

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

VOL. 74 / NO. 3

DECEMBER 1999

SAVAGE HONORED BY SPECIAL OLYMPICS

Executive Director Mike Savage was honored with the prestigious "Unsung Hero Award" at the Special Olympics Connecticut *Celebration of Heroes* awards luncheon on November 7th. The event drew nearly three hundred people to the Omni Hotel in New Haven to pay tribute to thirty individuals whose work has had an extraordinary impact on the lives of the more than 8,700 athletes who participate in Special Olympics each year. Mike was recognized for his grassroots efforts in launching the CAS-Special Olympics Unified Sports® Program.

In 1992, when Mike first learned of Unified Sports®, he immediately recognized it as a program that could be of tremendous benefit to the thousands of special needs students in Connecticut's schools. He believed that Unified Sports® could provide mentally disabled students with opportunities to compete for and represent their schools on the same level as their non-disabled peers.

"Our goal at CAS-CIAC is not merely to identify the few who are gifted, but rather to enrich the many who can succeed if they are given a fair chance as well," states Mike.

With the help of Special Olympics Connecticut Executive Director Beau Doherty, Mike worked tenaciously over the course of one year to write and ultimately secure a grant from Special Olympics International which would fund the development of a pilot Unified Sports® program within Connecticut's public school system. In 1993, the CAS/Connecticut Special Olympics Unified Sports® Program was born. The program, now in its seventh year and growing beyond expectations, has provided thousands of mentally disabled students with opportunities to participate in organized athletic activities through their schools.

Since its inception in 1993, Mike has taken a very personal and active interest in



Mike Savage is congratulated by Jamie Lazaroff, a Special Olympics athlete from Danielson who is also a member of the Special Olympics CT Board of Directors.

the CAS/Connecticut Special Olympics Unified Sports® Program. He has worked closely with Unified Sports® Director Ann Malafronte to nurture, develop, and promote the program. His individual efforts have helped the program to evolve into a popular, respected, statewide athletic program on a par with many JV and varsity sports programs. He has championed the program in local, state, and national forums and has worked aggressively to encourage other state athletic associations to provide similar opportunities for students with disabilities. A most loyal and supportive fan, he has attended hundreds of Unified Sports® events. Mike has been an energetic and enthusiastic advocate for children with special needs. To this day, Mike considers his efforts to extend athletic opportunities to students with disabilities to be one of his most important professional accomplishments.

ASSOCIATE COMMISSIONER CALLS ON AP's TO IMPROVE SCHOOL CLIMATE

By Tom Galvin, Asst. Executive Director

The CAS Assistant Principals' Committee was addressed at its November meeting by the State Department of Education Associate Commissioner, Dr. Betty Sternberg.

Dr. Sternberg reviewed her experience of being attacked by a teenager in the SDE parking lot last year and how this contributed to her decision to engage in a study of high school climate. (This was the recent subject of an op-ed article by Dr. Sternberg published in the *Hartford Courant*.) Through personal interviews with 20 graduates of Connecticut public high schools, Dr. Sternberg gained a unique perspective on high schools. The former students expressed many concerns about their school cultures, with many examples of tension, harassment, non-caring teachers, and anti-gay and anti-Semitic actions cited. Often these behaviors seemed to be ignored or even condoned by the adults in the school.

Dr. Sternberg stressed the need to change the roles of the adults in schools in order to create purposeful connections among all members of the school communities. She provided several examples of programs in schools which address these issues, providing a more personalized atmosphere, such as adviser/advisee programs, conflict management, mentor/mentees, improved counseling, and controlling class size.

Comparing the reactions to her attack in the SDE parking lot to schools' reactions to Columbine, Dr. Sternberg pointed out that the parking lot security was greatly improved much as schools have improved their overall security, but that considerably more needs to be done to change and improve the behaviors of people.

In discussion, several assistant principals explained programs in their schools which address the issues such as adviser/advisee programs. It was also noted that the theme of the assistant principals' conference this year "using meaningful connections to create a caring school community" is in line with Dr. Sternberg's thinking.

CT EDUCATION FACTS

Schools and Enrollment

School Level/Type	# of schools	1997-98 enrollment	2002-03 projection
Elementary	645	260,179	249,520
Middle/Jr High	163	119,752	131,570
High	163	130,938	151,060
Vo-Tech	17	10,575	12,000
Non-graded Pre-K	80	14,675	14,870
Total Public	1,068	536,119	559,020
NonPublic	335	75,230	77,800

Enrollment by Race/Ethnicity & Sex

Race/Ethnicity	1996-97		1997-98	
	enrollment	%	enrollment	%
American Indian	1,436	.3%	1,290	.2%
African American	71,624	13.6%	73,034	13.7%
Asian American	13,550	2.5%	13,238	2.5%
Hispanic	62,864	11.9%	64,902	12.1%
White	378,123	71.7%	382,721	71.5%
Total	527,597	100%	535,185	100%
Sex				
Male	272,897	51.7%	276,738	51.7%
Female	254,700	48.3%	258,447	48.3%

Sex & Race/Ethnicity of Professional Staff

Race/Ethnicity	Male		Female	
	number*	%	number*	%
American Indian	25	.1%	45	.1%
African American	427	1%	1,280	2.9%
Asian American	33	.1%	127	.3%
Hispanic	332	.7%	832	1.9%
White	11,792	26.3%	30,005	66.8%
Total	12,609	28.1%	32,289	71.9%
Total % minority staff	1994-95	1995-96	1996-97	1997-98
*includes full- and part-time staff	6.7%	6.7%	7.0%	6.9%

Student Needs

% of students with non-English home language:	12.0
% of students receiving free or reduced-price meals:	23.9
% of high school juniors and seniors working 16 hours or more per week:	30.3
% of kindergarten students with preschool experience:	70.4

Average Class Size

	1996-97	1997-98
Kindergarten	19.2	19.0
Grade 2	20.5	20.5
Grade 5	21.7	21.6
Grade 7	22.2	21.9
High School	20.5	20.1

Total Per Pupil Expenditures

1993-94	\$8,013
1994-95	\$8,194
1995-96	\$8,300
1996-97	\$8,517
1997-98	\$8,785

Revenue Sources

	1996-97	1997-98
Local	56.51%	55.62%
State	39.15%	39.56%
Federal/Other	4.34%	4.82%
Total	100%	100%

Students Per Computer

	1996-97	1997-98
Elementary	8	7
Middle	7.2	6.4
High School	5.9	5.5

■ Congratulations to **Dr. Carol Harrington**, Connecticut's 2000 Superintendent of the Year. Dr. Harrington has served as superintendent in Fairfield since 1990 and is currently president-elect of the CT Association of Public School Superintendents (CAPSS). Dr. Harrington, representing CT, will now compete on the national level with those selected from the other states for the National Superintendent of the Year Award.

■ In October, the state board of education voted to extend the term of state oversight of the Hartford School District from June 30, 2000 to June 30, 2002. Special Act 97-4 allows for this extension based on the need for additional time to improve student achievement and to sufficiently address the Hartford Improvement Plan.

■ Teachers in Waterbury agreed to return a portion of their recent salary increase so that the district can purchase textbooks, computers, and other instructional materials. The Waterbury Teachers Association agreed that for each of the first two years of its new four year contract an amount equal to about \$300 per teacher would be put in a fund which is projected to total \$600,000. The teachers' contributions will be matched by the city.

■ The Connecticut Business & Industry Association (CBIA) has produced a series of career exploration videos to be given to every middle and high school in the state. The video series consists of nine tapes, one introductory and eight others which examine jobs in the following fields: health and biosciences; government, education and

human services; retail, tourism, recreation and entrepreneurial; arts and media; construction technologies and design; business and finance; the technologies of manufacturing, communications and repair; and environmental, natural resources and agriculture. The videos, which involve young hosts that students can identify with, were filmed on location at more than 30 CT companies. Each tape gives a realistic view of the jobs within a given field, ranging from ones requiring a high school diploma all the way up to those which call for advanced college degrees. Sets of the tapes — along with teacher guides and student activity sheets — have been sent to all superintendents. For more information about the videos, call Glenn Black at 860-244-1900.

national news & notes

■ According to a new survey by the Center for Education Information, the profile of the typical new teacher has shifted dramatically over the past 15 years as older people have decided to pursue a career in teaching. Almost one third of the people who completed a teacher-preparation program in 1998 already had bachelor's degrees. More than half the people admitted to teacher-preparation programs in the last year came from an occupation outside education. More than a third had teaching-related experience, such as serving as a substitute teacher, teachers' aid or paraprofessional. Those teacher candidates tended to be older—around 30—and were more likely to be male than the undergraduates traditionally interested in teaching. At the same time, the number of people training to be teachers has jumped 49% since 1983, to 200,545 new teacher graduates last year. "The Making of a Teacher: A Report on Teacher Preparation in the U.S." is available online at www.ncei.com/MakingTeacher-rpt.htm.

■ New legislation in California has allocated \$15 million in grants to pay teachers to visit their students' homes after school and on weekends. Schools with more than 1,000 students will be eligible for \$40,000 grants to compensate teachers for time spent visiting students' homes during evenings and weekends; schools with fewer than 1,000 students will be eligible for \$20,000 grants.

■ In October, the Universal Services Administration Corp. announced that every school/library that submitted a valid application for E-rate funding by last April 6 would receive it. The USAC also opened the initial filing period for the third year of the program, which will run from July 1, 2000 to June 30, 2001.

■ The Massachusetts State School Board has adopted new guidelines which will give principals a greater say in teacher recertification. Under the current system, the state education department reviews teachers' credentials and determines whether they have sufficiently met recertification guidelines. But beginning Dec. 1, it will be up to principals, rather than the state, to ensure that teachers have met those and other recertification requirements. Under the new policy, teachers whose principals deny their recertification requests can appeal to the state.

CSIET Offers New Membership Option
The Council for International Educational Travel (CSIET), a not-for-profit agency which evaluates and monitors international youth exchange programs, is offering a special individual school membership option. For \$25, a high school can receive the following membership benefits: two complimentary copies of the CSIET Advisory List, direct and timely information — including updates, newsletters, articles, legislative changes — on exchange programs, and the opportunity to participate in the evaluation of international youth exchange programs. Visit the CSIET website at www.csiet.org.

■ Women constitute about 12 percent of the superintendents in the roughly 14,000 U.S. school districts. That's up from 2 percent in 1981, but below the 75 percent of teaching jobs held by women and the 51 percent of the population that is female. Women now make up around half the ranks from which the vast majority of superintendents are drawn: central-office administrators and principals. In district central offices, 57 percent of the professionals are women, as are 41 percent of principals. In many ways, the shortage of women in top education jobs mirrors other fields. In business, where 46 percent of the workforce is female, fewer than 11 percent of corporate officers are women, and only 3 percent are heads of companies, according to recent figures from Catalyst, a New York City-based research and advocacy group for women in business.

■ According to U.S. Department of Education statistics, during the 1996-97 school year, about 34,101 students nationwide were identified as autistic as compared with 15,580 in 1992-93. This represents an increase of nearly 120%. During that same 4-year period, the overall number of students with disabilities rose only 13%.

■ A Texas state law passed last spring — the first of its kind in the nation — requires superintendents to notify parents if their children are being taught by teachers who are either unlicensed or have emergency credentials. With more than 12,000 teachers on emergency permits and a total of 40,000 positions (out of 256,000) filled with teachers who lack proper licenses, administrators were faced with the daunting task of mailing thousands of letters to parents this fall. Critics claim that the new parent-notification measure has created an undue paperwork burden and an undue reporting requirement on school districts.

A first time study that portrays the degree of illicit drug, alcohol and tobacco use in selected popular movies and music was recently released by the Office of Drug Control Policy and the Substance Abuse and Mental Health Services Administration. The study examined the 200 most popular movie rentals and 1,000 of the most popular songs from 1996-1997. Following are some of the key findings of the study:

✘ 98% of movies depicted substance use and 28% of songs referred to the use of illicit drugs, alcohol or tobacco.

✘ Illicit drugs appeared in 22% of the movies. 26% of those movies portrayed illicit drug use in a humorous context.

✘ Fewer than 15% of young characters who smoked marijuana or cigarettes experienced any apparent consequences.

✘ While there are few African American characters in movies, these characters were portrayed as using drugs at a disproportionately high rate.

✘ Alcohol and tobacco were used in over 76% of movies rated G or PG, and in an overwhelming majority of PG-13 movies (tobacco-82%, alcohol-94%).

The full text of this report is available at www.health.org/mediastudy/index.htm.

(Source: CT Clearinghouse Courier, Fall 1999)

■ According to a new report by the College Board, "Trends In College Pricing," tuition at private and public colleges and universities has more than doubled since 1981, but the median family income has risen only 22% in that period. College tuition rates rose less than 5% for the 1999- 2000 school year, the lowest increase in the last four years.

■ According to a recent U.S. Department of Education survey, 36% of school districts reported that not all of their "mission critical" computer systems were Y2K-compliant. Marshall Smith, the department's acting deputy secretary, projected that as many as 1,500 schools could shut down when the calendar rolls over to 2000.

■ The Council of the Great City Schools has released a report documenting the progress made by 11 urban school systems in narrowing the gap in academic achievement between white and minority students. Improvements were linked to comprehensive reading programs, increasingly rigorous course selection, and data that better target areas of student need. The report can be viewed at www.cgcs.org/ACHGAP.pdf.



...more national news & notes

■ In response to the increasing shortage of substitute teachers, "temp" agencies are stepping up to the plate to accommodate school staffing needs. Kelly Services, which now has contracts to provide substitute teachers to 12 school districts in Mississippi and Louisiana, has announced that it will begin offering the same service nationwide through its 1,200 offices. The shortage is fueled in part by the strong economy, which has opened up numerous job opportunities for potential subs. At the same time, a renewed focus on professional development for teachers has increased the need for substitutes who can fill in for them while they're receiving training.

■ Dismissing the venerable "Cliffs Notes" study guides as too costly and a bit abstruse, two recent college graduates from Buffalo, N.Y., started Schoolbytes.com. The World Wide Web site provides plot summaries free, along with terse synopses of historical events and links to term papers on dozens of topics. The depictions — such as "John Steinbeck was a really weird author who was a loner," "Emily Bronte's *Wuthering Heights* is set in something like a backwoods trailer community," and "Gregory Samsa is the guy that gets turned into a big-ass bug in Franz Kafka's *The Metamorphosis*" — are enough to send a collective cringe through the ranks of serious English teachers and bookworms everywhere. But thousands of high school and college stu-

dents are seeking insight from the site. Since its launch in February, there have been as many as 1 million "hits" on the site, and its creators expect its popularity will surge as word of the service spreads in cyberspace. Already Schoolbytes has attracted a "cult like" following among the 13-to-23 crowd, according to one of its creators. While, predictably, the site has drawn scathing denunciations from educators who charge that it is nothing more than a high-tech cheat sheet, there has been some praise from unlikely sources. Margaret W. Ferguson, a member of the executive council of the Modern Language Association and a professor of Renaissance literature at the University of California, Davis credits Schoolbytes with providing another resource for students that helps them delve into the classics. "Anything that can get students' interest and gives them some sort of translation of what they are studying is for the good," she said. "This is a culture of shortcuts." (Source: Education Week, 9/15/99)

Recommendations on School Governance

The Education Commission of the States has released a long-anticipated report entitled *Governing America's Schools: Changing the Rules*. It was compiled by an 18-member commission of education leaders from around the country and offers two distinct approaches to governance as options for state and district leaders looking to improve their schools. The first model builds on the current system of publicly funded and publicly operated schools, while the second approach would create a system of publicly funded schools run by independent entities. Both approaches call for:

- strengthening, not discarding the public school system;
- allowing money to follow the child to the school he/she attends;
- providing information on student, teacher, and school performance to parents and community members;
- giving parents more choice about where their children attend school;
- focusing accountability systems on improved student achievement;
- redefining the role of teachers' unions;
- granting individual schools control over their personnel and budgets; and,
- strengthening the role of school boards.

A copy of the full report can be downloaded from the ECS website at www.ecs.org.

Can you predict who will complete a college degree?



- More than high test scores, class rank, or GPA, a rich pre-collegiate high school curriculum is most likely to correlate with completion of a bachelor's degree.
- Of all pre-collegiate courses, the highest level of mathematics studies in high school has the strongest influence on bachelor's degree completion. Finishing a course above the level of algebra 2 (such as trigonometry or pre-calculus) doubles the odds that a student who enrolls in college will complete a bachelor's degree.
- The average time to complete a bachelor's degree is 4.72 calendar years. Even for those who are continuously enrolled until graduation, it's 4.33 calendar years.

(Source: *College Spotlight*, Sept. 1999 / Reprinted from *Totem Tales*, Oct. 99)

Historically, 40% of people who earn teaching credentials aren't teaching the following year.

CAS OFFICERS: 1999-2000

President.....Alan Bookman, Glastonbury HS
Vice President.....Tony Molinaro, King St. Inter.
Secretary.....Donald Gates, Portland HS
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Timothy Doyle.....Asst. Executive Director
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Karen Nastri.....Editor, Asst. Exec Director
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J. Robert Ford.....Director of Development

THE BULLETIN

Published monthly except July, August and Sept. by the Connecticut Association of Schools at 30 Realty Dr., Cheshire, CT, 06410. Phone: (203)250-1111. Subscriptions to the BULLETIN are a membership service; subscription costs are \$5.00 for senior high schools; \$1.00 for middle level and elementary schools; \$1.00 for associate and retired members. Third class postage paid at New Haven, CT. Permit #561. POSTMASTER: Send address changes to -- BULLETIN, 30 Realty Drive, Cheshire, CT 06410.



Weekly Reader
CORPORATION

Percentage of Firearm-Related Deaths per 100,000 Juveniles Ages 0-14

Country	Homicide	Suicide
Spain	0	.01
Northern Ireland	0	.46
England and Wales	.04	0
Sweden	.06	0
Belgium	.06	.10
Canada	.07	.13
Italy	.07	.01
Switzerland	.08	.08
Germany	.08	.01
Norway	.12	.24
Australia	.13	.02
Austria	.14	.07
France	.16	.07
Israel	.38	0
Finland	.42	.1
United States	.94	.32

(Source: *Juvenile Offenders and Victims: 1999 National Report*, Office of Juvenile Justice and Delinquency Prevention)

legal news & notes

■ Courts are saying "yes" to drug testing

Of students... In *Theodore v. Delaware Valley School District*, Judge Harold Thomson ruled that it is not unconstitutional for a school to force students to undergo drug testing in order to participate in activities or receive a parking permit. Thomson mainly relied on the landmark U.S. Supreme Court case of *Vernonia v. Acton*. According to the opinion, in an effort to prevent students from using drugs, the Delaware Valley School District requires all students involved in extracurricular activities and those who apply for parking permits to undergo a drug test. There are five types of testing provided for under the policy: initial testing to participate in an activity, random testing, reasonable suspicion testing, return-to-activity testing, and follow-up testing. A student can be suspended or expelled from activities, but not from school, for positive test results. Positive results also cannot have negative academic effects on a student, be recorded in any academic records or be forwarded to criminal authorities without a valid subpoena. The suit was brought by the parents of Jennifer and Kimberly Theodore, students at a high school in the Delaware Valley School District. In the suit, the Theodores claimed the policy violated their rights, privileges and immunities provided by the state constitution. Thomson studied the situation using the guidelines established in what he said was the "seminal case in testing students randomly" for substance use, *Vernonia School District 47J v. Acton*. Applying *Vernonia* to *Theodore*, Thomson said the students in the Delaware Valley School District also had a reduced expectation of privacy and that the level of intrusion caused by the testing policy was minimal. In consideration of the governmental interests at issue, Thomson said the district had a legitimate concern to maintain its students physical and mental health by trying to discourage drug use. (Source: *Pennsylvania Law Weekly*, September 27, 1999)

And teachers... The U.S. Supreme Court refused to hear the appeal of a National Education Association affiliate in Tennessee that sued over the Knox County District's policy of testing new teachers for illicit drug use. The 52,000-student district, which includes Knoxville, adopted the policy in 1994. The district requires drug testing of all hires for what it deems "safety sensitive" jobs, including teachers, teaching aides, school secretaries, assistant principals, and principals. Any job candidate testing positive for drug use is not hired. The district does not conduct any random tests of the covered employees after the initial screening. The Knox County Education Association challenged the program as a violation of the Fourth Amendment's prohibition against unreasonable searches. A federal district court struck down the program, but a three-judge panel of the U.S. Court of Appeals for the 6th Circuit, based in Cincinnati, sided with the school system. The appeals panel unanimously held that teachers and other covered employees could be construed to fit the safety-sensitive category in which the Supreme Court has upheld drug-testing for such positions as train engineers and drug-interdiction agents. "A local school district has a strong and abiding interest in requiring that teachers and other school officials be drug-free so that they can satisfy their statutory obligation to ensure the safety and welfare of the children," the 6th Circuit court said. (Source: *Education Week*, 10/13/99)



Save These Dates...

ADMINISTRATOR / TEACHER MINI WORKSHOPS

The Early Childhood Committee of the Connecticut Association of Schools is sponsoring the following mini-workshops on important early literacy topics. Each workshop will be held at a different location within the state (TBA). We urge attendees to try to make all three workshops if possible.

February 9, 2000

Learn about recent research in early literacy assessment and instruction - Marie Clay's Observation Survey, Running Records, and Guided Reading - How to implement literacy assessment and instruct your students.

March 7, 2000

Learn techniques of classroom management for implementation of guided reading, individualized assessment, literacy centers, and varied differentiation activities in primary classrooms.

April 4, 2000

Learn how the new state regulations defining special education eligibility have impacted early literacy assessment and instruction in the regular education classroom. Techniques and interventions will be shared.

Cost: \$5.00 for CAS members / \$12.00 for non-members

Times: 4:00 p.m. - 6:00 p.m. (light refreshments will be served)

. 2 CEU credits will be awarded for attendance at each workshop

Guest Editorial

By Jack Roberts, Executive Director, Michigan High School Athletic Association

I can still recall as if it were yesterday my high school choir director stretching out his arms, throwing back his head, and looking to the heavens when we got a particularly loud and inspirational chord just right. I can remember his eyes welling up with tears when we got a soft, delicate phrasing just right. His love for music and for us was so infectious, he won the hearts of 50 adolescents for music and for him.

When I was a senior, I joked with him that he should be the highest paid employee of the school district. He said he disagreed because the highest paid employee didn't get to see the love and hear the music of 50 kids for 50 minutes every day the way he did. He felt he was the most highly compensated employee in the district.

But ten years later, my mother told me that this choir director had left teach-

ing for private business. I was incredulous. I couldn't picture Mr. Schultz as anything but a teacher. I was greatly saddened.

Ten years after that, I attended my 20th high school reunion; and the two teachers invited to join the Class of 1966 that night included Mr. Schultz.

That evening, I asked to speak with him privately. I told him I was saddened when I heard he had left teaching and I was still sad, because he was the best teacher I had in high school. "Why did you leave teaching?" I asked.

He answered, "Because no one told me what you just did."

What a loss for education. And what difference a word of encouragement might have made.

So, let us each seize the opportunity to give thanks for and to give thanks to the most important educators of our lives.

Connecticut's educators have the most education in the country, with over 79% receiving a masters degree or above; yet, up to 60% are poised to leave teaching by the year 2005.

THE BALANCING ACT:

Instructional Leadership and the Principal

January 26 & 27, 2000

at the CAS Office

Day 1: The Big Picture: The Principalship,
A Work in Progress"

Day 2: The Instructional Impact of Leadership"

Presenter: *Joseph W. Hoff, Ed.D*
Educational Consultant

Registration: \$50 for CAS members
\$75 for non-members
(includes both workshops & light meal)

Contact: Tim Doyle, 203-250-1111

.1 CEUs will be awarded upon completion of the two-day sessions



CAS BOARD ADOPTS GOALS

At its October meeting, the CAS Board of Directors adopted the following goals for the 1999-2000 year:

- Merge CAS and EMSPAC with particular attention given to the development of a common budget, unified boards and committees, the implementation of the principals' center, and a uniform dues structure.

- Determine a course of action to alleviate the lack of office space, conference rooms, teaching areas, and parking so CAS can continue to improve its services to member schools.

- Determine the level of teacher involvement in the overall structure of CAS.

- Determine a long-range plan to guide the financial development committee's work with respect to corporate sponsorships, foundations, grants, etc.

- Complete and publish a comprehensive CAS Handbook.

- Establish a standing public relations committee.

- Determine ways, financial and otherwise, to more closely involve board and associations (CAHSP, CAMSP, CAESP) members with national affiliations, i.e., NASSP, NMSA, NAESP, NELMS, National Federation, to gain the maximum benefit from those associations..

- Improve the diversity on boards and committees.

- Establish a standing committee to promote character education in all student-sponsored activities, i.e., sportsmanship, ethics, integrity, etc.

SIMSBURY HIGH SCHOOL

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(860)658-0451 / FAX (860)658-2439

October 18, 1999

Dr. Gerald N. Tirozzi
Executive Director
National Association of Secondary School Principals
1904 Association Drive
Reston, VA 20191-1537

Dear Dr. Tirozzi,

Now that I have been back to the "real world" of my school, I wanted to write to you to express my appreciation for the symposium for the state principal of the year. As I have described it at school, to my friends, to Mike Savage, and others, it was a "peak" career experience. Quite literally, it was a once in a lifetime opportunity.

You and your staff were most congratulatory, cordial, and supportive. I cannot imagine a more affirming experience for school principals.

Our state association has valued the Principal of the Year recognition and we look forward to the additional opportunity of the Middle School Principal of the Year feature as well.

Please thank and congratulate John, Curt, Susan, Joan, and all the others from NASSP for working so hard to provide us with this chance to meet and celebrate. I also enjoyed meeting the Met Life representatives who not only supported the entire program, but participated actively in the events and discussion.

Best wishes to you in your new position with NASSP. Your Connecticut colleagues are very proud of you and your contributions to education on a state and national level.

Sincerely,

Dennis C. Carrithers, Principal
Simsbury High School

DENNIS C. CARRITHERS, Ph.D.

Principal

LAWRENCE FISCHER

Vice Principal

WALTER J. ZALASKI

Vice Principal

The CT State Department of Education is seeking applicants for the 2000-2001 *Christa McAuliffe Fellowship Program*. The program, administered by the Council of Chief State School Officers, awards a qualified teacher a grant of appx. \$46,000 which he/she can use to take a sabbatical to continue his/her education, to develop an innovative program, to consult with or assist local education agencies or private schools, or to develop model staff development programs. Projects must focus on one of the following four priorities established by the SDE:

- standards, assessment and accountability
- urban education
- quality and diversity
- innovation and flexibility

Applications, which can be obtained by calling 860-566-1701, are due in the state department by March 13, 2000.

DR. NEILA CONNORS ENTERTAINS, ENERGIZES, & EDUCATES

Anyone in the vicinity of the Southbury Hilton on the morning of November 5th couldn't miss the peals of unbridled laughter emanating from the Southford Room. Inside was Dr. Neila Connors — educator, author, consultant, and nationally acclaimed speaker — regaling a crowd of nearly one hundred fifty middle level teachers and administrators with her antics and anecdotes. The *17th Annual Middle Level Fall Conference* was an unmitigated success, boasting a record attendance and one of the finest keynote speakers in its seventeen year history.

The conference began with a keynote address by Dr. Connors, who delivered a powerful message with a perfect blend of humor and humanity. Dr. Connors reminded educators that they have the most important—and difficult—job in the world today, that of helping kids make their dreams come true. Dr. Connors acknowledged that the educator's plate has become more and more full and offered the following "tips" for surviving and succeeding in the most difficult job in the world:

- Have passion...jump up everyday and shout "Yahoo"!!!
- Learn to deal with change...change is synonymous with education.
- Have the attitude of gratitude...thank those who do good things.
- Never let a day go by without experiencing the four "L's" —
 - life — live life to the fullest
 - learning — don't go to bed without having learned at least one thing that day
 - loving — love yourself first
 - laughing — laughter is the most effective stress reliever
- Be there for ALL kids.
- Slow down and get in the moment.



Keynote Speaker Dr. Neila Connors

"Kids may not remember the specifics of what you taught them, but they will never forget how you treated them."

Dr. Neila Connors



Mike Rafferty, Chair of the Middle Level Program Committee welcomes participants to the 17th Annual Conference.



Bob Spear, NELMS Executive Director, presents a workshop on motivating middle level students.

Following Dr. Connors' energizing address, participants attended a series of workshops on such topics as: motivating middle level students, legal issues for educators, school shootings, interdisciplinary teaching, and the 3rd generation CMT and 2nd generation CAPT. Many thanks to the following presenters:

- Dr. Robert Spear — Executive Director, NELMS
- J. Brien O'Callaghan — Clinical Psychologist
- Stephen Donnelly and Linda Kelly — Griswold Middle School
- Christine Sullivan, Mari Muri, Michal Lomask, and Sue Kennedy — State Dept. Of Education
- Attorney Thomas Mooney — Shipman & Goodwin

Further thanks to **Prentice Hall** for its generosity in sponsoring this year's conference and to Mike Rafferty and the members of the Middle Level Program Committee for their efforts in putting together an exceptional program.

The 1999 Middle Level Teacher of the Year and the three 1999 Middle Schools of the Year were recognized during an afternoon awards ceremony. Congratulations to...

- ★ Ellen Stankevich, Cromwell Middle School
- ★ Bennie Dover Jackson M.S., New London
Richard Foye, Principal
- ★ Clark Lane M.S., Waterford
Dennis Curran, Principal
- ★ Hamden Middle School
Lisa Norwood, Principal

elementary school news

LITCHFIELD INTERMEDIATE FOSTERS LOVE FOR READING

By Ann C. Mirizzi, Principal

Litchfield Intermediate School has been researching and implementing Reader's Workshop for the past several years. Professional development for this individualized reading approach was provided by Lucy Calkins and her staff at Teacher's College of Columbia University.

The model uses whole pieces of children's literature for reading instruction and stresses student choice of independent reading material. Students are instructed through whole group mini-lessons, delivered in the context of a read aloud as well as through small group and individual conferences that focus on specific children's needs. Students read independently each day in the classroom and at home. This independent reading allows for individual reading interests and enables each child to read at his own level and progress at his own pace. Mini-lessons often revolve around higher order thinking. Students are encouraged to discuss their thoughts with peers and support their opinions with

examples from the literature.

The teachers are responsible for monitoring and assessing each child's progress. Through this monitoring, lessons are implemented when most timely. Professional development is ongoing. Teachers are committed to professional reading, attending Saturday and Summer Institutes at Columbia, and to working collaboratively on a daily basis. The district continues to support professional growth by providing in service days with staff from Columbia and providing time for teachers to work collaboratively.

The model also provides the teaching strategies that align with our system wide initiative of the "learning triad," aligning standards and assessment and using the appropriate instruction.

The Connecticut Mastery Test is one measure of our success in reading. Another measure of our success is the true love for reading that our students have acquired.

NEW INITIATIVES AT PEMBROKE SCHOOL

By Jose Olavarria, Principal

With all of the mandated initiatives coming down upon the school, I found it necessary to reach out to alternative funding grants that would make it possible for the Pembroke students to reach our goals. Working collaboratively with our local Public Library and Readers Digest, we have received a total of approximately \$6,000 to put in place the following literacy initiatives:

1. To support students in grades 3-5 in completing school work and research assignments by...
 - ♦ posting a homework hotline on the library's Web page;
 - ♦ initiating extended book collection loan service to teachers who want library books in the classroom for student use;
 - ♦ designing and implementing a research assignment/project with the three grade levels, which includes a trip to the library to conduct research.
2. To introduce the public library to children in K-2 and increase their access to reading materials by...
 - ♦ purchasing 300 new "beginning reader" books;
 - ♦ collaborating with second grade teachers to evaluate and improve the second grade visits to the library;
 - ♦ hosting a "family reading night."
3. To increase teacher, parent and student awareness of the library by...
 - ♦ assigning a library staff person as a liaison with the school;
 - ♦ distributing library monthly trilingual calendar (English, Spanish, Portuguese);
 - ♦ creating a flyer for teachers in the schools detailing what resources and assistance is available to students at the library.
4. Project Running Start for grades 1-2 will kick off a 10-week reading festival which will allow the children to have additional paperback books to read in school and to take home as gifts.
5. Joint intra-district initiatives will continue with third graders working collaboratively with New Fairfield Middle School and Bethel Middle School, one in the fall and the latter in the spring. The older students have the opportunity to work with Pembroke's rich and diverse student population on literature and writing projects.

Pembroke Elementary School in Danbury, CT, serves students in grades K-5. Jose Olavarria is a member of the Elementary Board of Control.

ELEMENTARY PRINCIPALS: NOW'S THE TIME TO GET YOUR STUDENTS INVOLVED IN UNIFIED SPORTS®?

by Ann Malafronte, Director of Unified Sports®

Thirty-three principals from elementary schools across the state have chosen to have their students get involved in the Unified Sports® Program offered by CAS. This unique program prescribes the basic skills and drills that special needs youngsters should practice with their non-disabled peers to improve skill levels and be more accepted by their classmates, socially, as well as in physical education class. By training together in a program that is an addition to the P.E. class, youngsters are given an opportunity to learn basic skills at their own rate and become successful.

The benefits of participation in a Unified Sports® Program at the elementary level are evidenced by the success of the special athletes before they reach middle school or high school. This program continues to grow and is being used as a model for other states to follow!

If you have never considered having your students get involved, now is the time to take a look at it. Elementary Unified Sports® Days are offered in the fall and spring, at regional locations across the

state. Send your physical educator to take a look. It might just change the way you offer Adaped P.E.

Elementary Unified Sports® Days:

- 4/1/00 at Wilby High, Waterbury
10:00 - 1:00 p.m.
- 5/6/00 at Windham Tech. Willimantic
10:00 - 1:00 p.m.



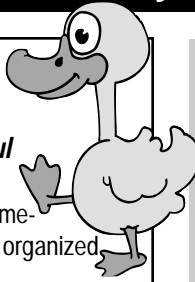
An athlete from Forbes School in Torrington participates in the October 23rd Unified Sports® Day at Vogel-Wetmore.

more elementary school news

THE ANIMAL SCHOOL

By George H. Reavis

Repinted from *Chicken Soup for the Soul*



Once upon a time, the animals decided they must do something heroic to meet the problems of "a new world." So they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming, and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming, in fact better than his instructor, but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the treetop down. He also developed a "charlie horse" from overexertion and then got a C in climbing and a D in running.



The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree but he insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little, had the highest average and was valedictorian.



The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the groundhogs and gophers to start a successful private school.



Does this story fable have a moral?

Contest of Character

Schools and districts that have succeeded at reducing violence and improving student behavior, academic achievement, and attendance by fostering good character in their students are invited to join a national competition — the 2000 National Schools of Character Awards Program. The National Schools of Character is an annual awards program that recognizes schools nationwide which demonstrate exemplary character education initiatives and yield positive results. Elementary and secondary schools and school districts that are realizing positive results from comprehensive character education initiatives are encouraged to apply. To be eligible, a school needs to have been engaged in character education for a minimum of two full years; a district needs to have been engaged in character education for a minimum of three full years. Award winners receive a Schools of Character flag and \$2,000 each to support activities in which they serve as role models for other schools and districts interested in implementing character education. Application forms, due January 14, 2000, are available at www.character.org/schools/index.cgi.

THE HAT CITY HERITAGE PROJECT 2000

By Gary Rosato, Principal
Great Plain School, Danbury

Danbury, Connecticut is a changing city. For several generations, this small city in western Connecticut was best known for being The Hat City of the world and for hosting the Connecticut State Fair for 113 years. People moved into Danbury and stayed for many years, raising families and contributing to the cultural fabric of the city. There was a common thread running through the community, and it was all tied to the hatting industry. One way or another living in Danbury meant that nearly everyone was connected to a hat factory. This common thread created a tightly knit community with shared values and sense of belonging.

The story is quite different in the year 2000. With the virtual death of the hatting industry in the 1960s, Danbury was forced to diversify its economy. It has been very fortunate to grow into a thriving city with strong civic leadership and a solid economic base. Today, Danbury is the major business and retail center for this part of the state. It is home to New England's largest mall and several international companies have their world headquarters here.

Danbury is home to nearly 70,000 citizens with nearly 9,000 K-12 students in its 17 public schools. As Danbury's general population grew and changed, its student population grew and changed accordingly. Students from all over the world attend Danbury public schools, bringing with them over 40 different languages and customs from their native countries. In addition, many students move here with their families as part of corporate moves and stay for only a few years. As a result, many of the students currently enrolled in Danbury's schools do not have an understanding of its rich local history or an appreciation for many of the historic sites in town.

In December, 1998, the finishing touches were placed on Danbury's revised third grade social studies curriculum, which includes a substantial unit related to local history. A team of talented teachers developed this curriculum with the help and support of many community advocates and agencies. Third graders throughout the city have been learning about the many people and events that have shaped Danbury's past. Famous Danburians such as Charles Ives, Marian Anderson, and P.T. Barnum are featured in the curriculum. The burning of Danbury during the Revolutionary War, the growth of the hatting industry, and the wonderful Danbury State Fair Lake take center stage as these young citizens learn about Danbury's rich and interesting past. The Danbury Trolley takes students to the old jailhouse, the historic train station and other important sites around the downtown.

It is a main goal of this locally developed curriculum to develop a sense of community as well as an appreciation of our heritage. Our teachers and community members are to be commended for developing such an impressive teaching tool. As we enter a new century and millennium, our students are learning to honor the past while embracing the future.

Gary Rosato is chair of the Elementary Board of Control.

LEGAL ALERT**By Attorney Thomas Mooney, Shipman & Goodwin, LLC**

Editor's Note: As a result of the Reauthorization Act of 1997, the Individuals With Disabilities Education Act (IDEA) now includes new rules concerning the rights of special education students to participate in extracurricular activities, including sports. In the following, Thomas B. Mooney, Shipman & Goodwin LLP, provides an overview of the new IDEA requirements and offers some practical advice on ways to ensure that schools are in compliance with the new requirements. This information, which was sent to the membership last year and updated last month, comes from a paper Tom presented to the Franklin Pierce Education Law Institute, "Special Needs Children and the Right to Play," which is available upon request.

I. EXTRACURRICULAR ACTIVITIES UNDER THE NEW IDEA

Several of the new provisions in IDEA impose obligations related to the participation of children with disabilities in regular school activities. Rather than the "mainstreaming" approach in which such children were "dropped into" the regular education setting, the presumption is that children with disabilities will participate in all school activities unless their individualized education plan provides otherwise. Under the new law, the PPT must specifically address this issue. The IEP must now include a statement of the program modifications or supports for school personnel that will be provided for the child "to participate in extracurricular and other nonacademic activities" and an explanation of whether and why the student will not be participating in extracurricular activities such as sports on the same basis as other students.

Draft regulations to implement the new IDEA were issued in October 1997, but as of this writing the final regulations have not been issued. Nonetheless, the draft regulations provide helpful guidance. The draft regulations provide that students with disabilities must have the opportunity to participate in the regular physical education program unless the student is enrolled full-time in a separate facility or the child needs specially designed physical education as prescribed in the child's IEP.

The draft regulations also require that school districts provide nonacademic and extracurricular services and activities to afford children with disabilities an equal opportunity to participate in those activities. The regulation gives examples of such activities, including counseling services, athletics, transportation, health services, recreational activities, and special interest groups or clubs sponsored by the school district.

II. RECOMMENDATIONS FOR SCHOOL PERSONNEL**1. DO CONSIDER EACH CASE INDIVIDUALLY**

A basic rule under the IDEA is that the unique needs of children with disabilities must be considered individually. The IEP must now state whether the student will be participating in extracurricular activities and, if not, why not.

2. DO BE PROACTIVE IN PROVIDING FOR PARTICIPATION

If the child with disabilities has difficulty participating in regular physical education and/or extracurricular activities, the IEP Team must consider whether there are appropriate aids and services that would permit the child to participate. If participation in certain activities cannot be accommodated, the PPT should identify other extracurricular activities for the student. Failure to do so will invite a legal challenge.

3. DO NOT OVERPROMISE

The IEP is binding. If an IEP provides that a student will participate, say, in interscholastic soccer, that is a binding commitment subject to "stay-put," even if it is wholly inappropriate. Participants in PPT meetings must understand their rights to make reasonable decisions, and they must avoid inappropriate commitments in the IEP concerning participation in specific sports and other interscholastic activities.

4. DO NOT UNDERMINE THE INTEGRITY OF DISTRICT PROGRAMS

Modifications of activities that would fundamentally change the nature of the program are not required. If participation on the varsity football team is determined by competitive try-outs, for example, the IEP Team need not, and should not, change the nature of the program by including the activity in the IEP.

5. DO NOT FORGET "FREE APPROPRIATE PUBLIC EDUCATION" (FAPE)

There may be disagreement at the PPT over appropriate activities. Parents may want the student to participate in an activity that would result in great cost to the district and/or difficulty for the other children participating in the activity. Other activities, however, may offer an opportunity for participation without major cost or impact on the program. The standard for reviewing an IEP, including provisions for extracurricular and nonacademic activities, is not whether the program would be the best experience for the child, but rather whether it is "appropriate," i.e. whether the program is reasonably designed to confer an educational benefit on the child. The PPT must consider the interests of all children in determining the extracurricular and nonacademic activities that should be part of a "free, appropriate public education" for a particular student.

ciac news

CIAC GOALS: 1999-2000

1. Review and revise where necessary CIAC policies governing:
 - Out-of-Season Coaching Rule
 - Divisions - Tournaments
 - Code of Eligibility Rule III.G.
 - Code of Eligibility Rule II.C. - 15
 - Code of Eligibility Rule II.C. - 16
2. Extend and improve use of CIAC web site for member school use in the following ways:
 - Development of importing alternative data bases for eligibility system
 - Development of system for online filing of tournament rosters
 - Development of system for filing tournament entry forms, schedules, etc.
 - Development of online submission of disqualifications, etc.
 - Development of scores, standings and columns system in conjunction with Ct. Sports Writers association.
 - Development of online broadcasts of tournament championships where feasible.
3. Plan and implement a sportsmanship / leadership program for member school administrators, coaches, and athletes.
4. Improve the ability to communicate the CIAC Mission by exhibiting visual decorative statements and expressions of recognition throughout the building.
5. Review and update where necessary, all CIAC tournament awards.
6. Determine the feasibility of developing a curriculum around the 12 coaching competencies in the implementation of the new coaching standards.

CIAC WINS SECOND ROUND IN CHRO COMPLAINT

In March of this year, the Connecticut Commission on Human Rights and Opportunities dismissed a complaint against the CIAC involving a charge of discriminatory practices. The complaint, which was brought by a Greenwich High School student and his father, charged that the CIAC regulation which prevented a male athlete from participating on a female field hockey team was in violation of Connecticut general statutes and Title IX of the Education Amendment Act of 1972. The Commission found that it had "no jurisdiction in or responsibilities over discrimination in access to public school activities and programs" and dismissed the complaint. On April 8th, the complainants, Gary Ciccone and Brian Ciccone, filed a request for reconsideration which was rejected by the CHRO on October 28th. In its decision on reconsideration, the CHRO ruled that "Assuming arguendo that CHRO had jurisdiction under Title IX, the case law holds that the CIAC rule in this case would not violate that statute either."

Golf tournament expands to four divisions

At its November 18th meeting, the CIAC Board of Control approved a proposal from the Golf Committee to expand from three to four divisions beginning in the 2000 season. The current tournament structure of three divisions allows only 54 — out of 155 — teams to qualify for tournament play. The new division structure will serve to expand the field of participating teams by 18 (to 72 — 46% of total teams) and it will allow a greater number of individual players to participate in post-season competition even if they play on teams that do not have qualifying scores.

FEMALE OFFICIAL PREVAILS IN SUIT AGAINST PIAA

A federal judge in Pennsylvania has issued two separate opinions in the case of a woman basketball official who says she was illegally barred from working boys' high school varsity and JV games.

Noreen Kemether sued both the Pennsylvania Interscholastic Athletic Association (PIAA) and her local officials chapter, the Del Val Athletic Association, charging that Del Val's assignors intentionally discriminated against women officials by barring them from ever officiating at boys' games. Before going to trial, she struck an out-of-court settlement with Del Val in which she was promised that for the next seven seasons, she would get assignments to officiate at least five varsity boys' games and at least five varsity girls' games per year.

But PIAA insisted that it wasn't liable for any wrongdoing and that Kemether had no standing to sue the agency since she was not its employee. The case went to trial in December, 1998 and a jury ruled against the PIAA, finding that Del Val's assignors discriminated against Kemether and that the local chapter was legally the agent of PIAA. The jury awarded

Kemether \$314,000 in lost wages, compensatory damages, and punitive damages.

On appeal, U.S. District Judge William H. Yohn Jr. upheld the jury's verdict in favor of Kemether and, in a second opinion, imposed a strict injunction on the PIAA that requires it to change its by-laws so that women officials have a level playing field and can compete with men to get the chance to officiate post-season boys' games. Until the year 2007, Yohn ordered that PIAA cannot enforce its rule that officials for post-season boys' games must have officiated at least 10 boys' games in both the current and prior season. Judge Yohn found this rule to be discriminatory. "PIAA's selection procedures and requirements for district and state playoffs effectively incorporate for the playoffs the universal exclusion of female officials from boys' regular season games. Because women officials cannot get assignments to boys' varsity regular season games, they cannot meet the 10-game requirement, and thus cannot become eligible for assignment to any boys' post-season games," he wrote. *cont'd page 13*



ciac news

Sports Committee Notices...

■ **WRESTLING: 1999-2000**

Seeding Dates (all at Bristol Central):

- LL - Tuesday, Feb. 15, 5:00 p.m.
- L - Sunday, Feb. 13, 12 noon
- M - Sunday, Feb. 13, 5:00 p.m.
- S - Monday, Feb. 14, 5:00 p.m.

Divisions:

- LL - 450 and above
- L - 364 to 449
- M - 284 to 363
- S - up to 283

Sites:

- LL - Bristol Central HS
- L - Jonathan Law HS, Milford
- M - Berlin HS
- S - Waterford HS
- Open - Glastonbury HS

Tournament Dates:

- Finals - February 18, 19, 2000
- Open - February 25, 26
- New Englands - March 3, 4

Starting Times:

- Friday matches - 4:30 p.m.
- Saturday matches - 8:30 a.m.

■ **GIRLS BASKETBALL: 1999-2000**

- Divisions:
- LL - 410 and over
 - L - 313 to 409
 - M - 191 to 312
 - S - 1 to 190

Playing Dates:

- Qualifying Round: Sat., Feb. 26, 2000
- First Round -
 - L & S - February 28
 - LL & M - February 29
- Second Round -
 - L & S - March 1
 - LL & M - March 2
- Quarter-finals -
 - L & S - March 3
 - LL & M - March 4
- Semi-finals -
 - L & S - March 7
 - LL & M - March 8
- Finals - CCSU - March 11
 - M - 11:00 a.m. S - 2:00 p.m.,
 - LL - 5:00 p.m. L - 8:00 p.m.

Single games will be played at 7:00 p.m.
 Double-headers will be played at 6:00 p.m. and 7:45 p.m.

■ **SOFTBALL: 1999-2000**

- Divisions:
- LL -- 410 and over
 - L -- 313 to 409
 - M -- 191 to 312
 - S -- Up to 190

Playing dates:

- Sat., May 27 -- Qualifying Round

Tuesday, May 30 -- First Round
 Wednesday, May 31 -- Second Round
 Fri. & Sat., June 2-3 -- Quarter-finals
 Tues. & Wed., June 6-7 -- Semi-finals
 Fri. & Sat., June 10-11 -- Finals at
 Deluca Field, Stratford

Ranking and seeding:

The "head-to-head competition" will be eliminated when determining ties during pairings.

All games played on May 25 must be completed by 7:00 p.m. The score of games played on that day must be reported to Judy Saxton by fax or phone no later than 8:00 p.m. All other scores must be faxed to Judy Saxton no later than 8:00 a.m. on May 25.

■ **GIRLS & BOYS OUTDOOR TRACK: 1999-2000**

The girls hammer throw was included as a championship event at Trinity (with the heptathlon). Ten girls competed last year unofficially. This decision is recommended by Coach Sutor, the heptathlon director.

Girls Divisions:

- LL -- 458 and above
- L -- 365 to 457
- MM -- 295 to 364
- M -- 203 to 294
- S -- up to 202

Boys Divisions:

- LL -- 454 and above
- L -- 362 to 453
- MM-- 287 to 361
- M -- 205 to 286
- S -- up to 204

The 5000m was placed between the 100m & 400m events for the boys meet.

Dates/Times/Directors:

- LL** - at East Hartford High School
 Tuesday, May 30, 2000
 Bill Baron, Director
- MM** - at Willowbrook Park
 Tuesday, May 30, 2000
 Bob Haddad, Director
- L** - at Willowbrook Park
 Wednesday, May 31, 2000
 Steve Stoklosa, Director
- S** - at East Hartford High School
 Wednesday, May 31, 2000
 Bill Baron, Director
- M** - at Willowbrook Park
 Thursday, June 1, 2000
 Richard Luke, Director
- Open** - at Willowbrook Park
 Tuesday, June 6, 2000
 Bill Baron/Bob Haddad, Directors

New England - at South Portland H.S. (tentative) - Saturday, June 10, 2000
Decathlon & Heptathlon - at Trinity
 June 13 & 14, Irving Black & George Sutor, Directors

Following a lengthy discussion, the committee voted to "include into the tournament girls pole vault as a non-scoring event for the school year 2000-2001, and as a scoring event for tournament in the year 2001-2002." In the year 2000-2001, girls pole vault will be contested as a non-scoring event at the heptathlon event at Trinity College. In addition, the track committee will schedule pole vault clinics for coaches and vaulters before and during the track season. Committee coaches will select and organize the clinics.

A New England qualifying girls pole vault will meet will take place the day following the state open meet (years 1999-2000, and 2000-2001) at Stafford High School, Mark Dunn, Director.

■ **BOYS TENNIS: 1999-2000**

Class Matches:

- Sat., June 3 - 9:00 am - Opening round
- Mon., June 5, 2000 - 9:00 a.m.
- Tues., June 6, 2000
- Wed., June 7, 2000 - Finals - 4:00 pm at Cheshire Academy
 (Rain date: Thurs., June 8, 2000.
 Indoors if rain on Thurs. - site TBA)

Individual Matches:

- Saturday, June 12, 2000 -
- Singles: 9:00 am / Doubles: 10:30 am
 (Rain date: Mon., June 12, 2000 -
- Singles: 11:00 am / Doubles: 12:30 pm
- Semi-finals and finals - Tues., June 13 at Cheshire Academy
- Semi-finals: 11:00 am/Finals: 3:00 pm
 (Rain date: Wed., June 14)

Sites:

- S** - Conard H.S. (tentative)
 John Pouzzner, Director
- M** - at UConn
 Rex Smith, Director
- L** - Cheshire Academy (tentative)
 John Keogh, Director
- LL** - at Wm. Hall H.S.
 Jim Solomon, Director

Divisions:

- LL - 459 and above
- L - 364 to 458
- M - 245 to 363
- S - up to 244

Team schedule is due March 31.

CAN YOU RECOGNIZE A CONCUSSION?

By Robert Nolan, MS, ATC; Jeffrey Sargent, ATC, Patti Flynn, ATC — Eastern Rehabilitation Network

Recent media reports have focused on the effects of head injuries on the competitive athlete. Several prominent athletes in professional hockey and football, including the San Francisco 49ers' Steve Young, have retired or are contemplating retirement due to concussions. While professional athletes have the absolute best physicians at their disposal to evaluate and treat these injuries, are there reasonable guidelines available at the high school level to determine the athlete's ability to return to competition?

In a recent issue of the *Journal of the American Medical Association*, researchers reported that nearly 63,000 high school athletes suffer a mild concussion each year. Most coaches can recall instances of "having their bell rung" yet continuing to play. But these studies show that two or more significant blows to the head can harm a teenager's thinking abilities for years to come, suggesting that these injuries may be more serious than previously thought. For purposes of these studies, concussions were defined as any alteration in mental function after a blow to the head. Headache, dizziness, difficulty with balance or memory, confusion or changes in personality are all signs and symptoms of concussion.

Athletes who had suffered two or more head injuries were more likely to report continuing problems with headaches, sleep and concentration, and scored significantly worse on tests of the ability to learn words, to think quickly and to handle complex

tasks. Amateur soccer players scored lower on tests of memory and planning than other amateur athletes, and students with learning disabilities fared even worse after suffering concussions.

The athletic department staff, particularly the certified athletic trainer, must have protocols and guidelines in place for the evaluation, management, rehabilitation and return to competition of the athlete who has suffered a concussion. Adhering to that protocol, even if it means that a star player will miss a crucial game, demonstrates a commitment to the health and safety of the student-athlete.

Athletic trainers within the Eastern Rehabilitation Network are implementing the Standardized Assessment of Concussion (SAC) test. This test was developed in accordance with the *American Academy of*

A recent study of athletes at 114 high schools concluded that there are almost 63,000 mild traumatic brain injuries every year among high school varsity athletes. The results of the study were based on reports made to certified athletic trainers who were at the schools involved. Football accounted for appx. 63% of the injuries, wrestling for 11%, girls and boys soccer for 6% each, and girls and boys basketball for appx. 5% each. Baseball, softball, field hockey, and volleyball also resulted in brain injuries, although the rates were much lower.

Neurology Practice Parameter for the Management of Concussion in Sports. All athletes suspected of having sustained a concussion should undergo the following:

- Mental status testing to include orientation to time, place and the circumstances of the injury;
- Assessment of concentration or memory impairment;
- Neurologic Examination to include strength, sensation, coordination and agility;
- Exertional tests to include push-ups, sit-ups, knee bends and springs.

Symptoms of post-concussion effects should preclude the athlete from returning to contact sports subject to further neurologic examination. The final determination as to whether an athlete may return to competition is the clinical decision of the athlete's physician. What is your school's policy for return to play after concussion?

*The American Academy of Neurology has published the **Guidelines on the Management of Concussion in Sports** to help coaches, trainers and medical professionals assess the severity of a concussion and determine when an athlete can safely return to play. They have been endorsed by the Brain Injury Association and 14 other prominent medical and can be accessed at <http://www.aan.com/public/concussion-sportsindex/sportsconcussion.htm>.*

ATHLETIC ASSOCIATIONS NOT "STATE ACTORS"

On June 21, the U.S. Court of Appeals for the Sixth Circuit decided that a school's First and Fourteenth Amendment rights were not violated as a result of an athletic association's actions. *Brentwood Academy v Tennessee Secondary School Athletic Association* originated as a result of a school's violation of two state athletic association recruiting rules. The school's football coach provided free tickets to a football game for a middle level coach and two student athletes, and also sent a letter to all eighth-graders inviting them to join the football team for spring practice. As a result of the violations and the athletic association's appeals process, the school was banned from football and basketball tournaments for two years, placed on probation for four years, and fined \$3,000. In order for the school's First and Fourteenth rights to be violated, the association would need to have acted as a "state actor." The Sixth Circuit ruled that because the association is a voluntary organization and receives no funding or salaries from the state, it was clearly not an arm of the government, nor was it intertwined with the state to the extent that it would be considered acting on its behalf. In closing, the court reiterated a statement originally made by the Fifth Circuit: "We are not super referees over high school athletic programs. Questions about eligibility for competition may loom large in the eyes of youths, even parents. We do not disparage their interest in concluding, as here, that these issues are not of constitutional magnitude."

WEBSITE CALENDAR FEATURES ENHANCED

The calendar feature of the CAS-CIAC website has been enhanced, making it more useful for users. Upon first visiting the calendar page you will be presented with a list of the current day's key events (if any), along with a search interface allowing you to look for events falling into a specific date range and/or involving a particular sport, board or committee.

To use the online CAS-CIAC Calendar, use the "Calendar" link at the top of any page in the site.

PIAA, *continued*

He ordered the PIAA to adopt policies and regulations that prohibit any assignor in the state from refusing "to assign female officials to boys' games on the basis of their gender and of all other discrimination against female officials on the basis of their gender, including level, quality and number of their assignments and evaluations and ratings."

(Source: "Prep Sports Assoc. Must Hire Female Referees," By Shannon P. Duffy, *The Legal Intelligencer*, Nov. 11, 1999)

OHIO LAWSUIT MIRRORS CT'S DAVID DENNIN CASE

Last month, the Ohio High School Athletic Association prevailed in a lawsuit similar to the CIAC's 1996 David Dennin case. *Inga and David Dixon on behalf of Ryan Dixon vs. Hamilton City Schools and Ohio High School Athletic Association* involved an eighteen-year-old, fifth year senior (Ryan Dixon) in his ninth semester of high school seeking a waiver of the eight semester rule by virtue of his disability (ADHD, bipolar disorder, and Oppositional Defiant Disorder) and his IEP. (Ryan's IEP makes several references to participation in interscholastic sports.) Because he repeated his ninth grade year, Ryan had exhausted his eight semesters of eligibility and was, therefore, ineligible to participate in interscholastic sports in his fifth and final year of high school.

The Dixons sought and were granted a temporary restraining order which allowed Ryan to play football at Hamilton High School this fall. In its decision granting the temporary restraining order, the court found that the OHSAA did not disqualify Ryan from participating in interscholastic sports solely by reason of his disability. Therefore, the court found, the plaintiffs were unlikely to succeed on the merits of their claims under the ADA and Section

504 of the Rehabilitation Act. The court did find, however, that the plaintiffs had a reasonable chance of succeeding on their claim under the IDEA that interscholastic sports is necessary for Ryan to obtain a free, appropriate public education; hence the motion for a TRO was granted.

The Dixons subsequently filed for a permanent injunction to compel the OHSAA to allow Ryan to participate in interscholastic athletics for the remainder of the school year. Plaintiffs argued that the inclusion of references to participation in interscholastic sports in Ryan's IEP transformed the heretofore privilege into a right.

Defendants argued that because the IEP states that Ryan's participation in interscholastic athletics is conditioned on a ruling from the OHSAA that he is eligible to play, participation in athletics cannot be a mandatory part of his IEP. District Court Judge Sandra Beckwith agreed with the defendants. "The IEP is replete with statements that condition participation on not only the OHSAA ruling Ryan eligible to play, but on his making the teams through the normal try-out process...These facts lead to the conclusion that participation in interscholastic sports is not written into Ryan's IEP as a mandatory part of his edu-

cational program," she wrote.

Also at issue in the case was whether or not interscholastic athletics should be considered a "related service" under the IDEA. Judge Beckwith ruled that it should not: "Although the lists of related services in the [IDEA and the Ohio Administrative Code] are non-exhaustive, they are all of a general nature which is different from interscholastic athletics. The related services in the statutes are the type that make it possible for a disabled child to attend school and benefit from public education...Although participation in interscholastic sports may be a motivational tool and has spill-over educational benefits, no one has suggested that interscholastic sports is necessary to enable a student to remain in school during the day. Both IDEA and the Ohio Administrative Code list recreation as a related service. The term "recreation," however, connotes an activity done for the simple pleasure of engaging in the activity, and would not seem to include the more rigorous and more highly competitive pursuit of interscholastic athletics. Thus, the court concludes that interscholastic sports is not a related service under either IDEA or the Ohio Administrative Code."

HIGHLIGHTS: CIAC Board of Control Meeting October 21, 1999

- A member school was fined \$100 for use of an ineligible player in one track & field meet. The situation was unique in that the athlete violated a local athletic requirement but was not in violation of the CIAC academic requirement. The school was required to forfeit the meet.
- A member school was fined \$500 for violating the 2-meet-per-week regulation in girls and boys cross country (2 violations: \$250 per violation).
- A member school was fined \$500 (maximum allowed under CIAC fine schedule) for use of two ineligible players in a series of boys track meets from April 23 to May 18. All meets were forfeited.
- The board ratified a decision by the CIAC Seasons Limitations Committee to allow teams in the sports of girls and boys soccer, field hockey, and girls swimming to schedule two three-game weeks. (A three game week is currently allowed during the Columbus Day week.) The two three-game

weeks must be non-consecutive and must take place during weeks two to seven of the fall season. The Seasons Limitations Committee also reduced the maximum season scheduled games from 17 to 16 in the sport of lacrosse. Furthermore, it has allowed the scheduling of two non-consecutive three game weeks during weeks two to seven of the lacrosse season.

- The board heard a request by members of the Gymnastics Committee to disallow cooperative teams in the sport of gymnastics. Committee members explained that gymnastics warrants an exception to the cooperative team regulations because high school gymnastics programs are so closely aligned with private gym clubs, thus making it easier for a cooperative team of "elite" gymnasts to be formed. The board voted to deny the request because members felt that the regulations governing cooperative teams should prevent "abuses" from arising and in the event that they did not, the regulations

should be revised accordingly.

- The CIAC board approved a request from the Wrestling Committee to allow wrestlers to wrestle back in the tournament from the round of 16. This means that Friday night losers in the round of 16 will wrestle again. (Previously athletes had to advance to the round of 8 to wrestle back.) The board granted the request last year for a one-year trial period. All reports indicated that the new procedure was successfully implemented, allowing many more athletes additional post-season competition without lengthening the tournament to an unreasonable degree.

Get all CIAC fall tournament results online at
www.casciac.org/ciacindex.html

caad news

NOTICE: Clarification of CAAD Coaching Education Program

On Wednesday, November 3, 1999 the statewide training faculty met to review the implementation of the CAAD Coaching Education Modules. Many of our schools have implemented their first module with much success according to the comments and evaluations we received. Like everything new there is bound to be some confusion. Here are some key points to consider which we hope will further clarify any concerns.

1. The CAAD coaching education program includes five three-hour modules which will satisfy the state department's coaching competency requirements. These "modules" should not be confused with other professional development programs which are occurring such as the NIAAA LTC courses.
2. Only the athletic directors at member schools who have attended the CAAD training sessions may teach the CAAD coaching education modules.
3. You may only teach the modules for which you have received training.
4. CAAD will only process the CEU certificates, at no cost, for courses conducted and submitted by your member school.

NOTE: Any athletic director who receives training and wants to provide the CAAD coaching education modules to organizations, clubs or leagues not exclusively of a member school must have prior approval of the CAAD training faculty, and there may be a \$5.00/coach administration fee assessed. Forward requests to Paul Maskery at the CAAD office.

5. CAAD will be offering a pre-conference training session for any member school athletic director who wants additional training in any previous modules.
6. Please forward any concerns or questions about the CAAD coaching education program to the CAAD office, c/o Paul Maskery, e-mail: caad@casciac.org. We will respond with the answers.

ATTENTION:

Certified Athletic Administrators and Those Interested in Becoming Certified...

There are some changes coming for those who are interested in attaining the CAA designation, or who already have it.

If you already have earned your CAA and your certificate indicates that recertification is necessary after a 5-year period ... this recertification requirement has been eliminated. If you earned your CAA in 1998 or 1999, there should be no expiration date on your certificate. Prior to this time, all CAA's are deemed lifetime certifications. If you would like a replacement certificate, please contact the NIAAA at (816) 464-5571 (fax) or (816) 464-5400 (phone) and request your new certificate.

There will be an advanced CAA program offered in the future. Tentatively called the MAA, information regarding this program should be available in the spring of 2000.

Additionally, there will be a new pre-CAA program offered. This program will be for those athletic directors who do not have enough points on the Personal Data Form to qualify for the CAA. This program will allow these athletic directors to "get their feet wet" before sitting for the regular CAA test. The name for this program and other particulars will be forthcoming.

(SOURCE: *The IIAAA Director*, Oct. 1999)

Retired A.D.'s Corner

By Ed Tyburski

■ Change in Gold Card Eligibility

(effective for those ADs who retire this school year 1999-2000)

Qualifications for lifetime CAAD membership are: (1) must be a member of CAAD upon retirement from education or have served as an athletic director before CAAD was organized in 1978; (2) must have served as an AD in Connecticut for at least *five years; (3) must be planning to completely retire from education, including being a part-time AD. Retiring teachers, principals, superintendents and other educational administrators who once served as ADs are also eligible if they meet certain requirements.

Those who qualify for lifetime CAAD membership receive as one of their benefits a Gold Pass. Currently there are 52 retirees holding Gold Passes. These passes allow retirees free admission to all high school athletic contests in Connecticut.

New this year, retirees will be allowed free admission to all CIAC tournaments. The retiree, however, must call Judy at the CIAC office in advance to receive a CIAC complimentary pass used specifically for each tournament (203) 250-1111.

(* The change is from three years to five years..)

■ More Milestones

The following AD's have retired:

- Tom Hunt - West Haven High School, after 34 years.
Served as Athletic Director from 1982 to 1999. Head football coach 1970-1982
- Mike Mudry - Seymour High School, after 35 years.
Served as Athletic Director from 1986 to 1999.
- Marilyn Munchak - Norwalk High School. Served as Athletic Director from 1985-1999.

NIAAA Insurance for 1999/2000

Please be aware that NIAAA insurance coverage applies while the member is acting in the capacity of a school/interscholastic athletic administrator or while attending any meeting sponsored by a national, state, or local athletic administrators association specifically designed for athletic administrators. Accident medical coverages do not apply for NIAAA members. Coverage is general liability only. Those NIAAA members who complete Leadership Training Courses 501 and 504 are subject to a general liability limit of \$2,000,000 per occurrence.



National Federation launches online advertising

Hopefully, you are aware that the National Federation of State High School Associations and the National Collegiate Athletic Association have joined together to start an online classified advertising service for the nation's high schools.

We believe that athletic administrators across the country can benefit tremendously from this new service. Job openings at high schools can be placed online by accessing either the NFHS Web site (NFHS.org) or the NCAA Web site (ncaa.org). Without a doubt, this has the potential to be the largest online classified advertising listing in the nation.

The key to its success is the promotion of this one-of-a-kind opportunity. As more individuals are made aware of this endeavor, so too will the number of jobs posted and use of these two Web sites increase, thereby providing increased services to the membership.



1999-2000 CAAD-CIAC SPORTS COMMITTEE CONSULTANTS

Boys Committees:

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

Girls Committees:

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