Ryan	Mikki Geenty
Royce Islieb	Sandra Barrett
Cindy Galterio	Bonnie Butsch
Kelly Cecchini	

Girls Basketball (Finals)

David Grossman	Dean DeAngelis
Bill Miurphy	Ted Plamondon III
Steve Wodarski	Tony Scalise
Paul Ciotto	Patti Fernandes
Ken Soucy	Ray Kasperek
Gary Zavatkay	Vinny Procaccini

Boys Basketball (Finals)

Steve Kirck	John McDonnell
Tom Raucci	Tony Scalese
Peter Duglenski	Dave Moore
Phil Yering	Gary Liberatore
Matt Boland	Vin Herschbeck
Jack Barclay	Joe Gintoli

Boys Swimming (Open)

Michael McManus	Russell Haddad
Margaret Pyrch	Karen Hart
David Tremblay	William Hassell
Dennis Ford	Margit MacDouglass
Steven Sullivan	Chris Burns
Jim Agli	Terence Ford
Paul Davis	Timothy Ford
George Ford	Elizabeth Ford
Lawrence Franzman	Kathy Peck
Joel Gitlin	John Brick

**Unsportsmanlike, continued**

noted: "It is designed to bring a swift and decisive halt to unwarranted violence in high school sports." It also opined that the rule does not require a full-blown hearing and that the commissioner, as he did here, can decide upon written submission to him.

The appellate division, however, improperly interpreted the state statute to include that a game official's decision to disqualify a player under the NJSIAA rule is subject to both administrative and judicial review. The statute does not specifically deal with this issue, but rather is written in general terms about the many rules and regulations of the NJSIAA. The NJSIAA's specific rule on unsportsmanlike conduct, however, provides there shall be no appeal from a game official's determination and that disqualification "is a judgment call".

It is clear from the other states' court decisions that judgment calls by officials are not subject to judicial review. Nor should they be subject to review by a governmental administrative agency such as a commissioner of education. The appellate division should have ruled that the New Jersey statute does not require such review of an official's call and declined to hear the appeal. The court's decision does leave the door open to future administrative and judicial challenges to New Jersey officials' decisions to disqualify players for unsportsmanlike conduct.

**VOLLEYBALL OFFICIATING
FEEDBACK****By Carol Ardito**

(Carol Ardito, Business Education Chairperson at Sacred Heart Academy in Hamden, shares her thoughts about participating in the first CIAC Academy of Coaching and Officiating session. Carol, an avid golfer, was a high school field hockey athlete but had no prior volleyball experience prior to the clinic at Quinnipiac.)

My thoughts are so positive concerning this experience! I was so happy to have an organized and announced clinic to attend. I had been wanting to get involved in volleyball officiating for a long time but was unsure of how to go about it. This really encouraged me to get involved. The concept is great!!

I learned so much from the clinic. The guest speakers were helpful, encouraging and extremely knowledgeable. Their presence helped in understanding the rules, the signals, the overall professionalism of being a volleyball official and for some -- they really helped us learn the game.

The ability to meet with other people who were also learning to officiate was a great bonding experience which helped us to stick to it. With each class that we attended, we gained more and more knowledge. The floor experience helped us to gain confidence and helped us to put the rules into action. The presenters became our mentors. We relied on them for rule interpretation, and to clarify various responsibilities of the two positions. They soon gave us what we needed in order to handle a game ourselves.

Linda Wooster, Associate Athletic Director at Quinnipiac, was a fantastic host and a fine representative of women's athletics. She was the nucleus of the group. Without her dedication, help, and encouragement, many of us would not have been as successful as we were.

Continued from page 12

schools will have no difficulty enforcing the regulations of the Association as they pertain to their eligibility.

E. The parents of the students who are taught at home state that they will monitor academic progress and keep Chatham HS informed. Chatham HS may not monitor academic progress.

F. The First Religious Academy is willing to permit Chatham HS to monitor the academic progress of their students.

Questions —

1. Is there a significant difference between any one of these four requests which merits special consideration?
2. Is there any state or federal law requiring Chatham High School to open interscholastic athletic team membership to any high school age student who is a resident of Chatham and the student isn't engaged in a Chatham High School approved program of studies which when satisfactorily completed will earn a Chatham High School diploma?
3. If an outside legislative body or court rules in favor of one of these requests, will the other three have substantive reason to claim discrimination?
4. If participation in interscholastic athletics becomes a student right will boards of education be required to provide opportunity for all students, so inclined, to actually compete equally in interscholastic athletic contests?
5. Does the Chatham School System have responsibility in matters pertaining to -- a) academic; b) extra curricular; c) interscholastic -- for all students residing in Chatham or for just those carried on the school system rolls?