



BULLETIN

The Connecticut Association of Schools

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



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*Editor's Note: This is the third in a 9-part series on Connecticut's School-to-Career System, **Connecticut Learns**. This issue, and each subsequent issue, will highlight one of the eight "career clusters" around which the program is organized. The cluster featured this month is **Health and Biosciences**.*

CONNECTICUT'S SCHOOL-TO-CAREER SYSTEM

By Ann R. Gaulin

State Department of Education

School-to-Career Systems restructure education so students improve their academic performance and become motivated to learn. Students are exposed to a variety of opportunities and career paths. Every School-to-Career System must include school-based learning, work-based learning and connecting activities as well as be organized around Connecticut's industry-developed career clusters. For additional information contact Susan Binkowski, at the State Department of Education, (860) 638-4054.

Featured Career Cluster: Health and Biosciences

This career cluster includes jobs in a wide range of health-care settings, such as hospitals, medical laboratories, and medical and dental practices. It also includes industries involved in researching and manufacturing drugs and other medical products, including those involved in the fast-changing biotechnology and biomedical fields. Educational requirements: high school diploma to a post-graduate degree.

New Haven's School-to-Career Initiative: Health and Biosciences

The School-to-Career Initiative of the New Haven Public School System has many exciting facets including:

cont'd on page 6

ALL PRINCIPALS NEED A TOM MOONEY IN THEIR LIVES!

By Suzi D'Annolfo, Principal, Litchfield High School

On November 6, 1997, all CAS principals were invited to hear Attorney Tom Mooney present a "Legal Update for School Principals." The meeting, hosted by Michael Buckley and the CAS High School Board at Avon High School, proved, once again, to be a very valuable use of our time. The following are highlights:

■ **Non-renewal hearings** -- Non-tenured teachers have the right to have a hearing if they are recommended for non-renewal. **This hearing is only for non-renewal for cause and not for reduction in force.** By standards, non-renewal is "a discretionary act for a probationary employee." When appearing in a non-renewal hearing, don't take the easy or polite way out; state why a teacher is being non-renewed to avert potential problems later. Exercise your judgment now as courts could reverse non-renewal hearings if your reason is arbitrary and capricious. The following have been used by various school systems: "This is a fine person, but s/he does not measure up to our high standards;" "...failure to demonstrate excellence or potential for excellence..." Use due and significant cause. This process encourages principals to intervene early and work with a teacher during non-tenure status.

■ **Supervision and Evaluation of Tenured Teachers** -- If your concerns are competency issues or if the teacher is marginal, document your supervision and evaluation with a written remediation plan; write what the teacher is responsible for and what the teacher agrees to do; itemize what should happen in the classroom with appropriate follow through of action plan by teacher. Be careful of the administrative pitfall that anything written in the plan is bind-

ing in a hearing; be careful that the tables don't get turned on you, the administrator, for not doing what you said you would in the remediation plan.

■ **Discipline and Expulsion** -- (off-campus and on-campus) -- Students may be expelled for violation of board of education policies, serious disruption of the education process, and/or endangering persons/property. If it can be shown that the behavior outside of school resulted in a serious disruption of the learning process and/or a violation of board policy, a student can be moved for expulsion. On campus violations include any school-sponsored activities, including away games. Grounds for **Mandatory expulsion** include possession of a real gun on campus and/or possession of and use off campus. Possession on school property of a deadly weapon, dangerous instrument (have to threaten to use it and it can cause serious bodily injury), or martial arts instrument (including a billy club, blackjack, switchblade/butterfly knife) is also grounds for expulsion. In your BOE policy, be sure to include the statement "grounds for expulsion include but are not limited to..." to cover all incidents. A school system may dismiss a student up to 180 days for any threat to a teacher or administrator when s/he crosses the line between order and chaos in the learning environment. If a student is in possession of drugs with intent to sell over the summer, it is an expulsion offense. Mandatory expulsion must be followed for sale or distribution of drugs.

■ **Special Education and Discipline** -- You may unilaterally move a student into another learning environment up to 45 days for bringing a dangerous

cont'd on page 6

PROGRAM COMMITTEE DELIVERS SUPERB CONFERENCE

By Timothy Doyle, Assistant Executive Director

The Middle Level Program Committee in conjunction with NELMS held its annual conference on Thursday, November 6 at the Rocky Hill Marriott. The event, sponsored by the Hartford Courant, featured J. Howard Johnston as the keynote speaker. Approximately 115 middle level teachers and administrators participated in the full-day conference which featured 10 workshops on such varied topics as effective public relations, test score enhancement, alternative education programs, block scheduling, legal issues, the CAPT/CMT, inclusion, and parent relations.

Keynote speaker J. Howard Johnston delivered a luncheon address that was both entertaining and instructive. Using humor and personal anecdotes, Howard presented alarming statistics about "today's students," and discussed the difficulties of educating greater numbers of at-risk students in a rapidly changing social, educational, and political climate. He shared with participants his optimism and hope for stemming what he perceived to be an "impending apocalypse" in the nation's schools. He offered participants the following suggestions for creating a school climate where all students can learn:

- ◆install in schools a "pervasive caring": re-invent the way you interact with kids;
- ◆challenge the regularities: don't be afraid to abandon long-standing systems and procedures as long as you act with good judgement;
- ◆level the playing field: provide a rigorous, authentic and challenging education-

al program for every child; establish high standards of performance for all students and then find the resources and means to help students achieve them; differentiate the *treatments*, not the *outcomes*.

- ◆make everything teach and know what everything teaches: learning always comes first and everything that happens in school should be a learning experience.
- ◆make schools safe: provide a climate where students can feel emotionally, physically, and psychologically safe, where they are not afraid to experiment and make mistakes.

One hundred sixty-two educators, board members, and parents were in attendance at the luncheon to honor the 1996-97 CAS Teacher and School of the Year Award recipients.

1996-97 CAS Teachers of the Year:

- ☆ Bruce Kreisberg - City Hill M.S. Naugatuck
- ☆ Marianne Cavanaugh - Gideon Welles M.S., Glastonbury
- ☆ Rosemary Kidder - East Hampton Middle School

1996-97 CAS Schools of the Year:

- ☆ Old Saybrook Middle School
Michael Rafferty, Principal
- ☆ Griswold Middle School, Rocky Hill
Laura Boutilier, Principal

CAS would like to thank the Hartford Courant for their sponsorship which enabled us to provide this outstanding professional development opportunity and recognition awards to our member middle schools.



Keynote speaker J. Howard Johnston.



Griswold M.S. Principal Laura Boutilier and two students accept the CAS School of the Year Award.

...Middle School News!

NEW WEB SITE FOCUSES ON MIDDLE LEVEL ISSUES

Good news for Internet users looking specifically for information on middle level education! The **MiddleWeb** provides links, resources, and original reporting about middle grades reform. The site, which targets principals, teachers, parents, and others with an interest in middle level education, focuses on classroom assessment, performance-based teaching, and standards driven curriculum.

Supported by a grant from the Program for Student Achievement of the Edna McConnell Clark Foundation, the award-winning MiddleWeb site is updated weekly and includes original stories that highlight the efforts of teachers and schools to raise student achievement.

In addition to 600 pages of information, MiddleWeb provides practitioners with hundreds of links to lesson plans, curriculum-oriented sites, teaching strategies, and other resources. Visit MiddleWeb at www.middleweb.com.

Quick Survey...

CAS recently surveyed its middle level members to find out about 8th grade graduation practices in Connecticut. Out of 79 responding schools...

- 43 schools have a formal 8th grade graduation ceremony
- 5 schools do not have any type of graduation or recognition ceremony
- 31 schools do not have a formal graduation but do have some type of recognition program

Just Kid Inc.

Weekly Reader
CORPORATION

Elementary School News....

EARLY CHILDHOOD EDUCATION TAKES CENTER STAGE

Within recent years, early childhood education has become a primary focus of political and educational agendas both in Connecticut and the nation. On the local front, during the 1997 legislative session, the Connecticut General Assembly enacted and funded P.A. 97-259, An Act Concerning School Readiness and Child Day Care. This new legislation allocated \$10 million to expand and improve preschool and school readiness programs in Connecticut's priority school districts. The legislation followed the release of a Department of Social Services report on early child care and education in Connecticut. The report, prepared by a blue ribbon School Readiness Council comprised of state agency commissioners, parents, youth, business leaders, legislators, and educators, proposed that Connecticut implement a comprehensive school readiness plan that will allow every family with children between the ages of three and five to have access to high quality child care by the year 2002.

According to the report, as many as one in four children in Connecticut enters school ill-prepared to learn. The number is much higher in the state's 3 major cities, Bridgeport, Hartford, and New Haven.

The report offered recommendations for building quality child care programs. According to the report, good early care and education programs should provide or be linked to programs providing: health care services (medical and dental primary care, mental health, nutrition); social services; parent support and education programs; parental involvement; transportation; family literacy programs; and, transition services.

The National Front

On the national level, President Clinton recently unveiled several initiatives to improve the nation's child-care system. At the October 23rd White House conference on child care, President Clinton announced two proposals aimed at recasting the country's child care system: (1) the establishment of a five-year, \$300 million scholarship fund to encourage child-care providers to receive appropriate training and stay in the field; and, (2) a bill that would make it easier for states to conduct background checks on providers and to share that information between states. Clinton also announced efforts to expand the Family and Medical Leave Act to allow parents more time away from work for their children's doctor visits or teacher conferences.

The conference followed a similar event held in April which brought together experts on early-childhood development. During that conference, Clinton announced a plan for the development of child-care training materials by the Department of Defense, which runs the largest, and what many consider to be one of the best, child-care programs in the country. He also announced that the Department of Justice was establishing Safe Start, based on a New Haven, Conn., program that gives law enforcement officers and other professionals information about early childhood development and better prepares them to work with families whose young children are exposed to violence.

The April White House conference included presentations on neuroscience and early childhood development. Experts discussed research demonstrating that there are windows of opportunity for learning in the first months and years of life. During these "critical periods," connections are being made in a baby's brain that form the founda-

tion for cognitive, physical, social, and emotional development. Such research underscored the need for more well-trained child care professionals and for policies that allow parents to spend more time with their young children.

Yale Study Criticizes Child Care in All States

President Clinton's focused efforts on early childhood education have come at a good time. A recent report by researchers from Yale University and the Commonwealth Fund showed that child-care centers in all 50 states are operating under regulations that don't require high quality care for infants. In fact, the report says, only seventeen states have standards that the researchers described as "minimally acceptable." The researchers based their evaluations on three categories: care-giver qualifications and training; staff-to-child ratio and group size; and program, including facilities, equipment, and approach toward children. The report confirmed what previous studies have suggested, that the quality of child care for children in their earliest years is poor. "Our new knowledge of rapid brain development in the early years underscores the importance of having enriching environments for our infants and toddlers," Yale Professor Edward Zigler commented.

A Vision for the Future

A new report, "Not By Chance: Creating an Early Care and Education System for America's Children," sets forth a vision of effective early childhood education in the future. According to the report, by 2010, the nation should have a well-organized system of child care and early-childhood education that is governed by state and local boards, financed by a variety of revenue sources, and requires virtually everyone who is working with young children to be credentialed. The research-based report focuses on specific solutions and suggests ways to structure a system which will provide quality care and education to all children under the age of 5.

"Not By Chance" recommends that more programs become accredited and that states adopt more stringent training requirements for providers. It also suggests that the federal government identify goals for preschool age children that would be used to guide states in designing their own standards.

The report encourages parents to become more knowledgeable and involved in the early education programs they choose and urges employers to become more "family friendly" by contributing to a paid parental leave program.

Elementary Notes:

On October 28th, the Elementary Board of Control convened its monthly meeting at the Ramada Inn in East Hartford. Elementary principals from the East Hartford and Hartford school districts were invited to attend this meeting to learn more about the benefits of CAS membership. The board chair, Anthony Molinaro, and chairs of each of the standing committees, spoke about the programs and services offered by CAS. The principals who did attend were excited about the advantages of being a CAS member. As a result of the meeting, many of the attending principals have volunteered to serve on various elementary committees. This was the first of what will hopefully be many successful outreach efforts on the part of the Elementary Board.

CIAC



NEWS

HOME SCHOOLING MEANS JUST THAT

Reprinted from the Hartford Courant, November 10, 1997

Public school education isn't a menu where youngsters can pick among the offerings, discarding English or history if they're not academically oriented or electing to take only gym classes if they're athletically gifted.

If parents decided only to send their children to school to dine in the cafeteria, play in the wind ensemble, or learn Russian, it would wreak havoc with schedules and staffing levels. Planning would be impossible.

Obviously, parents who don't like the structure, discipline, or quality of public schools don't have to enroll their children. It's their choice. Private and religious schools are perfectly acceptable alternatives, as is home schooling, the preferred method of about 500 families in Connecticut.

But the claim that children who have opted out of public school should be allowed to sing in their chorus or join the Honor Society because their parents pay taxes is specious. For whatever reason, those families have made a decision to abandon the public schools. They can't have it both ways.

So the argument that Laura Robertson, a 14-year-old Milford girl who has been educated at home for nine years, should be allowed to play on the Jonathan Law High School basketball team because her parents pay local property taxes doesn't wash. If the Robertsons want their daughter to play a more challenging brand of basketball than that provided by the local recreation league, they should send Laura to Jonathan Law.

By the same token, Milford doesn't allow home-schooled youngsters to take part in any extracurricular activities. Participation in such activities, says School Superintendent Mary Jo Kramer, is a privilege to be earned by students who meet strict academic and behavioral standards.

The Connecticut Interscholastic Athletic Conference, the governing body for

most high school sports, has a sound rationale for declining the Robertsons' request. A CIAC official said it was unfair that a public-school athlete has to obey "rigid school and academic regulations" while a home-educated athlete does not.

That's true. Although the rules differ slightly from district to district, nearly every public school system requires athletes to maintain passing grades to participate in sports. There is no such requirement for children educated at home, says the State Department of Education.

Parents must only demonstrate that their child is receiving "equivalent instruction in the studies taught in the public schools." No proof is required that the child has mastered the curriculum. In addition, home-schooled students don't have to take any standardized test that measures knowledge, skills, and comprehension.

Thus, if Laura Robertson was permitted to play on the basketball team, a double standard would be in effect. How fair is that to the families whose youngsters are dismissed from athletic teams because they've failed to meet certain arbitrary criteria? They pay taxes, too.

The CIAC should stand its ground. If the Robertsons want Laura to play on the Jonathan Law girls' basketball team, they should enroll her in high school and let her compete -- the same as everyone else.

The Athlete's Prayer

Dear Lord, in the battle
that goes on through life,
I ask but a field that is fair;
A chance that is equal with all in the
strife,
And courage to strive and to dare.
And if I should win, let it be by the
code
With my faith and my honor held high.
And if I should lose, let me stand by
the road
And cheer as the winner goes by.

-- Anonymous

REPORT CALLS FOR INCREASED PHYS ED IN SCHOOLS

A recent report from the National Association for Sport and Physical Education reveals that most states have failed to act on recommendations to require daily, quality physical education for all K-12 students. According to the "Shape of the Nation," with increasingly tougher academic standards and with more time spent at a computer than in the gym, a growing number of students are becoming "high-tech couch potatoes."

The report, based on a state-by-state survey, shows that Illinois is the only state that requires all students to take daily physical education classes or participate in after-school activities that promote fitness. Three states -- Hawaii, Kentucky, and Rhode Island -- have recently eliminated their daily physical education requirements.

Nationwide, most high school students must take only one year of physical education to graduate, and many states allow that requirement to be waived for medical or religious reasons or for students who participate in sports or marching band. Three states -- Colorado, Mississippi, and South Dakota -- have no physical education requirements at all.

"We have so many things to do in education that people tend to think that physical education is not as much of a priority as other things...But actually it is just as important and can actually improve achievement," said NASPE Executive Director Judith Young.

Some officials responding to the survey expressed optimism that physical education was becoming more of a priority in their states. More than a dozen states reported that state frameworks or standards had been or were in the process of being drafted.

The NASPE report comes one year after the 1996 Surgeon General's report which called for schools to do more to keep children physically active.

(From an article by Kathleen Kennedy Manzo, *Education Week*, 11/5/97)

WATERBURY COACH APPEALS TO LEGISLATORS ON BEHALF OF CIAC

Editor's Note: The letter printed below was written by Jack Taglia, Kennedy H.S. Coach and member of the CIAC Boys Basketball Committee, following the CIAC's historic decision to suspend the enforcement of the Transfer Rule. This is one of many letters the CIAC office has received in support of both the Transfer Rule and of the CIAC's authority to regulate interscholastic athletics in Connecticut.

Dear Legislators,

The Waterbury Republican-American newspaper recently published a series of three articles concerning the amending of the Connecticut Interscholastic Athletic Conference's (CIAC) Transfer Rule. The rule stated that if a student transferred from one school to another without a change of address, he had to sit out a year before he or she could participate in athletics. The rule was imposed to deter students from transferring in order to improve their status on an athletic team at a particular school.

Recently the CIAC was threatened with legislative sanctions if they did not change this policy. Two legislators from the Simsbury area contacted the CIAC and indicated that they would push for legislation which would effectively take away the regulatory powers of the CIAC if they did not modify the rule. A student from their area transferred from a private to a public school and was forced to abide by the rule. The CIAC does not have the resources to fight the state legislature again and, hence, they were forced to acquiesce.

I have been the head boys basketball coach at Kennedy High School for twenty-one years. I'm a member of the CIAC boys basketball committee and I am active in the Connecticut High School Coaches Association. The Transfer Rule was good for high school sports. It ensured integrity and honesty. It kept the playing field as level as possible. It kept athletes from leaving a school because of a conflict with a coach or to play on a team with a better chance to win. As a society, when are we going to be able to accept "no" as an answer without going to court or in this case running to our legislators. In my opinion, the legislature has no business regulating high school athletics. As a coach, my only request is that you speak to your colleagues in Hartford. Please ask them to allow the CIAC to regulate high school sports without fear of legislative reprisals. The leaders of this organization are professionals, school administrators, and coaches. They are men and women of character and integrity. Everything they do is in the best interest of high school athletics.

In closing it is important to note that this rule change seriously impacts urban areas such as Waterbury which has a heavy concentration of high schools. It is imperative that you consider this carefully before you dismiss this as a frivolous correspondence.

The CIAC needs assurances that it does not have to fear the state legislature when it implements fair and reasonable policies.

Thank you for your time and consideration.

Taglia

J a c k

Editorial

CONTINUING EDUCATION FOR COACHES NEEDED

By Fred P. Balsamo, Athletic Director
East Haven High School

The State Department of Education is working to revise the existing coaching certification regulations to include a new provision which will require coaches to earn continuing education credits in order to maintain their certification status. The initial reaction to this new regulation has been negative, particularly from veteran coaches, and many vow never to coach again if they have to "go back to school." Before anyone "digs in his/her heels," let's examine what is being prescribed. First, the regulation, which is still in draft form, currently requires a nominal 3 hours of professional development a year for a 5-year period. Don't most good coaches attend clinics, seek out new information, and explore trends to improve their programs in every way possible? Secondly, the regulation identifies certain "competencies," or areas of study, which are all centered around what is good for children. Aren't we all involved in high school sports because we care about children? Lastly, the regulation allows a great deal of flexibility in how this education can be obtained. A school can offer this education as part of its in-service training or as part of an agenda at pre-season coaches meetings. Additionally, I am sure that organizations such as the CIAC, CAAD, CHSCA, ACES, and others will make this education readily available.

Let's not get bogged down with the logistics of this regulation, and let's not perceive this as just another mandate that is being "stuffed down our throats." Let's focus on the student-athletes under our direction and ask ourselves: "Do we all know all there is to know about youth?" The position of "coach" can be the most powerful position in our educational system. And, unfortunately, we have all heard some horrific stories about how some coaches have negatively impacted their players and their communities. Coaches are, almost without exception, great individuals who do what they do because they care. Let's not overreact to something that may help alleviate some of the problems that exist in coaching today and will certainly be beneficial to kids.

CATASTROPHIC INJURIES IN HIGH SCHOOL SPORTS: 1995-96

- ◇ Direct -- Resulting directly from participation in the skills of the sports
- ◇ Indirect -- Caused by systemic failure as a result of exertion while participating in a sport or by a complication which was secondary to a non-fatal injury

FALL SPORTS

	# of Direct Catastrophic Injuries		# of Indirect Catastrophic Injuries	
	Fatal	Non-Fatal	Fatal	Non-Fatal
Cross Country	0	0	1	0
Football	4	8	7	0
Soccer	0	1	1	0
Volleyball	0	0	0	0

WINTER SPORTS

	# of Direct Catastrophic Injuries		# of Indirect Catastrophic Injuries	
	Fatal	Non-Fatal	Fatal	Non-Fatal
Basketball	0	0	0	0
Cheerleading	0	0		
Gymnastics	0	1	0	0
Ice Hockey	0	0	0	0
Swimming	0	0	1	0
Wrestling	0	0	2	0

SPRING SPORTS

	# of Direct Catastrophic Injuries		# of Indirect Catastrophic Injuries	
	Fatal	Non-Fatal	Fatal	Non-Fatal
Baseball	0	0	0	0
Lacrosse	0	0	1	0
Softball	0	0	0	0
Tennis	0	0	0	0
Track	0	0	0	0

(Source: 14th Annual Report of the National Center for Catastrophic Sports Injury Research)

NF CONDUCTS MARKETING SURVEY

The National Federation of State High School Associations recently surveyed the 50 state athletic associations on marketing and related issues. The results, based on 41 responses, are as follows:

☆ 92% of respondents felt that the NF rules for each of the respective sports should be amended to require manufacturers to place the authenticating mark on specified equipment to certify that the equipment meets NF specifications.

☆ 82% would support a national event(s), not to be construed as a national team tournament or championship, which would build or promote a public awareness of the state associations and the NF, such as a national student leadership conference.

☆ 58% were opposed to national events in which students represent their schools in non-team contests, e.g., tennis, swimming, golf, or track & field.

☆ 56% would not participate in affinity programs, such as a national credit card or product distribution at state association-sponsored events.

☆ 84% would be willing to seek an amendment or waiver of their rules (if necessary) that would permit coaches to be in contact with high school students at camps under the auspices of the NF or other approved organizations.

NEW UNIFIED SPORTS® BROCHURE

The CIAC has produced a new Unified Sports® brochure designed to provide step-by-step instructions on how to initiate a school-based Unified Sports® program.

The brochure presents four "model" Unified Sports programs which have been successfully implemented in school districts in Connecticut. For copies of the brochure, please contact Ann Malafronte.



**DUNKIN'
DONUTS®**

**BOB'S
STORES®**

HIGHLIGHTS: CIAC BOARD MEETING October 16, 1997

- The board denied a high school's request to participate in multi-wrestling meets which would exceed the number allowed in the current regulation (8).
- A high school was fined \$100 for use of an ineligible player in a football game. The school forfeited the game upon discovery of the violation.
- A high school was fined \$200 for the use of two ineligible players in two boys soccer games. Both games have been forfeited.
- The board voted to suspend the enforcement of the CIAC Transfer Rule for an indeterminant period. The board resolved to work with member schools to determine an appropriate course for regulating inter-school transfers in the future. (See article in November BULLETIN)
- The board voted to study Eligibility Rule IV.F (which prohibits boys' participation on girls' teams) and to seek guidance on the legality of this regulation from the Office of Civil Rights, the Attorney General, CIAC counsel, and the State Department of Education Office of Legal Affairs.
- The board adopted the following goals for the 1997-98 year:
 1. Establish a CIAC Public Relations Department with appropriate staff.
 2. Develop a CIAC mission statement.
 3. Review and update where necessary Middle Level Guidelines for athletics
 4. Begin the process of communicating with and transferring selected CIAC information to member schools through the Internet.
 5. Review and revise, where necessary, CIAC policy on:
 - a) Home schooling
 - b) Student Transfer
 - c) Gender Equity
 6. Encourage women to pursue opportunities in the field of athletics (coaching, officiating, administration).

JUSTICE DEPARTMENT CHARGES NCAA WITH BIAS

The U.S. Department of Justice has concluded the the National Collegiate Athletic Association's sports-eligibility requirements discriminate against students with learning disabilities and violate the 1990 Americans with Disabilities Act.

Justice Department officials said they made their assessment after reviewing the files of more than 100 learning-disabled athletes who have had trouble with the NCAA's "initial-eligibility requirements" — academic requirements that students need to meet upon graduating from high school to participate in interscholastic sports in the first year of college.

Title III of the ADA prohibits the imposition of eligibility criteria that tend to screen out individuals with disabilities. It also requires private organizations to make "reasonable modifications" to give people with disabilities equal access to their services.

In a letter to the NCAA, a Justice Department lawyer, Daniel W. Sutherland, said that the criteria used by the NCAA to determine core courses exclude many of the specialized classes designed to accommodate students with learning disabilities.

Furthermore, Mr. Sutherland stated that the NCAA's process of individually assessing a student's case in order to waive the core-course requirement is flawed because it provides services to learning-disabled students that are "unequal to or separate from those offered to others."

Mr. Sutherland said the Justice Department was willing to settle out-of-court provided that the NCAA: (1) change its policies on the athletic eligibility of learning-disabled students; (2) extend the athletic-eligibility status of 34 learning-disabled students who were not qualified to compete as freshmen in the last academic year for an additional year of eligibility; (3) grant 11 students who were denied eligibility by the waiver subcommittee last year partial-qualifier status; and, (4) provide monetary compensation to five athletes who filed bias complaints with the department.

*(From an article by Kerry A. White,
Education Week - Nov. 5, 1997)*

UNIFIED SPORTS®: A SEASON IN REVIEW

Make A Difference Day

On October 25, over one hundred young athletes traveled to Berlin High School for the Fall Elementary Unified Sports® Day. Opening Ceremonies included an impressive performance by the McGee Middle School Select Chorus. Athletes participated in a variety of Unified Sports® events, including an exciting jump roping activity led by Torrington's Forbes School Flyers. Members of Berlin High's Peer Leader Club and Service League served as volunteers, conducting clinics and assisting athletes throughout the morning.

Many thanks to Adela McLaughlin, Bryan Plona, David Sirois, Rosemary Vasil, and Pat Gaedeke, all of whom devoted a tremendous amount of time and energy to this wonderful event.

New Canaan Hosts Training Division

On October 28, four teams and more than fifty athletes competed in the Unified Sports® High School Soccer Tournament at New Canaan High School. The WilCan team, a cooperative team between New Canaan and Wilton high schools, was host to training level teams from Stratford, Guilford, and West Hartford.

The New Canaan H.S. athletic department and girls soccer program were instrumental in making this event a success. Many thanks to the New Canaan Soccer Association for their involvement.

High School Soccer Gets "Snowed Out" of South Windsor

The November 18th High School Unified Sports® Tournament at South Windsor H.S. was cancelled due to snow. Fortunately, the good folks at Guilford High School rallied on short notice to host a "scaled-down" tournament on November 21st. Though the 19-team tournament was reduced to a 6-team event, the quality of the experience was undiminished.



CAAD



NEWS

All items in this section have been provided by Joe DiChiara, C.A.A.D. Executive Director

WOLCOTT H.S. RECEIVES C.A.A.D. SPORTSMANSHIP AWARD

Wolcott High School received the Connecticut Association of Athletic Director's First Annual Sportsmanship Award at the C.A.A.D. General Meeting, October 8, 1997. President Barbara Startup awarded girls softball coach George Babcock a plaque and a \$500 check payable to the Wolcott High School Athletic Department. The award was given in recognition of the team's concern and actions taken for an injured opponent during a girls softball game.

The incidence of sportsmanship occurred after an opposing pitcher from Crosby High School was hit in the face by a batted ball. While waiting for medical assistance, the Wolcott girls team assisted and comforted the injured player until she was transported to the hospital. Coach Babcock and the Wolcott team sent flowers the following day.

"Wolcott was a great first recipient," said East Haven Athletic Director Fred Balsamo, a member of the selection committee. "One of our goals as an organization last year was to find a way to promote sports and acts of sportsmanship. The criteria was to give it to a team that went above and beyond a goodwill gesture. What Wolcott's coach and team did was in the spirit of what high school sports is all about. They put the wins and losses aside and focused on the well-being of another. Still, there are some who may lose sight of that."

Athletic Director, Jim Scully, and softball captains Sara Graham, Katie Peterson, and Lisa Zappone joined Coach Babcock at the awards presentation.

C.A.A.D. ADOPTS 1997-98 GOALS

At its September 17th meeting, the C.A.A.D. executive board adopted the following goals the 1997-98 school year:

- * To expand membership services.
- * To continue a close affiliation with other State Organizations.
- * To continue to support Bill 5212, include support of Athletic Trainers.
- * To encourage women to pursue opportunities in the field of athletics through sponsorship of a "Teen Life Seminar".
- * To support efforts to upgrade the coaching profession.
- * To recognize past presidents as part of C.A.A.D.'s 20th year recognition ceremony.
- * A representative from C.A.A.D. will become involved in the CIAC "think tank," if one is sponsored, to address current controversial issues in high school sports.

C.A.A.D. NOTES

C.A.A.D. Library

The C.A.A.D. Library has video tapes of all NIAAA conventions dating back to 1985. Please contact Joe DiChiara at (203) 272-7830 if interested in borrowing these tapes or other professional publications.

Reminders

- ⇒ 1997 National Conference -- Dec. 17-21, 1997 -- Nashville, TN
- ⇒ 1998 Statewide Conference -- March 27-28, 1998 -- Holiday Inn, Cromwell
- ⇒ Next C.A.A.D. General Meeting -- May 13, 1998 -- Holiday Inn,

Cromwell -- 8:30 a.m.
(Retirees will be our guest at this Breakfast Meeting)

C.A.A.D. Nomination Form for State and National Recognition

Robert Broderick (consultant for the C.A.A.D. Awards) is looking for more participation from the athletic directors for award nominations. Please check the October, 1997, issue of the BULLETIN for the nominating form and send your nominations to Bob at Simsbury High School. Please take a few minutes and give us your input. Your cooperation will be appreciated.

RETIRED ATHLETIC DIRECTORS CORNER....

The C.A.A.D. Executive Board voted to award plaques to members retiring from the field of education with a minimum of 15 years of service and/or to retiring members who served on the C.A.A.D. Executive Board. These plaques were awarded for the first time this year.

New lifetime members honored with plaques this year were:

Pete Kokinis
Art Kohs
Ray Fortier

HIGHLIGHTS: C.A.A.D. General Membership Meeting October 8, 1997

Forty-five athletic directors and guests attended the fall General Meeting at the Cromwell Holiday Inn, October 8. President Barbara Startup presided over an informative and interesting meeting highlighted by the presentation of the C.A.A.D.'s First Annual Sportsmanship Award. Other highlights included:

- The presentation of award plaques to Ray Fortier (Platt High School), Art



Kohs (Xavier High School), and Pete Kokinis (Wethersfield High School).

- An update by Fred Balsamo on the 1998 state convention to be held at the Cromwell Holiday Inn. The dates are March 27-28, 1998.

- A guest appearance by Howie Dickerman, Head Coach of the Central Connecticut State University Men's Basketball Team, who presented an interesting and informative talk on the NCAA clearinghouse.

- A presentation by Mike Savage on the new format for the boys basketball tournament and the Transfer Rule. Mike addressed questions from the athletic directors on a number of issues.

HIGHLIGHTS: C.A.A.D. EXECUTIVE BOARD MEETING September 17, 1997

President Barbara Startup called the meeting to order at 12:30 p.m. The board was notified of the death of former East Lyme Athletic Director, Dick North. After a moment of silence, a motion was passed to send a donation of \$100 to the Richard North Scholarship Fund.

- The C.A.A.D. goals for 1997-98 were presented, discussed and passed. (*See article on previous page*)

- A thank you note was received from Bob Ford thanking C.A.A.D. for its support of the CIAC Golf Tournament.

- A committee was formed to develop plans for a "teen life" seminar. Committee members are Barbara Startup, Fred Balsamo, Bob Pearson, Bob Broderick, George Hall, Paul Maskery, and Chris Webster.

- Paul Mengold, the coordinator for the CAA Exam announced that the exam would be administered one evening during the state convention in March.

- Concerns were expressed about the wording of the CIAC Recruiting compliance form. It was resolved that these

C.A.A.D REPRESENTATIVES AVAILABLE TO ANSWER QUESTIONS

The following is a list of individuals who serve as your CAAD representatives on the various CIAC sport committees. If you have any concerns or questions, please contact these individuals.

BOYS SPORTS:

- ◆ Baseball: Francis Gelzinis: Wolcott RVT School, Torrington
- ◆ Boys Basketball: Paul Mengold - Amity Reg. High School, Woodbridge
- ◆ Boys Cross Country: Ken Marcucio - Derby High School
- ◆ Football: Ray Nicolletta - Glastonbury High School
- ◆ Golf: Jim Scully - Wolcott High School
- ◆ Ice Hockey: Tom Malin - East Catholic High School, Manchester
- ◆ Lacrosse: David Leete - Bolton High School
- ◆ Boys Soccer: John Novakowski - Bristol Public Schools
- ◆ Boys Swimming: Leo Bravakis - East Windsor High School
- ◆ Boys Tennis: Bob Harris - Fairfield Prep. School
- ◆ Boys/Girls Indoor Track: Nick Zeoli - Westport
- ◆ Boys Outdoor Track: Dave Johnson, Bunnell High School, Stratford
- ◆ Wrestling: Art Ziegler, Montville High School

GIRLS SPORTS:

- ◆ Girls Basketball: Judy Saxton - Windsor
- ◆ Girls Cross Country: Ken Marcucio - Derby High School
- ◆ Field Hockey: Candy Perez - Wamogo Reg. High School, Litchfield
- ◆ Girls Gymnastics: John Lawless - Nonnewaug High School, Woodbury
- ◆ Girls Soccer: John Novakowski - Bristol Public Schools
- ◆ Softball: Paula Fitzgerald - Westbrook High School
- ◆ Girls Swimming: Bob Suchy - New Fairfield High School
- ◆ Girls Tennis: Barbara Startup - Avon High School
- ◆ Girls Outdoor Track: Bill Lesinski - Consolidated School, New Britain
- ◆ Girls Volleyball: Pam Goodpaster - Joel Barlow High School, Redding

concerns would be brought to the CIAC Board of Control.

- A letter was read from Dave Johnson that detailed concerns about the apparent inequities in the CIAC Disqualification/Ejection Rule. It was decided that Dave Johnson would prepare revised language for review at the next Executive Board Meeting.

- Bob Broderick reported his concerns over the small number of nominations submitted for the Annual C.A.A.D. and National Awards. He asked for greater participation on the part of athletic directors.

- It was announced that the CIAC's

New Athletic Directors Workshop was attended by 32 athletic directors.

- Paul Mengold has prepared a transfer information form in cooperation with the guidance office. He will bring copies of those forms to the next meeting.

- Fred Balsamo reported that flights to the national convention are available at good rates from Providence.

- Bob Pearson reported that new information would be out soon regarding the new basketball format. Discussion took place on the problem of schools changing schedules because of new rules.

For more details check Board minutes that have been mailed to all C.A.A.D. members.

CAIO



NEWS

The items in this section of the BULLETIN have been provided by CAIO Secretary George Ford.

CASA HALL OF FAME HONORS SOFTBALL OFFICIAL

Ed Schullery, long-time softball official and a board member of CAIO, recently received the high honor of being elected to the Connecticut Softball Hall of Fame. Ed was one of only two officials to be so honored.

The Hall of Fame has inducted only 224 members since its inception 27 years ago. Only a small number of those members are softball umpires, which makes the election of Ed even more meaningful.

Best wishes to Ed on his recent retirement from officiating. A legend within both CIAC and ASA circles, Ed retires at the age of 61 after 30 years and nearly 4,500 games.

BOARD MINUTES REFLECT DISMAY OVER TRANSFER RULE SUSPENSION

The following is an excerpt from the minutes of the October 20, 1997, CAIO Board meeting:

"A copy of the 'release' from CIAC defining the moratorium on the TRANSFER RULE was distributed to the Board. It was unanimously agreed that it is most unfortunate that the CIAC Board of Control has found it necessary to take this temporary action. It is fully appreciated that Connecticut high school sports is one of the better programs in the country due to the three major CIAC regulations -- Recruiting, Age, and Transfer.

The Board was unanimous in condemning the legislature's intimidation for the sole unwarranted benefit of a few trying to circumvent ethics for personal benefit. The CAIO Board encourages the CIAC Board

of Control to work vigorously to reinstate the Transfer Rule in some acceptable form, and CAIO offers to cooperate in this undertaking in whatever manner available."

CLARIFICATION

In the October issue of the BULLETIN, it was reported that, in light of the IRS ruling granting officials independent contractor status, officials would have to report this "self-employment income" on their federal and state (Connecticut) annual income tax return. This income can be reported on IRS form Schedule "C" with appropriate deductions, or, should no deductions be desired, on page 1 of Form 1040 under "Other Income."

If an official receives \$600 or more in fees from one school, then that school is obligated by law to send the official and the IRS the form 1099. The school (the party who is paying the fees) can voluntarily send the form 1099 to individuals who are paid less than \$600. This assists the official (the party who is receiving fees) with an accurate record of payments should he/she be questioned by the IRS or Connecticut Tax Department.

REMEMBER: You are obligated to report this income and the form 1099 is an assistance to help you properly report it.

SPORT OFFICIALS — SELF-EMPLOYED

After bringing Fairfield County Schools on line to pay sport officials as self-employed parties, efforts were then directed to the New Haven Area, where officials are now aware of the IRS ruling concerning independent contractor status. Coupled with the IRS ruling is the fact that no individual can be forced to become a municipal employee against his/her will, even though there may be a contract for

services. CIAC has always taken the position that sport officials are self-employed.

New Haven area officials have now agreed to recognize officials as self-employed and may require sport officials groups to provide evidence of insurance coverage. They have been provided a certificate specifying insurance coverage for those officials who are members of the National Federation Interscholastic Officials Association (NFIOA). However, those who have not become NFIOA members or those who have separate insurance will be asked to provide evidence of such coverage.

LONG TIME SWIM OFFICIAL DIES

Robert G. Springer (Bob) who was a founding member of the Connecticut Swimming Officials Association and a long-time senior swimming referee passed away recently in Enfield.

Bob was retired from the West Hartford School system where his greatest contribution as an educator was working with students with physical impairments. He introduced many new methods and innovative philosophies to better able these students to perform well beyond what had become expected of them.

His extensive service, dedication and contribution to high school sports had been recognized several times through awards from the National Federation of Interscholastic Officials Association (NFIOA); the National Interscholastic Swim Coaches Association (NISCA); and the Connecticut Swimming Officials Association (CSOA).

Bob had served several terms as President of the Hartford Area CSOA as well as an officer of the state CSOA. In addition, he was the reviewing officer for certification of swim officials.

He was a Special Olympic volunteer and was directly responsible for recruiting many of the sport officials who now assist Special Olympics in the Hartford area.

SPORTS OFFICIALS DESERVE CHANCE AT SUCCESS TOO

By Peter Contreras, Assistant to the Athletic Director

Reprinted from UIL League - Oct. 1997

Obviously there are a lot of different ways to measure success. But what if I told you that during the course of the game, you as the head coach, received a grade of 95. Of all the decisions, playing, calling, substitution patterns, etc., you made the right call 95 percent of the time.

We would both take that grade right now and head to the house feeling pretty darn good about ourselves. Certainly we would believe that we gave our kids and the team a very good chance of being successful (i.e. winning) that night.

Well then, if that is the case, why do we think that the sport official that grades out at 95 percent is so horrible?

Before we get too far along in this, let me confess that on certain nights during the basketball season, I am one of those guys in the striped shirt. However, I am not here to defend the refereeing profession. I am here to point out that the relationship that coaches and officials have does not need to be so adversarial.

In basketball, and it applies to all sports, officials refer to it as the "95-5 theory." A contest in which an official get 95 calls right and only five wrong is a pretty good effort by anyone's standards. But the only thing the coaches,

players, and fans want to talk about after the game is the five calls that were missed.

If you, as a coach, are constantly grading out at 95 percent, do you want to be repeatedly told you stink? Probably not. Nobody does. While not all officials even come close to that grade of 95 percent, many more grade lower than that; you know that going into the contest.

Human nature strives for perfection. You ask perfection of yourself, your assistant coaches, and your players. Deservedly so. You expect the same effort from the officials.

But while perfection is a suitable objective, it is an unrealistic goal. Expect and demand effort. I don't care how good a basketball official I think I am, I'm not nearly that good that night if I didn't give you and more importantly, you kids, 100 percent effort.

An official's job is really a pretty easy one when you get right down to it. Their sole purpose in that contest is to insure that both teams have an equal chance at winning. It does not matter who is the home team, and it does not matter which team has the better record coming in. The officials should walk off the playing field or floor knowing both teams had a fair chance at winning.

Sure some officials have better judgment than others. Judge them on judgment.

Sure some officials have better knowledge of the rules than others. Judge them on their knowledge of the rules.

Certainly some are physically in better shape than others. If your sport requires some physical conditioning, judge them on their condition.

All games require game management. If one is able to "control" a game better than another, judge them by that standard.

If you win, great. But don't judge the officials because you won - you're not going to win them all. Don't judge the officials just because you lost — you may win next time.

Winning is very important because ultimately that's how you're going to be judged by many of your peers. You will be pleasantly surprised how much more effective you can be as a coach when you worry about your players and game situations and leave the officials alone — they don't hear you anyway.

When you work to be the best coach you can, the students play the best they can, and the officials are left alone to do their jobs, you may be involved in a game where both of you deserve a 95.

CAS News & Notes

State students' performance on the CAPT improved for the 2nd consecutive year:

- an average of 37.5% of 10th graders achieved the state goal across all four sub-tests -- up from 36.5% in 1996 and 34.7% in 1995;
- more than 6 of 10 (60.8%) sophomores achieved the state goal on at least one section of the 1997 CAPT -- up from 60.4% in 1996 and 58.2% in 1995;
- more than 1 in 8 (12.8%) of all test takers achieved the goal on all four sections of the test -- up from 12.3% in 1996 and 11.8% in 1995;
- average scores improved in every area, and the percentage of students achieving the state goal increased in all but one area (language arts).

Prompted by a steady 8-year decline in enrollment, the state has called for a thorough review of Connecticut's public colleges and universities. The Board of Governors for Higher Education recently announced that it has hired former Deputy Labor Commissioner John Saunders III to solicit the opinions of students, educators, and others and to issue an initial report by February 1. The action is the result of growing concern over a 13% drop in enrollment since 1989. Meanwhile, private colleges and universities in Connecticut showed a slight increase for the second year in a row after several years of modest declines.



CAS Asst. Executive Director Bob Carroll was recently honored for his work with the American Red Cross. Gov. John Rowland presented Bob with the First Annual Governor's Award at a November 13th recognition dinner.

High School Winter

CAS Announces...

The 1998 High School Winter Conference

on

"Breaking Ranks"

January 13, 1998

Radisson Hotel & Conference Center, Cromwell, CT

Begin the Restructuring Process in Your High School...

Program:

Overview of "Breaking Ranks," by John Lammel, NASSP
Morning round table discussions in which workshop participants develop action plans focusing on "Breaking Ranks"

Luncheon Speaker:

Dr. Gerald Tirozzi, Assistant Secretary of Education

"The President's Call To Action"

Afternoon Workshops with Bob Mackin, Principal, Souhegan H.S., Amherst, NH, & his Staff (Souhegan exemplifies the *Breaking Ranks* model)

Topics: Creating a Democratic School Culture Performance Assessment for Grades 9 & 10 Performance Assessment for Grade 12 Creating a Professional Culture that Focuses on Reflective Practice

Administrators are encouraged to bring a team of teachers. Each attending school will receive a free copy of "Breaking Ranks."

National News & Notes

During the 1997 state legislative sessions, 15,240 education-related bills were introduced into legislation. Of those bills, 2,696 were enacted and 8,145 will likely be carried over into the 1998 legislative session. It is projected that 8,200 new education-related bills will be introduced in the 1998 state legislative sessions.

The Justice Department has reported that violent crime in the United States fell 10% in 1996, marking a 23-year low. The most significant drop - 17.6 percent - was seen in rapes and sexual assaults. Property crimes also decreased in 1996, falling 8.3%. Additional statistics can be obtained through the Bureau of Justice's web site at www.ojp.usdoj.gov/bjs/.

A recent National Center for Education Information survey found that 41 states currently offer some kind of alternative

teacher certification program. In 1983, only eight states offered such programs.

Once adversaries competing for members, the National Education Association and the American Federation of Teachers have announced an unprecedented partnership to address critical issues facing educators today. A new NEA-AFT Joint Council has been established to research and address issues such as teacher quality, school safety and discipline, and school infrastructure needs. Many speculate that this recent collaboration could signal a future merger between the two organizations.

According to the U.S. General Accounting Office, Congress pays for 127 programs for at-risk youth -- efforts that are administered by 15 different federal agencies and cost the government \$4 billion last year.

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A Bureau of Census study of state revenue shows that approximately 30% of state spending went toward education in fiscal 1996. Nationwide, state expenditures totaled \$860 billion, and roughly \$264 billion - or 30.6% - of that amount was spent on schools. Further statistics on government finances can be found on the web at www.census.gov.

The National Association of Secondary Schools (NASSP) and the Technology Student Association (TSA) have recently launched the American Technology Honor Society (ATHS). The mission of ATHS is to promote and recognize students' technological literacy, scholarship, commitment to service, and leadership. Announcing the formation of the ATHS at the White House, President Clinton said, "We are launching the American Technology Honor Society to harness high-tech skills of exceptional students so they can help to expand their own school's use of technology." Individual schools can establish chapters of ATHS by chartering with the national office. For further information, visit www.nassp.org/aths/aths.htm.

The National Education Goals Panel is looking to establish an independent review service to evaluate instructional materials in the same way that *Consumer Reports* reviews such products as televisions or answering machines. As conceived by the goals panel, the materials-review service would determine the value and appropriateness of instructional materials and evaluate whether they were aligned with challenging academic standards. The goals panel has asked the education-standards group Achieve to sponsor the creation of such a service. The matter will be taken up at Achieve's board meeting in February.

The National Study of School Evaluation has released a guide to help schools as they embark upon the accreditation process. The guide, "Indicators of Schools of Quality," contains a set of indicators designed to gauge the quality of schools' work in areas such as assessment, curriculum, and instruction. The criteria will help administrators assess their schools' strengths and weaknesses, design an improvement plan, and document their progress in meeting that plan. The guide, which is the work of six regional commis-

sions that accredit public and private schools, also contains surveys, a date-collection guide, samples of the kinds of reports that schools can draft, and guidelines for scoring their progress. The guide is available for \$40 from the National Study of School Evaluation, (800)843-6773.

A Pittsburgh high school was the site of a recent demonstration of a new curriculum called "The Science of HIV." Using thirty students as "guinea pigs," the curriculum's author graphically displayed how the virus that causes AIDS can spread. After students swapped cups of chemically treated water with three different "partners," a colored dye revealed that 3 out of 4 students had been exposed to the phony virus. "The students were very emotional about the fact they were infected, while others that were not seemed relieved," said Michael DiSpezio, the author of the curriculum, which is now being used in 1,200 schools across the country. The curriculum was published in October by the National Science Teachers Association.

Louisiana Governor Mike Foster kept his promise to forgo his \$95,000 annual salary if, by the end of his first two years in office, the state did not raise teachers' salaries to the average for the Southern states. While Louisiana teachers received raises in 1996 and 1997, they are paid on average about \$29,000, \$6,000 below the Southeast average of \$35,000. Beginning January 8th, Governor Foster, a wealthy businessman, will turn over his paycheck to the state fund for teacher pay.

Twelve Boston public high schools are testing get-tough policies to promote student punctuality. They are locking habitually late students out of school. Besides wanting to get students into class on time, principals say they implemented the policy to teach students the importance of promptness in the work world. The policy has been criticized by some law enforcement officials who are worried about leaving unsupervised students on the streets.

Last month, Education Week released a special report on the role of technology in education. *Technology Counts* illustrates a pressing need for more accurate data on the amount of technology in schools and on the way it is being used. The report

reveals that many policymakers and administrators are making decisions about technology based on anecdotal evidence and intuition. The report, which contains state-by-state reports on school technology and lists important resources for managing school technology, can be accessed at www.edweek.org/sreports/tc/.

A small new private high school in Dallas is seeking to fill its own niche by catering to gay and lesbian students. The Walt Whitman Community School, opened this fall, enrolls a half-dozen students, including one heterosexual student who had suffered taunts at another school because his mother is a lesbian. The school offers a traditional curriculum, including English, science, and mathematics, and emphasizes health and community service. The annual tuition is \$7,000.

Florida Governor Lawton Chiles and his Cabinet unanimously approved guidelines that allow school personnel to use physical force to control disruptive students. The provisions give teachers authority to use "reasonable force" to control their classrooms when students' behavior threatens them or endangers other students. The guidelines define reasonable force as "appropriate professional conduct, including physical force as necessary, to maintain a safe and orderly learn-

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ing environment." Education Commissioner Frank Brogan, who as an assistant principal once wrestled a loaded .357 magnum from a troubled 7th grader, championed the new guidelines.

The Coca-Cola Co. and the Colorado Springs school district have reached a 10-year, \$8.1 million deal that gives the company exclusive soft drink vending and advertising rights in the district. The agreement guarantees that each of the district's elementary schools will receive an annual payment of \$5,000 from Coke; the district's high schools will each receive \$25,000 a year. The deal is believed to be the biggest of its kind between a company and a public school system.

Prompted by recent incidents in which school groups were swindled by unethical tour operators, a group of travel companies has organized a trade association to promote professionalism within the student-travel industry. The Student and Youth Travel Association of North America, or SYTA, hopes to raise awareness of the many options available to student travelers and to highlight companies that conduct their businesses with integrity. The formation of SYTA comes on the heels of the highly-publicized arrest of the owner of a student-tour company based in Cottage, NY, who allegedly stole \$1 million in deposits from school districts in New York and New Jersey that had paid the company in advance for spring field trips. In another high-profile incident, the Milestone Educational Institute of Cambridge closed its doors in 1993 after accepting up to \$10 million from students and teachers who paid the agency to plan their summer trips abroad. Travel companies seeking to join SYTA must commit to a code of ethics and prove that they are financially stable and able to offer consumer protection.

At their November national conference, the Catholic bishops presented a strategic plan for moving the nation's Catholic schools into the next century. The education plan called for increased efforts to solicit money from foundations and outside donors, an aggressive national marketing campaign to recruit students, and lobbying efforts to push laws that would channel public funds into Catholic schools.

A Message To Be Shared

By Mike Savage, Executive Director

On October 22, 1997, at the invitation of Governor Rowland, I had the privilege of attending the 2nd Connecticut Education Summit at the Legislative Office Building. The purpose of the Summit was to bring together educators, business leaders, local officials, and community members from Connecticut's 15 largest urban areas to work together as partners to raise student achievement and improve the quality of education for Connecticut's urban youth. As part of the program, we heard a welcoming address from Paul Allaire, chairman and chief executive officer of Xerox, who also serves as co-chair of the Education Summit. His sincere commitment to forging long-term partnerships between the business community and urban school systems struck me deeply. I wished that every principal in the state were in attendance that day to hear his inspiring words. As that was not the case, I would like to share his message with you here...

"I'm often asked why business should be interested in or involved in attempts to improve our schools. The answer is not very complex. Nor is it new. More than two centuries ago Adam Smith observed that the wealth of a nation is its people. Never has that been more true than today. The straight facts are these: we cannot compete in a world-class economy without a world-class workforce and we cannot have a world-class workforce without world-class

schools.

In a democracy, education is everyone's business. But it is of special importance to business leaders today because of the way in which wealth is created in the modern world. It's the product of applied human intelligence. It's the product of brain power, of entrepreneurship, of creativity, of innovation. The future belongs to the educated.

There's another reason why business is interested in our schools. In today's economy, education is absolutely critical to a productive life. There is mounting evidence and growing public awareness that the solution to many of our problems, including drugs, crime, welfare and unemployment, lies in improving our public education.

Being good is no longer good enough. Our competition is no longer just New York and California and Michigan. Increasingly, it is Japan and Germany and the United Kingdom. The bar has been raised.

The case is irrefutable. People who get a better education have better jobs. And people with better jobs are less likely to turn to drugs or crime.

In today's competitive world, we can't afford to waste a drop of what our young people have to offer. Enabling all of our young people to realize their dreams — to be all that they can be — is the goal that unites all of us in our work today. Let's make it another step in our journey. Together we can make a real difference."

The U.S. Supreme Court declined to review the appeal of *Coalition for Economic Equity v. Wilson*, which involved California's controversial 1996 ballot measure known as Proposition 209. The now famous "Proposition 209," a constitutional amendment adopted last year, bans affirmative action programs in public education and in government hiring and contracting. The high court's action let stand a federal appeals court ruling which found that the amendment did not violate the U.S. Constitution. The Supreme Court did not rule on the merits of the case and, therefore, set no national precedent. Furthermore, because the initial lawsuit was a challenge to the state amendment on its merits, any party who claims legal harm by the implementation of Proposition 209 could file a new legal challenge.

Private Victories

**A series of
Drug-Prevention
Newsletters for
Connecticut
Students**

Private Victories (for grades 9-12), *Private Victories for Young Teens* (grades 6-8), & *Private Victories for Kids!* (grades 4-5) deliver valuable information on issues facing today's youth, including drugs & alcohol, stress, eating disorders, anger, violence, sexuality, and other age appropriate topics. **Subscriptions to *Private Victories* can be paid in full with funds from the Safe and Drug Free Schools and Communities Act.** For further information, contact Karen Nastri in the Central Office, (203)250-1111.

GUEST EDITORIAL: Education's Crumbling Veneer of Civility

by Richard J. Thomas, Exec. Director, School Administrators of New York State

There are in the lives of each of us those defining moments, those single specks of a lifetime, when we are required to search our souls. Usually the moments are defined by events, either great or small, that touch the core of our existence and, from that moment on, dictate our behavior. For me, such an event occurred several months ago.

Dr. Colleen Fennell, the superintendent of the Wynantskill School District, a suburban district in the Albany area, died as a result of suicide. Dr. Fennell's suicide occurred on a Saturday following another contentious and acrimonious executive session meeting between her and the board of education. This was not the first time a meeting of this type had taken place. Rather, such behavior had become typical from some members of the board of education.

Each of us can reflect on the agony that Dr. Fennell must have experienced. Even at our best, this reflection is vicarious, for we will never fully understand nor can we ever intellectually comprehend her despair. And as great as this personal tragedy is, there is for educational leaders an even greater issue. Had not Colleen Fennell died, the behavior of some members of the Wynantskill Board of Education would have been viewed merely as business as usual. While suicide is drastic and isolated, the events leading up to Dr. Fennell's death were not.

Somewhere during the last decade, the veneer of civility within the educational community has been lost. Administrators have been required to accept in their public lives behavior which they would not tolerate in their private lives. In some communities the divisiveness between elected members of a school board and the school superintendent has reached the point of a blood sport. Once begun, the acrimony spills into the school district, to the administrative team, to the teachers and support staff, to the parents, and to the students.

The lack of regard for and the callous treatment of superintendents, principals, administrators, and supervisors are beginning to have a chilling effect on the future of public education. Fewer educators are enrolling in administrative preparatory programs, the number of candidates for administrative vacancies is rapidly declining and, for the first time, it is necessary for school districts to employ recruiters to seek candidates to fill building level and supervisory positions. As a direct result of the treatment of our educational leaders, a new cynicism can be found in our schools. *Who cares what the superin-*

tendent thinks? The board has not renewed the contract of the last three superintendents. She will be gone in two years so we will just wait her out. This is becoming the typical kind of talk heard today.

Perhaps the greatest loser in the war is not the adults but rather the defenseless children. In many instances we have become diverted from our mission of educating children. When a county district attorney files charges against a superintendent that are allegedly motivated by political purposes, we are diverted; when a tax-PAC representative reportedly hires a private detective to investigate the personal life of an administrator, we are diverted; when a school board president verbally attacks a building principal in front of the faculty, we are diverted. Rather than reflecting upon the needs of children, we reflect upon the needs of survival. Rather than thoughtfully discussing the educational curriculum, we discuss strategies of endurance. Rather than taking the necessary risks of leadership, we focus on the perils that lie before us. At the end of the war, children and their education are the losers.

The resentment and animosity between school board members, superintendents, administrators and teachers must end. Each of us, personally and professionally, must become a living example of the behaviors we expect of our children. We will differ on some issues, but surely we can do so with dignity and respect. Yes, there will always be a political agenda, but together we must assure that the political agenda does not overshadow the educational agenda...Our failure to act now will only continue the degradation of our educational leaders and our teachers. And our failure to come to terms with the incivility that has invaded our school board meetings will only lead to another Wynantskill tragedy.

As educational leaders, we must be ever vigilant, for there are those citizens who believe in this war. There are people who, under the cloak of democracy and free speech, are willing to use unsavory tactics to advance their personal agenda. In the face of such demagoguery, our public schools suffer and so do all people of good will who care about the education of all children. In the end, it is the responsibility of all leaders — leaders in the district offices and in the school buildings, in the school board rooms and the classrooms, in the cafeterias and on the buses — who must stand together against such depravity.

(Reprinted from NASSP NewsLeader, Nov. 97)

STUDY RECOMMENDS WAYS TO IMPROVE SCHOOL GOVERNANCE

A new study published by the Educational Research Service suggests that school reform efforts should be directed at improving school district governance. "Getting There from Here—School Board-Superintendent Collaboration: Creating a School Governance Team Capable of Raising Student Achievement," a year-long study funded by the Kellogg Foundation, examined the leadership in 10 diverse school districts in 5 states to see why some school boards and their superintendents were able to raise student achievement, while others got bogged down in conflict over personal issues and political interests. The study offers 41 recommendations for improving district leadership and governance. The recommendations fall into the following 6 overarching strategies.

1 Build a foundation for teamwork. Establish a sound structure for governance with goal setting, planning, and high instructional standards; and involve the community in creating a vision for the school.

2 Get the best and most capable players. Recruit citizens for board service "who put children first," and who don't have members of their immediate families employed by the district. Elect board members to serve "at large," and don't pay them a salary for their service. Provide superintendents with long-term contracts that provide competitive compensation and benefits.

3 Ensure that the team players know their roles and responsibilities. Boards should focus on making policy and adopting budgets that support district goals. Boards should delegate the administration of schools to the superintendent, including all personnel matters (hiring, evaluation, dismissal, etc.).

4 Get into team training. Provide new board members with orientation workshops, and ensure boards and superintendents pursue continuous learning with a special focus on collaboration for higher student achievement.

5 Adopt good team strategies. Conduct board business only as a "Committee of the Whole," with no standing subcommittees. Hold only one business meeting a month. Don't "sit at the table" in negotiations with district employee groups.

6 Convince others to support the team. In each state, form a blue-ribbon task force to recommend changes needed in superintendent certification, open meetings laws, and other legislation that will better support collaborative school governance.

DEPT OF EDUCATION ISSUES IDEA RULES

On October 22, the U.S. Department of Education issued proposed regulations to clarify portions of the recently amended Individuals with Disabilities Education Act. Following a 90-day comment period and subsequent revisions, the Education Department intends to publish final rules by April, 1998. The proposed regulations emphasize several priorities, including: educating disabled students in regular classrooms when appropriate; conducting academic assessments of all students with disabilities; and holding states accountable for the progress of special education students.

The proposed rules include the following provisions:

- All disabled students must be included in state or district assessments, or be given an alternative exam.
- Local districts may use special education funds for services that also benefit non-disabled students in classes with a special education student. For instance, the proposed rules state that schools could use special education aides to help other students.
- School officials must take steps to ensure that the parents of a special education student are notified and encouraged to attend meetings on their child's individualized education plan. The proposed rules clarify that schools must notify parents well in advance and offer to communicate by phone if a parent cannot attend a meeting.
- States must set performance indicators, goals, and standards, similar to those for non-disabled students, for students receiving special education services. The proposed rules would require that states submit a report on the progress of disabled students to the Education Department every two years.

The text of the proposed regulations is available at www.ed.gov/legislation/FedRegister/proprule/index.html.

(Source: Education Week, October 29, 1997)

**"If all else fails,
immortality can
always
be assured
by spectacular error."**

School-to-Career, *cont'd from page 1*

elementary and middle school career awareness projects; rigorous academic pre-internship classes; a successful Tech Prep relationship with Gateway Community Technical College; and a high rate of internship placements.

Capitalizing on New Haven's fortunate access to world class health care facilities, our School-to-Career Initiative has developed strong, significant partnerships with Yale New Haven Hospital and the Hospital of St. Raphael.

During the summer of 1997, the Yale New Haven Hospital hired students who had previously served as interns to work in the following departments: Nursing Education; Dermatology Clinic; Primary Care Center; Public Relations; and the Engineering Department.

Additionally, thanks to the successful internship placements at St. Raphael's, the number of placements there will increase from 6 to 12 in the coming year.

Students interned at the Yale School of Forestry and the Yale Biology Laboratory. Part of their internship responsibilities included the study of fungi and learning how to do scientific reports.

LaTora Teel began her internship at the New Haven Public Health Department's Maternal and Child Health Clinic. This proved so successful for LaTora and the clinic, that she is still employed at the clinic, in addition to taking courses at Gateway Community Technical College.

Joe Canzanella did back-to-back internships! In his junior year, he interned at New Haven's Central Veterinarian Hospital where he spent 16 weeks working with doctors and staff on a variety of animal-related health problems. In his senior year, Joe decided to pursue an internship at Citizens TV. Joe says that a career in TV production is now an option because "now I actually know what it's all about."

Career High School, a magnet school concentrating on business and health and biosciences fields, has established strong relationships with the many area health agencies. These relationships build and strengthen the firm, tangible commitment of the business, civic, and educational community to ensuring the successful future of our youth.

For further information about New Haven's School-to-Career Initiative, contact Mary Ann O'Brien at (203)946-7052.

Mooney, *cont'd from page 1*

weapon into school (object which can cause bodily harm, i.e., knife over two and a half inches) or selling, soliciting or offering drugs for sale. You can move for an extended period into an alternate setting if you can prove by substantial evidence that the student's possession would likely result in injury or put students at substantial risk. (Mooney has serious concerns about this latitude.) All children with disabilities, if excluded for more than 10 days from the learning environment, must have a PPT. Previously, it had to be determined if the disability caused the conduct. Now it is assumed it did unless you prove otherwise. An IEP must be appropriate and in place. You must show the child's disability didn't impair the ability of the child to control the situation. You have up to 10 days for this. If a student is excluded for more than 10 days, you are obligated to convene a PPT and set up behavioral plans. The IEP could state that education would be in an alternative setting and/or could provide services in another way.

-- You cannot remove a student from a class more than two times a week or six times a year without going to an informal suspension hearing. In and out of school suspensions are viewed as the same.

-- In regular ed, there is no such thing as a "hidden disability;" however, in special education, the administrator's knowledge of a disability is presumed or a hidden disability may be identified by parents requesting an evaluation.

-- If a student has ten incidents or 50 days of suspensions, or more than ten days of expulsion, before you can move to full expulsion, you must first go for a special education review.

-- Disciplinary interventions must be put in students' cumulative record.

-- The Chief of Police must notify the superintendent of any arrests. With the law amended this year, police may now appear as requested by the BOE in any matters involving arrests and possible suspensions/expulsions. Police have a duty to cooperate with information given as "confidential to the hearing."

You are encouraged to read and have for your personal library Tom Mooney's book on School Law. It may be one of the best investments you could ever make. Our thanks to Tom Mooney for sharing his time and expertise with us.