

# 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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JUNE 1999

## "BIG Y FOODS" SPONSORS FLANAGAN MINI-GRANTS 1999-2000 Winners Announced

By Tom Galvin, Assistant Executive Director

Due to the continued generosity of Big Y Foods, Inc., the CAS Student Activities Board of Control (SABC) was able to award nine outstanding student activities programs grants ranging from \$450.00 to \$800.00. The S.A.B.C congratulates the recipients of the 1999-2000 Thomas R. Flanagan Memorial Grants Awards! The awardees were recognized at the CAS Annual Meeting on June 3d. The following programs were selected from fifty-one applicants at the elementary, middle school and high school levels.

★ **Hubbard Elementary, Berlin.** "Passports to Cultures." All students explore a different culture with a culminating school celebration.

★ **Nathan Hale Elementary, Meriden.** A Garden Beautification Project. Grade five students work with their grade one "buddies" to create a garden.

★ **Canton Intermediate School.** "Schools of Inquiry." A school wide diverse-topics enrichment program.

★ **Saxe Middle School, New Canaan.** Student Leadership Club. Thematic spirit day, community service, character education and leadership building.

★ **East Hartford High School.** Together for a Change. Breaking down boundaries caused by race, ethnicity, age, gender, disabilities, beliefs, weight, sex, etc.

★ **Wamogo Regional, Litchfield.** A Community Mentoring Program. Intergenerational activity between the Student Council and veterans' organizations.

★ **Wilbur Cross High School, New Haven.** A Multi-Sensory Garden for Handicapped Students. Handicapped and non-handicapped students create an inviting and tranquil outdoor space.

★ **Somers High School.** "Students Supporting Students." Trained students provide knowledgeable peer resources for every student.

★ **Hall High School, West Hartford.** "Empty Bowls." Students from across the curriculum learn about hunger and homelessness by researching foods, publishing recipes and producing bowls and soups which are sold for charity.

"Big Y Foods" launched a Homework Helpline in 1993, a toll free tutoring service staffed by qualified teachers who guide students and parents through homework questions.

"As school administrators, we are charged with ensuring school safety, order, and discipline in our buildings. We ask that the issue of student censorship and review be left to the building administrator with all the due process safeguards currently in place. Whenever there is convincing evidence that student journalism may cause harm or create an imminent likelihood of the occurrence of some harm, we seek to maintain the current practice of reasonable administrative review and censorship."

— Dr. Lawrence L. Nocera  
Chairman, CAS Legislation Committee

## CONTROVERSIAL CENSORSHIP BILL DEFEATED BY CONGRESS

Last month, the Connecticut legislature defeated a controversial bill aimed at preventing school officials from censoring student journalists. The bill would have prohibited town or school officials from censoring school-sponsored student publications unless content was libelous, scandalous or contrary to Connecticut statutes. The bill sparked considerable debate within the education community, with many administrators stepping forward to voice their opinions on this issue. While member school administrators were in favor of promoting freedom of expression, they felt that the bill was flawed in its writing.

The bill was originally proposed as HB 5552, AN ACT CONCERNING STUDENT JOURNALISTS, but was subsequently incorporated into section one of SB 1264, AN ACT CONCERNING REVISIONS TO THE EDUCATION STATUTES. The proposal was then removed from SB 1264, modified, and finally incorporated into HB 5482. The bill was defeated on May 20th.

In February, representatives from the CAS Legislation Committee, including the chair, Dr. Larry Nocera of Glastonbury H.S., and Southington H.S. Principal Jerry Auclair, attended a hearing of the Connecticut Legislature's Education Committee at which they spoke out against the

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Emcee Bob Picozzi applauds as Arnold Dean introduces keynote speaker Bob Fiondella at the Scholar-Athlete Banquet. See story page 11.

## connecticut news & notes

### CONGRATULATIONS!!!

...to *East Lyme H.S.'s Gretchen Hilburger and Wamogo H.S.'s Catherine Roden*. Both are recipients of a 1999 Principal's Leadership Award scholarship. The program, sponsored annually by NASSP, awards \$1,000 scholarships to 150 high school seniors across the nation who have demonstrated leadership in the school and/or community. Every school containing grade 12 is invited to nominate one senior to compete each year. Both Gretchen and Catherine were nominated for the award by their principals, Gerald Mistretta and Janet Garagliano, respectively.

...to *East Hartford H.S.'s Jasmine Agosto*, who was selected to receive a TREE scholarship from NASSP. The TREE scholarships, awarded to 16 students from around the country, are designed to allow underprivileged student leaders to attend NASSP's annual National Leadership Camps.

...to *East Hartford H.S.'s Mary Leger*. Mary was named the Warren E. Shull Adviser of the Year for Region I. Sponsored annually by NASSP, the recognition program honors advisers around the country who exemplify the qualities of service and dedication.

...to *Willard Minton, music teacher at Gilbert H.S. in Winsted*. Willard was one of seventeen music educators to receive an outstanding educator award from the National Federation Inter-scholastic Music Association (NFIMA).

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**Four New Charters Granted...**At its April meeting, the State Board of Education granted charters to the following schools.

To open in 1999-2000:

- Amistad Academy, New Haven
- Trailblazers Academy, Stamford

To open in 2000-2001:

- New Beginnings Charter School, Bridgeport
- Benjamin E. Mays Institute, Hartford

The Board also approved Commissioner Sergi's recommendation to allocate an additional 245 seats to the existing 13 state charter schools.

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Mary Joleson Scopino and Midge Lenihan, home economics teachers at East Hartford H.S., have volunteered to serve as advisors to the Big Y/CAS Nutritional Newsletter which is distributed annually to all member schools. Big Y Supermarkets of Springfield, MA, is enjoying a growing presence in Connecticut. For the past two years they have been working with CAS to produce a high quality newsletter on health and nutrition. Big Y is the sponsor of CAS' Annual Thomas Flanagan Awards Program (see page 1).

### EDUCATION RECORDS

Printed below is a list of the state's minimum requirements for the retention of education records. Some may come as a surprise!

#### Cumulative records:

Academic achievement (grades/transcripts)	50 years after student leaves the district
Attendance records (days absent/present/tardy)	50 years after student leaves the district
Awards	6 years after student leaves the district
Basic biographical information	50 years after student leaves the district
Diagnostic test results (non-special ed)	6 years after student leaves the district
Extracurricular activities	6 years after student leaves the district
Letters of recommendation	6 years after student leaves the district
Parents'/eligible students' signed release forms	as long as records are maintained
Records of immunization	50 years after student leaves the district
Standardized group test scores	6 years after student leaves the district

#### Diplomas

#### Disciplinary Records:

Detentions	no requirement
Incident Reports	no requirement
Referrals	no requirement
Suspensions/expulsions	For expunging the cumulative record, see CT General Statutes Sec. 10-233c and 10-233d

(Source: Connecticut State Library)

As part of its "Give the Gift of Sight Program," LensCrafters will be sponsoring a Vision Van Mission in Enfield on September 27th and 28th. These missions are conducted free of charge for school-age children who are unable to afford eye exams and eyeglasses. There are no requirements regarding where children reside or go to school. Eligibility is based solely on financial need, which can be determined by each individual school (children can be enrolled in school lunch programs, etc.) No personal financial information needs to be provided. Children who qualify for state-assisted exams and glasses are not eligible. It is each school's responsibility to arrange for transportation and chaperones and to pre-screen students to insure that those children being examined are in need of eye care. Parent permission slips are also required. The Vision Van Mission will be held at Enfield Fire Station #1. For additional information, please contact Donna Schaub at 860-741-0320.



### Advanced Placement Participation in CT: 1998

- CT ranked 4th nationally in participation of public comprehensive high schools. Students from 136 of 143 comprehensive high schools (95.1%) took an AP exam in 1998.
- CT ranked 7th in the nation, behind Illinois, Missouri, North Dakota, Maryland, New Jersey and Iowa, in performance of public high school students.
- CT nonpublic school students have scored slightly better than public school students since the reporting of these data began in 1983-84. However, in two of the past four years, CT public school students had a higher percentage of scores of 3 or better than their peers in nonpublic schools.
- Hall H.S. (West Hartford), Weston H.S., Farmington H.S., Lewis Mills H.S. (Region 10), and Staples H.S. (Westport) had the top participation rates among public schools.
- Convent of the Sacred Heart (Greenwich) had the highest participation rate among nonpublic schools. It was one of 20 nonpublic schools that had a participation rate higher than the highest public school.
- Five comprehensive high schools, 16 of the 17 regional-vocational technical schools, both of the charter high schools with students in grade 12, 25 nonpublic high schools, and all 12 alternative high schools had no students who took an AP examination.
- Minority students represented 23% of 11th and 12th graders in 1997-98, but only 16.5% of AP test takers. However, the number of minorities taking an AP exam has increased from 266 to 1,084 in the past 10 years.
- In the past five years, the number of students taking an AP test increased by 58%. The schools within ERG I led the growth with an increase of 130%. One hundred twenty-five schools offered a formal AP course in 1997-98 compared to 98 in 1992-93.
- In 1998, students took an average of 6.7 different AP exams per school, compared to 4.9 in 1993.

## national news & notes

The following is a list of Connecticut's ten most popular AP courses (those with the highest participation rates):

1. U.S. History
2. English Literature/Comp
3. Math - Calculus AB
4. Biology
5. English Language/Comp
6. Chemistry
7. Spanish
8. Physics B
9. European History
10. French

*(Source: State Department of Education  
March 18, 1999)*



### CAS OFFICERS: 1998-99

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### THE BULLETIN

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■ On April 27, President Clinton signed the Education Flexibility Partnership Act, legislation that extends to all states the ability to participate in the Ed-Flex program. Ed-Flex allows states to waive requirements of six programs under the Elementary and Secondary Education Act (ESEA) including Title I, Eisenhower, and the Safe and Drug Free Schools program. In exchange for the waivers, participating states must have a comprehensive school improvement plan, agree to waive comparable state requirements, and hold districts and schools accountable for results.

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■ The College Board has announced plans to pilot an Advanced Placement diploma program beginning in the next school year. To qualify for the diploma, students will have to complete 5 year-long AP courses and earn at least a 3 on each of the exams. At least 1 course in each of 4 core areas—math, science, language arts, and history—will be required. Such a sequence would fulfill typical requirements for the first year of college. The College Board expects to offer the program to all high schools in the AP program by the 2001-2002 school year.

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■ The latest findings of the influential Tennessee study "Project STAR" show that students continue to reap the benefits of smaller primary-grade classes all the way through high school. The data show that even by the end of 12th grade, years after returning to larger classes, students who were in small classes early in their school careers tended to drop out less frequently, to take more challenging courses, and to be more inclined toward college. The study is widely recognized as the largest and most comprehensive study to date on the effects of smaller class size.

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■ A national study by the Partnership for a Drug-Free America shows that teenagers who talk to their parents about drugs are 42% less likely to use them. Ironically, parents really believe they are doing their job in this area. 98% reported having talked to their children about drugs at least once, but only 65% of children recalled such a conversation. The survey results are online at [www.drugfreeamerica.org/newscenter/pressreleases/pats98/pats1.html](http://www.drugfreeamerica.org/newscenter/pressreleases/pats98/pats1.html).

■ The Federal Communications Commission (FCC) will announce funding levels for "Year 2" of the E-Rate program next month. FCC Chairman William Kennard has indicated that he will support \$2.25 billion in funding for the project. Several legislators and consumer groups are opposing continuation of the E-Rate, claiming it imposes higher phone bills on customers, and bills are expected which may endanger the project. \$1.7 billion in communications discounts were given to schools last year. Administrators are encouraged to write letters of support to Congress. Sample letters can be found at [www.itc.org/edlinc/action/index.html](http://www.itc.org/edlinc/action/index.html).

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■ The U.S. Dept. of Education's 10 regional laboratories have launched a joint website at [relnet-network.org](http://relnet-network.org). The site provides central access to the reports, publications, archives, and services of all of the federally funded laboratories.

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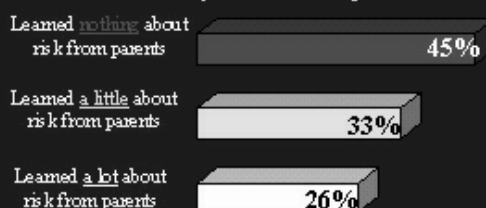
■ The overall birthrate in the U.S. has dropped to a record low, with 14.5 births per 1,000 women ages 15 to 44. The previous low was in 1976 with 14.6 births per 1,000. The drop is in part due to the continuing decline in teenage birthrates. In recent years, all states have been successful in decreasing the rate of teenage pregnancy. In 1997, the teenage birthrate was 52.3 per 1,000 births. Vermont recorded the lowest teenage birthrate—26.9 births per 1,000 women ages 15 to 19. Mississippi had the highest, at 73.7 births per 1,000. Though the birthrate declined for all races, the largest decrease (25%) was seen among non-Hispanic black teenagers and Puerto Rican teenagers.

### NEW AMERICAN HIGH SCHOOLS SOUGHT

The National Association of Secondary School Principals & the U.S. Dept. of Education are co-sponsoring the 1999 New American High Schools Site Identification Competition. The goal of this year's competition is to identify 80-100 "national showcase" high schools — schools that have undertaken extensive reform efforts to make sure all students meet challenging academic standards & are prepared for college & careers. These New American High Schools are places where innovative instruction, professional development, community service, integrated work-based experience, & community-based partnerships are transforming the high school experience & increasing student achievement. To date, the Department has identified 17 New American High Schools. Any school in the country engaged in comprehensive school reform & able to demonstrate significant achievement across a variety of student outcome measures is encouraged to apply. For more information, please see: <http://www.ed.gov/offices/OVAE/nahs/index.html>. (Deadline: July 2, 1999)

### Parental Involvement is Key to Drug Prevention

Past Year Marijuana Use among Teens Who:



## ...more national news & notes

■ Funding for education remains the number 1 priority of America's 1,000 largest foundations, accounting for about 25 percent of the total \$19.5 billion donated in 1997. Appx. \$1.9 billion was given to education that year, \$501 million of which went to K-12 projects.

■ Built on the idea that the less time a child spends at the bus stop the better, BusCall— an automated system designed to prevent students from missing the bus—is being piloted in a number of districts across the country. The system places an automated phone call to parents to notify them that the school bus is approaching. BusCall is provided as a service through the local telephone companies and paid for by parents who chose to subscribe. Parents can designate the amount of notification time they receive, usually 5 to 15 minutes. The system, which keeps children safe from the hazards of weather, traffic, and strangers, is being marketed to local phone companies which in turn offer the service to parents for an estimated \$9.95 a month. In general, the service should cost nothing to local school districts.

■ In April, the Florida legislature passed the nation's first statewide voucher program. Under the legislation, which was awaiting the signature of the governor, Florida schools will be assigned letter grades every year based on test scores and other factors such as attendance and graduation rates. Schools getting A's and those showing marked improvement will

receive incentive payments of \$100 per student to use as they desire. Students in schools that received failing grades for two of every four years, meanwhile, could use state vouchers worth approximately \$4,000 to attend a qualified public school other than the one to which they have been assigned or to pay for tuition at a private or religious school. While programs that provide public funding for students to attend private and religious schools are already in place in Cleveland and Milwaukee, the Florida action is significant because it's the first such wide-ranging voucher plan to be approved by a state.

■ A recent Educational Testing Service report reveals that prospective teachers don't score nearly as well on SAT exams as do other college graduates, but they outperform their peers in the subjects they plan to teach. The study also found that aspiring elementary school teachers have lower standardized test scores than prospective middle or high school teachers. Researchers learned that nearly 85% of the new pool of potential teachers were white; only 6% were African-American; 2% were Hispanic; and, 2% Asian-American. The ratio of women to men was 3-to-1. Elementary education majors comprised nearly 50% of all prospective teachers. The report can be viewed at <http://www.ets.org/praxis/researchrpt.html>.

■ According to the findings of the 1997 National Youth Gang Survey, the number of

communities that reported youth gang activity dropped slightly from 53% to 51% from 1996 to 1997. In 1997, there were an estimated 30,500 gangs and 816,000 gang members in 4,712 cities and counties, compared with an estimated 31,000 gangs and 846,000 gang members in 1996. Although the numbers decreased in the nation as a whole, they increased in small cities and rural counties. Gang activity continues to be most prevalent in the Western U.S. The survey results can be accessed at [www.ncjrs.org/pdffiles1/fs9997.pdf](http://www.ncjrs.org/pdffiles1/fs9997.pdf).

■ In a survey by the National Education Association, teachers were asked how much of their own money they spent during the year to meet the needs of their students. The majority of teachers (94%) said they spent an average of \$408 for supplies ranging from pencils to clothing for students.

■ According to the 20th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, the number of students with disabilities who received high school diplomas jumped 31% from 1986-87 to 1995-96. Increased graduation rates have occurred as ever-growing numbers of disabled students have been educated alongside their non-disabled peers. A record 45.4% of disabled students ages 6-21 attended regular classes in the 1995-96 school year. To view the report, visit [www.ed.gov/offices/OSERS/OSEP/OSEP98AnlRpt/](http://www.ed.gov/offices/OSERS/OSEP/OSEP98AnlRpt/).

## legal news & notes

■ The Maine Supreme Court has ruled that parents whose children attend religious schools cannot be reimbursed under a state program that provides tuition for students from towns without their own high schools. Although not quite the same as the vouchers programs for poor children, the long-standing "tuitioning" systems in Maine and Vermont have both been the subject of lawsuits challenging their exclusion of religious schools. With tuitioning, towns that lack their own high schools reimburse parents for sending their children to public schools in other communities or to secular private schools. About half the school districts in Maine do not have their own secondary schools. Until a change in state law in 1981, parents in those communities could be reimbursed for sending their children to religious schools. In 1997, five families from Raymond sought reimbursement from the town for the cost of tuition at a Roman Catholic school in Portland. When the town refused, the families sued, contending that their constitutional rights of free exercise of religion and equal protection of the law were

being violated. A state trial court ruled against the Raymond parents last year, a ruling that was upheld in April by the Maine Supreme Judicial Court. In its 5-1 ruling, the court dismissed the parents' free-exercise argument by saying that the tuitioning program does not prevent them from sending their children to a religious school. The justices also concluded that inclusion of religious schools in the tuitioning program would violate the First Amendment's clause prohibiting government establishment of religion. The lawsuit has been watched closely as one of several state supreme court cases with national implications for the private-school-voucher movement.

■ A state appeals court in Madison, Wis., ruled this month that a school district that failed to inform a student's parents of his unusual behavior could not be held liable for the boy's suicide. Andrew McMahon, a 15-year-old freshman at St. Croix Falls (Wis.) H.S., left school on Jan. 26, 1996, went to a friend's house, doused himself in gasoline, and set himself on fire, according to an affidavit. Lawyers for the boy's parents argued that the

district "breached its duty" when it failed to inform the parents of his absence and of an alleged report from a fellow student to a guidance counselor that the boy "seemed depressed and preoccupied." Lawyers for the district argued that if liability were found in this case, districts would have to treat each truant or despondent student "as an imminent suicide," according to court papers. The 3rd District Court of Appeals agreed, upholding an earlier circuit court decision.

■ A federal court has ordered the National Honor Society to admit two Kentucky high school seniors who were denied membership in the group's local chapter because one was pregnant and the other had already given birth. A preliminary injunction allowed the girls to be admitted to the society for the rest of their senior year while they waited for their case to go to trial. The judge in the case felt that the girls' claim — that since the male students cannot show visible signs of premarital sex, to use premarital sex as a sign of bad character discriminated against women — was worthy of a trial.

**CENSORSHIP, continued from page 1**

proposed bill. Auclair and Nocera pointed out the potential consequences of the proposed act, which could result in publications which would be harmful to individuals, groups, and the school, and which could include offensive and obscene copy, insults, and the advocating

of activities which would disrupt education.

Many thanks to the administrators who took the time to contact their legislators on this issue. Their input had a clear and considerable impact on the outcome of the proposed legislation.

**Editor's Note:** *The following letter, written by Southington H.S. Principal Dr. Jerome Auclair, was directed to members of the Education Committee of the CT Legislature in opposition to S.B. 1264/H.B. No. 5482, An Act Concerning Rights of Free Expression for Public School Students. The letter has been edited for length.*

**March 22, 1999**

**"These comments are from the perspective of an educator of 32 years experience working in public high schools in Connecticut, the last 23 of which have been as a high school principal in Somers and Southington. I am strongly opposed to the passage of legislation that will prohibit schools from controlling the content of student publications.**

**"The issue of balancing the rights of students with the need for the school to have control of the learning environment, one aspect of school discipline, is not simple. Complicating the issue is the maturation process of students in high school, from immature grade 9 students to nearly adult seniors. School rules and restrictions must make good sense for all students.**

**"The United States Supreme Court, arguably a more appropriate forum for First Amendment rights than the Connecticut Legislature, has already decided this issue. In Hazelwood School Dist. V. Kuhlmeier, 484 U.S. 260 (1988), the Court wisely determined that "A school need not tolerate student speech that is inconsistent with its basic educational mission, even though the government could not censor similar speech outside the school." Why do you want to create a school environment in Connecticut that is less disciplined than that in the rest of our country? Why do you want to make judgments about First Amendment rights that are contradictory to those of the United States Supreme Court?**

**"It is also my experience that you would be doing a disservice to the student writers in granting them these broad rights. Consider a 15-year old sophomore who writes a spoof about the head custodian stereotyping him as an alcoholic without knowing that the man has a problem with alcohol. The student is viewed by faculty members as uncaring and insensitive. When the student applies for National Honor Society in his junior year, the student is rejected on the basis of character. The parents' reaction is outrage. How could the school let the student publish this piece in the first place? This was an actual situation, one of many similar ones with which I have had to deal in the past three decades.**

**"Students who feel the need to exercise their free speech rights to the fullest have ample opportunity to do so after they graduate from high school. College publications have historically served this purpose well. Students can and do say whatever they wish to on the Internet. They do not need to do it in a school venue that will detract from a positive educational environment. The educational value of school publications does not need to be demeaned by allowing smut and drivel to be included in them. We do not need to upset an already dwindling base of financial support from our taxpayers by incurring their anger at or allowing trash to pass as educational accomplishment.**

**"Anyone who advocates giving students near carte blanche in what they are allowed to say or publish supports the further erosion of discipline and values in our public schools. Judging from public reaction that I have heard, I am confident that supporting legislation to further erode school discipline would be extremely unpopular with the general public. I can assure you that if this bill is enacted into law, I will exercise my freedom of speech and educate the voters of Connecticut about which members of the state legislature do or do not support discipline in schools."**

**NATIONAL ALLIANCE SEEKS NEW MEMBERS**

The National Alliance of High Schools, a division of NASSP, is currently providing more than 1,500 schools throughout the U.S. and Canada with support and materials to implement the recommendations cited in the landmark report *Breaking Ranks: Changing an American Institution*.

NASSP established the National Alliance of High Schools (NAHS) to provide school teams with support, services, and staff development programs to implement effective school reform. A basic premise of the Alliance is that successful school reform demands teamwork. NAHS helps bring members of the school reform team together and provides the resources they need to work toward a common goal.

Each member school receives:

- ⇒ 25 copies of *The High School Magazine* (7 issues published per year);
- ⇒ 25 copies of the quarterly Alliance newsletter;
- ⇒ 10 copies of each monograph that focuses on "how to" implement successful school reform programs, such as team building, essential learning, and personal adult advocates;
- ⇒ Monthly audiotapes on current school reform strategies by recognized leaders in school reform;
- ⇒ Access to the world wide web homepage and network directory of schools that have promising practices;
- ⇒ Special discounts for school teams at the NASSP convention, as well as convention programming designed with school teams in mind;
- ⇒ Guidance in implementing *Breaking Ranks: Changing an American Institution* recommendations; and,
- ⇒ Opportunities to network with other Alliance member schools .

**Join NAHS Today**

Join NASSP's Alliance of High Schools today. It's your resource for successful school reform and staff development. Annual membership in NAHS is \$200. Because NAHS is a school-based program, you may be able to use funds from your school's professional development account to pay for your school's membership. For further information, contact NAHS liaison Don Gates, principal of Portland H.S., at 860-342-1720.

**School-to-career corner...** *The two-year series on Connecticut Learns, Connecticut's School-to-Career (STC) system, will conclude with this issue of the BULLETIN. Over the course of this year, we have featured each of the 5 STC service delivery models: (1) career academy; (2) comprehensive school conversion; (3) school-based enterprise; (4) magnet school; and, (5) tech prep. In this final issue, we offer a summary of the outstanding programs developed by those school districts which received STC Demonstration Site Grants. For additional information on STC, contact Ann Gaulin, Program Manager, at (860)807-2102.*

The statewide school reform movement, School-to-Career, has included a number of notable initiatives designed to spawn philosophical change in the schools of Connecticut. The selection of Demonstration Site grantees is one of those initiatives, which begins with a comprehensive site-based management plan for each of the selected sites. Beginning in the 1998-1999 school year, 14 schools were chosen through a statewide competitive grant process, each receiving \$150,000. As part of the process, each school was required to select one of the ten STC service delivery models.

The following schools/districts were selected as grantees: Bloomfield H.S., Plainfield H.S., Hamden H.S., EASTCONN, Bassick H.S. of Bridgeport, Danbury H.S., Newton H.S., Montville H.S., Western CT Regional Adult Education, Manchester H.S., Vinal Regional Vocational Technical School, Norwich Public Schools, Hartford Public Schools, and East Haven H.S. .

The summary to follow includes some of the outstanding practices developed through the School-to-Career Demonstration Site grants.

■ **Bassick High School of Bridgeport** (comprehensive school conversion) has implemented a package of student recognition that has dramatically increased participation in after-school academic enrichment program. A faculty driven work-based team has developed an aggressive prospecting program where work-based opportunities are connected to all academic subject areas; encouraging school-wide project based assessment. The job shadowing and internship program of Bassick includes nearly 600 student work-based opportunities during the current school year.

■ **Montville High School** (comprehensive school conversion) has developed a school-wide writing initiative which includes specific strategies for the development of a broad range of writing techniques and skills, across all content areas. High academic performance with career driven

post-secondary choices is the hallmark of the Montville philosophy. As part of the Montville K-12 School-to-Career philosophy, the use of technology in all high school subject areas provides contextual learning opportunities for all students while developing transferable research skills. Additionally, an emphasis on student empowerment has resulted in the creation of student partnerships in school policy-making.

■ **Vinal Regional Vocational Tech. School** has taken bold steps as the first technical high school to fully commit to an STC philosophy. Its faculty management team (Action Team) has developed generic training plans for all work-based opportunities, spearheaded the movement to revise all curriculum to include the Connecticut STC Skill Requirements and created a system of integrated projects and assessments, while addressing the issue of teacher isolation. The professional development plan reflects a faculty driven process where departmental initiatives are met.

■ **EASTCONN Adult Education** has developed a broad range of STC management and instructional materials that have an application to a number of other service delivery models. Their community service component for students is an innovative initiative that provides practicum while instilling an understanding of citizenship for all students. EASTCONN has introduced an individualized professional development strategy, making it possible for teachers to provide a broad range of services to their students. Additionally, project based assessment has been introduced with a tri-focus of career, technical and academic knowledge and skill, thus maximizing on each learning experience.

■ **The Bloomfield Agriscience and Technology School** (magnet school) has designed and implemented a comprehensive STC system that includes school-based, work-based and connecting systems. The integration of technology through the Net Schools program provides all students with laptop computers that are used in

the delivery of instruction, integration of STC skill requirements in all phases of the program, and project-based assessment.

■ **Plainfield High School** (comprehensive school conversion) has created a process for project-based assessments as part of the all-student construct for all academic subject areas and has developed a non-tracked philosophy for technology education which allows an increased number of students to follow a career cluster pathway without penalty for taking a non-academic course. The foreign language department of Plainfield has integrated all three functions of STC (school-based, work-based & connecting activities), utilizing a sequence of contextual learning. All juniors taking academic level English are provided with college selection training which includes comprehensive post-secondary research and related essay writing experiences.

■ **Hamden High School** (School-based enterprise) has developed a comprehensive business plan for the creation and sustainability of all STC activities under one school-based enterprise, Green Dragon Enterprises (GDE). The plan includes the filing of GDE as a 501(c)3 (non-profit status); the establishment of fiscal policies; the institutionalization of rules and regulations whereby all enterprises within GDE are managed and new enterprises are created.

■ **Norwich Adult Education** has developed a career development course and manual as a systems building plan which emphasizes contextual learning, career cluster orientation, and the initial steps of a work-based learning sequence. Its Saturday Academy program with its focus on career clusters is a multi-generational STC linkage activity designed to provide experiential learning opportunities for middle school and adult education students. Norwich Adult Education has created the LEAP (Leadership, Exciting, Activities, Productivity) program which provides opportunities for leadership expression in a variety of activities and environments.

## OVER 1 MILLION BOOKS READ IN 1998 GOVERNOR'S SUMMER READING CHALLENGE!

By: Dr. Robert Carroll, Assistant Executive Director

The Cooperative Arts and Humanities Magnet High School in New Haven was the site of the recent award ceremony for the 1998 Governor's Summer Reading Challenge. Sponsored annually by CAS and for the second year by MetLife, the governor's "challenge" is a statewide effort to encourage students of all ages to read as many books as possible throughout the summer. For the first time, more than 1 million books were read by students, and, in two years, the participation rates and numbers of books read have doubled. This year's winners, listed below, were honored by Gov. Rowland, Education Commissioner Ted Sergi, and New Haven Mayor, John DeStefano, Jr.

The 1998 winners were Kellogg E.S., Canaan; Independent Day K-8, Middlefield; Cooperative Arts and Humanities High School, New Haven; Trinity Catholic H.S., Stamford; Tolland M.S.; Middlebrook

School, Wilton; East Lyme M.S.; Irving Robbins M.S., Farmington; Kelly Lane Inter., Granby; Cohanzie E.S., Waterford; Center K-3, Willington; Frank M. Berry, Bethel; Community School, Bethany; Bishop Woods E.S., New Haven; Burnham, Reg. 12; Bugbee E.S., West Hartford and Tyrell E.S., Wolcott. Special congratulations go to 5 schools that were also winning schools in the 1997 challenge: Canton Jr./Sr. H.S.; Frank M. Kearns, Granby; A.W. Cox E.S., Guilford; Spring Glen School, Hamden; and Veterans Park E.S., Ridgefield. Each school was presented a \$200 check by Deborah Kavanagh, Regional Manager for MetLife Resources, for the enhancement of their libraries.

Materials announcing the 1999 program were mailed to schools last month. Further information can be found by visiting the state department's website at [www.state.ct.us/sde](http://www.state.ct.us/sde).

## BREAKDOWN OF CAS MEMBERSHIP

1. Total Number of Elementary Schools in CT (Public, Catholic, Private, Non-Catholic)	789
2. Total Number of Public Elementary Schools in CT	632
3. Total Number of Catholic Elementary Schools in CT	127
4. Total Number of Private, Non-Catholic Schools in CT	30
5. Total Number of CAS Public Elementary	340
6. Total Number of CAS Catholic Elementary	127
7. Total Number of CAS Private (Non-Catholic)	6
8. Total Number of CAS Elementary Schools	473
9. Total Number of Public High Schools	160
10. Total Number of Catholic High Schools	19
11. Total Number of CAS High Schools	179
12. Total Number of CAS Middle Level Schools	140
13. Total Number of CAS Member Schools	792

(As of May 12, 1999)

## MEANINGFUL DIFFERENCES

A compelling new longitudinal study by Hart and Risley (1995) reads like a detective story of the best kind. It describes the authors' years of research on the roots of intellectual difference between children. The authors observed the daily lives of 1- and 2-year old children in typical American families. They found staggering contrasts in the amount and type of verbal interaction in families of different economic classes. For example, by age 4 an average child in a professional family would have accumulated experience with almost 45 million words, an average child in a working-class family would have accumulated experience with 26 million words, and an average child in a family receiving public assistance would have accumulated experience with 13 million words.

Hart and Risley also looked at the type of parent-child interaction to determine how much of parents' conversation was considered "encouragements" (such as "that's right," "good job," or "I love you") or "discouragements" (such as "that's bad," "stop it," or "shut up"). The authors found that during the first 4 years of life, all children heard encouragements and discouragements but the amounts were different depending on the economic background of the family. Children from professional families experienced the most encouragements and fewest discouragements in a ratio of about 6 to 1. Children from working-class families heard more encouragements than discouragements but only at a ratio of about 2 to 1. Children from low-income families differed from the other two groups in that they experienced more discouragements than encouragements in a ratio of about 2 to 1.

These differences in the amount and kind of parent-child verbal interaction children experience in the early years were strongly linked to differences in children's early rates of vocabulary growth and use and general accomplishments and were strong indicators of differences in school performance at age 9.

The authors make a powerful case that the amount of time parents spend talking to their children in the early years of life and the nature of what parents say directly influence children's future accomplishments. This work reminds educators of the importance of early parent education and the strong connection between children's early experiences and later school success.

(Source: *The CT School-Family-Community Partnership Project*)

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## EDITORIAL

### A Classroom Veteran Bids Adieu

by Clayton Curtiss, Retired English Teacher, Trumbull H.S.

For the first time since September of 1944, when the school bell tolled this fall, it did not toll for me. In June, I retired after having taught English at a Connecticut high school for 37 years. It was time to go, and I am more than a little apprehensive about what the future classroom is beginning to look like. I went into teaching because of the men in whose classrooms I had had the privilege to sit. Each had a strong emotional commitment to what he was teaching. At Deerfield Academy, there was Bob McGlynn, who believed that every boy in his class was capable of writing clearly, correctly, and with a certain style. His laid-back attitude disguised a profound belief in the importance of the word.

At Yale University, there came a moment in a large lecture hall when R.W.B. Lewis broke down, unable to continue his reading of a poem on the death of F. Scott Fitzgerald.

And many years later, there was Wesleyan's George Creeger, the best teacher I ever had, gloriously lip-syncing to "Rigoletto."

It may have been my destiny to teach, but these master teachers taught me that passion for a subject, whatever it is, can carry you far in the classroom.

Fortunately for me, when I graduated from Yale in 1961 salaries were very low and there was a severe shortage of teachers. My magic letters were TEP (Temporary Emergency Permit). My diploma and enthusiasm got me through an interview and I was hired. And I turned out to be a pretty good teacher. My town once chose me as its teacher of the year, and I was a semi-finalist for state recognition.

But today I couldn't get through the front door of a public high school in Connecticut. I wouldn't even be interviewed.

The process of becoming a teacher has become such a labyrinth of teacher-preparation courses, lesson planning, practice teaching, observations, and mentoring that a simple major in Eng-

lish at Yale would not qualify me to do what I did for all those years.

What is most troubling is that the art of teaching has become the science of instruction. A teacher's classroom is seen more as a laboratory where every move the instructor makes is observed, recorded, and evaluated.

The corollary to the managed classroom is the testing mania that has invaded public schools....

The operative word today is accountability. The state holds each town accountable for the success of its curriculum as determined by a state-created test. The town holds the teacher responsible for the success rate of his or her students...Fear becomes almost visible in the room. "Your students better pass this test if you want to go on teaching." "Your teachers better get good scores for the town or your contract as superintendent (principal) may be terminated." Although these words are never spoken, they are always in the air..

I was always interested in results, too, but mine couldn't easily be measured. Did my students develop a better attitude toward reading? Did they become more confident when they sat down to write? Did they pick up a book after they graduated? I'm not sure these outcomes can be measured. And because they can't, I became something of an anachronism.

Am I pessimistic about the profession to which I devoted my life? Not completely. In the past few years, I have seen some wonderful young people who have negotiated the maze to become teachers and I have seen firsthand how good they are in the class.

My fear is that the pleasure they take in their teaching will be leached away by a system that is so driven by measurable results. Teaching is a wonderful mystery... The best days for me were those when my students and I were on the same journey and none of us knew exactly where it would take us. I fear that science will replace the art that was on my side of the desk. The magic is gone, and so am I.

# In the Wake of Columbine...

## ADDRESSING VIOLENCE: RECOMMENDATIONS FROM THOSE WHO HAVE BEEN THERE

School officials this year have access to a resource designed to help them prevent and react to violence, thanks to a brainstorming session among parties involved in last year's spate of school shootings.

Last June, 58 school administrators, law enforcement representatives, emergency medical workers, mayors, and ministers from Paducah, KY., Pearl Miss., Jonesboro, Ark., and Springfield, Ore., gathered at a Memphis, Tennessee hotel to compare notes to develop strategies that could help others. The day-long meeting was facilitated by Iowa-based school safety expert Dr. Bill Reisman.

Following is a summary of recommendations which evolved from this meeting.

### Techniques to Prevent Violence

- 1) Educate parents about signs which may indicate their children are moving toward destructive behavior: "I've known families where kids' bedrooms were filled with posters depicting violence, where kids were even sleeping in coffins," says Reisman.
- 2) Hold a meeting regarding each student when he/she is promoted to the next grade. Include the teacher of the grade just completed, the teacher for the following year, the student, and his or her parents. This is an opportunity for the new teacher and the student to get acquainted and for the new teacher to benefit from the previous teacher's insights about the student's behavior.
- 3) Ask teachers to watch for signs. The school counselor should be at the hub of this effort, says Reisman. Homeroom teachers should be on the alert for bizarre clothing. English/Art teachers should watch for dark themes, such as death and violence, in students' writing/artwork. History teachers should take note of fascination with Hitler, infamous cults, or the occult. Physical education teachers should be alert to signs of self-mutilation.

When teachers observe any of these signs, they should report them to the counselor. The counselor can then assess if a student exhibits troubling behavior in several classes—or if a teacher's report is an isolated incident which suggests violence is far less likely.

- 4) Limit students' before-school building access to 15 minutes prior to the first class.
- 5) Refer any student caught with a weapon on school grounds to an inpatient psychiatric facility for a 72-hour psychiatric evaluation.
- 6) Remove all lockers.
- 7) Require students who bring lunches to do so in see-through plastic bags.
- 8) Install fire alarms that leave finger

prints when set off. Educate students about the feature for added deterrence.

- 9) Require all employees to wear photo identification badges at all times.

- 10) Equip bus drivers with hand-held metal detectors and a means to engage in continuous contact with police and administrators.

### Reacting to Crisis

- 1) Establish procedures for notifying staff of emergencies. Participants recommend using a code sentence over the P.A. system. For example, "Would Mr. Wilson please come to the office?" could alert teachers to lock doors, draw shades, and instruct students to lie on the floor. Teachers with students in non-classroom sites (e.g., gym, cafeterias) would proceed to the nearest classroom. All staff would remain in this mode until signaled by the principal.

- 2) Name 2-3 administrators as leaders in the event of violence. Equip each of them with a brightly colored vest, building keys, and a school map. Notify police and emergency personnel that questions should be directed to individuals wearing vests.

- 3) Sponsor a beginning-of-the-year in-service session for police, fire, emergency medical, and other personnel who may be needed in a crisis. Discuss and clarify all parties' roles.

- 4) Designate an off-site building, such as a large church, civic center, or theater, for the friends and family of people involved in crisis. Notify parents and the press of its location. Meeting attendees said that, during crisis, nearby roads were clogged with frantic parents, re-porters, and onlookers.

- 5) Train all staff in basic First Aid.

- 6) Draft a list of counselors at community mental health agencies who will work with students and staff following violent incidents.

- 7) Coordinate the use of two-way radio communication with emergency personnel. Says Reisman, "The announcement of a 'twelve-fifteen' is not likely to tell a school administrator anything." Participants recommend-

ed that all radio communications avoid professional code.

- 8) Distribute to reporters a prepared press release describing how information will be disseminated -- the site and times of press conferences. "Do not deviate from this plan," stresses Reisman.

- 9) Declare all school property part of the crime scene. Keeping the press at bay is important, said participants, because reporters in some instances broadcast student names and interviews.

- 10) Ensure that a mechanism exists for obtaining the day's attendance roster. This information is key in accounting for all students.

- 11) Include hospital-type identification bracelets and indelible markers in First Aid kits. In the pandemonium surrounding school violence, victim identification was often done crudely, by writing with pens on arms and clothing.

- 12) Stipulate in the school's emergency policy that ambulances carrying injured students must also carry a teacher who knows the students. Also require that teachers keep a copy of the most recent yearbook in their classrooms and that they take it to the hospital for student identification purposes.

— *Inside School Safety*, MEMEPA, 11/98

Dr. Tim Westerberg, Principal  
Columbine High School  
199 East Littleton Boulevard  
Littleton, CO 80121-1106

May 5, 1999

Dear Dr. Westerberg, faculty and students:

On behalf of the Connecticut Association of Schools and all of the administrators, teachers, and students it represents, I would like to offer our sincere condolences to every student and faculty member that has been affected by the tragic shootings in your school. We all feel a deep sense of regret for the precious lives which were lost because of a senseless act. We want you to know that our prayers and thoughts are with all of you at this tragic time and that all of us have been touched in many ways by the experiences you faced and handled with strength and dignity. Like you, and because of you, we will redouble our efforts to do everything humanly possible to learn from your tragedy.

Finally, for all of you who spoke to all of us through the national media, thank you for representing the future generation with courage, dignity, and with an optimism that the youth of this country are decent, intelligent, and caring individuals.

Sincerely,  
Michael H. Savage  
Executive Director



## middle school news

### Congratulations to the 1999 Middle Level Teacher and Schools of the Year

#### *Teacher of the Year:*

Ellen Stankevich, Cromwell Middle School  
8th Grade Language Arts Teacher

#### *Schools of the Year:*

Clark Lane M.S., Waterford  
Hamden Middle School  
Bennie Dover Jackson M.S., New London

#### And to this year's finalists:

#### *Teacher of the Year:*

Carol Jacobs, Hillcrest Middle School  
Social Studies Teacher

#### *Schools of the Year:*

Rogers Park M.S., Danbury  
Hillcrest M.S., Trumbull

### NMSA MEMBERS RESPOND TO TELEPHONE POLL

Both parental involvement and improving the skills of educators—more than technology or political initiatives—are the keys to improving learning for young adolescents, according to teachers, administrators, and parents participating in the NMSA/Philips Communications phone poll at NMSA's Annual Conference.

Participants were asked to name the first priority if they could spend an additional \$100,000 at their school. 37% of the respondents selected "more staff", and another 18% chose additional professional development to enhance the staff. Technology finished third with 16%.

In another question, the middle level educators were asked to name the one factor they believe has had the greatest impact on improving education. Topping their list, with 36%, was parent involvement, while 23% said committed students, and 17% indicated better teachers and administrators.

When asked which element of the middle level concept had the most positive impact on student success, the clear choice was teaming. Almost half of the respondents (46%) selected teaming.

The poll was sponsored by Philips Communications and administered by Voice Poll. Approximately 500 conference attendees participated. 62% of the respondents were teachers and 20% were principals or vice principals.

### OUTREACH STRATEGIES AT THE MIDDLE LEVEL

As middle schools strive to increase communication with families, it is imperative for educators to reach out to as many families as possible. The suggestions offered below should assist schools in engaging the more difficult-to-reach families.

#### Family Involvement Barriers

##### *Language difficulties*

##### *Lack of "teaching skills"*

##### *Overwhelmed by basic needs with limited resources available*

##### *Lack of transportation and child care*

##### *Employment schedules*

##### *Feel alienated from school, teachers, and administrators*

##### *Feel helpless raising an adolescent*

##### *Feel intimidated when meeting with a large group of people*

##### *Have difficulty remembering all of the issues discussed during the meeting*

##### *Tired of hearing the bad stuff*

##### *Feel school is too formal*

##### *Do not feel welcome in the school*

#### Keys to Overcoming Barriers

- Translate materials; have a person who speaks the same language make phone calls and home visits.
- Provide activities that can be done at home that require little assistance and offer some parent courses.
- Distribute information about community service organization and make appropriate social services referrals.
- Provide transportation and child care
- Schedule breakfast or evening meetings, or set up meeting at place of employment.
- Ask other families to help make contact; involve community or church leaders.
- Offer parent/guardian workshops and discussion groups to give adults a forum to express their concerns while seeking advice from others.
- Invite parent/guardian in a few minutes early to meet with one person. Have that person explain who and how many people will be in the meeting.
- Have someone take notes. Spend some one-on-one time debriefing.
- Focus on the positive attributes; provide some examples of work.
- Make personal contacts — call home, do a home visit, send an e-mail, or write a note.
- Provide a school tour guide; train office staff on public relations; offer guests a beverage; provide some basic information about your school and staff.

*(Source: Keys to Reengaging Families in the Education of Young Adolescents, by Hazel E. Loucks and Jan E. Waggoner, NMSA)*

### What issues are on the minds of middle school students?

Middle school students focused most on drugs and alcohol, teenage pregnancy, and crime in letters to members of Congress this year as part of an annual essay contest. Nearly 11,000 students wrote letters to federal lawmakers as part of the *RespecTeen Speak for Yourself* program, which encourages young people to learn about the democratic process and communicate with elected officials. More than a third of the participating students wrote letters about drugs and alcohol, teen pregnancy, or crime. Other issues on their minds included the environment, gun control, education, and health care.

## elementary news

### DEMOGRAPHICS CHANGING FOR ELEMENTARY PRINCIPALS

The presence of women in the ranks of the nation's K-8 school principals grew rapidly during the last decade, but minorities continue to lag. In its once-a-decade survey of the profession, the National Association of Elementary School Principals (NAESP) found that nearly 42% of the K-8 principals are women, up from 20% in 1988.

That share is expected to grow even more, the survey said, since 65% of all K-8 principals who have currently been on the job for five years or less are women.

"The bad news is that not enough minorities are applying," remarked Samuel Sava, NAESP's outgoing executive director.

"We must aggressively recruit school leaders who reflect the diversity of our classrooms," he added.

Diluted authority—combined with extra accountability—could be contributing to a collective will among more than half of all principals to retire as soon as they are eligible. In the last decade, the average principal's retirement age slipped down one year to 57.

Despite those laments, most principals surveyed cited high job satisfaction and said they would make the same career choices again. Almost 64% have worked in the same school district for their entire career.

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(Reprinted from the *Illinois Principals Association Newsletter*, February 1999)

**Editor's Note:** *In the two most recent issues of the BULLETIN we have shared some of the responses to our January survey on the substitute shortage in Connecticut. The "substitute crisis" is surely not unique to our state. In fact, faced with growing complaints about the lack of quality substitutes, the Michigan Association of Secondary School Principals conducted a similar survey on this issue. Printed below is a list of ideas and actions being taken by administrators in that state.*

#### **Financial incentives:**

- A proposed retirement plan tied in with substituting free of charge.
- Work 60 days per year receive \$125 at the end of the school year; work 90 days - \$150; 110 days - \$175.
- \$10 bonus for teaching Industrial Arts, Physical Education and some Special Education.
- Work 39 days and receive \$39 reimbursement for fingerprinting charge.
- After 20 consecutive days in one position, pay increased to \$81/day.
- After 60 consecutive days, earn BA step I daily rate and earn 1 sick day per month.
- Provides two days of paid training if the people commit to sub in the district.
- After 45 days in the same assignment, subs are paid at the base rate.
- Paying a premium to retired teachers who will return and sub (\$100/day).
- Pays comp time to subs.
- Contracts that pay teachers for subbing during their prep period.
- Increased rate for subs working in long-term assignments (typically 10-59 days).
- If a sub retired from a certain district and then subs in that district, receives a high sub rate from day one.
- Subs receive a raise if they return for additional years.
- After 20 consecutive days in the same assignment, subs become part of the Education Association and are paid per the contract with all benefits.

#### **Miscellaneous ideas:**

- Call substitutes guests and provides a packet of information at each building.
- Institute special discipline procedures to help subs in the area.
- Use more aides with certificates to fill in, which causes a problem because they are not with the students they are assigned to.
- Conduct a training workshop and general registration over the last summer
- Make efforts to tap "retirees" for a day or twenty days.

## A program to be shared

**Hop Brook School in Naugatuck** received the prestigious Celebration of Excellence Award for its industrious "A Walk Through History" program.

"A Walk Through History" is a multi-disciplinary social studies unit that enabled students to become active participants in their own learning. The students, working in cooperative groups, researched the Industrial Revolution and its impact on society. They gained knowledge of how the United States progressed from an agricultural to a manufacturing society.

Students created a "living" time line which included role playing of farmers, craftsmen, and inventors. The students explained a model of the factory system,

showed the positive influence of an assembly line and how it worked, role played the plight of an immigrant family, acted in a play about women in the mills, and portrayed influential women during this time period.

In a day-long culminating activity, the entire student body, parents, and community guests were invited to take "A Walk Through History." Dressed in period garb, the students demonstrated their understanding of the Industrial Revolution and imparted their knowledge through oral and visual presentations.

Congratulations to program facilitators Georgianne Boughton, Eleanor Buck, Paul Ceryak, Robert Piola, and Steve Zepecki, principal.

Dear Mr. Savage,

Thank you for allowing me and my classmates to attend the Environmental Conference. My favorite station was the one about dinosaurs. I learned a lot about pre-historic life in Connecticut. I also learned about rain forests, trees, and recycling. I hope I can come back again next year.

Sincerely,  
Jason Stumpf  
Deep River Elementary

**Weekly Reader**  
CORPORATION

## ciac news

### WOMEN IN SPORTS UPDATE

By Ann Malafronte, Director of  
Unified Sports®

The Women in Sports Committee has accepted two challenges for 1999-2000. The first involves preparation for the third Advancing Young Women in Sports Career Conference. Plans are being finalized for a January 5, 2000 date at Fairfield University. This conference will be open to women from every member high school in the state and will feature an expanded career options component.

The second major project of the Women in Sports Committee will be to plan training for additional women sports officials at various campuses across the state. Connecticut is currently a finalist for a NewFund grant, in conjunction with the five other New England State Associations, to provide this needed training. Whether or not the grant is awarded to us, our goal is to actively pursue the advancement of officiating opportunities for women throughout the state.

We are currently seeking the names of women basketball officials who would be interested in teaching and/or mentoring new officials. Interested persons may contact Ann Malafronte at (203) 250-1111.



### FIONDELLA TELLS STUDENTS TO "GIVE BACK"

By Tom Galvin, Assistant Executive Director

**D**rawing from his years of experience as a successful business leader, community activist, and parent, Robert W. Fiondella, chair and CEO of the Phoenix Home Life Insurance Company, gave the state's scholar-athletes sage advice at the sixteenth annual CAS/CIAC Scholar-Athlete Awards Program banquet.

Fiondella told the students not to take "this place, this country" for granted — that they have a special responsibility to "give back." He outlined for the honored seniors his own 10 two letter words which summarize his point of view on life: "If it is to be, it is up to me."

Three hundred twenty-six scholar-athletes from 169 towns were honored at the Aquaturf Club in Southington on May 2nd. The banquet drew a record attendance of 1635. In addition to Fiondella, the scholar-athletes were congratulated by Dr. Theodore Sergi, Commissioner of Education, Dr. Alan Bookman, president of CAS and principal of Glastonbury High School, Mr. Paul Hoey, chair of the CIAC Board of Control and principal of Newington High School, Mrs. Kim Hennig, representing McDonald's and Mr. Bernie Moran, representing Coca-Cola.

McDonald's Owner Operators and Coca-Cola are co-sponsors of this annual recognition program.

*"View life not as a destination but as a journey. Do not approach it with apprehension or fear, but with enthusiasm and excitement...think and act in the present. Focus on the job at hand, not what you want or where you have been."*

Robert W. Fiondella



Keynote Speaker

Robert Fiondella, CEO, Phoenix Home Life



CIAC Chair

Paul Hoey, Principal of Newington H.S

### ✠ IMPORTANT ✠

In the May issue of the BULLETIN, we printed the new rules governing tie games in football. It has come to our attention that one of the rules, #8, was poorly worded and requires clarification. As printed last month, rule #8 reads as follows:

*8. The team scoring the greater number of points in the overtime shall be declared the winner. If the score remains tied, the aforementioned procedure shall be repeated a maximum of three (3) times. If the score is still tied co-champions will be declared. The semi-final game(s) will continue until a winner is declared.*

As printed above, the rule implies that the "aforementioned procedure" could be employed a total of four times. Please be aware that the procedure shall be engaged in A MAXIMUM OF THREE (3) TIMES.

## ciac news

A baseball coach who is a paraplegic has reached an agreement with local and state athletic organizations to allow him back on the field to coach at a suburban Los Angeles high school. Victor Barrios sued the California Interscholastic Federation and the Orange County Baseball Officials Association last month because he was told that he had to coach Westminster High School games from the dugout. This season, umpires began enforcing a National Interscholastic Federation rule that bars anyone with crutches or a wheelchair from the "field of play." Mr. Barrios, 26, coaches the Westminster High team from an athletic wheelchair. He said he has been the third-base coach for the 2,400-student school's baseball team for the past four years. After a hearing in U.S. District Court in Los Angeles, an agreement was reached to waive the national federation rule for Mr. Barrios.

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A federal judge has cleared the way for an 18-year-old autistic student in northern Oregon to play on her high school softball team. Believing that the disability put Anna Inskip and other team members at risk, school officials had barred the special education student from playing in Astoria High School junior-varsity softball games. She was permitted to practice with the team. Ms. Inskip filed a lawsuit against the Astoria district last month, and on April 26 U.S. District Judge Garr M. King ruled that the policy discriminated against her in a violation of the Americans with Disabilities Act. Chuck Levin, a lawyer with the Oregon Advocacy Center, a legal-aid group that represented the plaintiff, said that Ms. Inskip, an avid athlete who has a mild form of autism, was no threat to herself or members of the team and that she was "ready and eager to play" ball this spring. The superintendent of the 2,500-student district, said that the school would abide by the judge's ruling.

\*\*\*\*\*

Michigan Governor John Engler has proposed an initiative which would require school districts to open their extra-curricular activities to home-schooled and charter school students. The proposal, which would allow students in private, home, and charter schools to participate in sports and other extra-curricular activities in their home districts, has sparked significant controversy, with critics arguing that students from non-public schools would not be held to the same eligibility requirements as their public school counterparts.

## Sports Committee Notices...

### ■ BOYS SWIMMING: 1999-2000

#### Qualifying meets:

LL	—	March 11	—	Hamden High School - Jack Gill, Director
L	—	March 11	—	Branford Intermediate - John O'Connor, Director
M	—	March 11	—	Middletown H.S. - George Baldwin, Director
S	—	March 11	—	Plainville High School - Randy Doucette, Director

#### Class championships:

LL	—	March 14	—	Wesleyan University, Middletown
L	—	March 14	—	Southern Connecticut State Univ., New Haven
M	—	March 15	—	Wesleyan University
S	—	March 15	—	Southern Connecticut State University

#### Open championship:

All classes	—	March 18	—	Yale, New Haven - Bruce Jaffe, Director
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### ■ FOOTBALL: 1999-2000

#### 1999 Tournament Dates:

Semi-finals — Tuesday, November 30 / Finals — Saturday, December 4

#### Sites:

Finals	—	S Division	—	Southern Connecticut State University	—	2:00 p.m.
		M Division	—	West Haven High School	—	7:00 p.m.
		L Division	—	West Haven High School	—	2:00 p.m.
		LL Division	—	Southern Connecticut State University	—	7:00 p.m.

#### Divisions:

LL	—	450 and over (29 schools)
L	—	364 to 449 (30 schools)
M	—	266 - 363 (30 schools)
S	—	1 to 265 (31 schools)

\*\* The NCAA tie breaker system will be in effect for next year's football tournament.  
See page 11.

## Sports and School Success

Two new studies offer some quantitative evidence for something coaches have long known: Participating in high school sports is good for children. The studies, both of which draw on data from a national sample of 25,000 high school students, were presented during the annual meeting of the American Educational Research Association in Montreal. For their study, Jan Sokol-Katz and Jomills Henry Braddock II of the Center for Research on Sport in Society at the University of Miami in Florida looked at how often behavior problems cropped up among 12th graders who had taken part in athletics at some point in their high school careers. Even when the researchers controlled the numbers to account for students who already had behavior problems in 8th grade or those who were predisposed to have more prosocial attitudes toward school, sports participation had a positive impact. The effects were twice as strong for black males as they were for white females, with other groups of students falling somewhere in between. "We are not arguing that varsity sports participation is a remedy for ending school delinquency," the researchers write, "but it may contribute to the social control of problem behavior."

In a separate study, Will J. Jordan, an associate director of the Center for the Social Organization of Schools at Johns Hopkins University in Baltimore, found that sports had a "small but consistent" impact on a variety of other positive school outcomes, too. The more involved that 10th graders were in athletics, for example, the more likely they were to feel confident of their academic abilities or to be engaged in their schools. And the more connections students feel to schools, Mr. Jordan hypothesizes, the better they may do. Spending more time in sports activities also increased the likelihood of having a higher grade point average. But Mr. Jordan suggests taking that last finding with a grain of salt. With many schools across the country having "no pass, no play" rules, he says, teachers may also feel more pressure to give the student athletes in their classrooms passing grades. (Source: *Education Week*, May 5, 1999)

# UNIFIED SPORTS® UPDATE

By Ann Malafronte, Director of Unified Sports®

On May 14, 1999, sixteen high school teams came together for an afternoon of Unified Sports® volleyball. Two sites were utilized. Manchester High hosted the mentor level squads from Norwich Academy, Killingly, Simsbury, Enfield and Manchester. Unified Sports® coach Jordan Grossman once again accepted the assignment of tournament director and did an outstanding job organizing this yearly event.

Simultaneously, at Fermi High in Enfield, teams from Rockville, South Windsor, Fermi and Enfield High were meeting in level 2 and level 3 competition. Athletic Director Trish Slocum graciously opened the Fermi facility to Unified Sports® when the Manchester site became over-subscribed. Tournament results are as follows.

#### ■ Level 2

1st—Enfield Raiders  
2nd—Enfield Chiefs  
3rd—So. Windsor  
4th—Fermi

#### ■ Level 3

1st—Rockville  
2nd—Fermi  
3rd—Enfield

The CIAC sponsored two final Unified Sports® volleyball tournaments for the 1998-99 season. The May 25th tournament for middle school teams and the May

26th event for high school teams were both held at Quinnipiac College. Various locations are selected across the state to allow easy access for all schools.

Ninety elementary athletes enjoyed a wonderful Elementary Unified Sports® Day in Willimantic on May 1, 1999! Two sites were used so that the youngsters would enjoy their opportunities for sports skill activities. Participants came from Berlin, Old Saybrook, New Haven, Newington, South Windsor, Trumbull and West Hartford. Students engaged in a variety of skill-building activities in the sports of soccer, basketball, baseball, and volleyball.

The Windham Regional Vocational Technical School eagerly hosted the event for the third consecutive year. Volunteers came from the Vocational Industrial Club and also from Eastern Connecticut State University's Physical Education Majors Club. Windham High School's Student Council volunteers, led by Athletic Director Bob Haddad, worked side-by-side with volunteers from Phoenix Home Life Insurance of Hartford. "It was hard to tell who was having a better time," said Ann Malafronte, the Unified Sports® director, "the volunteers or the athletes." The CIAC is most appreciative of the efforts of all those individuals involved in hosting these events!

## HIGHLIGHTS—CIAC BOARD OF CONTROL MEETING

April 22, 1999

■ The board discussed a proposed revision to Rule III.G. of the Code of Eligibility. Under consideration was the addition of the following language:

*"While the CIAC reserves the right to waive or alter a penalty, it will do so only under the most extraordinary circumstances."*

The board voted to refer the proposal to the Eligibility Revision Committee for further study.

■ The board adopted a new policy governing the minimum fines which can be levied against member schools. *See May issue of the BULLETIN.*

■ The board took no action on a request from an area scouting supervisor for the Tampa Bay Devil Rays. The request was to permit CIAC players to participate in "work outs" during the baseball season. Present CIAC regulations prevent players from participating in such activities.

■ In response to a letter from the New Canaan High School administration, the board voted unanimously to support the decisions made by the Ice Hockey Committee and its chair, Dr. Thomas Neagle, on the occasion of the Division I tournament championship game.

■ No action was taken on a request from the Girls Soccer Committee that the tournament be expanded from three to four divisions. In the near future, the board will be developing guidelines and policies concerning the establishment and the maintenance of sport divisions.

■ A proposal concerning criteria for determining tournament divisions was reviewed by the board and referred back to the sub-committee for further study.

■ Sub-committee Chairman Bill Barney summarized a sportsmanship needs survey that was sent to all member schools. The information contained in the survey asks for information relative to Codes of Conduct, school or league programs, innovative programs to combat sportsmanship issues, and what role, if any, the CIAC should play in this important matter.

April 5, 1999

Mr. Joseph Guay, Chairperson  
C.I.A.C. Girls Basketball Committee  
Stratford High School  
Stratford, CT 06497

Dear Joe,

I would like to take this opportunity to express my deepest gratification and thanks to you and your committee for selecting me as one of the 1999 C.I.A.C. Merit Award Recipients. It was also extremely gratifying to be named as one of the persons having the 1999 Girls Basketball Tournament dedicated to me. Indeed, I was very overwhelmed by these honors.

On the day of the finals, during the Dedication Ceremony I was very fortunate to have a number of family, friends, and colleagues in attendance. This was truly wonderful for me.

It is my hope that I will be able to continue to service the youth of Connecticut through the many activities I am involved in, and especially the C.I.A.C. Girls Basketball Committee and the Women in Sports Committee. It hardly seems possible that I have been with the Girls Basketball Committee for 24 years, but they have been exciting and rewarding years. I look forward to many more years of service to this committee.

Again, I have been truly honored by the committee's recognition of me in such a wonderful way.

Very truly yours,  
Bonnie Maskery, Consultant, Girls Basketball Committee



## NFHS INTRODUCES SECOND EDITION OF CITIZENSHIP CURRICULUM

Kansas City, MO -- The National Federation of State High School Associations (NFHS) has introduced the second edition of the Citizenship Through Sports and Fine Arts curriculum. The curriculum, initially released in September 1997, was developed in response to concerns by the NFHS membership that the idea, teaching and nurturing of citizenship in our schools and curriculum needed to be reemphasized, particularly through the medium of sports and activities.

The original curriculum consisted of a Rekindle the Spirit video and books focusing on citizenship traits of respect, positive values, perspective, sportsmanship, teamwork, healthy lifestyles and community service. An evaluation unit measures the effectiveness of the program and provides administrators ways, more important than records, to determine a coach's and a team's success.

Teachable moments are provided that coaches can use to demonstrate these components of citizenship with their students whether in practice, in competition or off the field.

New components of the curriculum provide additional reinforcement for teaching citizenship values in high school co-curricular programs. *Being Intentional About Citizenship -- Teachable Moments in Fine Arts* is a new booklet that helps fine arts directors reinforce citizenship ideas. *A Guide for High School Administrators* gives school administrators insight on how the curriculum should be presented to coaches and to boards of education and includes a sample letter to parents. The *Winning Respect* video shows kids talking about respect for opponents, teammates and teams; officials; the game, and between athletes and coaches.

"When the NFHS introduced the Citizenship Through Sports and Fine Arts curriculum, our goal was to help coaches and advisors teach, nurture and reinforce citizenship values," Robert F. Kanaby, executive director of the NFHS, said. "We are continuing our efforts to use co-curricular activities to contribute to the positive growth of our nation through these new additions which direct our efforts toward administrators and students."

The curriculum package, which contains all of the original materials as well as the new information, is available for \$49.95 plus shipping and handling. Orders may be placed through the NFHS at 1- 800-776-3462.

April 21, 1999

Susan Waggaman  
5 Saddle Ridge Drive  
West Simsbury, Ct 06092

Dear Mr. Savage:

*All it takes for evil to prevail, is for good men and women to stand by and do nothing.*

On Tuesday afternoon, April 20, the \*\*\* High School lacrosse team out of \*\*\*, CT traveled to \*\*\*, CT for a match. Sometime into the second quarter, a \*\*\* coach, exhorting a player on about an aspect of his play, screamed "...you're acting like you're retarded." A hush fell over the spectators on the other side of the field, then an audible gasp. No penalty was assessed, and at half time the referees claimed they did not hear the remark, even though one of them was no more than fifteen yards from the offending person. The officials were defensive about their actions or lack thereof, asked for my name, but declined to give me theirs. I trust you know who they are.

Let me reiterate. An adult, acting as an athletic coach for a scholastic high school team, uses this derogatory remark about one's educational abilities to humiliate one of his own players.

What is this coach teaching students on both sides of the field? That being ignorant, cold, cruel, hateful, supremacist, callous, mean and vicious is acceptable behavior. That educators value young people on a scale commensurate with their classroom abilities. That people with authority, i.e. coaches, can attack those they perceive as being weakest to gain status, power and control. There are at least two recent cases of high school students or recent high school graduates abusing and torturing a mentally disabled roommate/friend over a period of months. For fun and amusement. To feel superior to someone and watch that person suffer. Objecting to this one remark is not an idle, esoteric point of morality: it is objecting to the substantial lowering of the level of civility and safety in our society.

Writing a letter of apology to each of the players and managers from both teams should be the first step of this coach's rehabilitation. He should be suspended for at least five games, if not the season, and he should, if he can be trusted to behave with honor and respect to the participants, donate a minimum of 75 volunteer hours to the Special Olympics program in his area, so that he will then have the opportunity to learn a lesson about the best, most generous, most hopeful, most courageous attributes of being human. It is not an IQ score.

Thank you for your time and attention to this most unfortunate incident. With proper action by people who have the authority to help alleviate this hurtful influence on our students, perhaps it will become a valuable object lesson on civil rights and civil public discourse.

Cordially,  
Susan Waggaman

### Covering All the Bases

A little boy was overheard talking to himself as he strode through his backyard, baseball cap in place and toting ball and bat. "I'm the greatest baseball player in the world," he said proudly. Then he tossed the ball in the air, swung and missed. Undaunted, he picked up the ball, threw it into the air and said to himself, "I'm the greatest baseball player ever!" He swung at the ball again, and again he missed. He paused a moment to examine the bat and ball carefully. Then once again he threw the ball into the air and said, "I'm the greatest baseball player who ever lived." He swung the bat hard and again missed the ball. "Wow!" he exclaimed. "What a pitcher!"

*By Source Unknown from Condensed Chicken Soup for the Soul*



## caad news

**From the President's Desk...**

This has been a very productive year for CAAD. The organization has made a strong effort this year to increase member services in the areas of technology and professional development.

Communication is key to running an efficient athletic program and technology is providing us great tools. CAAD has helped to provide a network which allows all athletic directors to communicate amongst themselves as well as a web page which can provide updated information on the athletic programs within our schools. In addition to posting changes in the event schedule, the athletic directors will be able to direct anyone to their facilities with maps and written directions and post rosters of their teams. Along with the CAAD web page athletic directors can stay current on the changes within the state and provide feedback to the executive board as they represent their memberships. We are excited by next year's potential technological innovations and continue our efforts in this area.

Historically, coaches and athletic directors have been two of the few school-related positions which did not require on-going professional development. It is important to remember that young people will only experience the positive outcomes of athletic participation if they have a qualified coach. Educating athletic directors and coaches to the system or giving a direct transfusion to non-certified coaches is perhaps the most important task of the athletic director.

CAAD has trained six state and national instructors to provide quality programs to the membership. At the state conference we trained 126 athletic directors to present CEUs for Coaching Certification Course Modular 1 and in May an additional 25 were certified to teach Modular 4.

In May, seventeen athletic directors participated in the NIAAA Leadership Training Course (LTC) 501-Fundamental Principles of Athletic Administration followed by LTC 504-Legal Issues and Strategies in Athletics. They gained an understanding of risk management and the fourteen duties of coaches and athletic directors in preventing litigation. The LTC staff has made a commitment to add at least one more LTC course on citizenship this fall.

The CAAD executive board continues to believe that professional education is the single most important contributor to a high school athletic program's success. The board is committed to helping those athletic directors in implementing the new certification regulations and developing leadership qualities as athletic administrators. I encourage superintendents and principals to continue to support our efforts in raising the standards of our athletic programs.

— Pam Goodpaster, CAA

**Retired AD's Corner**

By Ed Tyburski

■ At the annual CAAD breakfast meeting on May 12, 1999, five athletic directors received their Gold Life Membership Cards.

- ★ Joseph Farina, Branford H.S., 1984-1992
- ★ Donald Knickerbocker, North Branford H.S., 1981-1994
- ★ Anita Madzik, Platt H.S., Meriden, 1984-1998
- ★ Raymond Nicolletta, Glastonbury H.S., 1983-1998
- ★ Lou Moscaritolo, Torrington H.S., 1987-1993

**■ Milestones**

The following AD's have announced their retirements.

- Paul Maskery, Farmington H.S., after 37 years. Served as athletic director from 1983 to 1999. Also served as CAAD's Membership Chairman and was a recipient of CAAD's Distinguished Service Award in 1993.
- Michael Simmons, Manchester High School, after 34 years. Served as athletic director from 1984 to 1999. Served as President of CAAD 1990-1991. Received the NIAAA State Award of Merit in 1993.
- Mary Kehoe, Brien McMahon High School, Norwalk. Served as athletic director from 1973 to 1999.
- Vivien Novicki, Waterford High School. Served as assistant athletic director for girls sports from 1966 to 1996, and as athletic director from 1996 to 1999.
- Joann Galati, served as athletic director at Bristol from 1978 to 1983. Became Principal at Stafford Elementary School in Bristol and served in that capacity until her retirement this year.

**SLATE OF OFFICERS FOR 1999-2000**

<b>President</b>	Pamela Goodpaster, CAA	Joel Barlow, Redding
<b>President-elect</b>	Robert Lehr	Southington
<b>Secretary</b>	Paul Mengold, CAA	Amity
<b>Treasurer</b>	Ken Marcucio, CAA	Derby
<b>Past President</b>	Barbara Startup, CAA	Glastonbury
<b>Representatives:</b>		
District #1	David Leete (2001)	Bolton
	Robert Demars (2003)	Putnam
	Leo Bravakis (2005)	East Windsor
District #2	Patrick Burke (2002)	Old Saybrook
	Judy Samaha, CAA (2004)	Sheehan, Wallingford
	Art Ziegler (2005)	Montville
District #3	Raymond DeAngelis (2001)	O'Brien RVT, Ansonia
	Patrick Spinola, CAA (2003)	Norwalk
	Mary Martinik (2005)	Staples, Westport
District #4	Candy Perez, CAA (2000)	Wamogo, Litchfield
	Kevin Rayel (2002)	Sacred Heart, Waterbury
	John Shukie, CAA (2004)	N.W. Cath., W. Hartford
<b>Consultants:</b>		
Awards	Robert Broderick	Simsbury
CIAC Rep.	Joseph Tonelli, CAA	Notre Dame, W. Haven
Constitution	Chip Dorwin, CAA	Guilford
Convention	Fred Balsamo, CAA	East Haven
Newsletter	John Novakowski, CAA	Bristol
Officials	Paula Fitzgerald, CAA	Westbrook
Retired AD's	Edward Tyburski	
Season Limitations	George Hall	Berlin
Sports Consultants	Bob Pearson, CAA	New Milford

## 1999-2000 CAAD-CIAC SPORTS COMMITTEE CONSULTANTS

### Boys Committees:

Baseball	Francis Gelzinis	O. Wolcott RVT, Torrington
Boys Basketball	Paul Mengold	Amity Reg. H.S., Woodbridge
Boys Cross Country	Ken Marcucio	Derby High School
Football	James Benanto	Shelton High School
Golf	Augie Link	Tolland High School
Ice Hockey	Thomas Malin	East Catholic H.S., Manchester
Lacrosse	David Leete	Bolton High School
Boys Soccer	John Novakowski	Bristol Schools
Boys Swimming	Leo Bravakis	East Windsor High School
Boys Tennis	Bob Harris	Fairfield Prep. School
Boys Indoor Track	Nick Zeoli	Meeker Road, Westport
Boys Outdoor Track	Bob Haddad	Windham High School
Wrestling	Art Ziegler	Montville High School

### Girls Committees:

Girls Basketball	Judy Saxton	136 Primrose Lane, Windsor
Girls Cross Country	Ken Marcucio	Derby High School
Field Hockey	Candy Perez	Wamogo Reg. H.S, Litchfield
Gymnastics	John Lawless	Nonnewaug H.S., Woodbury
Girls Soccer	John Novakowski	Bristol Schools
Softball	Paula Fitzgerald	Westbrook High School
Girls Swimming	Robert Suchy	New Fairfield High School
Girls Tennis	Barbara Startup	Glastonbury High School
Girls Indoor Track	Nick Zeoli	Meeker Road, Westport
Girls Outdoor Track	William Lesinski	Consolidated School, N. Britain
Volleyball	Pam Goodpaster	Joel Barlow H.S., Redding

## 1999 CONFERENCE ANOTHER HUGE SUCCESS!

The 16th Annual Athletic Directors Conference Conference was held March 25-26th at the Holiday Inn in Cromwell. As reflected in the evaluations printed below, this year's conference was clearly one of the best in C.A.A.D. history.

- Number of A.D.'s registered: 144 (highest ever)
- Banquet attendance: 180 (highest ever)
- Number of exhibitors: 38

#### ■ Evaluation results:

Of the 144 attendees, we received 120 evaluations.

(Scale: 4 = excellent / 3 = good / 2 = fair / 1 = poor)

- Conference Registrations 3.9
- Conference Format 3.7
- Conference Organization & Detail 3.7
- Hotel Service 3.5
- Hotel Accommodations 3.5
- Meals
  - Thursday Lunch 3.2
  - Thursday Banquet 3.5
  - Friday Breakfast 3.7
  - Coca-Cola Lunch 3.7
- CIAC Workshop 3.7
- CAAD Annual Meeting 3.5
- Opening Session UConn - Shultz 3.8
- Session II Equity 2.8
- Annual Awards 3.7
- Breakfast Meeting - Tafate 3.8
- Statewide Faculty Workshops 3.8
- Closing Session - Crackerbarrel 3.5

### 1999 C.A.A.D. AWARD RECIPIENTS

#### Distinguished Service Award Recipients

- ★ From Inside the Field of Athletic Administration  
**George Hall, Berlin H.S.**

- ★ From Outside the Field of Athletic Administration  
**John "Whitey" Piurek, West Haven**

- ★ NCSSA - Athletic Director Award  
**Barbara Startup  
Glastonbury High School**

- ★ NIAAA STATE AWARD OF MERIT  
**Robert Broderick  
Simsbury High School**

### CAAD MEETING DATES: 1999 - 2000

DATE	MEETING	TIME	SITE
September 8	Executive Board	12:00 p.m.	CIAC
October 6	General Meeting NIAAA - LTC Training	4:00 p.m.	Cromwell
November 3	Executive Board	12:00 p.m.	CIAC
<b>Dec. 15-19</b>	<b>** National Conference**</b>		<b>New Orleans</b>
January 5	Executive Board	12:00 p.m.	CIAC
March 1	Executive Board	12:00 p.m.	Cromwell
<b>March 23, 24</b>	<b>**CAAD Conference**</b>		<b>Cromwell Holiday Inn</b>
May 3	Executive Board	12:00 p.m.	CIAC
May 10	General Meeting NIAAA - LTC Training	8:00 a.m. 9:00 a.m.	Cromwell

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