



# BULLETIN

The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference



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

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APRIL 1999

## 106th CONGRESS TACKLES ESEA, IDEA

By Wilhemenia Christon, Principal, Ansonia High School

**Editor's Note:** Mrs. Wilhemenia Christon, principal of Ansonia High School, currently serves as the Federal Relations Director for CAS. She recently returned from Washington, D.C. where she attended the annual NASSP/NAESP Federal Relations Conference. Below she shares with us the experiences and observations she brought home from the nation's capital.

When the original plans for the 19th Annual NAESP/NASSP Federal Relations Conference were made, no one knew that the impeachment process would be underway. Naturally, this caused scheduling appointments to meet with congressional legislators from Connecticut to be a daunting task. Nevertheless, my recent trip to Washington presented several high points. First, after being tipped off that Janet Reno was on her way to the Washington Court Hotel, my elementary school colleague and I delayed our departure to the Hill until after she arrived. Then as luck (and scheduling) would have it, we witnessed history in the making by having front row seats in the Senate Gallery as the senators were voting to close the hearing to the public and discussing how senators could have their comments entered into the Congressional Records for public review. What an awesome experience! However, 'gallery peeking' was not our

mission - - it was to voice the education concerns of the nation's principals and the role the federal government must play if we are committed to universal public education for all children. Thus, I will concentrate on what appears to be the nation's priority as we escape from our national scandal and highlight the issues that we brought to the attention of Congresswoman Nancy Johnson and her legislative assistant and to legislative assistants in the offices of our other seven legislators.

One hot issue that faces the 106th congressional session is the reauthorization of the Elementary and Secondary Education Act (ESEA). Our position is that this act has been vital in providing funds to assist students in the greatest need and in promoting innovative and promising educational strategies and that it should be continued, with some modifications and improvements. Thus, we requested the support of our legislators and asked that specific attention be given to (1) the inclusion of professional development for principal training as well as teacher training, (2) the modification of IDEA to eliminate the dual system of discipline, (3) the expansion of the ed-flex provision, (4) full funding for Title I, and (5) coordination of services between and among agencies.

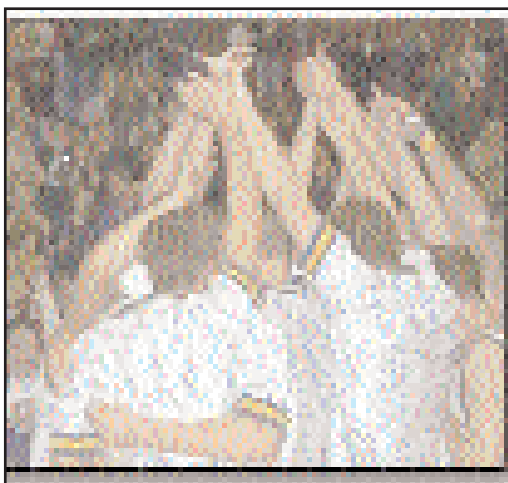
Not surprisingly, the issue that evoked

the most discontent and interest was the dual system of discipline that is in effect as a result of the Individuals with Disabilities Education Act (IDEA). It appears that there is much ambiguity about what the regulations mean, and it became clear after listening to Senator Slade Gorton, Congresswoman Nancy Johnson, and others that the results are not what they intended when they passed IDEA. In several of our meetings, we were told that almost everyone except school psychologists, believed as we do: the dual system must be eliminated.

Federal education funding was another broad issue that we promoted. With the budget surplus and differing political opinions about how it should be used, we asked that education not be left out of budget negotiations and that each legislator vote against efforts which would take funds from public education in the guise of strengthening education.

Block grants, another idea that is rather popular among many in Congress, should be opposed or severely limited in scope. Historically, it has always been easy to cut block grants. In addition, there is no accountability to insure that students in greatest need will be the recipients of the funds. This would be particularly true in states/districts that are not "education

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Turn to  
page 14  
for CIAC  
Winter  
Tournament  
Results!

### A banner month for elementary membership....

Asst. Executive Director Bob Carroll's assiduous efforts to recruit new elementary schools continue to pay off. In the month of March alone, CAS enrolled 109 new elementary schools. CAS now proudly boasts an elementary membership of over 400 schools. Since introducing the new elementary dues structure last November, CAS has welcomed a total of 235 new elementary schools into membership.

#### Newest elementary members....

District	Superintendent
♦ Archdiocese of Hartford (72)*	Rev. Zigford Kriss
♦ New Haven (26)	Reginald Mayo
♦ Southington (9)	Louis Saloom

\* no. of elementary schools

connecticut news & notes

At last month's NASSP convention in New Orleans, Don Gates, principal of Portland High School and CAS secretary, was honored for his service as Chairperson of the NHS/NJHS National Council/Scholarship Board. At the NHS/NJHS National Council Open Forum Don was presented with an engraved gavel in recognition of his tenure as chair from 1996 to 1999. Don was recently appointed by NASSP as the CT liaison for the National Alliance of High Schools.

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A special report on Technology & Education can be found on the Connecticut Voices for Children website. The report—which can be accessed at <http://www.ctkidslink.org/kidslink/code/PDFs/edtech.pdf> — focuses on the status of technology in the state's public schools. It includes recent data showing that technology is having a positive impact on student learning in CT.



**Smoke Signals**

The 1996 and 1998 Voice of CT Youth surveys — which polled 12,000 CT teens to assess their risk behaviors — both revealed that young smokers were significantly more likely to report risk factors than non-smokers. **Smokers were:**

- 11 times more likely to be regular drinkers;
- 9 times more likely to use hard drugs;
- 5 times more likely to have had sex;
- nearly 5 times more likely to have been in trouble with the police;
- 2-3 times more likely to experience eating disorders; and,
- 2-3 times more likely to exhibit depressed behaviors, including suicide attempts and feeling hopeless.

In 1996, the VCY survey revealed that children from the state's wealthiest communities were three times more likely to light up as those from the poorest cities. **The moral of the story:** cigarette smoking is an expensive habit for teens, but it may be an inexpensive way to spot kids who need help.

(Source: CT Voices for Children)

**CT's TOBACCO SETTLEMENT**

As a result of the settlement reached between the attorneys general of 46 states—including CT—and the tobacco industry, cigarette companies will pay the states a total of \$204.5 billion over the next 25 years. CT will receive 1.8565373 percent, or \$3.6 billion, of this money.

**How much will CT receive?**

Fiscal Year	Amount (in millions/year)
1998-99	\$ 44.5
1999-2000	\$119
2000-2001	\$128.5
2001-2002	\$154.4
2002-2003	\$155.8
2004-2007	\$130
2008-2017	\$132.6
2018-2024	\$148.6

**Total \$3.6 billion**

For every year thereafter, in perpetuity, CT would receive approximately \$148 million.  
(Source: Attorney General's Office)

The Connecticut Association of National Honor Societies (CANHS) is pleased to announce:

**The First Annual CANHS Conference**

**Monday, May 24, 1999**

Radisson Hotel and Conference Center, Cromwell

**Program highlights:**

- Welcome Address by Commissioner Ted Sergi
- Luncheon Address by David Cordts, NASSP Associate Director of the Division of Student Activities
- Election of the first slate of CANHS officers

**Workshop topics:**

- Stress Relief / Time Management
- Application process for scholarships
  - Publicity for NHS chapters
- Transition from middle/jr. high to senior high school
  - Balancing social time, school work, and service ...and more!

Officer nomination information and conference brochures were mailed out early this month to all CANHS chapter members. (It's not too late to join as a charter member! Call CAS for an application.)

**CT Students #1 on 1998 NAEP in Reading!**

Last month the U.S. Department of Education released the state-by-state comparisons of student performance on the 1998 National Assessment of Educational Progress in reading. And the news is good. Very good....

- P CT's 4th graders scored number one in the nation with an average scale score of 232.
- P CT's 8th graders met or surpassed student performance in all other states.
- P CT had the largest percentage increase in the number of 4th graders who reached the "proficient" level or higher from 1992 to 1998.

**# of 4th graders achieving proficient level or higher:  
1992: 25% — 1998: 34%**

**Children's Health Report Released**

A special report on "Growing Up Healthy" was released by CT Voices for Children last October. The report focuses on youth risk behaviors and environmental health issues. It also provides key data on the overall health status of the state's children and youth. The report can be accessed at <http://statlab.stat.yale.edu/cityroom/kidslink2/promise/newindexside.html>. Click on the "Stay Informed" link on the left of the screen; arrow down to the "Health" category; and click on Connecticut Voices For Children Special Report link.

## national news & notes

○ Last month, the U.S. Department of Education released an optimistic report on the effectiveness of the newly revised Title I program. "Promising Results, Continuing Challenges: The Final Report of the National Assessment of Title I" argues that emerging research from national reading and mathematics assessments and other sources shows that the high-poverty students served by Title I have made some gains. The report found that between 1992 and 1998, reading scores from the National Assessment of Educational Progress for nine-year-olds in the highest-poverty districts increased by eight points, close to one grade level. Similar gains were shown in math between 1990 and 1996. The nation's low-performing fourth graders also posted gains in NAEP math and reading. Department officials acknowledged that there was still a shortage of data on the Title I program's effectiveness. To view the report in its entirety, visit <http://www.ed.gov/pubs/EDInitiatives/99/99-03-18.html#2>.

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○ Microsoft Corp. CEO Bill Gates has unveiled his vision for a "Schools Interoperability Framework," a "digital nervous system," which would help educators manage their schools more efficiently and would allow different systems to "talk" to each other. Currently, administrative software applications do not share data easily. The proposed framework would have a much more universal application and would apply to all kinds of data sys-

tems, from student records and student transportation to food and library service. The "interoperability" framework would also help state policymakers compile trend data from districts. Microsoft officials suggested that the initial specifications for the framework might be approved by the end of this year, and that products meeting the standard could roll out as early as next spring.

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○ Like cars and washing machines, teachers who graduate from California State University-Long Beach this spring will come with one-year warranties. Under a policy adopted last month, the university will aid stranded and struggling teachers during their first year on the job, shuttling education professors to school districts for one-on-one advice. The warranty is the first of its kind in California and one of only a handful across the nation. Unlike most other warranties, though, the one at Cal State-Long Beach will send the professors to the schools rather than require the novice teachers to return to the university campus. (Source: *Education Week*, 3/399)

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○ America's Promise — The Alliance for Youth has received an extraordinary gift from the corporate world. In February, American General Financial Group made a commitment to America's Promise to provide each of its 25,000 employees with up to two hours of paid time off per month to pursue community service activities that benefit youth. The value of this volunteer commitment is estimated to total 60,000 hours in its first year, for an equivalent of \$810,000. America's

Promise, led by General Colin Powell, is dedicated to mobilizing the nation's finest groups and organizations to build and strengthen the character and competence of our youth.

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○ According to a recent U.S. Department of Education study, children with "highly involved" fathers are more likely to enjoy school, get more A's, and are less likely to repeat a grade. Unfortunately, only 27% of father's in two-parent homes are "highly involved" in their children's schools, compared to 56% of mothers. Furthermore, 25% of the fathers in two-parent homes and 69% of non-custodial fathers have no involvement whatsoever. Resources on effective fathering are available on-line at The National Center for Fathering — [www.fathers.com](http://www.fathers.com) — and the Illinois Fatherhood Initiative — [www.4fathers.com](http://www.4fathers.com).

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○ Children of divorced parents are seven times more likely to suffer from depression in adult life than people of similar age and background whose parents have not divorced. The study, published in *Molecular Psychiatry*, indicates that loss of a parent through divorce is more likely to cause depression than loss through death. And, separation from a mother or from both parents, whether through divorce or desertion, was more likely to cause depression than separation only from a father.



### Principals Receive Modest Raise in 1998-99

According to the annual study conducted by the National Association of Secondary School Principals (NASSP) and the Educational Research Service (ERS), high school principals received a startlingly low pay raise for the 1998-99 school year. The average pay increase was 3.21 percent, one of the lowest increases this decade. The slight increase comes at a time when educators are dealing with a record-breaking number of enrollments. The average yearly salary of a high school principal was reported at \$76,768, with a low-end salary of \$45,351 and a high-end salary of \$132,500. Salaries for junior high/middle level school principals registered a healthier 4.01% increase (\$71,49 average), and elementary school principals experienced the best increase of all with a 4.17% raise (\$67,348 average).

For **assistant principals**, the breakdown was:

- High school: 2.77% increase (\$62,691 average)
- Junior high/middle level: 2.54% increase (\$59,238 ave.)
- Elementary: 2.07% increase (\$54,306 average)

### Top 10 States Where Inbound Exchange Students Are Placed

State	Total # of Students
1. California	5515
2. Michigan	1861
3. Texas	1813
4. Washington	1663
5. Ohio	1556
6. Oregon	1535
7. Pennsylvania	1470
8. Florida	1411
9. New York	1394
10. Illinois	1056

The National Education Association and the American Federation of Teachers have released a joint guide for teachers interested in seeking national board certification. **National Board Certification: A Guide for Candidates** is a 60-page, step-by-step manual to help teachers get ready for the process, understand the standards, and prepare their portfolios. The guide can be accessed at:

<http://www.aft.org/edissues/nbcg.htm>

**Averages of Annual Salary, Days on Duty, and Daily Pay Rates, 1997-98**

	Average Salary	Days on Duty	Daily Rates
Teachers	\$40,133	187	\$215
Elementary Principals	\$64,653	224	\$291
Jr High/Middle Principals	\$68,740	229	\$302
Senior High Principals	\$74,380	234	\$319
Asst. Superintendents	\$82,339	240	\$345
Superintendents	\$101,519	241	\$424

(Source: ERS National Survey of Salaries and Wages in Public Schools, 1997-98)

In January, the U.S. Dept. of Education launched the Mars Millennium Project, a youth initiative that challenges students across the nation to plan a community on the planet Mars for the year 2030. An interdisciplinary effort, the Mars Millennium Project will engage K-12 students in classrooms and youth groups throughout the country. Working in teams with educators, community leaders, and professionals in many fields, hundreds of thousands of young people will weave the arts, sciences, and humanities into an exploration of their own communities. The result will be student projects or designs for a new community on Mars—one that is scientifically sound and offers a high quality of life. Participation kits geared for grade levels K-2, 3-5, 6-8, and 9-12 will be available this month. Students will work on their designs during the 1999-2000 school year, with project concepts entered into a national registry and finished works displayed in an online virtual gallery and at local and national exhibits in the spring and summer of 2000. For more information on this initiative, visit <http://www.mars2030.net>.

**Congress, continued**

friendly." Often, dollars that are earmarked for education are used to decrease the state's/city's financial commitment to education rather than to increase it, or the funds will be used to promote a particular program. To make sure that the money goes to those in need, many programs -the ESEA, Title I, etc.-must remain categorical and not be lumped into a block grant.

While the "war stories" and the interpretations of the regulations might have differed among the principals and others in attendance, there was consensus about the major education issues that needed to be addressed, updated, and/or modified in this 106th congressional session. We can only hope that our voices will have an impact.

✂ **SAVE THE DATE** ✂ **SAVE THE DATE** ✂ **SAVE THE DATE** ✂

*The 4th Annual Summer Institute*

**SAFETY IN SCHOOLS AND VIOLENCE PREVENTION**

August 9-11, 1999 / Quinnipiac College

**Topics include:**

- P **Hostage Survival and Violence Profiling**
- P **Youth Violence Prevention Strategies**
- P **Laws Affecting School Security**
- P **Managing the Media at Times of Crisis**
- P **Dealing with Adolescent Personality Disorders, Depression, Addiction, etc.**

For further information contact Tim Doyle in the Central Office, 203-250-1111



**legal news & notes**

○ Last September, plaintiffs in the landmark *Sheff v. O'Neill* case returned to court to argue that the state's efforts in reducing racial isolation in Hartford's public schools have been inadequate and ineffective. On March 3, 1999, Superior Court Judge Julia Aurigemma issued a decision in favor of the state, ruling that the state's efforts have been timely and thoughtful and that the plaintiff's return to court was premature. Plaintiffs in the case announced that they will not appeal the Superior Court judge's decision. For a full copy of the 33-page ruling, contact Karen Nastri in the Central Office.

○ Last month, the U.S. Supreme Court ruled (7-2) that public schools must pay for one-on-one nursing care during school hours for severely disabled students regardless of the cost. In the case of *Cedar Rapids Community School v. Garret F.*, at issue was the question of whether continuous, one-on-one nursing assistance necessary for a disabled child to attend school is a "related service" under the IDEA or an excluded medical service. Last month, the Supreme Court ruled that continuous care for the boy did not necessitate a doctor's services and must be paid by the school system. The plaintiff, Mr. Frey, was a 16-year old student at Jefferson High School, who requires catheterization for urine retention and suctioning of his tracheotomy once a day. He also must be monitored for any sign of trouble with his breathing. After the district refused to pay for a nursing aid, which it argued would cost between \$29,000 and \$40,000 a year, the Freys brought the district to court. Both a federal district court and a panel of the 8th Circuit Court of Appeals ruled in favor of the Freys. In its case before the Supreme Court, the district's attorney argued that districts should pay for traditional school health services, such as intermittent care by a school nurse, but that one-on-one nursing assistance for a single disabled child constitutes a medical service.

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**THE BULLETIN**

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## ASSISTANT PRINCIPALS CHALLENGED TO PUT PEOPLE FIRST

By Tom Galvin, Assistant Executive Director

Stressing that educational "stuff" is important—curriculum, buildings, technology—Dr. Zacharie Clements, the keynote speaker at the CAS 22nd annual Assistant Principals' Conference, told the 130 educators to remember that what counts is what the people in the school do, encouraging their positive attitudes as they do their difficult jobs. The assistants responded enthusiastically to Dr. Clements' humorous and stirring reinforcement of the importance of their roles.

The a.m. programs began with a panel discussion on the implementation of school improvement by faculty from the Bristol Public Schools, including Dr. Ann Clark, superintendent of schools, Marsha Bansavage, English teacher and Dr. Christopher P. Clouet, principal, both at Bristol Central; Dr. V. Everett Lyons and Boyd J. Biondino, assistant principal, both at Bristol Eastern.

This was followed by two sessions with a variety of topics. Dr. Art Sajecki from Tolland and Sal Ramdazzo from South Windsor explained how they have restructured "time and space," Ted Lindquist from Farmington and Dr. Larry Nocera from Glastonbury discussed technology, Nancy Spies and Margaret Doenges from Hamden presented on character education, Jonathan P. Costa

explained the importance of performance assessment and David Maloney from Branford, recent recipient of the Hartford Courant's "Tapestry Award," explained how to create "culturally responsive schools."

A highlight of the day was the announcement of the 1999 Connecticut Assistant Principals of the Year—Jody Goeler of Sedgwick Middle School in West Hartford and Robert Westervelt of Weston High School.

Many thanks to the co-chairs of the conference, Anne Jarvis of Glastonbury and Art Arpin of Seymour.



*Middle Level Asst. Principal of the Year Jody Goeler enjoys lunch with fellow Sedgwick A.P. Bruce Barger*



*Conference Co-Chair, Anne Jarvis, Asst. Principal, Glastonbury High School*

*"The 'can-do' spirit in America is fading -- being drowned out by the dull beat of negativism. Too many people are losing heart and confidence and commitment to worthy ideals, just at a time of great opportunity in our nation's history and when these very same qualities are dearly needed."*

-- Zach Clements

## CAS LEGISLATIVE COMMITTEE TESTIFIES BEFORE LEGISLATURE

By Tom Galvin  
Assistant Executive Director

Representatives of the CAS Legislation Committee, including the chair Dr. Larry Nocera of Glastonbury High School and Southington High School principal Dr. Jerry Auclair, recently attended a hearing of the Connecticut Legislature's Education Committee in order to give testimony on behalf of CAS. They were accompanied by Attorney Marshall Collins, CAS's lobbyist, his associate Ms. Ro Blasczyk and CAS assistant Tom Galvin.

Among the many bills discussed, one of particular interest was S.B. 1264, a proposed act to prevent schools from censoring student publications unless content is libelous, scandalous or contrary to Connecticut statutes. Auclair and Nocera pointed out the flaws in the proposed act which would result in publications which could be harmful to individuals, groups and the school, including offensive and obscene copy, insults to groups, e.g. gay bashing, and the advocating of activities which could disrupt education. Nocera called for "reasonable administrative review" - "with due process in place" to prevent abuses. Auclair contended that "someone needs to say what is appropriate to be included in a school publication - and why not the principal?"

The Legislative Committee will continue to follow the progress of the Legislative Session and react as appropriate on behalf of CAS members.

## U.S. DEPARTMENT OF EDUCATION RELEASES LONG-AWAITED FINAL IDEA REGULATIONS

The U.S. Department of Education (USED) has released the long-awaited final regulations for the Individuals with Disabilities Education Act (IDEA).

Under the new regulations, additional latitude is given to principals and other administrators in determining the ways that a special education child can be disciplined. The new regulations require that:

⊖ Principals and other school personnel may remove a child with a disability for up to ten school days, and for additional removals of up to ten school days for separate acts of misconduct, as long as the removals do not

constitute a pattern.

⊖ A child with a disability may not be suspended or expelled from school for behavior that is a manifestation of his/her disability.

⊖ Services must continue for children with disabilities after the ten day mark after they are suspended or expelled. For suspensions or expulsions for ten days or less, school personnel (the principal) and the special education teacher will determine which services are necessary to meet the IEP.

⊖ Meetings of the IEP team for behavioral assessment purposes are only required when the child has first been removed from his or

her current placement for more than ten school days in a school year. Meetings at other times may be called by one or more of the members on the team.

⊖ A change of placement occurs if a child is removed for more than ten consecutive school days or is subjected to a series of removals that constitute a pattern because they cumulate to more than ten school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

*continued on next page*

# School-to-career

## IDEA, *continued*

Manifestation determinations are only required if a school is implementing a removal that constitutes a change of placement. Principals and schools may request a hearing officer if a child with a disability is nearing the completion of a 45-day suspension related to weapons or drugs possession and it appears the child may endanger self or others.

A full copy of the final regulations can be downloaded from <http://www.idea.practices.org/finalregs.htm>.

The regulations take effect 60 days from the date they were published in the Federal Register (March 12), but schools will not be required to implement them until they have received Fiscal Year 1999 funding or on October 1, whichever comes first.

## CONNECTICUT DELEGATION RETURNS FROM NASSP CONVENTION

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

The 1999 National Association of Secondary School Principals (NASSP) convention had something for everyone.

The theme of this year's convention was Leadership and Learning. Sessions covered a broad range of vital topics, from teacher professional development and technology, to school-to-work programs and brain research. Exhibits showcased the latest products and services to educators. Special sessions were planned for urban schools, assistant principals, female administrators, and NASSP Alliances. There was much to do professionally — plus there was the added benefit of the beautiful city of New Orleans with attractions of its own.

Zacharie Clements, author, educator, and speaker, opened the 83rd Annual Convention with a remedy for positive people in changing times. Clements has extensive experience in the academic world, including 13 years as a full professor. He also taught middle level and high school students. Blending wit and wisdom, roll playing, and drama, Clements exposed the effects of societal hypocrisy on our schools, and he challenged educators to understand how their attitudes affect their behavior and ultimately their performance.

Dr. Lorraine Monroe is the former principal of the Frederick Douglas Academy in central Harlem, a school where 80% of the students are African American, 20% are Latino, and 75% are living below poverty level. Dr. Monroe inspired conference participants with her unshakable belief in the power of education.

The convention closed with an address by Alan November, a nationally recognized leader in technology. November, who was named one of the nation's 15 most influential thinkers in K-12 technology, prescribed a new culture of teaching and learning where students can be more self-directed and independent.

U.S.A. TODAY, a new partner with the Connecticut Association of Schools, treated the Connecticut delegation to dinner at Arnaud's Restaurant in the heart of the French Quarter. Jeanette Freda, USA TODAY Education Account Manager, has been developing programs using USA TODAY in a number of Connecticut schools.



**Editor's Note:** The CAS Bulletin is once again featuring a series of articles on **Connecticut Learns**, Connecticut's School-to-Career (STC) system. Last year's series focused on STC's 8 "career clusters." The 1998-99 series highlights the 5 STC service delivery models. For additional information on STC, contact Ann Gaulin, Program Manager, at (860)807-2102.

School-to-Career systems restructure education so students improve their academic performance and become motivated to learn. Students are exposed to a variety of opportunities and career paths. Every STC system must include school-based learning, work-based learning, and "connecting activities." An STC system can be organized around one of several service-delivery models. The purpose of these models is to provide a structure for schools and businesses to implement the goal of their School-to-Career System. The Service-Delivery Models are: (1) Career Academy; (2) Comprehensive School Conversion; (3) School-Based Enterprise; (4) Magnet School; and, (5) **Tech Prep**.

**Featured Service-Delivery Model: Tech Prep** — Tech Prep is a program that offers at least four years of sequential course work at the secondary and postsecondary levels to prepare students for careers. Programs typically begin in the eleventh grade and result in an award of an associate's degree or certificate after two years of postsecondary training. Tech Prep is designed to build competency in academic subjects and provide broad technical preparation in a career area. Course work integrates academic and vocational subject matter and may provide opportunities for dual enrollment in academic and postsecondary institutions.

### SCHOOL TO WORK LEARNING: Manchester Community-Technical College and Rockville H.S.

Rockville High School and Manchester Community-Technical College have developed a Tech Prep program in the area of Allied Health which benefits high school students by providing them with specific career exploration and academic preparation activities. The two institutions have developed a formal articulation agreement that details the responsibilities of each institution in a school-to-work system. Up to 14 college credits are given for specific college courses taken while attending Rockville High School. These credits are transferable directly to Manchester Community Technical College and to other colleges.

Rockville General Hospital provides shadowing experiences for a maximum of 15 students from Rockville High School each year as part of the Allied Health Tech Prep Program. All high school juniors in the program rotate through shadowing experiences in seven areas, including: Bio Engineering, Rehabilitation (Physical and Occupational Therapy) Respiratory Care, the BirthPlace, Diagnostic Imaging, Nutrition and Surgical Technology. Approximately two hours are spent in each of these areas. In the senior year, students choose three or four areas where they would like to spend time shadowing at Rockville General Hospital, Crestfield Rehabilitation in Manchester, Sports Medicine and Physical Therapy in Vernon, and Physical Therapy and Sports Medicine Associates in Manchester. Senior students accompany preceptors on rounds at these locations.

Approximately 50% of the students who successfully complete the Tech Prep Allied Health Program at Rockville High School register in Allied Health Programs at post secondary institutions. Some of the areas in which students are now studying include diagnostic imaging, pre-med, respiratory therapy and nursing.

This program is a good example of how a postsecondary institution in conjunction with a local high school has reinforced the value of school-to-work for secondary school students by showing how work-based learning and contextual learning are valuable in preparation for success.

## IDENTIFYING STUDENTS "AT-RISK" FOR VIOLENT BEHAVIOR

The following checklist of "early warning signs" is designed to assist school personnel in identifying children and adolescents who are at greater risk for engaging in violent behavior. The greater the number of items that are checked, the greater the potential for violent acting-out behavior, and the greater the likelihood that the student is in need of intervention

### Children and adolescents at-risk may:

- |   |   |
|---|---|
| <input type="checkbox"/> express self-destructive or homicidal ideation       | <input type="checkbox"/> express feelings of hopelessness   |
| <input type="checkbox"/> have a history of self-destructive behavior          | <input type="checkbox"/> give away possessions  |
| <input type="checkbox"/> articulate specific plans to harm self and/or others | <input type="checkbox"/> appear withdrawn   |
| <input type="checkbox"/> engage in "bullying" other children                  | <input type="checkbox"/> evidence significant changes in mood   |
| <input type="checkbox"/> have difficulty with impulse control                 | <input type="checkbox"/> experience sleep and eating disturbances                                     |
| <input type="checkbox"/> evidence significant changes in behavior             | <input type="checkbox"/> have experienced prior trauma/tragedy  |
| <input type="checkbox"/> engage in substance abuse                            | <input type="checkbox"/> have been/are victims of child abuse   |
| <input type="checkbox"/> become involved with gangs                           | <input type="checkbox"/> have experienced a significant loss  |
| <input type="checkbox"/> evidence a preoccupation with fighting               | <input type="checkbox"/> evidence a preoccupation with television programs/movies with violent themes |
| <input type="checkbox"/> have a history of antisocial behavior                | <input type="checkbox"/> evidence a preoccupation with games with violent themes                      |
| <input type="checkbox"/> evidence a low tolerance for frustration             | <input type="checkbox"/> evidence a preoccupation with guns and other weapons                         |
| <input type="checkbox"/> externalize blame for their difficulties             | <input type="checkbox"/> have access to a firearm   |
| <input type="checkbox"/> have harmed small animals                            | <input type="checkbox"/> have brought a weapon to school  |
| <input type="checkbox"/> have engaged in fire setting                         | <input type="checkbox"/> evidence frequent disciplinary problems                                      |
| <input type="checkbox"/> evidence persistent bed wetting                      | <input type="checkbox"/> exhibit poor academic performance  |
| <input type="checkbox"/> appear/acknowledge feeling depressed                 | <input type="checkbox"/> have been frequently truant from school                                      |
| <input type="checkbox"/> talk about not being around                          |   |

(Reprinted from *A Practical Guide for Crisis Response in Our Schools* © 1999 by The American Academy of Experts in Traumatic Stress)

### Resources on School Violence:

- **Order in the Classroom: Violence, Discipline, and Student Achievement**, by the ETS Policy Information Center, can be accessed at <http://www.ets.org/research/pic/orderclass/orderclass.html>. The report examines the current levels of disorder in our schools and describes a variety of efforts being used across the country to reduce violence and increase order and discipline.
- **Indicators of School Crime and Safety, 1998** was prepared by the Departments of Justice and Education in response to President Clinton's call for an annual report card on school violence. The report, which can be viewed at <http://nces.ed.gov/pubs98/safety/index.html>, provides an analysis of the latest and best national data on school crime and safety in the U.S.
- **Early Warning, Timely Response: A Guide to Safe Schools**, prepared by the U.S. Department of Education, offers strategies for prevention and early intervention efforts that can reduce violence and other troubling behavior in school. (Visit [www.ed.gov/offices/OSERS/OSEP/earlywrn.html](http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html).)

## Guest EDITORIAL

### WHAT IS A TEACHER?

By Ted Mertens

As I sit here with five years of experience in the teaching field, I am struck by the fact that I know very little about teaching. Sure, I know how to explain what a Tessellation is and how to measure an angle, and I believe that my students know what they are by the end of the year. However, the other aspect of teaching, the part of teaching that never ends, even when a student sees you five years later, is the most valuable part of this profession. You see, even during the summer, you are a teacher and you affect the lives of your past, present, and future students.

Think back to when you were in school; those teachers just weren't human. Mr. Kautz, my school math teacher lived at school, or so I thought. I was flabbergasted when I saw Mr. Kautz out hunting; he was a teacher, he wasn't supposed to be having fun. Now I feel that my students look at me in the same way. They probably think I live in my room, and sometimes I think I do too because of all of the work I have to do.

When I was growing up and listening or acting as if I were listening to a teacher, I thought I knew what they were. Now that I am a teacher I am sure that I do not! What is a teacher? A teacher is someone who not only knows the difference between an angle and a triangle, but can explain it in terms that a third grader can understand. A teacher is a person that can be a strong disciplinarian at the same time he is caring for someone's feelings. A teacher never takes "I don't know" or "I can't do this" as an answer. A teacher can stop in the middle of a sentence, listen to the intercom announcement and then finish the sentence. A teacher is always a role model, even when he or she doesn't think anybody is around.

Sometimes a teacher is a "person," someone who makes mistakes and learns from them. A teacher is a human being that can get mad and sometimes will or say something that is wrong. Like anybody, a teacher has errors in judgment. Good teachers accept this responsibility and the consequences that go along with their actions.

Teachers are given the biggest responsibility of all, preparing our youth for the future. This future is uncertain. We have no idea what is ahead of us, but we as teachers must be part fortune tellers to try and get the students ready for it. I have a college degree that could entitle me to make \$50,000 a year starting salary working for some corporations. I, however, have chosen to teach.

So, what is a teacher? Someone who cares enough about people to put up with the interruptions, the disruptions, and the constant scrutiny of their lives to be in a classroom and try to get their subject matter into the heads of their students. I am proud to be associated with this fine group of individuals that call themselves teachers, even though I don't feel that I can quite yet be considered one of them.

(Reprinted from the *KSHSAA Newsletter*.)

## middle school news



### DURHAM'S ANN RICHARDSON IS CAS M.S. PRINCIPAL OF THE YEAR

**Dr. Ann Richardson**, principal of Strong M.S. in Durham, has been selected as CAS Middle Level Principal of the Year for 1999-2000.

Ann attended Keene State College in Vermont, graduating in 1974 with a degree in physical education and health. She conducted her post-graduate studies at the University of Connecticut where she earned an M.S. in Sports Psychology and Biomechanics, a 6th Year in Educational Administration, and a Ph.D.

Ann began her professional career in 1975 as a teacher and coach in the Windham Public Schools. She became the district coordinator of health education in 1982 and was appointed assistant principal at Kramer Middle School in 1986. Ann was quickly named to the position of principal

just one year later. In 1995, after eight years as principal at Kramer, Ann became principal at Strong. Immediately upon her arrival at Strong, Ann established collaborative teams to address student and staff issues and introduced a new scheduling system in a modified block schedule. Ann initiated a number of new after-school programs, organized resident author/teacher opportunities, and logged over 2,300 hours of student volunteer service. She has instituted several programs to improve the school climate and raise morale. The "Catching Kids Doing Something Right" program and the Pride and Spirit Fair are two successful initiatives which have contributed significantly to a positive school environment.

Ann produced the book "All About Strong School" which outlines the school's practices, policies, and expectations. Furthermore, she developed a comprehensive guide for substitute teachers which offers suggestions on how to be productive in the absence of the regular teacher.

Ann has kept her school on the "cutting edge" of technological reform. She improved the school's voice, video, and

data wiring systems resulting in classroom improvement in communication and instruction. She also established video networking and Internet connections for every team, and upgraded the computer labs and media center. Ann has been published in both state and national publications. She authored "Changing Direction through Assessment" which appeared in a recent issue of NASSP's Schools in the Middle and she is a frequent contributor to CAS' IMPACT.

Ann's superintendent, Dr. William Breck, described her as a "creative and resourceful leader who is always able to find a way to solve potential problems before they become major obstacles." "Ann is not afraid to take risks to do what is right for students, and she is very adept at anticipating problems that often arise when implementing significant changes," he said.

Ann has been a strong and respected voice among the CAS middle level leadership. She has served on the Middle Level Professional Studies Committee since 1995 and has chaired the CAS Technology Committee since its inception in 1995.

### GOVERNOR ADDRESSES STUDENT LEADERS

The 8th Annual Middle Level Leadership Conference was arguably the most memorable to date. On March 9, Governor John Rowland delivered welcoming remarks to 385 student-leaders at Quinnipiac College in Hamden. Commissioner of Education Dr. Theodore Sergi was in attendance to introduce the governor and to offer words of inspiration to CT's student-leaders.

Governor Rowland encouraged students to cultivate their leadership skills and to use them to better the lives of those around them. He reminded students that being a good leader could be as simple as being a good role model to friends and family members. The governor fielded a number of thoughtful questions from students, addressing a broad range of topics from the New England Patriots, to violence in our schools, to the life of a public servant.

Students participated in a variety of workshops centering on the following topics:

- ▮ *Serving Your School and Community*
- ▮ *Resolving Conflicts at School*
- ▮ *How Can I Be Heard?*
- ▮ *Making A Difference At My School*

The Middle Level Student Leadership Conference began seven years ago based on a CAS initiative to train middle-level students in leadership skills. Since that time over 2,500 students in grades 6, 7, and 8 have participated in the day-long event. The conference includes special activities and presentations for chaperones.

This event was made possible through the generous contributions of Liberty Mutual Insurance Company, our program sponsor.



*Les Weintraub (center), principal of Newtown M.S. & member of the Leadership Conference Committee, with Gov. Rowland and Commissioner Ted Sergi.*



*Students learn to juggle a myriad of responsibilities.*



## elementary news

### TONY MOLINARO NAMED PRINCIPAL OF THE YEAR



**Anthony Molinaro**, principal of King Street Intermediate in Danbury, has been chosen as CAS Elementary Principal of the Year. Selected from the largest and most competitive pool of candidates in recent years, Tony was the unanimous choice of the Citation Committee.

Tony received his Bachelor of Science degree from Western CT State University in 1964. He earned both a Master of Arts degree and a degree of Advanced Study from Fairfield University. Upon his graduation from Western in 1964, Tony began his career in education as a teacher at King Street Intermediate. His entire professional career has been spent in the Danbury Public Schools where he has served as principal at four of the city's elementary schools. Tony has been principal at King Street since 1994.

Tony has displayed an uncommon commitment to both his school and community, serving on numerous local and regional committees. He has served as the district's elementary administrative representative on the Careers Enhancement Project, the Administrative Professional Development Committee, and the ESL-Non-English Proficiency Curriculum Project. He was the chairperson of Danbury's Environmental Education Curriculum and served on the executive committee of the Regional Elementary Principals Network. Tony was instrumental in developing a cooperative community-based partnership with Southern New England Telephone and a model Career Exploratorium Program with the Regional Schools and Business Alliance.

Gary Rosato, principal of Great Plain School in Danbury and chair of the Elementary Board of Control, praised Tony's efforts

*continued on next page*

### PERSEVERANCE — THE ESSENCE OF CHAMPIONS By Edie L. Franzi, Principal, Mary E. Griswold School, Berlin

One important goal of education is to prepare our students for life beyond school. As teachers and principals, we look at the academics, the social skills, the character qualities and hope that we can bring out the champion in each child. What makes a child or an adult a champion? How can teachers and principals capture the qualities of a champion inside each and every child placed in our tutelage? At Griswold School in Berlin, we believe that a very important attribute — PERSEVERANCE — drives the success of students in relationships, academics, and in life. Perseverance is often the single most outstanding element that drives everyday, common folks to be champions in their homes, in their work places, in schools and in our world.

It is not always the most intelligent, gifted, or talented individuals who make a difference in our world or become the happiest of individuals. It is often the children and adults who nurture and feed an idea, persevere in their goals, use their talents and follow their dream through to the end. Consider these champions who have persevered:

☐ **Helen Keller**—*overcame handicaps and persevered to learn and give back to society;*

☐ **Rebecca Lobo**—*persevered as a renowned basketball player for the University of Connecticut;*

☐ **Franklin D. Roosevelt**—*President who had polio and served three terms as the leader of our nation (1933-1945);*

☐ **Prisoner of War**—*confined to a 5' x 8' cell for five years and used his time to exercise and set a goal in captivity to refine his golf game by playing eighteen imaginary holes of golf daily;*

☐ **Anne Frank**—*imprisoned in Holland during the Holocaust*

☐ **First Year College Student**—*nearly flunked out, but kept trying;*

☐ **Ordinary Mother**—*battled breast cancer and persevered with a positive attitude;*

☐ **Ordinary Father**—*lost his job and persevered while holding his family together.*

One does not have to be famous to be a champion. A person can be a simple champion living on his or her own. A per-

son can be a champion motivator and encourager in a family. Another individual might strive to start a business, accomplish that personal goal, therefore, making the accomplishment a championship, of sorts.

The challenge for each and every one of us is to teach the children in our schools that life will ALWAYS be filled with obstacles, and that perseverance, hope and goals will eventually carry them through the difficult challenges.

We must teach our children what Winston Churchill said clearly during the most troubling times during World War II -- "Never, never, NEVER give up!" **His message was clear ... PERSEVERE!!**

Education has to be about more than academics and intelligence. It has to include teaching students about coping skills, hope, and perseverance. An individual who is unable to persevere through challenging times will not be able to use his/her talents and skills. When we persevere and don't give up, we can thrive.

At the Mary E. Griswold School, perseverance is recognized and reinforced in an on-going manner. When our parents and staff developed our mission statement in 1992, we included perseverance as an important attribute. When students try difficult tasks, "reach for the stars", and do not give up, they receive a perseverance award from their homeroom teacher. PERSEVERANCE AWARDS, with student photos, are posted monthly on a special bulletin board and students' names are read over the intercom.

Champions are an inspiration to all of us. No matter how large or how small their challenges might be, champions never give up. They persevere to overcome life's obstacles.

Instead of protecting our young people from difficult experiences, let us join together to congratulate them for persevering through their most frustrating times.

**After all, perseverance is the essence of a champion!!**



## ...more elementary news

**Tips from Your Colleagues****NAESP CONVENTION: BIGGER, BETTER, & BRIGHTER!**  
By Robert F. Carroll, Ed. D.

Outstanding keynote speakers! An innovative Technology Learning Center! More workshops than ever before! And surrounding it all, San Francisco! What more could an NAESP convention offer?

Kicking off the convention at the first General Session was Dr. Samuel Sava, NAESP's outgoing executive director. Dr. Sava, who will retire June 30 this year, received a host of honors and gifts including a video-taped greeting from President Clinton.

Following Dr. Sava's address was a performance by folk icons *Peter, Paul, and Mary*. The trio drew on marvelous musical literature that evoked social concerns over the years — from "If I Had a Hammer," adopted as an anthem by the civil rights movement, to "Where Have All the Children Gone," which focused on gun violence against children.

The 2nd General Session featured noted actor Danny Glover, best known for his roles in "Beloved" and "The Lethal Weapon" series. What many convention-goers did not realize, however, is that Glover is also a well-known advocate for literacy and children's safety.

Daniel Coleman, whose books include the groundbreaking "Emotional Intelligence" and "Working with Emotional Intelligence," conducted the Sunday session. Coleman popularized the argument that emotional skills such as self-awareness, persistence, and empathy matter more for success in life than the competencies traditionally measured with IQ tests.

There were hundreds of concurrent workshops focusing on a wide array of topics, including arts education, technology standards, new assessments for teachers and students, test-taking skills for low achievers, presentation skills for principals, reading programs and interventions - and much more!

Convention participants got their first look at NAESP's new executive director designate, Dr. Vincent L. Ferrandino. Vince, former CT Commissioner, will be leaving his post as executive director of the New England Association of Schools and Colleges in June.

Tom Peters closed the convention with a talk about school management. Tom is a self-appointed corporate gadfly, champion of bold failures, and prince of disorder. A recent survey of business executives ranked him first in credibility, far ahead of runner-up Bill Gates.

The Connecticut delegation consisted of over 52 elementary principals from across the state, including active CAS members Tony Mirizzi, Ann Mirizzi, and Andrienne Longobucco. Irvin Guidicelli, a member of the Elementary Board of Control, was a presenter at this year's convention.

*"Thanks to the administrators who responded to the survey on the substitute shortage that was published in the January BULLETIN. Because this problem is ongoing, we plan to include a few tips each month with the hope that more administrators will share their strategies for coping with the substitute shortage that CT schools are experiencing."*

Maureen Fitzpatrick, Principal, Killingworth Elementary School

**SURVEY:** Schools across CT have been experiencing a shortage of substitutes at every level. The Elementary Board of Control is interested in compiling your ideas and solutions related to handling the substitute crisis. Please forward your responses to the following questions:

1. *What do you do when you are short on substitutes?*
2. *What could help alleviate the substitute shortage?*
3. *What do you currently pay substitutes?*

Please e-mail, fax, or send responses to: Dr. Maureen Fitzpatrick, Killingworth Elementary, P.O. Box 609, Killingworth, CT 06419 / Fax: 860-663-3827 / E-mail: [mfitz@connix.com](mailto:mfitz@connix.com)

○ *From Elaine McCabe, Principal of Crosby High School, Waterbury*

At the high school level we often find ourselves short of subs. At Crosby High School we have to take teachers off other duty assignments (corridor patrol, doubling of study halls, etc.).

The suggestion for alleviating this problem would be the SUE to change the rule to allow those with Associates Degrees to substitute for short term assignments.

\*\*\*\*\*

○ *From Nancy Brittingham, Principal of Totoket Valley School, No. Branford*

From money received from a grant, I funneled about \$1,800 toward what I call "Beating the Bushes for Subs!" I hired one of our instructional aides to work some overtime hours. She goes into Central office for about two hours each day and works on the task related to the recruitment of substitutes.

So far she's gotten quite a bit of interest and about four new folks to add to our list. We are also making full use of the Special Waiver Request for Substitute Authorization which is basically a durational shortage permit for substitutes. We've sent about six to the SUE for approval; it takes about a month to get them back.

We've just sent out the mailing to every parent and have gotten many calls, so we'll see how that pans out.

\*\*\*\*\*

○ *From Dr. Marjorie Bradley, Principal of Fawn Hollow School, Monroe*

1. When we are short on substitutes, we press our paraprofessionals into service and pay them as subs.

2. To alleviate the substitute shortage, we held a substitute job fair. We advertised widely in all the local papers and interviewed and answered questions of a number of potential subs who were "on the fence." We recruited about 20 subs.

3. We currently pay our subs \$60 a day. We intend to raise it to \$65 next year.

**Principal of the Year, continued**

as an administrator. "Student achievement is a high priority for Tony. This has been demonstrated over and over again as he leads his school and our district with very high CT Mastery Test scores, often matching or exceeding the scores of the school systems in ERGs 1 and 2. His focused, yet balanced approach helps to make his school one of the best in our state. In fact, King Street Intermediate was honored as the CAS Outstanding Elementary School in 1996."

Tony has been an active and energetic

member of CAS since 1991. As chair of the Elementary Board of Control from 1996-98, Tony led the elementary division through a time of transition and is largely responsible for the extraordinary growth and expansion which the elementary division now enjoys. Tony has been an outspoken and respected leader within the elementary membership as well as globally within the association as a whole. His appointment as vice-president of the CAS Board of Directors gives testimony to the value of his work and the respect and acceptance he has gained among his peers.

ciac news

NCAA WINS ONE, LOSES ONE

The National Collegiate Athletic Association (NCAA) has recently been handed two important court rulings, one which challenged the validity of its initial-eligibility standards and one which charged it with Title IX violations. The latter case was particularly important as it involved the collateral issue of whether or not the NCAA, in that it receives dues from member schools who receive federal funds, was itself a recipient of federal funds.

○ **R.M. Smith v. NCAA** — Renee Smith was a St. Bonaventure University volleyball student-athlete who sought a waiver of an NCAA rule to allow her to continue her athletics eligibility as a graduate student at Hofstra University and the University of Pittsburgh. When the waiver was denied, she brought suit against the association, alleging that the NCAA granted more waivers of the rule to men than women in violation of Title IX.

The NCAA argued that while the association endeavors to be in voluntary compliance with Title IX, it is not directly subject to the law's provisions because it does not receive federal funds. Smith argued that because its member schools receive federal funds and pays dues to be members of the NCAA, the association is also a recipient of the funds and therefore subject to Title IX.

In a unanimous decision, the United States Supreme Court agreed with association arguments that receiving dues from member schools that receive federal funds does not make the association a recipient of federal funds. In its report, the court noted that "there is no allegation that NCAA members paid their dues with fed-

eral funds earmarked for that purpose." "Dues payments from recipients of federal funds, we hold, do not suffice to render the dues recipient subject to Title IX," Justice Ruth Ginsburg wrote in the opinion for the court.

Two other possible bases for Title IX jurisdiction were not decided by the court in its decision because they had not been raised in a timely fashion by *Smith*. The court remanded to the Third Circuit Court of Appeals questions about whether the NCAA receives federal financial assistance through the separately incorporated National Youth Sports Program and whether member schools have ceded controlling authority over their athletics programs to the NCAA.

*The ruling is an important one for the CIAC and other high school athletic associations whose membership is made up of schools which receive federal aid.*

○ **Cureton v. NCAA** — The lawsuit challenged the validity of the admissions-test portion of the NCAA's freshman-eligibility standards. First adopted in 1986, the standards were known as Proposition 48. The revised standards adopted in 1992, commonly referred to as Proposition 16, were at issue in the case. Under the rules, a sliding scale is used by which an athlete can qualify for freshman eligibility with a high school grade point average of 2.5 (out of 4.0) in 13 core academic courses, plus a minimum SAT score of 820 out of 1600 or a minimum ACT sum score of 68 out of 120. A student with only a 2.0 grade point average could still qualify with an SAT score of 1010 or an ACT score of 86.

The case was brought by four African-

American student athletes who earned the necessary GPA but who failed to get the minimum test scores required by the NCAA.

On March 9, U.S. District Judge Ronald L. Buckwalter ruled that the admissions-test portion of the NCAA's freshman-eligibility standards was invalid, based on evidence that the requirement had a disparate impact on black student athletes. In a summary judgment, Judge Buckwalter ruled that "African-American and low-income athletes have been disproportionately impacted by Proposition 16 standards."

Judge Buckwalter's ruling does not disturb the NCAA's GPA or core-course criteria. The latter requirement has its own detractors, who contend that the NCAA is interfering with the academic mission of high schools in how it decides which courses meet the "core" standard.

The NCAA's Division I Board of Directors is scheduled to determine whether to utilize current grade-point average and core course standards minimum academic rules, adopt interim legislation, or move forward with no current standardized rules in place while appealing the case.

In *Cureton v. NCAA*, the court also ruled that the association was to be regarded as a recipient of federal funds because of its contribution of administration services to the National Youth Sports Program Fund and because of the court's belief that member colleges and universities have ceded their authority over federally funded programs to the NCAA. The NCAA has filed an appeal of the March 8th ruling pertaining to the Division I initial-eligibility standards and to the jurisdictional aspects that the NCAA is to be regarded as a recipient of federal funds.

Congratulations to the 1999 Inductees of the CT Women's Basketball Hall of Fame

- ✘ **Edna Frasier**, Foran High School
- ✘ **Robin Gaby**, Eastern CT State Univ.
- ✘ **Laura DeGennaro Raftery**, Hamden HS
- ✘ **Debbie Chin**, University of New Haven
- ✘ **Sabrina Johnson-Breland**, St. John's Univ.
- ✘ **Bonnie Lynch**, Farmington High School
- ✘ **Maureen Rodgers**, East Hartford HS

An induction ceremony will be held on April 15, 1999 in New Haven.



## ciac news

### HIGHLIGHTS—CIAC BOARD OF CONTROL MEETINGS February 18, 1999

Ⓟ The board denied a request from a member school principal who was seeking a waiver of the Out-of-Season regulation. The principal was asking that an exception be granted due to extenuating circumstances, specifically, the untimely death of the coach originally assigned to the position.

Ⓟ The board took no action on a new fine policy. The board agreed that feedback on the policy, which was drafted by a subcommittee of the board, should be solicited from CAAD before any formal action is taken.

Ⓟ The board discussed at length a proposed change in the language of Eligibility Rule II.C.15, which pertains to special needs students. No action was taken. Proposed revisions to the rule will be reviewed by and discussed with Catholic member school principals prior to board action.

Ⓟ The CIAC Board of Control approved a proposal from the Baseball Committee to allow four catchers (up from two) to participate in the conditioning week for

pitchers. The rationale for the change was an interest in increasing the ratio of pitchers to catchers to prevent overuse injuries among catchers.

Ⓟ The board adopted a new CIAC Mission Statement (see March issue of the BULLETIN).

Ⓟ A member school was fined \$100 and forced to forfeit one athletic contest when its boys' basketball coach was ejected from a game and failed to sit out the contest immediately following.

Ⓟ The board reviewed a girls' soccer penalty report for the 1998 season. The report showed that between 1994 and 1998 there was a slight decrease in the number of yellow cards and a slight increase in the number of red cards issued in girls' varsity soccer.

Ⓟ A member school was fined \$100 for a violation of the weekly game limitation in the sport of boys swimming.

Ⓟ Mike Savage reported that the National Federation had rejected a request from the Baseball Committee seeking exemption from the "10-run mercy rule."

### Ever wonder what other state associations are doing?...

Ⓟ There are currently six (of fifty-one) state high school athletic/activity associations that allow only public school membership. All other associations offer membership to both public and private schools.

Ⓟ There are twenty-one state associations that offer membership to both junior and senior high schools, while twenty-seven offer membership exclusively to senior high schools, and three offer membership to elementary, junior and senior high schools.

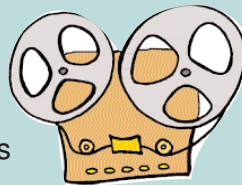
Ⓟ Twenty-six state associations offer activities in addition to athletics and twenty-five sponsor athletics only. The most predominant activities they offer are fine arts programs such as debate, speech, music, and drama. One state, Arizona, sponsors Junior Reserve Officers' Training Corp (ROTC).

Ⓟ Two states - Texas and Massachusetts - play football by NCAA rules (with modifications), rather than by National Federation rules.

Ⓟ The Iowa High School Athletic Association is unique in that it is the only state association to sponsor boys' athletics only.

### Video Footage Wanted

The National Federation is seeking video action footage of any state tournament contests for use in its video presentation at the annual Hall of Fame induction ceremony. Please send any action highlights to Tony Mosa in the Central Office.



## Just Kid Inc.

### 1999 BADEN ELITE BASKETBALL COACHES CLINIC

"A COACHES PRE-SEASON TRAINING CAMP"

SEPTEMBER 24-26, 1999

Bob Knight, Indiana Univ.  
Rick Majerus, Univ. of Utah  
Kelvin Sampson, Univ. of Oklahoma  
Bob Bender, Univ. of Washington

Pat Summitt, Univ. of Tennessee  
Tara VanDerveer, Stanford Univ.  
Joan Bonvicini, Univ. of Arizona  
Angie Lee, Univ. of Iowa

And Many More!

### Clinic Schedule

SPECIAL CLINIC ROOM RATES AVAILABLE AT THE FOLLOWING HOTELS:  
\$120.00 Hent Rock Hotel & Casino • \$ 99.00 St. Tropaz • \$99.00 Crown Plaza  
ALL HOTELS WITHIN WALKING DISTANCE OF EACH OTHER AND THE UNLV  
BASKETBALL PRACTICE FACILITY.

Friday, Sept. 24 Speakers, Free Dinner & Hospitality Hour at The Hard Rock  
Saturday, Sept. 25 Clinicians on court with demonstrators (UNLV Basketball Practice Facility)  
Sunday, Sept. 26 Clinicians on court with demonstrators (UNLV Basketball Practice Facility)

Cost: \$89.00 on or before May 1st • \$95.00 on or between May 2nd and Sept. 17th • \$105.00 at the door

FREE  
LEXUM GAME  
BASKETBALL

To REGISTER or for more information, call 1-800-584-2647  
Registration includes: Coaches Notes, Free Baden Lexum® Game Ball, Free dinner at the Hard Rock, Complimentary Hospitality Hour, Several daily drawings.

FREE  
LEXUM GAME  
BASKETBALL

### Recruiting Officials is Everyone's Job!

Schools can and should play an important role in the recruitment of game officials. Considering that most officials participated in interscholastic sports at some level, our student athletes are a ready pool of future officials. One word of support or encouragement from a coach or AD may be just the "push" a student needs to jump into the world of officiating. While the CIAC is eager to promote officiating among all students, we are in particular need of minorities and females to serve in these important roles. To obtain names of officials contacts, call Joanne in the CIAC office.

# UNIFIED SPORTS® UPDATE

By Ann Malafronte, Director of Unified Sports®

## Unified Sports® Basketball Season Scores Big!

### Middle School Tournaments:

#### Southington H.S. - March 12, 1999      Hamden H.S. - March 16, 1999

9 schools  
13 teams  
166 athletes

#### Winners:

1st - McGee MS, Berlin  
2nd - Foundation MS, Orange

6 schools  
6 teams  
36 athletes

#### Winners:

1st - Robinson MS, New Haven  
2nd - Sheriden MS, New Haven

### High School Tournaments:

#### Wilton H.S. - March 11, 1999

7 schools  
6 teams  
58 athletes  
*No place winners*

#### Glastonbury H.S. - March 15, 1999

8 schools  
12 teams  
106 athletes  
*No place winners*

#### Norwich Free Acad. - March 18th

8 schools  
11 teams  
102 athletes

#### Level 2 Winners:

1st - Bloomfield HS  
2nd - Sports Academy

#### Level 3 Winners:

1st - Montville HS  
2nd - W. Hartford

#### Level 4:

No place winners

#### Manchester H.S., March 19th

10 schools  
17 teams  
179 athletes

#### Level 2 Winners:

1st - Bloomfield HS  
2nd - Manchester HS

#### Level 3 Winners:

1st - Manchester & S. Windsor  
2nd - Windsor

#### Level 4:

No place winners



Unified athletes from Berlin H.S. huddle before game!

## CCC ESTABLISHES UNIFIED SPORTS® DIVISION

Last month, the Central Connecticut Conference became the first athletic league in the state to sanction a Unified Sports® Division within an existing league. The Policy Committee of principals from the 24 high schools involved in the CCC voted on March 23rd to implement a 3-year developmental program for Unified Sports® at the start of the 1999-2000 school year.

The Implementation Guidelines are as follows.

1. The division would exist as a developmental program for a period of 3 consecutive academic years, beginning with the 1999-2000 school year.
2. Schools would compete on a volunteer basis.
3. The competition would continue at the informal level.
4. "The Central Connecticut Conference Unified Sports® Division" would be the official name of the division and would be used when reporting to area newspapers.
5. The CCC would issue recognition certificates to all participants in the CCC-USD through the developmental stages of the program.
6. CCC-sponsored competition would be limited to volunteer tournaments.
7. The division would have an athletic director assigned to Unified Sports® in a similar fashion as is currently in place for all sports.
8. An oversight committee of CCC principals, athletic directors, and Unified Sports® coaches will be formed to shepherd the CCC Unified Sports® Division through its developmental stages. A final recommendation for the possible adoption of a more formal structure could be made at the winter CCC policy meeting in the year 2002.

Currently, 19 of the 24 CCC schools offer Unified Sports® to their athletes. Only East Hartford, Maloney, Newington, Weaver, and Wethersfield do not participate in these events.

Reacting to the news, Ann Malafronte, CIAC's Unified Sports® Director said, "This is an accomplishment that I share with all of the volunteer coaches, aides, and officials that have dreamed of this victory! Special athletes and partners across the state will celebrate this monumental decision of acceptance. Connecticut's Unified Sports® Program began in 1992 with 150 children participating. Last year, 1461 athletes were involved, and we continue to grow.

# CIAC CHAMPIONS — WINTER 1999

## ICE HOCKEY

### *Division 1:*

Notre Dame Fairfield - 3 (5 ot)  
New Canaan - 2

### *Division 2:*

Glastonbury - 4 (ot)  
Cheshire - 3



## BOYS BASKETBALL

### *LL Division:*

Windsor - 53  
Weaver, Hartford - 44

### *L Division:*

Trinity Cath., Stamford - 63  
Holy Cross, Waterbury - 44

### *M Division:*

Kolbe Cathedral - 72 (ot)  
New London - 71

### *S Division:*

Gilbert, Winsted - 55  
Hyde, New Haven - 40



Windsor (white) defended its 1998 state LL title with a 53-44 victory over Weaver.

## GIRLS BASKETBALL

### *LL Division:*

NFA, Norwich - 64  
Norwalk - 59

### *L Division:*

Hand, Madison - 72  
Killingly - 68

### *M Division:*

Northwest Catholic - 58  
New Fairfield - 40

### *S Division:*

Valley Reg. (Deep River) - 43  
Canton - 37



Hand H.S. rejoices after its Class L Girls Basketball victory.

## GYMNASTICS

### *S Division:*

Darien - 131.65  
Nonnewaug (Woodbury) - 131.4

### *L Division:*

NFA, Norwich - 146.8  
Glastonbury - 133.05

### *M Division:*

Hand, Madison - 138.25  
Wethersfield - 135.90

## GIRLS INDOOR TRACK

### *Open:*

Hillhouse, New Haven - 60  
Ridgefield - 37

### *L Division:*

Cheshire - 57.50  
Amity Woodbridge - 53.50

### *S Division:*

Coginchaug, Durham - 55  
Suffield 42

### *M Division:*

New Canaan - 73  
Hillhouse - 69

## BOYS INDOOR TRACK

### *L Division:*

Xavier, Middletown - 53  
Fairfield Prep - 48

### *M Division:*

Fitch - 76  
Lyman Hall, Wallingford - 44

### *S Division:*

Suffield - 59  
Middletown - 49

## WRESTLING

### *LL Division:*

Danbury - 256  
Southington - 182.5

### *L Division:*

Ledyard - 269  
Briston Central - 192

### *M Division:*

Berlin - 261.5  
Stratford - 173.5

### *S Division:*

Morgan, Clinton - 211  
Derby - 189



## SWIMMING

### *LL Division:*

Greenwich - 448  
Cheshire - 421

### *M Division:*

Pomperaug - 359  
Wilton - 273

### *L Division:*

Amity - 297  
Notre Dame, W. Haven - 250

### *S Division:*

Darien - 414  
Weston - 221

### *Open:*

Greenwich - 344  
Cheshire - 300



Boys Swimming LL Division Meet at SCSU

## caad news

## ATHLETIC DIRECTOR'S WEBSITE UPDATE

By John Gauld

**A**s of early March, approximately 90% of the athletic directors in the state have received instruction on the use of the athletic directors' website at [www.athleticdirector.com](http://www.athleticdirector.com), and have been assigned a username and password. Approximately 50% have actually used the system for posting a schedule update.

The first phase of implementation is almost complete.

I met last week with the ADs in the North Central Conference. Their training session is next week. With a few exceptions, the first phase is complete. The next two features to be brought into the system will be notification and master schedule.

Both of these features are being fine-tuned now and will be ready for the "beta" test in a few weeks. We have scheduled full implementation by the end of March. This will be announced at the CAAD Conference.

The notification contact entry form which allows you to enter information about all the people you contact when an event changes has been designed and has undergone its first test. If you log in to get to your workspace -- (the new name for the page where you select the function you want to do) soon you will see a new choice -- enter contact information.

Remember that you will only have to enter the information once, and it is there permanently. You do not have to enter all the information at one time. You can add people over time to make your notification capabilities more complete. You can also remove people who are no longer needed on the list.

The Master Schedule module is also being programmed now. I have met with most of the people who perform that task and have learned a lot about the process.

Soon, the search function will allow you to find complete information about all events. You will be able to search for any information concerning any event. You will be able to create any type of schedule you need.

Another very interesting development is the partnership that has developed between athletic directors and the Connecticut Sports Writers Alliance. I was the main speaker at their monthly meeting last week, and they have requested that I consider creating their website. We have a plan to create a student-based reporting network with representatives from every school in the state collaborating with them on their site. {HYPERLINK<http://www.athleticwriter.com>} [www.athleticwriter.com](http://www.athleticwriter.com) is coming soon.

Other projects in the fire include:

☐ {HYPERLINK<http://www.athleticfacility.com>}  
[www.athleticfacility.com](http://www.athleticfacility.com),

☐ {HYPERLINK<http://www.athleticofficial.com>}  
[www.athleticofficial.com](http://www.athleticofficial.com),

☐ {HYPERLINK<http://www.athleticcoach.com>}  
[www.athleticcoach.com](http://www.athleticcoach.com), and

☐ {HYPERLINK<http://www.schoolnetwork.com>}  
[www.schoolnetwork.com](http://www.schoolnetwork.com)

Please call if you have any questions or if you want a personal visit to bring your skills to date. John Gauld (203) 234-0046 or e-mail at [clipboard@athleticdirector.com](mailto:clipboard@athleticdirector.com). Other pieces of this puzzle in process are:

MAPS AND DIRECTIONS  
BULLETIN BOARD FOR ADS  
EMAIL DIRECTORY FOR ADS  
USER INSTRUCTIONS  
COACHING VACANCIES  
OPEN DATES  
EXPANDED SEARCH  
LINKS TO OTHER RESOURCES  
ROSTERS

## NIAAA Notes...

**NIAAA liaison Joe Tonelli reported on points from a state liaison meeting he attended at the national conference in December. The meeting was conducted by Bruce Whitehead who is Secretary/Treasurer of the NIAAA.**

**A.** Plans are for the CAA program to be expanded to include two new levels. A new entry level would be for those less experienced A.D.'s who do not qualify for the CAA. And an advanced level beyond the CAA is planned involving a number of Leadership Training Courses. These additions could be approved as early as this summer.

**B.** A new lifetime NIAAA membership option is available. The plan would allow a \$250 payment each of two years. All but the usual \$37 per year memberships will go into an endowment.

**C.** The NIAAA Endowment is being formed in order to accumulate one year's budget. Individuals can make personal donations or acquire a lifetime NIAAA membership in order to donate. State associations may donate also.

**D.** The life insurance carrier has changed. Retired A.D.'s can now receive insurance for a \$10 NIAAA membership. Annual memberships will now expire June 30 and members must re-register prior to leaving school for the summer in order to retain insurance coverage without a lapse. Members will be sent registration materials from the NF office.

**E.** An NIAAA web site is part of the National Federation web site. [nfhs.org](http://nfhs.org).

**F.** The National Anthem video tape used at NFHS functions is available for purchase from the National Federation.

**"A" FOR ACADEMICS.** To get a letterman's jacket at Westchester High School is Los Angeles, students don't have to be athletic stars. But they do have to excel in the classroom. Westchester is one of several Southern California schools that have been awarding academic letterman's jackets to students who maintain at least a 3.5 grade-point average between their freshman and junior years. "I worked harder for the academic jacket than the one for football," says Westchester place-kicker Michael Kalid. "This is the one I wear."

## DEFINING THE PURPOSES OF ATHLETICS, By Ralph P. Kerr

The father of a junior varsity volleyball player inquires of the coach, "How do you decide who starts each game?"

The mother of a varsity soccer player demands of her coach: "My daughter should be getting more playing time."

The father of a boy playing junior high baseball makes an appointment with the athletic director to insist the coach play the nine best players regularly, rather than his practice of using every player for at least a few innings each game.

A mother calls the superintendent to announce her daughter "was crushed when she was cut" from the varsity softball team after having played the sport at various levels for the previous six years.

Do these sound like typical situations? Each occurred with regularity in our school district before we developed a written athletic philosophy four years ago.

The Arkport Central School District is a small rural district of 650 students in New York's Southern Tier, just south of Rochester. Our student athletes compete with those from 11 other schools in the Steuben County Athletic Association. Seven of the schools are larger in size.

### Consuming Needs

The coaches of our 24 boys' and girls' interscholastic teams, as well as the administrative staff, were spending an increasing amount of time responding to parental concerns about their children's athletic involvement. Frustration levels clearly were on the rise.

As a result, I asked the board of education to establish a community/staff task force to review this issue and recommend a solution. The charge of the task force was to develop a philosophy for the athletic pro-

gram at Arkport Central School District and recommend that philosophy to the board for its consideration.

Under my leadership, the task force of 23 representatives met several times over a three-month period. Their work included surveying all students in grades 7-12 to determine their attitudes, interests, and concerns regarding athletics. Survey results, along with other data and personal opinions, formed the basis of the final task force report, which was unanimously accepted by our board.

### Discrete Purposes

Arkport's athletic philosophy outlines the specific role and purpose of each level of competition - - modified (junior high), junior varsity and varsity sports.

The role of the modified level is to:

- P develop basic skills and learn the rules of the sport;
- P determine if the student would like to continue in the sport; and
- P provide fair playing time to all participants, at the coaches' discretion.

The role of junior varsity sports is to:

- P further develop skills of the athlete;
- P increase the intensity of competition;
- P prepare for the varsity level;
- P place more emphasis on winning but not to the extent of the varsity level.

In addition, the statement for the junior varsity section describes a possibility that "some players may be cut during tryouts as it is our hope that each member of the team will see some playing time."

The purpose of the varsity level is to:

- P develop skills and physical conditioning of the athlete to its fullest potential;
- P allow the talented athlete the chance to excel and prepare for college level;
- P learn to set goals and to strive to achieve them; and,
- P be a role model for younger athletes.

The philosophy statement also indicates that, at the varsity level, "notification will be given during the preseason to those athletes and their parents who the coach feels will see only minimum playing time. The main focus of our varsity sports program is to win."

### Positive Results

Arkport's statement includes a procedure for communicating our philosophy to parents and our community. This procedure includes a "Meet the Team Night" each season, statements on discipline and the role of spectators and parents at athletic events, advertising for coaches and information regarding special recognition for senior athletes.

The development of a written athletic philosophy has eliminated the time consuming meetings, endless telephone calls and sometimes emotional dealings with parents. Furthermore, we believe our statement has had a positive impact in our community and has enhanced our interscholastic athletic program.

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