



# BULLETIN

The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference

Affiliated with: National Federation of State High School Associations • National Assoc. of Secondary School Principals • National Middle School Assoc. • National Assoc. of Elementary School Principals



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MAY/JUNE 2008

## MANSFIELD EDUCATOR NAMED 2008 NDP



**NORMA FISHER-DOIRON**  
2008 National Distinguished Principal

**C**ongratulations to Norma Fisher-Doiron, principal of Southeast Elementary School in Mansfield, who was named Connecticut's 2008 National Distinguished Principal. Nominated for the award by a committee of seven Southeast staff members, Norma was chosen for her dynamic educational leadership and her single-minded commitment to high levels of student achievement. Mansfield Superintendent Dr. Gordon Schimmel calls Norma "a very dedicated leader who is always focused on what is best for children."

A 38-year veteran educator, Norma began her professional career in 1970 as a special education teacher in the Bristol Public Schools. In 1987, after seventeen years serving in a variety of positions within the field of special education, she assumed the role of instructional leader for the West Hartford Public Schools. In 1988, she was appointed director of pupil personnel services for the Mansfield Public Schools. She then returned to the West Hartford school district for four years before being appointed principal of Southeast, the position she now holds.

*continued on page 8*

## CSAL STUDENT LEADERSHIP CONFERENCE A HIT

By David Maloney, Assistant Executive Director

**O**ver 300 participants from twenty high schools descended on Wesleyan University during the last weekend in March for the Connecticut Student Activities Leadership Conference.

One participant was a surprising addition. Housatonic Valley Regional High School Principal Dr. Gretchen Foster accompanied her team of student leaders for the two-day event. Foster was not disappointed. "The positive energy and enthusiasm from these leaders kept all of us completely focused and engaged in some wonderful activities. The weekend was an excellent opportunity for me to spend time and listen, not only to my own students, but to other school leaders from urban, suburban and rural schools. Surrounded by creative and caring faculty advisors and students offered all of us a chance to find ways to make a difference in our schools."

Dr. Foster couldn't have summed it up any better. Under the direction of Executive Director, Sarah Jones, the conference committee launched a new theme -Service - and linked a series of learning activities to that core objective. Student Council advisors are no strangers to service-related activities such as clothing and food drives, bake sales, and car washes to help those in need. Although important and in need, the leadership curriculum implemented at Wesleyan guided participants to take the next step through the process of making change by designing action plans that have a lasting impact.

The research is clear. Instilling civic skills and values into action plans that allow student leaders to engage in meaningful work on serious issues are some of the most worthwhile initiatives. When high school students see positive results within a reasonable time, the results are infectious. Rather than textbook learning, participants at the conference got a taste of highly engaging activities that poten-

tially could be life changing for their school communities. Everything got started in electric fashion as national presenter, Keith Hawkins, kicked off the weekend by encouraging students "not to just consider what might be good for themselves and their school, but to take a wider lens and consider what might be good for the greater community." Hawkins instilled the ethos of service right from the "get go" and the students responded enthusiastically to his message. Newly elected state president Whitley Dozier noted, "Keith Hawkins was phenomenal. He motivated us to take stands on several difficult issues."

The break-out presenters at the conference were a "whore who" of well-known national service-learning associations. Included in the all-star line up were Habitat For Humanity, Doctors Without Borders, Peace Corps, United Nations Volunteers, Red Cross, AmeriCorps and Global Service Corps to name a few of the more than fifteen associations in attendance. Martha Giammatteo, Director of Student Activities at Holy Cross High School noted, "Our students and I came back energized and ready to share many new initiatives for service related activities with the Holy Cross community." Considering that Giammatteo has been the driving force behind service projects for many years, that is quite a compliment!

*continued on page 6*

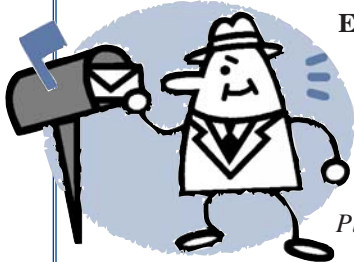
**Ann  
Malafronte,**  
Director of  
Unified Sports,  
retires after  
thirteen years.

*See story page  
13.*



# LEGAL MAILBAG

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



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

**Q. Dear Mailbag:** A parent of one of my students is in a bitter divorce. Whenever he has tried to suck us into his fight, we have politely told him that his recourse is with the courts, not the school. Now, we have received a subpoena of all school records for both of his children. The last thing I want to do is spend the day in court while the parents' lawyers fight it out. Can I just tell the father that we can't be bothered and that we won't be going to court?

- *Neutral Territory*

**A. Dear Neutral:** That would be a bad idea. The subpoena is not a request from the parent, but rather an order of the court. Lawyers are "commissioners of the superior court," and they may exercise the court's jurisdiction by issuing subpoenas. However, in an appropriate circumstance the recipient of a subpoena may seek court protection by moving to limit or quash the subpoena. That all said, there is some good news here. Section 10-15b(c) of the General Statutes, provides that the custodian of school records that have been subpoenaed can deliver the records in a sealed envelope to the court along with an affidavit. By following that procedure, school officials can avoid the need to go to court personally. However, if the subpoena is for a person to testify, he or she may be required to do so.

**Q. Dear Mailbag:** At my high school, we have a number of student clubs. We have never minded permitting these various clubs to publicize their activities. One of these clubs is the God's Truth Club, which is devoted to Bible reading and charitable work. High school students being who they are, however, members of this club are pushing the envelope. Specifically, we have always let clubs post tasteful notices of their meetings. However, the God's Truth Club has now posted a 24" x 24" poster trumpeting (yes, there are trumpets) the next meeting. The poster also includes a large white cross. I don't think that the public schools can permit religious symbols to be posted, can we?

- *Seeking Guidance*

**A. Dear Seeking:** Go slow here. You are right that public school officials must avoid promoting religion. But that prohibition applies to school officials, not to private student speech, and you must be careful not to single out religious speech for special disfavor. If clubs are permitted to include symbols on their posters (e.g., elephants for the Young Republicans), then on what basis would you prohibit a cross? The poster would clearly be from the club, and other students would not be likely to attribute the religious speech to school officials. However, you can exercise editorial rules of general application. You can limit the size of posters, and you can even prohibit all symbols if you wish. However, special rules for the Bible study club may violate the free speech rights of the members.

**Q. Dear Mailbag:** My school is "in need of improvement" (or at least so say the feds), and I am busy trying out how best to improve student test scores. I would have expected that my teachers would join me wholeheartedly in this important effort. However, it seems like every time I have a bright idea, the union tells me why I cannot make the change I propose. I understand that the union has a role to play, but I didn't realize that it was that of the spoiler. Can I ignore the union and tell my teachers just to suck it up and do what I say?

- *Fed Up*

**A. Dear Fed:** Not so fast. The union has the right to negotiate over changes in wages, hours and/or conditions of employment. Without the details concerning your bright ideas, I can't say for sure whether you have changed working conditions and triggered a duty to negotiate with the union. However, the important thing here is not to let union problems prevent you from implementing appropriate changes. You can make some changes free and clear, and you must bargain over the impact of making other changes. However, given the choice between paralysis and progress, you can pick progress, even if it means that some impact issues must be negotiated with the union.

## ct news & notes

■ *Newsweek* recently posted its 2008 list of top U.S. high schools. The magazine ranks the nation's high schools according to the ratio of Advanced Placement or International Baccalaureate tests taken per graduating senior. Called the Challenge Index, this ranking is designed to recognize schools that challenge average students through rigorous course offerings. The 1,355 schools appearing on the 2008 list have achieved an index of at least 1.000. Congratulations to the following eleven Connecticut schools which made the list:

#157	Farmington High School
#226	Weston High School
#412	Conard High School, West Hartford
#415	Satples High School, Westport
#689	Greenwich High School
#750	Fitch High School, Groton
#797	Darien High School
#814	New Fairfield High School
#967	East Lyme High School
#1178	Joel Barlow High School, Redding
#1301	Hall High School, West Hartford

■ **Attention Principals:** The Association of Teachers of Mathematics in New England (ATMNE) annually sponsors a two-day fall conference. For the 2008 conference to be held in November in Portland, Maine, ATMNE has added a special program for school principals on November 5th. For more information, contact Jackie Mitchell at [jadamitchell@aol.com](mailto:jadamitchell@aol.com). The association's web site is [www.atmne.net](http://www.atmne.net).

■ Based on data collected in October 2007, the Connecticut State Department of Education has designated the following endorsement areas as teacher shortage areas for the 2008-09 school year:

● CERTIFICATION ENDORSEMENTS	
●	Bilingual Education, PK-12
●	Comprehensive Special Education, 1-12
●	English, 7-12
●	Intermediate Administrator
●	Library Media Specialist
●	Mathematics, 7-12
●	Science, 7-12
●	Speech and Language Pathology
●	Technology Education, PK-12
●	World Languages, 7-12

(Source: CSDE Circular Letter #17 - Teacher Shortage Areas)

## national news &amp; notes

■ According to a recent survey analysis conducted by William Howell, a professor at the University of Chicago, and Martin West, an assistant professor at Brown University, most Americans do not really understand how much is spent on public education. In fact, the average respondent thought per pupil spending in their district was just \$4,231, while the actual average spending was \$10,377. In addition, the public underestimated the average teacher salary by \$14,370, in assuming teachers made about \$33,000 when they actually make \$47,602.

■ A novel study that attempts to paint the most accurate and detailed description yet of how Americans experience pain has found that a significant portion of the population -- 28 percent -- are in pain at any given moment and those with less education and lower income spend more of their time in pain. The study, which appears in the May 3 issue of *The Lancet*, was prepared by Alan Krueger, a professor of economics at Princeton University, and Arthur Stone, a professor of psychiatry and behavioral science at Stony Brook University. The work is the first of its type, according to the authors, to quantify a "pain gap" in American society, with the "have-nots" suffering a disproportionate amount in relation to the "haves." Participants with less than a high school degree were found to report twice the average pain rating throughout the day as did college graduates. The researchers also found the average pain rating to be twice as high for those in households with annual incomes below \$30,000 as for those in households with incomes above \$100,000. The study also showed that workers in blue collar jobs reported higher occurrences and more severe pain than did those in white collar jobs. Furthermore, those in pain are less likely to work or socialize with others and are more inclined to watch television than the pain-free (25% vs. 16%). ([www.princeton.edu](http://www.princeton.edu))

■ A Seattle teacher is spending two weeks on leave without pay for refusing to give the Washington Assessment of Student Learning (WASL) to his sixth-graders at Eckstein Middle School. Carl Chew, a science teacher, wanted to take a stand against a test he considers harmful to students, teachers, schools and families. He said he knew he would face consequences and might even be fired. Before the WASL started, Chew informed administrators that he would not give the exam. He was suspended without pay through May 2, the day WASL testing ended. "He failed to follow his duties as a teacher," said Seattle Public Schools spokeswoman

Patti Spencer. The district, she said, understands the debates over standardized tests such as the WASL, but it expects teachers to fulfill all their responsibilities, which include giving state-mandated exams. (Source: NSBA Legal Clips - April 24, 2008)

■ More than ever, graduating college seniors are signing up to spend two years in America's poorest communities as part of *Teach for America*, the nonprofit that recruits and trains top college students for teaching jobs. The group saw applications jump by more than a third this year from about 18,000 to nearly 25,000. Several factors appear to be behind the upward trend. In a slow economy, teaching often becomes more attractive because it is generally considered stable. Still, *Teach For America's* growth can't solely be attributed to economic conditions. The group, around since 1990, increased its recruiting staff this year and arranged one-on-one meetings with 30,000 students at about 400 colleges. "We are not in the business of just going after anybody," said Elissa Clapp, who oversees recruiting. "We are looking for a very specific person." That has given *Teach For America* "cache," says Harvard University education professor Susan Moore Johnson. "The status of the program has grown steadily among college students," she said.

■ In an effort to find new ways to alleviate chronic high school truancy, the Dallas Public Schools has instituted a pilot program at Bryan Adams High School that uses global positioning system mechanisms to track students. Students strap on the device as they enter school, and take it off at the end of the day. The six-week, \$29,000 pilot program is financed by a grant from an equity investor who supports the program's goals. Of the more than 300 students sent to truancy court this year, nine are enrolled in the test.

■ The big news from a recent survey that explored the links between formal writing that teens do for school and the informal communication they exchange through email and text messaging was that emoticons and abbreviations have crept into students' formal writing assignments, reports the eSchool news staff. However, there was another interesting finding that proves promising: blogging helps many teens become more prolific writers. While teens who communicate frequently with friends and those who own more technology tools do not write more often than less communicative teens, teen bloggers write more frequently both online and offline. In fact, 47 percent of teen blog-

gers write outside of school for personal reasons at least several times a week compared with 33 percent of teens without blogs. In addition, 65 percent of teen bloggers believe that writing is essential to later success in life.

■ In Atlanta, 35 students have recently wrapped-up a privately-funded pilot program in which they were paid \$8 an hour to study. "Learn & Earn," a 15-week, \$60,000 program underwritten by a private citizen and spearheaded by the Learning Makes a Difference Foundation, targeted students barely passing in school, especially those performing below average in math and science. Anecdotal evidence points to an improvement in the grades and study habits of participating students.

■ The American Association of University Women (AAUW) has issued a report that corresponds to research by the American Council on Education and other groups detailing that, while girls have been graduating from high school and college at higher rates than boys, there is no "boys' crisis." The more significant disparities in educational achievement, the report says, are between different races, ethnicities, and income levels. The AAUW's report is a follow-up to their widely discussed 1992 report that described how boys in the classroom were educated at the expense of girls, and is also a response to the notion put out recently by conservative commentators that boys are in turn being shortchanged.

### CHARTER SCHOOL STATS

■ Seventeen years after the first state charter law passed, a majority of adults still have little or no clue what a charter school is. In fact, almost 60 percent of respondents to a recent survey conducted by the National Alliance for Public Charter Schools said they knew "very little" or "nothing at all" about the independent public schools. In addition, 37 percent of respondents guessed that charters were private or religious entities.

■ A new study from the Rand Corporation finds that students who attend Chicago's multi-grade charter high schools appear more likely to enroll in college than their counterparts in traditional public schools. In fact, the charter school students were seven percent more likely to graduate from high school and 11 percent more likely to enroll in college. The research also indicates that charter school students perform slightly better on ACT college entrance exams, reports the Associated Press. (Source: PEN Weekly *NewsBlast*)



## ...more national news & notes

■ In an effort to inform the national dialogue about what teachers in the national public education system think and want, Education Sector and the FDR group surveyed 1,010 K-12 public school teachers about the teaching profession, teachers unions, and reforms aimed at improving teacher quality. The survey also tracked trends by asking some questions identical to a 2003 survey of K-12 public school teachers and comparing the responses. The survey found that, among other things, seventy-six percent of teachers feel that too many burned-out veteran teachers stay because they don't want to walk away from benefits and service time accrued. Fifty-five percent said it was difficult to remove teachers who shouldn't be in the classroom; only twenty-six percent said their most recent evaluation was helpful; and, seventy-nine percent supported strengthening the formal evaluation of probationary teachers. Teachers are more likely now than in 2003 to say that unions are essential, and would support their union's taking an active role in improving teacher evaluation, mentoring teachers, guiding ineffective teachers out of the profession, and negotiating new and differentiated roles for teachers.

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### THE BULLETIN

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## legal news & notes

■ A federal appeals court has agreed to reexamine a ruling by a panel of the court that revived a lawsuit challenging the *No Child Left Behind Act* (NCLB) for imposing unfunded mandates on states and school districts. The U.S. Court of Appeals for the 6th Circuit, in Cincinnati, ruled that the entire 14-member court would rehear the case of Pontiac School District v. Spellings. Bush administration lawyers sought the rehearing on behalf of U.S. Secretary of Education Margaret Spellings after a three-judge panel of the 6th Circuit ruled on Jan. 7 that the states were not on clear notice of their financial obligations when they agreed to accept federal money under NCLB. The action by the full 6th Circuit has the effect of setting aside the panel's opinion. The National Education Association, which filed the legal challenge on behalf of nine school districts in Michigan, Texas, and Vermont, opposed the rehearing request. The 6th Circuit's action came the same week that a federal district judge dismissed Connecticut's lawsuit against Secretary Spellings over NCLB funding issues.

■ New York City's controversial prohibition of cell phones on school grounds can continue, a state appellate court unanimously ruled last month. The city's school system instituted the possession ban in September 2005 as part of its efforts to maintain school security and discipline, contending the mobile gadgets can promote cheating and harassment, and began confiscating them from students the next year. But parent advocates had challenged the rules as overly broad and irrational, arguing that cell phones were a "lifeline" for families trying to reach their students, particularly during their commutes and after-school activities. In an opinion released Tuesday, the appellate court disagreed sharply with the parents' stance. "The cell phone ban does not directly and substantially interfere with any of the rights alleged by the parents," Justice Angela Mazzarelli wrote in the opinion. The justice also took a shot at adult cell phone use, writing: "The Chancellor's determination that a mere ban on cell phone use would not be sufficiently effective was not irrational. It is now routine before theater, movie and other cultural presentations attended by adults, for patrons to be asked to turn off their cell phones. Even then there is no guarantee that the cell phone of an inattentive person will not ring at an inopportune time. While the vast majority of public school children are respectful and well-behaved, it was not unreasonable for the Chancellor to recognize that if adults cannot be fully trusted to practice proper cell phone etiquette, then neither can children." The fight may not be over yet: the group of parents battling the ban was considering an appeal to the state's highest court.

## ATTENTION HIGH SCHOOL BLOOD DRIVE ADVISORS

Lou Pear, Assistant Executive Director

On behalf of the Red Cross Committee at CAS, thank you for your continued support to meet the demand of the blood supply in Connecticut. As you may know, each year, Connecticut has to rely on other states for 15,000 units of blood, as our demand exceeds that which is collected by all of our local drives. Therefore, we are calling for your assistance to encourage students, parents and staff to attend local drives in your town or city. To reward your school, each additional donor which you secure to attend a local drive can be added to your school's total. These additional donors just need to have a blood drive coordinator sign a form from your school verifying their participation. Once a donor receives the signed form, he or she can send the form to the school for credit. A facsimile of this form could look like the following.

### Red Cross Blood Drive Donor Form

The holder of this form has donated a unit of blood at the \_\_\_\_\_ blood drive on \_\_\_\_\_. This donor would like his or her unit to be credited to \_\_\_\_\_ High School.

Red Cross Coordinator's Signature \_\_\_\_\_

**You are invited to nominate...**

An outstanding elementary school as  
**CAS Outstanding School of the Year 2008-2009**

Complete information on the CAS Elementary Awards is available online at  
[www.casciac.org](http://www.casciac.org)

### 3RD ANNUAL CT DATA SHOWCASE BRINGS CONNECTICUT EDUCATORS TOGETHER

By Regina Birdsell, Assistant Executive Director

Jane Bluestein, Ph.D., delivered the opening keynote speech for the 3rd Annual Data Showcase Conference on May 13, 2008. The entire day was devoted to improving school climate and Dr. Bluestein is internationally known for her work in this area. Her presentation focused on creating "win-win" relationships in classroom settings to improve school climate. Her message and strategies revolved around helping to diminish the typical power struggles that emerge when, for example, students refuse to complete the work required or get into arguments with peers or adults. Dr. Bluestein suggested that students be given real choices in classroom settings where clear and reasonable boundaries are established. Her important work is documented in detail in her two books, Creating Emotionally Safe Schools and The Win-Win Classroom: A Fresh and Positive Look at Classroom Management.

Dr. Bluestein also conducted a subsequent breakout session on "brain-friendly" learning. This interactive presentation outlined the wide differences in learning styles and the strategies necessary to meet all children's learning needs. Finally, in the evening, Dr. Bluestein also conducted a shortened version of her morning keynote address for teachers and paraprofessionals who were not able to attend the daytime presentations. All three sessions were extremely well received by those in attendance.

A variety of breakout sessions were held throughout the day, all focusing on the effect of climate and culture in the schools, echoing Dr. Bluestein's mantra 'learning can only take place when there is a positive school climate'.

Dr. Brian McNulty, a professional development associate for the Leadership and Learning Center, delivered the keynote on May 14th, day two of the conference. Dr. McNulty spoke about what the field has learned about instructional leadership and the implications for action. He enumerated eight reasons why instructional leadership has eluded many schools: 1. knowing-doing gap: we have a great deal of research on best practices, but rarely are these practices implemented with fidelity; 2. we tolerate the status quo; 3. we don't dedicate enough time or attention to instructional improvement; 4. we need to develop a new sense of what it means to be a professional

educator; 5. we don't focus on the right work; 6. we don't have consensus on what we mean by good teaching; 7. we know the research, but we don't apply the research with consistency and fidelity; 8. we don't have internal accountability.

Dr. McNulty reported that there has been a convergence of research and that, in order to improve student achievement, schools must have: clarity and communication of learning outcomes; effective instructional programs and strategies; monitoring and feedback; powerful professional development; time for collaboration; and parent/community involvement. He then provided time for tables to discuss the ideas presented to allow participants to digest the information in their own context. He also conducted several breakout sessions building on his keynote session findings, with more information, assessments and discussion.

A variety of breakout sessions were held throughout the second day of the conference, all focusing on the effect of leadership and change. On both days, the Connecticut Accountability for Learning Initiative (CALI) provided information to school districts. Representatives from CSDE and RESC/SERC provided guidance and technical assistance regarding the use of data driven decision making/data teams, making standards work, effective teaching strategies, and common formative assessments.

The two-day sessions provided school and district personnel with opportunities to share data with the professional learning community. Student achievement and behavior data along with central office data were displayed on science fair boards that served as the centerpiece for discussion. Additionally, a variety of vendors were on hand with materials and software used in working with data, providing information and demonstrations.

On behalf of the Connecticut State Department of Education, the Connecticut Association of Schools and the RESC/SERC Alliance, we would like to take this opportunity to thank everyone who participated in the Connecticut Accountability for Learning Initiative's 3rd Annual Connecticut Data Showcase. The widespread commitment to improving learning outcomes for the children of Connecticut was evident by the diverse representation from schools and districts across

the state, and, more importantly, by the thoughtful data walls and conversations that occurred throughout the two days.

If you would like to learn more about the Connecticut Accountability for Learning Initiative (CALI) or the Data Showcase, please contact Meghan Martins at [Meghan.martins@ct.gov](mailto:Meghan.martins@ct.gov) or (860) 713-6586. CALI resource information may be obtained by visiting: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=321754&sdePNavCtr=#45563>.



Brian McNulty addresses opening session



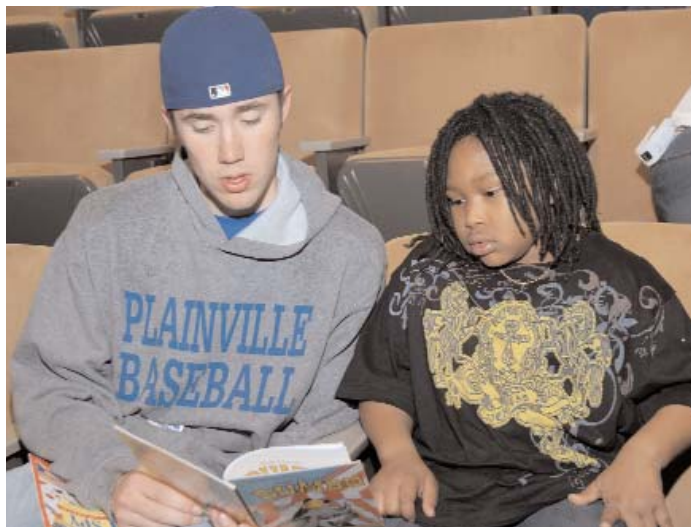
Data walls and conversation



Keynote speaker Dr. Jane Bluestein



## Leadership Conference, *continued from page 1*



Alex Bulger, a member of the Plainville High School student council, reads to a young Middletown elementary school student.

The evaluations of most participants concurred that the theme of service was a hit. One of the most compelling activities of the weekend - and one that scored a high rating - was reading books to local elementary school youngsters on Friday. Conference attendees were paired up with Middletown elementary schools in a reading activity that stressed the importance of reading for enjoyment and understanding. "I don't know why I've never done this before," said one participant. "I'm absolutely going to get involved with this next year as a great service activity!"

The conference launched a second important initiative - RSVP - which stands for Raising Student Voice and Participation, a great place for student leaders to start making a difference in their schools. High school leaders have always known that just by listening to the voices of students, schools can make significant improvements. RSVP is an innovative national program that provides student leaders with the tools to get the student body to share ideas, take action and get concerns out in the open. A Connecticut team of faculty advisors traveled to Washington, DC in February to receive training in the RSVP model.

Led by Jones and her faculty advisor team, on site training in 2008-09 will look to help interested high schools take the necessary steps to take student leadership to new heights. Whether student council, honor society, athletics, or a special interest club, RSVP can have a great impact on a student's future. Sarah Jones added, "I think the work that has been done to tie leadership development to state curricular frameworks will benefit students in the long run as it develops leaders from both inside the curriculum to co-curricular clubs in a much more meaningful way." Look for the schedule in RSVP training workshops coming to your area in the near future.

Longtime faculty advisor, John Zadnik, from Plainville summed up the whole event best, stating, "The state leadership conference is something that I look forward to attending every year and this year was no exception. I thoroughly enjoy watching the kids from Plainville, not only interact with other high school leaders, but also eagerly await meeting at the end of the conference to plan and organize activities that they can immediately put into action when they return to PHS."

## CAS Seeks Applications for the William Cieslukowski Outstanding First-Year Principal Awards, 2008-2009

The *William Cieslukowski Outstanding First-Year Principal Award* recognizes a first-year school principal who has had a positive impact on his/her school and/or district. Nominees for this award must have demonstrated exemplary instructional and organizational leadership, a willingness to take risks, and the ability to overcome adversity.

This award is offered at the elementary, middle and high school levels. Nominations may be made by superintendents, teachers, or colleague principals.

Applications may be obtained on-line by visiting our website at [www.casciac.org](http://www.casciac.org). The deadline for submitting applications for the William Cieslukowski Outstanding First-Year Principal Award is **September 26, 2008**.

If you have any questions or need any further information, please e-mail Regina Birdsell at [rbirdsell@casciac.org](mailto:rbirdsell@casciac.org).

## 10TH ANNUAL CANHS CONFERENCE INCLUDES INITIATIVE TO HONOR VETERANS

By Trent Rodriguez, Student, Valley Regional High School

On Friday, May 23rd, National Honor Society and National Junior Honor Society members from many Connecticut towns gathered at the Rocky Hill Marriott for the tenth annual Connecticut Association of National Honor Societies' State Conference. One of the main purposes of this assembly was for current state board members to step down and offer a new group of qualified members to hold leadership positions that are very important to NHS chapters across Connecticut.

This year, there was a very special workshop in which attending NHS members did what NHS members do best, "give back to the community". At this statewide conference, NHS members stuffed shoulder duffel bags with essential toiletries along with a personalized thank you card. These duffel bags were, at a later time, presented to 500 veterans that either live in or receive services from the Rocky Hill Veterans' Home. The duffel bag included: a Bic razor, Edge shaving cream, Witch Hazel, body/hand lotion, a Rock Cats Beverage cup, pens and a pad of paper. Valley Regional High School Senior and CANHS President JJ Downie said, "Creating these care packages for the veterans was a small way of giving back for all of the time that they gave serving our country. We found a lot of caring donors whose contributions made this event a success. This was a very rewarding project. Giving veterans some basic needs is the least that we could do for our state heroes. What they and their fallen brothers have done for us, and our great country, cannot be repaid. However, it is our hope that this gift of appreciation would remind these veterans that we care, and that they are not forgotten".

*Trent Rodriguez is a senior at Valley Regional High School in Deep River and is the state news editor for CANHS. Trent will be attending the Air Force Academy in the fall.*

## OUTSTANDING HIGH SCHOOL FINE ARTS STUDENTS HONORED

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

The Twelfth Annual CAS High School Fine Arts Awards Banquet to honor Connecticut's outstanding high school visual and performing arts students was held April 8th at the Aqua Turf Club. Two hundred seventy-five students from 140 high schools received plaques signifying their accomplishments. This event annually honors two outstanding seniors from each of the member schools in the state who excel in the performing or visual arts. They must also possess the qualities of scholarship and leadership.

CAS President-Elect Everett Lyons opened the event with greetings which underscored the importance of the arts at a time when testing pressures have made the arts vulnerable in competition with time for CMT and CAPT preparation. He noted how school leaders and teachers would have a hard time imagining their schools without the presence of the students being recognized and what they add to their schools.

Diane Smith of WTIC-AM and CPTV was the master of ceremonies for the evening. In her welcoming remarks, she congratulated the students on their accomplishments and praised them for being among the people in Connecticut who provide quality of life for Connecticut residents.

CAS Arts Committee Co-chair Laura Fernandes introduced Mark Linabury of the State Department of Education who represented the commissioner of education. He talked about the impact of the arts on his own family and his upbringing, and he discussed where the arts stand in relation to school goals and state priorities.

The featured speaker for the event was James Grashow, a Redding resident and internationally renowned sculptor. Introduced by Maureen Berescik, co-chair of the CAS Arts Committee, Mr. Grashow energized the audience by creating a sculpture of a seated man made from cardboard who offered advice to the students about the heart, brain, and courage required for being an artist. He clearly inspired the 1300 students and assembled guests with the sincerity of his passion and his enthusiasm for his life as an artist.

The program is sponsored by the Westfield Corporation, a leading international shopping center developer with interests in 121 shopping centers in Australia, New Zealand, the United Kingdom and the United States. Westfield's three shopping locations are: Connecticut Post, Meriden and Trumbull.

Emily Hueber of Westfield Corporation presented three of the students with the Bruce Eagleson Scholarship Awards created in memory of Bruce Eagleson, a Westfield marketing vice president who helped originate the annual arts recognition program. Mr. Eagleson died on September 11, 2001 at the World Trade Center. This year's recipients were Matthew Selzer of Canton High School, Jesse Bonelli of Lyme-Old Lyme High School, and Lauren Moran of Bacon Academy, Colchester.



From Left: Arts Committee Chair Maureen Berescik, Artist and Keynote Speaker James Grashow, and Arts Committee Member Andrea Haas

## GOVERNOR'S SCHOLARS RECOGNIZED AT LUNCHEON

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



Left to right: Master of Ceremonies Mike Hydek, Secretary of State Susan Bysiewicz, and Committee Co-Chair Laure Ferrante Fernandes

Thirty of Connecticut's top students were honored at the Twelfth Annual Governor's Scholars Luncheon at The Aqua Turf Club on May 22, 2008. Co-sponsored by the Connecticut Association of Schools (CAS) and Big Y World Class Markets, the purpose of the program is to recognize academically talented high school students in schools throughout the state and present thirty students for special recognition to the Governor of Connecticut.

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

Secretary of State Susan Bysiewicz was the keynote speaker at the luncheon. She congratulated the recipients on behalf of the governor and spoke about the importance of young people taking part in the election process as part of their heritage of freedom and civic duty.

Each scholar received a plaque from Associate Commissioner of Education Charlene Russell Tucker designating him/her a Connecticut 2008 Governor's Scholar. Each scholar was also presented with a letter from Governor Rell, a proclamation from Secretary Bysiewicz, and a check from Big Y for \$300.00.

Thirty-one of Connecticut's colleges and universities support this program by making college level courses available free of charge to the thirty scholars. University of Connecticut Director of Undergraduate Admissions Lee Melvin told the recipients that UCONN awards an achievement scholarship valued at one half of full tuition for four years to all Governor's Scholars who are admitted and enrolled.

Big Y Director of Data Base Marketing Harry Kimball cited Big Y's history of contributing to its communities, particularly with regard to support for education. In addressing the scholars, he stated, "We are proud and honored to be able to partner with CAS in recognizing the top high school scholars in Connecticut. Like us, these students have shown that through hard work and dedication they can achieve great things in their schools and communities."

Chair of the Governor's Scholars Committee since the program's inception is Laura Ferrante Fernandes, assistant principal at Masuk High School in Monroe. She opened the luncheon and assisted in the presentation of awards. Mike Hydek of WFSB-TV served as emcee. Visit [www.casciac.org](http://www.casciac.org) for a list of this year's Governor's Scholars.



## middle school news

## ARTS-IN-THE-MIDDLE CONFERENCE

By Maureen Berescik, K-12 Art Coordinator, Bethel Public Schools

The 7th annual Arts in the Middle Conference was held Tuesday, May 20, 2008 at the University of Hartford. This year's conference included 250 participants from 28 schools making up 45 teams of students. The selection of workshops ranged from the traditional disciplines of painting to include acrylic, plein air and water color, sculpture, such as wire and clay and pen and ink, to the most current technology of computer Photoshop and Photograms.

"People are like onions-they have all different kinds of layers to them", said instructor Liz Spring introducing her self-portrait workshop. Participants began this session by interviewing each other in groups of two to share the components of their lives that made them "special" like an onion unpeeling. By sharing elements from their inner core of "things that only you know about yourself, your "me" ness to things shared with family and friends to first impressions shared with strangers "such as your favorite color, likes and dislikes" a list was generated. Then student and teacher artists were given a small canvas and a selection of materials that included paint, magazine pictures and words, feathers, buttons, yarn and other items. Finished pieces of art displayed rainbows, skeletons, flowers and other images of their self portrait to represent circular "peels" of themselves.

Elena Steier, who "has been cartooning for fifteen years," enjoys bringing this technique to students with different levels and abilities. An excited group of students from both the cities and suburbs utilized perspective and cartoon characters from a master example to "add color and details" with pencils and markers. Finished products from this workshop could easily be included in syndicated strips and comic books just where one can find Ms. Steier's work.

"I am having so much fun just watching my students," said Kara Sabatella, art teacher from St. Bridget School. Darren Vincenzo, her peer, agreed. "Our students look forward to your conference and wish you would extend it to all year!," said Mr. Vincenzo. "It also makes me wish I were an artist myself."

Probably the most interesting workshop was Scott Rhoades' "Art of the Indigenous People of Australia". From the moment you entered this studio, you were totally immersed in the sound of music and colorful, rich and symbolic artifacts of the Aboriginal art on display within the room. Using a technique of painted dots, participants utilized rocks, wood, fabric shells and other objects to produce similar artifacts.

Visiting all the studio classes of this conference the most unique aspect is having students and teachers participating as equals in producing art. Teachers feel rejuvenated and take new ideas and skills back to their home schools. Students have the opportunity to work with Master Artists and students from all over the state of Connecticut for a concentrated period of time. Who knows, perhaps the C.A.S. Arts in the Middle Conference will produce the next Picasso!



## elementary school news

## Fisher-Doiron, continued from page 1

In her fifteen years as principal of Southeast, Norma is credited with transforming a struggling school into a vibrant, learning community with high academic standards and a "children always come first" philosophy. According to Schimmel, she has united her staff on an "educational journey of growth and accomplishment" which has resulted in a nurturing, child-oriented culture where student achievement is abounding; teachers are challenged and supported; and parents are fully engaged in the life of the school.

Gordon and Kimberly Clark, the parents of three Southeast students, describe Norma as "the ever-present driving force behind the success of our school." Norma has aggressively pursued and secured numerous grants to fund projects that improve student learning, provide enrichment activities for students, expand family involvement in the schools, and support professional development opportunities for teachers. Under Norma's leadership, Southeast has established after-school math and writing academies to provide academic support to struggling students; developed *Project Expanding Horizons* to encourage students to read challenging books; launched the *Radio Southeast Program* which allows students to produce internet radio shows; and implemented the *Total Talent Portfolios* initiative to celebrate student achievement.

The motto, "Do what is best for children," has been the hallmark of Norma's leadership as she continually strives to maintain an engaging and energizing learning environment where all students can achieve at high levels. Second grade teacher Michael Maheu states, "Norma leads by example, putting into practice her philosophy that all that happens at Southeast Elementary School must be in the best interests of the students. It is because of this that Southeast has become the dynamic and creative family of learners that it is."

A woman of extraordinary character and integrity, Norma has worked tirelessly to teach her students the values of community service, citizenship, responsibility and respect for others. She models these values through her work with a number of civic and charitable organizations and through her efforts to provide numerous avenues for increasing her students' awareness of and sensitivity to one another's needs. A Southeast staff member notes, "Norma is a strong proponent of character development programs within the school. Her humanistic philosophies are reflected in the manner in which we teach, as well as in the manner in which she conducts herself in every aspect of her professional life."

Norma's successes as a building administrator are aptly described by Dr. James Palmer, principal of nearby Annie E. Vinton Elementary School, who says, "Southeast School is constantly moving forward due to Norma's visionary spirit, caring counsel, attention to detail, enthusiastic and inspirational personality, and never-say-die attitude."

Norma will be honored by CAS at the "Celebration of Distinguished Administrators" to be held in October at Saint Clements Castle in Portland. On October 26th, she will travel to Washington, D.C. to participate in a two-day national recognition event along with National Distinguished Principals from each of the other forty-nine states, the District of Columbia and the Virgin Islands.



## ... more elementary school news

### THE 8TH ANNUAL ELEMENTARY PARENT/VOLUNTEER RECOGNITION BANQUET

By Regina Birdsell, Assistant Executive Director



Deborah Richards, Acting Chief of the Bureau of Accountability, Compliance and Monitoring, Connecticut State Department of Education

The 8th Annual Connecticut Association of Schools Elementary Division Parent/Volunteer Recognition Banquet on March 18, 2008 drew over 500 participants to the Aqua Turf Club in Southington.

Gina Vance, vice principal of Gideon Welles School in Glastonbury, and Mark Proffitt, principal of Spencer School in Middletown, served as co-chairpersons of the event. Katharine Bishop, principal of Daisy Ingraham School in Westbrook and vice president of CAS, welcomed the honorees. Deborah Richards, acting chief, Bureau of Accountability, Compliance and Monitoring Connecticut State Department of Education, addressed the group, stressing the importance of parents and volunteers in providing the needed extra hands and resources that help our schools and students to succeed.

Gina Wells, principal of John C. Daniels School in New Haven and the 2007 National Distinguished Principal, shared her thoughts on the important role that volunteers play in our schools. Mark Proffitt offered concluding remarks as the awards were presented to the parents and volunteers by their respective school principal.

CAS proudly celebrates this annual event and publicly thanks all of the parents and volunteers for sharing their time, talents and commitment to quality education in their communities.

The banquet was made possible by the generosity of the Bearingstar Insurance Group. Gary Adams, regional manager, congratulated the honorees and thanked them for all they were doing for Connecticut's kids. As a special memento, each honoree received a corsage with an inscription on the ribbon which read, "Thank you for helping Connecticut's kids!"

A commemorative photo is being sent to each school courtesy of Grynn and Barrett Studios, CAS' official photographer.

Many thanks to committee members Mark Proffitt, Gina Vance, Renata Lantos, Laurie Boske, Joseph Cassella, Lauren Elias, Kathryn Veronesi, and Kathryn Walsh.



An enthusiastic group of principals represent Connecticut at the NAESP convention in Nashville, TN, in April.

### THE FIFTH ANNUAL MARINE SCIENCE DAY

By Lou Pear, Assistant Executive Director

Over 200 students from 25 elementary and middle schools examined the Connecticut River and Long Island Sound habitats by boat at the 5th Annual Marine Science Day. Through many hands-on experiences, these young marine biologists learned the finer points of seaweed, studied the life cycle of an oyster and researched the various types of marine life which are found in Long Island Sound.

This year's event was expanded to two locations so that more students could learn firsthand about the local marine life. At the Avery Point site, students boarded the Project "O" boat to discover what needs to be done to preserve the Long Island Sound habitat; and, at the Connecticut River Museum, students used the River Quest boat to take water samples and to net some interesting marine life. In addition to these investigative operations, students at the Connecticut River Museum were given the chance to learn about river dwellers and understand how Connecticut shad, salmon, alewife and eels survive in this habitat.

It is the hope of the CAS Environmental Committee that all students in attendance enjoyed this special event and that they will be leaders in their communities in helping to preserve our waterways for the future. Through their understanding of these beautiful natural resources, our rivers, lakes and sound will be healthy and vibrant for years to come.

A special thank you goes out to our hosts, the University of Connecticut and the Connecticut River Museum. Also, a program of this magnitude cannot happen without the support of its sponsors. We appreciate the generosity of the following sponsors: The Long Island Sound Foundation, Dominion and the Pfizer Corporation.

Planning for next year's program is already underway. If all goes well, we will add a third site using the Sound School as the base of instruction and the Quinnipiack Schooner as the floating laboratory.



On May 8th, member school principals and assistant principals gathered at the CAS Central Office for the association's 56th annual meeting. The administrators in attendance — predominantly from member high schools — adopted one change to the CAS Constitution, elected a new slate of officers, and approved a nominal dues increase for CIAC member schools. The membership also passed six changes to the CIAC Bylaws without any debate or contention.

Attendance at the annual meeting has continued to decline in recent years. Recognizing that May is a very busy time and that it is difficult for principals to be out of their buildings for an entire day, the annual awards luncheon was eliminated and the meeting format was shortened so that all business would be concluded by noon. Unfortunately, there was no resulting increase in attendance. However, participants did express unanimous approval of the stream-lined meeting format.

#### **PRESIDENT'S REPORT**

CAS President Michael Rafferty, principal of Old Saybrook Middle School, began his president's report by praising the hundreds of loyal CAS members who devote countless hours to the association each year. "Your commitment to children and dedication to academic excellence are unparalleled," said President Rafferty. "Your tireless work ethic is exemplary. With the changing of our roles, and the changing of our societal pressures, our job is becoming more complex. Therefore, for me and for all of the children K-12 in all of the Connecticut schools — thank you!"

In his comments, President Rafferty reviewed the highlights of the 2007-2008 year, including the continued success and expansion of the association's work with the UCAPP degree program and the newly-established executive coaching initiative. He also discussed the progress the association had made in the areas of outreach, technology, public relations and educational leadership.

#### **SUCCESS**

By Ralph Waldo Emerson

To laugh often and much; to win the respect of intelligent people and affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded.

President Rafferty concluded his report with the above quote which speaks to the meaning of "success." He praised those in the room for having achieved success as defined by Ralph Waldo Emerson.

#### **EXECUTIVE DIRECTOR'S REPORT**

Executive Director Mike Savage began his remarks by praising the hard work and talent of the central office staff. "We are truly blessed to have such a strong, respected, resourceful and scholarly team of talented educators leading our association," he said. "I can only hope that you are as proud of them and their work as I am."

Mike expressed great pride in the association's progress in recent years. "Our association has changed so much over the last several years," said Mike. "We are doing so much more substantive work than ever envisioned by anyone. Our association is truly making a significant difference towards improving teaching and learning in our state."

Mike noted that the association has achieved new levels of influence and involvement with the state department and with other educational agencies and institutions. "We have never before enjoyed the status we now have with all educational stake-holders, especially the state department of education and the New England Association of Schools and Colleges. What an unprecedented ride it has been."

#### **NEW BUSINESS**

The membership unanimously adopted one change to the CAS Constitution. The new bylaw, ARTICLE IV, SECTION C.1.a.iii, concerns the procedures for determining classifications for high school members. Beginning in the 2008-2009 school year, classifications (e.g., S, M, or L) will now be determined using each school's total enrollment of grades 9-12 (previously grades 10-12). Using a high school's 10-12 enrollment to determine its classification was instituted when many Connecticut secondary schools were constituted 7-8-9 and 10-11-12. All Connecticut high schools are now 9-12. The reporting and use of enrollment 9-12 will be a more accurate reflection of the students attending each school.

Following the adoption of the bylaw change, the membership elected a new slate of officers for the 2008-2009 school year. Congratulations to the following individuals who have been newly appointed to board and officer positions within the association.

#### **CAS Board of Directors:**

- Everett Lyons, Bristol Eastern H.S. (newly appointed CAS President)
- Katharine Bishop, Daisy Ingraham School (newly appointed President-Elect)
- Loraine Giannini, Elmer Thienness-Mary Hall School (newly appointed Elementary Vice-President)
- Gary Highsmith, Hamden H.S.
- Jordan Grossman, Canton Intermediate School

#### **CIAC Board of Control:**

- George Synnott, Berlin High School (newly appointed Chair)
- Robert Hale, Jr., Westbrook H.S. (newly appointed Vice-Chair)
- Paul Newton, Enrico Fermi H.S. (newly appointed Treasurer)
- Greg Shugrue, New Milford H.S.
- Robert Tremaglio, Trumbull H.S.
- Margaret Williamson, Northwest Catholic H.S., West Hartford
- Michael Cain, Wethersfield H.S.

#### **CAHSP Board of Directors:**

- Donald Slater, William Hall High School



**CAMSP Board of Directors:**

- Sally Biggs, Hartford Magnet Middle School

**CAESP Board of Directors:**

- Lauren Elias, Tinker School, Waterbury
- Christopher Pomroy, Center School, Old Lyme

**CSAC:**

- Martin Semmel, Bristol Central H.S.
- Bryan Luizzi, Brookfield High School

**Principals' Center Board of Control:**

- Benjamin Skaugt, Sedgwick Middle School (newly appointed chair)
- Genie Slone, Whisconier MS, Brookfield
- Josephine Smith, Betances Elementary School, Hartford

**Eligibility Review Board:**

- Gene Blain, Windham High School
- Kathleen McGrath, Southington H.S.
- Rick Misenti, Guilford High School
- Martin Semmel, Bristol Central H.S.
- Dan Scavone, Holy Cross High School

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

**CAS Board of Directors:**

- Michael Rafferty, Old Saybrook Middle School (outgoing CAS President)
- Kathleen McGrath, Southington H.S.

**CIAC Board of Control:**

- William Barney, Morgan School (outgoing CIAC chair)
- Paul Stringer, Weaver High School
- Ann Pratson, Luralton Hall
- Thomas Neagle, Glastonbury H.S.

**High School Board of Control:**

- Greg Shugrue, New Milford H.S.

**Middle Level Board of Control:**

- James Slattery, Windsor Locks M.S.

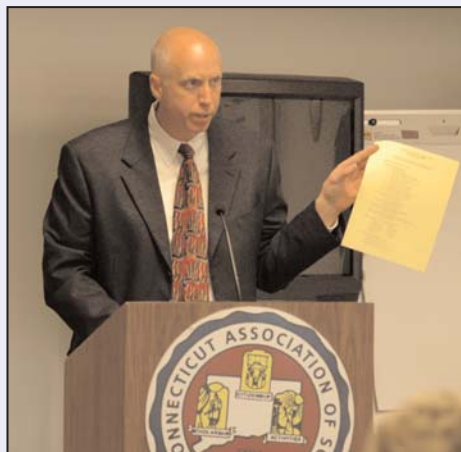
**CSAC Board of Control:**

- Larry Roberts, East Lyme High School
- Barbara Miles, Cromwell High School
- Catherine Richard, Danbury High School

*continued on page 12*

**Counter clockwise from left:**

CAS President Mike Rafferty convenes the 56th Annual Meeting; CAS Treasurer Janet Garagliano presents the 2008-2009 budget; Jeff Mathieu presents the CSC Nominating Committee Report; President Rafferty presents distinguished service plaque to Kathy McGrath; Greg Shugrue and Tim Gaffney catch up during a break; Bill Barney thanks Ann Pratson for her service on the CIAC Board; and, Mike Savage gives his executive director's report.



**Annual Meeting,**  
*continued from page 11*

**Eligibility Review Board:**

- Timothy Gaffney, Platt High School, Meriden

**Principals' Center Board of Control:**

- Kathleen Higgins, John B. Sliney School, Branford (outgoing chair)
- Paul G. Cavaliere, Jr., Sage Park Middle School

**2008-2009 BUDGET**

In a final order of business, the membership approved a budget which called for a \$165 dues increase for member high schools.

**AWARD PRESENTATIONS**

At the conclusion of the business meeting, Dr. V. Everett Lyons, principal of Bristol Eastern High School and chair of the CAS Awards and Recognition Committee, presented Letters of Commendation to individuals who have made outstanding contributions to CAS and to the member schools it serves.

**Recipients of Letters of Commendation:**

- Paul Newton, Principal Enrico Fermi H.S., Enfield
- Jackie Sullivan, Assistant Principal Norwich Free Academy
- Jeff Cryan, Principal Mansfield Middle School
- RoseAnne O'Brien-Vojtek, Principal, Ivy Drive School, Bristol
- Gina Vance, Assistant Principal Gideon Welles School, Glastonbury

**Recipients of Citations**

Three individuals were selected to receive the prestigious CAS Citation: **Dr. Dale Bernardoni**, principal of McKinley School in Fairfield; **Eugene Horrigan**, principal of Shepaug Valley High School in Washington; and **Paul Stringer**, principal of Weaver High School in Hartford. The CAS Citation, the association's highest honor, is awarded only to those members who have made extraordinary and long-term contributions to the organization.



Everett Lyons (l) presents a Letter of Commendation to Jeff Cryan.



Everett Lyons (l) presents a Letter of Commendation to Paul Newton.



Everett Lyons (l) presents a Letter of Commendation to Jackie Sullivan.



Everett Lyons (l) presents a Letter of Commendation to Gina Vance.



Everett Lyons (l) presents a Letter of Commendation to Rosie O'Brien Vojtek.



Everett Lyons (l) presents a Citation to Dale Bernardoni.



Everett Lyons (l) presents a Citation to Eugene Horrigan.



Everett Lyons (l) presents a Citation to Paul Stringer.



## ciac news

## CIAC MEMBERSHIP ADOPTS SIX BYLAW CHANGES

At the annual meeting on May 8th, the CIAC membership adopted six bylaw changes, including one concerning the eligibility of transgendered athletes. A brief explanation of each bylaw change appears below. To view the language of each change in its entirety as well as the rationale for the change, please visit [http://www.casciac.org/pdfs/adopted\\_bylaw\\_changes\\_CIAC.pdf](http://www.casciac.org/pdfs/adopted_bylaw_changes_CIAC.pdf)

- **CHANGE #1: ARTICLE VII – Tournaments, Meets and Games - Section E.1. AND ARTICLE XI – Cooperative Team Sponsorship - #6**

*Explanation of change:* To use a school's 9-12 boy-girl combined enrollment figure (rather than the 10-12 enrollment figure) to determine CIAC tournament divisions (e.g., Class LL, L, MM, etc.).

- **CHANGE #2: ARTICLE XII (OUT-OF-SEASON PLAY)**

*Explanation of change:* To revise the salary threshold that determines whether or not an individual is a "bona fide paid employee" for the purposes of the Out-of-Season Regulation.

- **CHANGE #3: Article IV (ORGANIZATION), Section E (Committees), #2**

*Explanation of change:* To allow one additional non-voting CHSCA representative to serve on each CIAC sports committee.

- **CHANGE #4: ARTICLE IX (RULES OF ELIGIBILITY), Section IV (General Procedures)**

*Explanation of change:* To require a female athlete who participates on a boys' sports team during the regular season to compete in the boys' tournament for that sport even if a girls' tournament is offered simultaneously.

- **CHANGE #5: ARTICLE IX (RULES OF ELIGIBILITY), Section IV (General Procedures)**

*Explanation of change:* To clarify the decision-making procedures that will be followed when an unexpected situation arises at a tournament which necessitates an immediate ad hoc decision.

- **CHANGE #6: ARTICLE IX (RULES OF ELIGIBILITY), Section IV (General Procedures)**

*Explanation of change:* To adopt a policy regarding the eligibility of transgendered athletes to participate in interscholastic athletic programs.

## UNIFIED SPORTS® DIRECTOR RETIRES AFTER THIRTEEN YEARS

Ann Malafronte will retire this month after thirteen years overseeing the CIAC/Unified Sports® Program. Ann joined the Central Office staff in July of 1995, fresh from her position as director of Emmett O'Brien Regional Vocation Technical School. Upon accepting the role of director of Unified Sports®, Ann had remarked, "I feel as though I have prepared for this position throughout my career!...I strongly believe that the Unified Sports® Program is a vital program that is still in its infancy. Our special children will prosper greatly with more opportunities to be successful." Her words proved to be prophetic, as her tireless efforts over the past thirteen years have allowed thousands of special needs children throughout the state to improve their sports skills, foster friendships, and develop important social ties to their schools.

Prior to joining the CAS-CIAC staff, Ann served the public schools of Connecticut for more than twenty years as a teacher, coach, athletic director, and administrator. A sports enthusiast at an early age, Ann began her career as a physical education teacher and coach within the state's vocational technical school system. In the wake of Title IX, Ann worked to advance opportunities for girls in athletics, initiating softball, volleyball and basketball programs at Eli Whitney and Wright Technical schools. In October 2007, Ann was honored at a Connecticut Women's Hall of Fame gala celebrating the 35th anniversary of Title IX. Ann was one of forty female athletes participating in the first "Walk of Fame," designed to recognize individuals who have made significant contributions to women's sports.

During her years as a school administrator, Ann was a loyal and active member of CAS-CIAC for nearly ten years, serving on a number of sports committees as well as on the CIAC Board of Control.

Upon informing the staff of Ann's retirement, Executive Director Mike Savage said these words: "John Fitzgerald Kennedy once said 'We know change is ever present and always necessary. Everything changes but change itself.' Understanding that fact doesn't make it any eas-

ier to inform you that Ann Malafronte has decided to retire as the Unified Sports® director after 13 years of great leadership and dedicated service to CAS and especially to the thousands of intellectually disabled students in our schools. Ann has agreed to stay on through an appropriate transitional period while we seek a replacement, which will not be an easy or enjoyable task. It is going to be extremely difficult to find another person who will embody Ann's gifts as a talented and experienced school administrator, her love of sports and recreational activities, and her deep and abiding commitment to serving the intellectually challenged youngsters/athletes."



## ... more ciac news

■ Congratulations to Pat Simon who was recently honored by the Connecticut Association of Administrators of Health and Physical Education (CAAHPE). To recognize Pat for his "tireless work and positive influence for those in the profession of physical and health education," CAAPHE has established an award in his name. The Pat Simon Award will be given annually to an individual who contributes significantly to the field of health and physical education. Pat has been the co-tournament director for the CIAC gymnastics state championships for the past thirteen years.

■ The Sulzickis of Stratford, CT have reason to brag! At this year's Scholar Athlete banquet, their son, John, was the third of four children to be honored as a scholar-athlete. Matthew and Thomas Sulzicki received the honor in 1999 and 2004, respectively.

■ To crack down on coaching misconduct in the state, the Florida High School Athletic Association board of directors has voted to require coaches who are ejected for unsportsmanlike behavior to complete a six-hour National Federation of High Schools "Fundamentals of Coaching" online course. They won't be reinstated until they complete the exam. "Our action sends a strong message to our coaches," FHSAA Executive Director John Stewart said in a news release. "Student-athletes model their behavior after that of their coaches. So it is imperative that coaches exemplify sportsmanship in the way they conduct themselves during contests." [theledger.com, 4/10/08]

■ An interesting court case arose in Washington. . . The question was raised as to whether there was a "fundamental right to coach". Washington has a rule similar to that of many states which limits coaching outside of the season. A high school coach, who happened to be married to an attorney, sued the Washington Interscholastic Activities Association claiming that the regulation violated his constitutional right to pursue his chosen profession. The Washington court rejected the claim, stating, "Courts, including this one, have rejected the notion that coaching or participating in interscholastic sports is a fundamental right."

■ In 2005, there were 24,462 emergency room visits for cheerleading injuries in the United States. 50% of catastrophic injuries in high school female athletes occur in the sport of cheerleading.

### KEY DATES FOR EVENT PLANNING

#### 2008-2009 SAT, PSAT AND ACT TEST DATES

<u>TEST DATE</u>	<u>TEST</u>	<u>CIAC ACTIVITIES</u>
SEPTEMBER 13	ACT	
OCTOBER 4	SAT	
OCTOBER 15	PSAT	
OCTOBER 18	PSAT	
OCTOBER 25	ACT	CROSS-COUNTRY CLASS MEET
NOVEMBER 1	SAT	CROSS-COUNTRY OPEN (OCT. 31)
		BOYS' SOCCER TOURNAMENT BEGINS
DECEMBER 6	SAT	FOOTBALL PLAYOFFS
DECEMBER 13	ACT	
JANUARY 24, 2009	SAT	
FEBRUARY 7	ACT	
MARCH 14	SAT	GYMNASTICS - NEW ENGLANDS
		BOYS' BASKETBALL TOURNAMENT
		GIRLS' BASKETBALL FINALS
		BOYS' SWIMMING - QUALIFYING
APRIL 4	ACT	
MAY 2	SAT	
JUNE 6	SAT	BASEBALL PLAYOFFS
		SOFTBALL PLAYOFFS
		BOYS' AND GIRLS' LACROSSE
		BOYS' AND GIRLS' TENNIS
JUNE 13	ACT	BOYS' & GIRLS' TRACK - NEW ENGLANDS
		BOYS' VOLLEYBALL FINALS
		BASEBALL, SOFTBALL FINALS

**Q.** Can an athletic director who does not hold an administrative endorsement, but works in a position that requires an administrative endorsement, lose service credit in the Teacher's Retirement Board for the time served without the appropriate certificate?" The answer to this question is YES.

**A.** The CT State Department of Education, Bureau of Educator Standards and Certification does periodically share data with the Connecticut Teachers' Retirement board. ANY educator working "out-of-field" without holding the appropriate endorsement can lose service credit in TRB. Individual educators are not eligible to participate or contribute into TRB unless they hold a valid certificate for the assignment as noted in the Connecticut General Statutes, Section 10-183b (26), which defines eligible participants as: ... any teacher, permanent substitute teacher, principal, assistant principal, supervisor, assistant superintendent or superintendent employed by the public schools in a professional capacity while possessing a certificate or permit issued by the CT State Board of Education, provided on and after July 1, 1975, such certificate shall be for the position in which the person is then employed.

It is important to note, HOWEVER, that if you have served as an athletic director prior to July 1, 1998 and still hold the same athletic director position in the same school district, you have been grandfathered within the certification regulations and, therefore, are not required to hold the administrative endorsement.



## ... more ciac news

## 1ST ANNUAL UNIFIED SPORTS® YOUTH LEADERSHIP SUMMIT

By Bob Deasy, Assistant Director, Unified Sports



From left: Ann Malafronte, Director of Unified Sports®; Alexa Kovlakas, Harborside Middle School; and Bob Deasy, Assistant Director of Unified Sports®

Seventy-four participants from fourteen high schools and two middle schools representing six athletic conferences attended the first Unified Sports® Youth Leadership Summit on May 20, 2008. The summit included three workshops, two of which were facilitated by high school students. A workshop entitled, "Be A Fan/Changing Attitudes, Changing Lives" was facilitated by Whitley Dozier, a junior at Plainville High School. Whitley did a fantastic job of articulating the Special Olympics Unified Sports® philosophy while inviting participants to share their Unified Sports® experiences with the group.

Another workshop, entitled "So Get Into It," was facilitated by five Cheshire High School seniors: Colleen Dacey, Erin Flynn, Adam Leonetti, Tyler Martone and James Sasso. These students discussed their method of successfully promoting Unified Sports® throughout the Cheshire School System. During this workshop, Alexa Kovlakas, a 7th grade student in the Milford School system, also shared her passion for Unified Sports®. She described how, through a special project which was assigned through the gifted and talented program, she met with and shared the Unified Sports® philosophy with administrators, coaches, teachers and peers.

During the final workshop, "Putting It Altogether," student participants met as individual school teams to plot their Unified Sports® programming for the 2008-09 school year. During this workshop, representatives from our two title sponsors, Jean Sutton from Bob's Stores and Lisa Kovlakas from ESPN, explained why their corporations chose to give to Unified Sports® and why they, as individuals, chose to volunteer their time to assist Unified Sports® athletes.

A preliminary review of the conference evaluations showed that an overwhelming majority of participants indicated that they were very pleased with the conference content and outcomes.

The 2nd Annual Unified Sports® Youth Leadership Summit is already in the planning stages, in large part due to the outpouring of positive comments made in this year's conference evaluations.

A special thank you to our Unified Sports® team at CAS/CIAC for their support in preparing and running the conference and a very special thank you to Dave Maloney, CAS Assistant Executive Director, for his passionate charge to the summit participants to take what they learned and shared to make a difference in their school communities during the 2008-09 school year.

## MICHAELS JEWELERS' 5TH ANNUAL UNIFIED SPORTS® CUP AWARDS BANQUET

By Ann Malafronte, Director of Unified Sports®

On April 24th, CAS-CIAC hosted the annual Michaels Cup Awards Dinner to recognize Connecticut schools and students for outstanding participation in the CIAC/Special Olympics Unified Sports® program. This event honors extraordinary students and schools who have shown great involvement in Unified Sports®, a program which pairs students with intellectual disabilities (Athletes) and students without (Partners) together on the same sports team. The awards banquet took place at the Aqua Turf Club in Planstville and was hosted by NBC 30 Sports Director Kevin Nathan.

Schools were chosen for these awards based on performance in the following areas:

- Participation – number of special education students that participate in the school's program;
- Commitment – how much recognition the school gives to the program through pep rallies, etc.;
- Outreach – how the school makes its students aware of Unified Sports® opportunities.

The overall winner, Farmington High School, received the Loving Cup award. The four schools rounding out the top five overall winners were:

- 2nd Place: Bristol Central High School
- 3rd Place: Bacon Academy, Colchester
- 4th Place: West Haven High School
- 5th Place: Berlin High School

This year, for the first time, middle schools were recognized for their efforts in promoting opportunities for students to participate in Unified Sports® activities. The overall middle school Michaels Cup winners were:

- 1st Place: Robbins Middle School, Farmington
- 2nd Place: Sedgwick Middle School, West Hartford

Overall there were fourteen schools receiving awards for outstanding work with the Unified Sports® program. In addition to the above, the following schools were also honored:

- Staples High School, Westport
- E.O. Smith High School, Storrs
- Killingly High School
- Trumbull High School
- Branford High School
- William Hall/Conard High Schools, West Hartford
- Broadview Middle School, Danbury

Stanley Kosloski, project director of the Disability Advocacy Collaborative and part-time community facilitator for the University of Connecticut Center on Disabilities, was the keynote speaker. Stanley gave an empowering speech which challenged cherished assumptions of disabilities and

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## ... more ciac news

### Michaels Cup, continued from page 15

blurred the lines between disabled and non-disabled.

Each year, Unified Sports® partners are asked to submit essays describing what it means to be a special partner and detailing their experiences with the Unified Sports® program. One essay winner is selected each year and is asked to read his/her essay at the awards banquet. This year's essay winner was Kevin Putney from Farmington High School. Please read his essay below.



Students from Farmington High School accept the Loving Cup for overall achievement from John Michaels (right) and Beau Doherty (left). Essay winner Kevin Putney is third from right.

### 2007-2008 UNIFIED SPORTS HIGHLIGHTS

- ★ An increase in basketball participation from 813 athletes last year to 1,591 this year.
- ★ Completion of a new Unified Sports DVD highlighting our school athletes. A copy of the DVD will be sent to every school in CT and shared with the executive directors of each state athletic association and the presidents of each state's Special Olympics chapter.
- ★ The launch of our Young Athlete Program for pre-school youngsters, coordinated by a new staff member, Beth Rasmussen. Eight towns and 129 students participated so far.
- ★ The addition of seven new middle schools, five high schools and four elementary schools in the Unified Sports® program.
- ★ Thirty-four new Unified coaches were trained this school year and three new events were added: bowling (middle school), outdoor soccer at Avon Old Farms (high school) and basketball in Meriden (middle school).
- ★ Our annual Michaels Cup awards banquet was held at the Aqua Turf for the first time and recognized middle schools as well as high schools. Also honored were three "Friends of Unified Sports"-- Bozzuto's, IAABO Board 9, and Gary Makowicki of NFA -- and twenty-three outstanding school Partners.
- ★ The first Youth Leadership Summit on Unified Sports was held on May 20, 2008 and included 30 schools, representing ten leagues across CT.

### UNIFIED SPORTS® PARTNER ESSAY

by Kevin Putney, Farmington High School

*"My experience in the Unified Sports® program at Farmington High School has opened my eyes to many aspects of life in general, and how to approach it. I find that I cannot truly say that my experience in unified Sports® has changed my life; however, because of the athletes I have been privileged to work with I have learned new skills that can be put to use to help shape my life for the better.*

*Almost a year ago, Avon High School began developing a Unified Sports® program and joined us to form a combined team of Farmington/ Avon with a total of 13 athletes that make up two teams, one Level 4 team and one Level 5 team. As a result, I have worked with athletes who can independently sprint across a soccer field to score a goal, and with some athletes who would rather sit on the ball than play in the scrimmage.*

*All of these athletes have made me realize that it truly isn't about losing or winning the scrimmages, but about letting them enjoy the two hours of practice each week to play hard and be the stars. One of our athletes on the Level 4 team is Andrew, and he is probably one of the most considerate kids I have ever met. During one of our tournaments, Andrew scored a goal and promptly ran back and stayed on defense for the rest of the game. Afterward, I asked him about this and he said, "Well I want Willie to have a chance on offense, he hasn't scored yet, so I'll let him stay up there." Another of our athletes is Dean, who is our team sweetheart. When Dean walks into practice every Monday and Wednesday his face lights up and he gives everyone in the gym a big hug, whether he knows them or not. During our one hour practices, Dean will go up to everyone and ask at least once, "Will you be my best friend?" When you respond, he giggles and goes on to ask the next person. All of the little things that Dean does just warm my heart, because I can tell that he really looks forward to being here, as if giving you a hug is the most important thing in his life. These are just two examples of how nobody leaves our practices untouched by the love and genuineness of our athletes.*

*The pace of Unified Sports® has carried over to many other aspects of my life, as I find that Unified is a welcome reprieve from the stresses of my school day. I know that for one hour, twice a week, once I walk into the gym, all the essays, tests and lab reports can be put on hold. This is because, upon walking into the gym, there is nothing more important I can do than work with an athlete to kick a ball more accurately or shoot a basketball into the correct basket, and to just have fun. One of the Level 5 athletes, Margeaux, has autism and she cannot move nearly as fast as the other athletes, so she takes some coaching and motivation. I vividly remember one time when we were playing soccer and Margeaux had the ball about a foot from the goal. We were all trying to motivate her to kick it in for a goal, but she decided that what she really wanted to do after running down the field was to sit down and rest, on the ball. Once we realized she was not budging, we all just fell on the ground laughing. That day Margeaux showed all of us who was boss.*

*As a Unified Sports® partner, I have come to deeply admire our athletes for their courage, their stubbornness and ultimately their ability to enjoy life to its fullest. My coach once said, 'It isn't your time out there, it's for them. They are the Mona Lisa, you are the frame. Everyone should be looking at them and applauding; you are only there to guide them to success.' Learn to slow down occasionally and just take the time to give someone a hug. Sometimes the little things in life really do make all the difference."*



## ... more ciac news

### GETTING CUT

By Benjamin Gardner, MD, FAAP

#### Cut – "pare or detach or trim or shape" (Webster's)

The word "cut" starts the unfortunately negative side of picking a team at the beginning of a season. Everyone understands that the right size team needs to be established with usually the best players available in that age group. So what is an article about "cutting players" doing in a sports medicine newsletter?

Quite simply, in my 37 years as a coach in several sports at levels from mini-mites in hockey to head varsity coach in boys high school lacrosse, I have learned that being cut from a team can be more traumatic to a child (and the coach, and the parent) than many of the injuries so often discussed in this newsletter. Here are some ideas to help mitigate the trauma.

**1. Team structure:** Fewer all-star and select teams with younger ages would help. Whenever it is possible to have equal teams, intramural teams and house leagues in place of travel, select or regional teams, the need to tell any of the players that they are "worse" than the other players is eliminated. However, at some age – perhaps at 12 – teams selected based on ability are inevitable. Instead of a child being cut from the first team and ending up on the second team by default, consider the process as assigning a child to a team. For example, naming the teams, if possible by color (the red and blue teams) takes away the potentially ego-wounding names such as second team or "B" team. At some level, hopefully not until high school, the terms varsity and junior varsity are inevitable. Consider teams by age: very few freshmen are insulted by being required to be on a ninth-grade team for one year (if there are no exceptions) and having a policy that they can't play varsity until at least tenth grade. This also helps considerably on the physical injury risks of young athletes, even when talented, playing with much bigger and older athletes. This is better sociologically as well.

**2. The plan:** First, have a plan in advance. All of those "going out" for the team should know how many the coach plans to keep, why that number means something (league rules, number of lockers, right number for practices/scrimmage, similar numbers on first and second teams etc.), when and how the "cuts" will be made, and what the coach is looking for.

**3. Tryouts:** Parents and athletes may have more confidence in the process if the decisions are made by a small group, the coach and his or her assistants, perhaps with input from the team captains or established veterans rather than by one omnipotent individual. Although coaches frequently know after merely a half hour of tryouts who may or may not be on the team, it is important to have several days or more of actual tryouts so that no one (especially parents) will believe that he/she didn't have a fair chance to show him/herself. During tryouts, try to not segregate the best players from the weaker ones since this "shows your hand" long before you have posted a list. Those trying out read a lot into which end of the field they are practicing on, what color practice jersey they are wearing, which coach is watching, what other players they are playing with and whether or not you can remember their name! Arrange for the athlete to tape his/her name on the helmet if there is one.

**4. The decision:** There aren't a lot of absolutes in the process of establishing teams, but one absolute is to not announce team rosters and/or cuts to an assembled group. Announcing the selections in this way and then have those who didn't make it have the "walk of

shame" while those who did make it whoop and holler can be devastating. Instead, a list posted at an established time can be helpful (If you post it at 4 a.m. you rarely have parents standing by the posting place waiting to see the results). And if you post a list, post BOTH lists, i.e. "The following are on the Varsity team and the following are on the Varsity B team."

**5. The personal note:** On the really tough selections, such as a player who might have been on the team the previous year but is not reselected, or the child of the school's biggest booster, or splitting best friends or brothers/sisters, consider a personal visit or phone call to the child and/or the parent, before the list is posted. A standing offer to meet privately with any child after "cuts" to talk about why he/she was cut and what he/she needs to do to maximize the chances of making the team subsequently is supportive.

**6. After tryouts:** For players who are pretty talented but were cut because the hockey team just can't have more than 22 players on the bench, you might consider having them practice at times with the top team. If you do promise this option, be sure to follow through: offering such practice time and then never fulfilling this promise is worse than no offer at all.

**7. Up from the ranks:** Cuts are easier if the athlete ending up on the lower team can see that players from the lower teams in previous years have "worked their way up" to the top teams subsequently. Try to develop the lower teams as true feeder teams from the top teams. Remember to remind the players that a lot of playing time on the lower team is usually more fun and better preparation for future years than sitting on the bench of the top team ... although it is the rare school athlete who will voluntarily make such a choice. The lower teams should have close to the same amount of practice time, similar facilities, same quality of equipment, good coaches and reasonably similar number of games. If the lower level team is treated very seriously and qualitatively, being assigned to that team is not nearly as problematic. The coach of the top team should occasionally attend the second team's practices or games and provide advice and encouragement to those players.

Consider calling up the top players at the end of the lower team's season when the top team still has a game to play. Practicing that last week and dressing and sitting on the bench with the top team at the end of the season can do wonders for an ego ... but remember that in doing so the athlete's expectations for the following year are raised.

**8. Communication:** Be available: Don't be one of those coaches who avoids parents, doesn't answer the phone, goes out the back door or won't talk to the student or the parent. Clearly that does not mean that a coach needs to take any verbal abuse. If such a conversation is on the rough side, defer further conversation to another time when tempers have eased.

Tryouts are traumatic and "cutting" wonderful young athletes from the team they want to be on is tough and inevitable. But with prior planning, careful consideration of the process, sensitivity towards their feelings and consistent processes, it can be manageable.

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*Benjamin Gardner, MD is a Medical Director at Choate Rosemary Hall School. He has coached lacrosse since 1970 and hockey since 1984, and is the parent of four children who have played sports at a variety of levels. A graduate of Dartmouth Medical School and Dartmouth-Hitchcock pediatric residency, he is a clinical instructor at Yale University.*

## CAAD ANNOUNCES STUDENT-ATHLETE SCHOLARSHIP WINNERS

Congratulations to seniors **Andrew Esposito**, Ledyard High School, and **Michele Royals**, Torrington High School, Connecticut's winners of the 2008 National Interscholastic Athletic Administrators Association (NIAAA) Student Athlete Scholarship Program. The scholarship program recognizes student-athletes from each state who have demonstrated outstanding academic and leadership skills and have been a model of good sportsmanship on the playing field. The winners were selected by the CAAD Scholarship Committee chaired by Brian Fell. Additionally, Andrew was selected as the sectional winner and is one of eight finalists for the national award.

Each scholarship applicant was required to submit an essay on the topic: "How High School Athletics Has Impacted My Life." Please read Andrew's and Michele's essays below.



**Andrew Esposito**  
Ledyard High School

Ranked #4 in his class with an SAT score of 1310, Andrew participated as a varsity athlete on the soccer, indoor track and outdoor track teams at Ledyard High School. He will be attending Yale in the Fall.



**Michele Royals**  
Torrington High School

Ranked #1 in her class with an SAT score of 1310, Michele participated as a varsity athlete on the soccer, basketball and track teams at Torrington High School. She will be attending either Harvard, Trinity or Bryant in the Fall.

It is impossible to describe my life without talking, at least in part, about sports. Athletics played a role in determining who became my closest friends, the degree to which I value exercise, and the successes that I have had which has helped me pursue the university that I most wanted to attend. The biggest influence that athletics has had on my life, however, is not seen in the awards that I have won or the accolades I have received, but rather in my character and the skills that I have developed.

In order to be successful, a team needs a leader, besides the coach, who is able to better those around him, help foster team unity, and enthuse his teammates. For the past two years I have done this on the track and soccer teams. I learned how to deal with quarreling individuals, keep an entire team happy, while at the same time helping to focus the team towards a goal.

Furthermore, sports have taught me to work towards my goal, and how to accept failures along the way. In my junior year, I had two aspirations, to qualify for nationals and break my school's record in the 600 meter dash. I had hoped to accomplish these goals mid-season, but near the end of the season I had not run my desired time. I worked even harder after each failure and in my last meet of the year; I succeeded in fulfilling both of my goals as well as becoming a state champion.

Moreover, athletics has taught me how to work with others towards a common goal, as Vince Lombardi once said, "individual commitment to a group effort – that is what makes a team work." During my senior year, my indoor track team had team aspirations to win both the Eastern Connecticut Conference and the Connecticut State Championship, and although we lost, we came close to beating much larger schools. I also learned how to couple my personal goals with those of my team, and combine them to work towards both. These are examples of how athletics have

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Having participated in a variety of organizations, teams, events and activities throughout my life, perhaps the most influential has been my involvement in high school athletics. As a tri-sport athlete, over four years I have been exposed to victory and defeat, success and failure both as an individual and a team, and teammates and opponents who have epitomized good character, and some who lacked such a positive attitude. In soccer, our team struggled to find victory, and in a competitive and physical league, we often faced opponents who would resort to illegal actions during the game. This situation allowed me to learn how to remain upbeat at the hands of a close defeat, and how to remain sportsmanly in situations that might prompt one to act quite the contrary. Close defeats in both soccer and basketball taught me on both an individual and team level the importance of hard work and team work. Hard fought victories and losses alike demonstrated for the team and myself that one hundred percent effort in every practice and game is the best way to see results, and that there are no shortcuts; a lesson that is applicable not only on the court, but in the classroom and in life. Four years in the high school athletic arena allowed me to witness extraordinary examples of good character and attitude, as well as less than positive attitude and character. In experiencing the broadest spectrum of athletes, I learned the supreme importance of good sportsmanship: assisting an opponent off the floor, applauding a hard fought effort by both teammates and opposition, respecting the decisions of officials and coaches, and maintaining poise and dignity to represent myself, my school, and my town in the best way possible – no matter what the situation. As a captain in both soccer and basketball, I was bestowed the honor of leading the team and assigned the duty of enforcing the ideals and high standards of hard work on my fellow class mates. I came to understand the

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# Retired AD's Corner

By Ed Tyburski

## GOLD CARDS –

CAAD life membership gold cards for retired athletic directors were initiated in 1996, at which time 34 cards were distributed. As of May 2008, there are 113 retired athletic directors awarded gold cards, including 4 deceased, for a total of 117. The average number of years that our retired AD's have served our schools is 19.4 years. The median is 18 years, with a total number of 2,266 years.

The three athletic directors with the longest tenure are:

1. **Bob Summers** - Avon High School - began in 1957 – 43 years
2. **Nick Zeoli** - Wilton High School - began in 1953 – 41 years
3. **Jerry McDougall** - Trumbull High School - began in 1961 – 40 years

To be eligible for a gold card, you must be an athletic director and CAAD member for a minimum of five years in Connecticut and be retired from teaching. Retiring from teaching and becoming a part-time athletic director makes you ineligible, as well as retiring from the AD position and continuing to teach. Those people will be eligible when they retire from teaching.

This year there were nine gold card recipients, who totaled 175 years as athletic directors. They averaged 19.4 years.

- Fred Balsamo – East Haven High School - 28 years
- Steve Cervizzi – Windham Tech. High School - 18 years
- Tony Gorman – Abbott Tech. High School, Danbury - 28 years
- Henry Koritkoski – Middletown High School - 11 years
- Bob Lehr – Southington High School - 17 years
- John Novakowski – Bristol Public Schools - 22 years
- Skip Olander – Tolland High School - 10 years
- John Shukie – N.W. Catholic High School, West Hartford - 23 years
- Barbara Startup – Glastonbury High School - 18 years

## MILESTONES –

Pam Goodpaster has retired after 35 years in education. Pam served 25 years as athletic director at Joel Barlow High School in Redding, CT. She was CAAD president 1998-2000, received the CAAD Distinguished Award in 1997, and the CAAD Service Award in 2007. She also was a successful coach in volleyball, gymnastics and girls tennis. Her school has consistently been a top placement winner of the Michael's Achievement Cup for excellence in overall high school athletic programs and earned top place divisional winner for two consecutive years. Some of her other awards are from CAHPERD, which includes the Professional Honor Award 2002 and the Outstanding Program Award 1990; and from AAPHERD Pam received the Distinguished Leadership Award in physical education 2001. She was also the Joel Barlow High School Teacher of the Year in 1986-87.

## 2008-09 CAAD OFFICERS

### CAAD 2008-09 BOARD OF CONTROL

<b>PRESIDENT</b>	Ray DeAngelis	O'Brien Tech HS, Ansonia
<b>President-Elect</b>	Trish Witkin, CAA	Glastonbury High School
<b>Secretary</b>	Jay Cottone	Wethersfield High School
<b>Treasurer</b>	Ken Marcucio, CAA	
<b>Past President</b>	Chip Dorwin, CAA	Guilford High School
<b>Executive Director</b>	Fred Balsamo, CMAA	

### LEAGUE REPRESENTATIVES

<b>NCCC</b>	Joe Jankowski	Bolton High School
<b>Constitution State</b>	Dan Nemergut	Wilcox Tech HS, Meriden
<b>Shoreline</b>	Joe Canzanella, CAA	Hyde Leadership School
<b>NWC</b>	Josh Reese	Northwest Catholic High School
<b>CCC</b>	Steve Phelps	Rockville High School
<b>NVL</b>	Joe Monroe	Wolcott High School
<b>FCIAC</b>	Chris Manfredonia	Fairfield Warde High School
<b>Berkshire</b>	Matt Perachi	Shepaug Valley HS, Washington
<b>SCC</b>	Jon Capone	West Haven High School
<b>SWC</b>	Joe Tonelli, Jr.	Lauralton Hall, Milford
<b>ECC</b>	William Buscetto	St. Bernard High School

### AT-LARGE DISTRICT REPRESENTATIVES

<b>District #1</b>	John Krot 2009	Killingly High School
<b>District #2</b>	Ginny Mislick 2012	Valley Reg. High School
<b>District #3</b>	Jeanne Cooper 2010	Hamden High School
<b>District #4</b>	Brian Fell 2011	Woodland Reg. High School

### CONSULTANTS

<b>Awards</b>	David Johnson, CAA	Bunnell, Stratford
<b>CIAC Representative</b>	Paul Mengold, CAA	Amity Regional, Woodbridge
<b>Newsletter</b>	Jeff Sunblade	Avon
<b>Officials</b>	Paula Fitzgerald, CAA	Westbrook
<b>Retired AD's</b>	Edward Tyburski	
<b>Season Limitations</b>	John Shukie, CAA	
<b>Sports Consultants</b>	Barbara Startup, CAA	
<b>Public Relations</b>	Judy Samaha, CAA	
<b>NIAAA Liason</b>	Joe Tonelli, CAA	

## ... more caad news

**Andrew Esposito, continued from page 18** taught me skills that I need to succeed, as well as build me into an outstanding person.

Sports will continue to influence the rest of my life, as they were a large element in my college selection process. Due to the fact that I ran very well my junior year I was recruited by many universities. During the recruiting process I spoke with many coaches, current student-athletes, and visited several colleges for weekend visits. These experiences helped me decide on pursuing a spot in Yale's 2012 class. The coach from Yale gave me advice and support and made the stressful college application process easier by aiding me through every step of the process.

It is impossible to imagine myself without my athletics, as it has been an enormous part of my life since my childhood, and has found its way into every part of my life.

**Michele Royals, continued from page 18** importance of keeping the team functioning as a unit, while remaining humble in victory and optimistic in defeat.

In my four years of high school, participating in athletics has had, perhaps, the greatest impact on me of anything I have done. Through twelve seasons of athletics, I have learned the importance to adhering to the standards of sportsmanship, and experienced the benefits of hard work. I have developed a character based on such ideals, and realized the importance of defining my role as an individual and a teammate alike. Conceivably the most important impact of the lessons I have learned in high school sports is that they are universal, and can be applied everywhere, from the court, to the classroom, to the workforce, and beyond.

### CAAD MEETING DATES 2008-09

Thurs, August 21	Board of Control	5:00 p.m.	President DeAngelis' house
Wed, September 10	Board of Control	12:00 p.m.	CIAC
Wed, October 1	General Meeting	4:00 p.m.	Rocky Hill Marriott
Wed, November 5	Board of Control	12:00 p.m.	CIAC
<b>Wed, December 12-17</b>	<b>National Conference</b>		<b>San Diego, CA</b>
Wed, January 7	Board of Control	12:00 p.m.	CIAC
Wed, March 4	Board of Control	12:00 p.m.	Rocky Hill Marriott
<b>Thur/Fri, March 26-27</b>	<b>CAAD Conference</b>	<b>8:00 a.m.</b>	<b>Rocky Hill Marriott</b>
Wed, April 29	Board of Control	12:00 p.m.	CIAC
Wed, May 20	General Meeting	8:00 a.m.	Rocky Hill Marriott



## INVESTORS IN CT YOUTH



- ★ AT&T ★
- ★ Baden Sports ★
- ★ Bearingstar™ Insurance ★
- ★ Big Y Supermarkets ★
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- ★ Subway ★
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