

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 fifth 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 *Retail, Tourism, Recreation and Entrepreneurship*.

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" and must be organized around Connecticut's industry-developed career clusters. For additional information, contact Susan Binkowski, at the State Dept. of Education, (860) 638-4054.

Featured Career Cluster: *Retail, Tourism, Recreation and Entrepreneurship*

This career cluster includes jobs in retail stores, restaurants, hotels and motels, tourist attractions, and recreation facilities. The Connecticut economy offers many jobs in this cluster and this is where many young people get their first jobs, often earning minimum wage. The opportunity to earn better salaries with benefits, and to build a career, usually requires getting into management and operations positions. Some retail companies have management training programs that will accept high school graduates, but college programs in marketing and business are a more expedient route. Many "fast food" companies have management training programs, while rising to become a chef usually requires being

(cont'd on page 6)

GOVERNOR UNVEILS 1998 LEGISLATIVE PROPOSALS

At the January 7th meeting of the State Board of Education, Governor Rowland formally announced his 1998 education agenda focusing on three critical areas: reading, accountability, and preparing students for the careers of the future.

His 1998 education package calls for more than \$90 million in new spending for the 1998 fiscal year. The proposed 1998 budget includes:

- \$10 million to pay for 300 new teachers to provide intensive reading instruction in grades 1 and 2;
- \$3 million increase in funding for library books and materials;
- an additional \$10 million for computers in the classroom
- \$75 million (over a five-year period) to improve equipment, technology, buildings, and grounds in the state's vocational-technical schools.

"The work of educating our children is arguably the most important work of government... Deciding how best to keep the roads plowed is easy. But when it comes to education the stakes are much higher."

--Governor John Rowland

A critical condition of the proposed funding is that 95% of all new funds go directly to students and only 5% be used for administration.

One of the most powerful measures in his education package is a legislative proposal that would grant a local school board the authority to "reconstitute" a school. "I intend to propose legislation that would allow a local school board to close down a school if it consistently fails to improve student achievement," said Rowland. "The school board would then have the power to reopen the school with new staff and a new administration overriding collective bargaining agreements or any other barrier that has prevented this in the past."

The above proposals were to be included in the governor's budget and legislative package that were delivered to the General Assembly this month.

MEMBERSHIP DATABASE ADDED TO CAS-CIAC WEB SITE

Have you ever wondered how many CAS elementary schools offer a Talented & Gifted Program; how many CAS middle schools have a block schedule; or, how many high schools have an enrollment of more than 1,000 students? Now you can find out — with just a few keystrokes!

A new member school database has just been added to the CAS-CIAC web site which allows individuals to do searches to find out about the athletic, academic, or administrative program offerings of CAS-CIAC member schools. Which high schools offer ice-

hockey? How many middle schools offer Italian and Russian? How many elementary schools have a pre-school program? The database is searchable by level: elementary schools, middle schools, and high schools.

To access the database, simply click on the "Searchable CAS Schools Database" link on the menu column.

<http://www.casciac.org>



CAS News & Notes

Scores on the 1997 Mastery Test showed continued improvement, with more than half of Connecticut's 4th, 6th, and 8th grade students scoring at or above the state goal in mathematics and reading.

CMT SCORES: 1996 & 1997 (% of Students Reaching State Goal)						
Grade Level	Math		Reading		Writing	
	'96	'97	'96	'97	'96	'97
4th	59%	61%	55%	55%	46%	52%
6th	52%	54%	60%	60%	46%	49%
8th	51%	53%	64%	64%	60%	56%

Title I Participation and Funding in CT

- In the 1995-96 school year, 42,602 public school students participated in Title I programs.
- Participation was greatest in grades 1-3 and lowest in grade 12.
- 47.1% of the Title I participants were female; 52.9% were male.
- 42.1% of the Title I participants were white, 28.5% were black, 27.7% were Hispanic, 1.6% were Asian, and .2% were Native American.
- Reading/language arts programs accounted for 55.3% of Title I participation.
- Connecticut received \$51,443,396 in federal Title I funding for the 1995-96 school year.

(Source: Connecticut State Department of Education, 1995-96 Title I Report)

An Urban Snapshot

Bridgeport, Hartford, New Haven account for....

- 12% of state's population
- 14% of state's children
- 47% of state's poor children
- 98% of state's children living in extremely impoverished neighborhoods
- 13% of state's public school children
- 38% of state's free-lunch students
- 41% of state's minority students
- 8% of state's spring 1994 graduates
- 13% of FY 1994 state and local education revenue

Source: Quality Counts '98

The most recent edition of the Connecticut Economy reveals that, although Connecticut's cost-of-living index is 22% higher than the national average, its price-burden index -- the ratio of prices to income -- is the lowest of the 46 states for which the price-burden was measured. At \$33,875 a year, Connecticut's per capita income is 39% above the nationwide average.

Of those colleges designated by Connecticut seniors to receive SAT scores in 1997, the most frequently designated institution was the University of Connecticut (by 39.9% of the seniors); the most popular private institution was Boston University (designated by 10.3%). The most frequently designated in-state private institution was Quinnipiac College (by 8.4%); the most frequently designated out-of-state public institution was the University of Massachusetts (by 6.5%).

CT College-Bound Seniors, 1997 Intended College Major (% of seniors)

Health & Allied Services	14%
Business & Commerce	13%
Education	12%
Social Sciences/History	12%
Visual & Performing Arts	7%
Engineering	5%

(Source: The College Board)

NOTICE: Foreign students who are enrolling in school and getting credit for any academic work must be immunized like all other students. Foreign exchange students visiting for brief periods and other visitors are not required by state law to comply with the school-entrance immunization requirements. However, with the advice and collaboration of the school medical advisor and depending on the situation, schools may require visitors to meet specific immunization requirements.



SAVE THE DATES!

The 21st Annual
Assistant Principals Conference

"We Make the Difference"

Keynote Speaker:
Dr. Zacharie Clements

March 24th / Rocky Hill Marriott

Workshops Include:

Discipline Alternatives
Police & School Working Together
Handling That 3% That Takes 90% of Our Discipline Time
Building a Positive School Community
Preparing for the Principalship & the Assistant Principal's Portfolio
Time Management
Discipline and the Special Education Student
Panel for New Assistant Principals

"Hot Issues in Special Education"

for the Building Administrator and Special Services Director

**Part I: March 3, 1998 / 3:30 - 6:30
at the CAS Office**

"Section 504: Overview and Implementation Issues"
"Inclusion/Mainstreaming/Least Restrictive Environment"
"Dealing with the Medically Fragile Student"

**Part II: March 17, 1998 / 3:30 - 6:30
at the CAS Office**

"PPT Pitfalls: How to Avoid Common Mistakes"
"Discipline and the Special Education Student"

Presenters:

Attorney Thomas B. Mooney,
Shipman & Goodwin
Dr. John C. Abbott,
Pupil Personnel Director, Stamford

To register, contact Tim Doyle in the Central Office.

Just Kid Inc.



National News & Notes

According to a report from the Great City Schools, students from urban school districts do better on a standard college entry test if they take several years of rigorous high school courses. Analyzing ACT scores for June 1997 graduates, the report shows that students enrolled in the poorest urban schools who took the most rigorous courses outscored the average urban student regardless of poverty. "As this report notes, young people who live in even the poorest urban areas can learn their way out of poverty if they are given the opportunity to take the tough courses," remarked Education Secretary Richard Riley.

An annual report by the U.S. Department of Health and Human Services and the University of Michigan shows that teenage drug use may be leveling off. After six years of steady increase in drug use by teenagers, there was no significant increase in the 1997 year. The survey showed no growth in drug usage by 8th graders. Moreover, while smoking marijuana continued its long-term rise among 10th to 12th graders, the use of other drugs -- such as inhalants, cocaine, and heroine -- has stabilized.

The latest U.S. Department of Education statistics reveal that 5.6 million children ages 3 to 21 received special education services during the 1995-96 school year, up 3.5% from the previous year. The statistics also show that the population of special ed students is becoming more diverse, with an increase in the number of "medically fragile" students. When looking at federal funding levels for special education, the statistics show that the per child allocation dropped from \$418 in fiscal 1995 to \$413 in 1996 because of the rising number of students identified as disabled. The department reports, however, that the 34% increase in state grants this past fiscal year will significantly raise the per-pupil allocation.

According to a new report by the Organization for Economic Cooperation and Development, the drive to make parents partners in education is a worldwide effort. In Spain, for example, 75% of students attend schools in which their parents

take part in financial and organizational decisions. Spanish parents also sit on school committees that elect local principals every 3 years. In Denmark, France, Germany, Ireland, and Spain, members of national parents' organizations have a legal right to sit on key national committees overseeing education. But, the report notes, in almost every one of the nine countries studied, strong parental involvement at one level is accompanied by lack of representation at another. French parents, for instance, have a voice in national education matters, but play almost no role in their own children's schools.

Another OECD international study shows that the United States is one of the world's biggest spenders on education. According to the study:

- Across all levels of education: public and private, from primary to postsecondary school, the United States spends \$7,790 per pupil -- the highest of any of the 29 nations studied in the report.
- Americans spend 6.6% of their national income on education (the fifth highest percentage of all 29 OECD countries).
- Nonpublic expenditures account for more than one quarter of education spending in the U.S.
- Americans spend \$15,510 per student for higher education, more than twice the average for the 29 OECD nations.
- The U.S. is the number one nation in the world as far as enrollment in postsecondary institutions.
- Less than 1% of public education expenditures in the U.S. goes to public subsidies for higher education.

U.S. Leads the Way in Educational Attainment

(Percentage of the population age 25-64 with a college degree)

1. United States	24%
2. Netherlands	21%
3. Canada	17%
4. Norway	16%
5. Denmark	14%
6. Australia	13%
7. Germany	13%
8. Greece	12%
9. Sweden	12%
10. United Kingdom	12%

(Source: Organization for Economic Cooperation and Development, 1994)

The findings of a 3-year study reveal that New York City's AIDS Education and Condom Availability Program has had positive outcomes: it is increasing the use of condoms by those who are already sexually active. The study compared a random sample of 12 NYC high schools with demographically similar schools in Chicago that offered HIV/AIDS education but no condom availability. The study found that students in NYC schools were no more likely to be sexually active as a result of the condom availability program than students in the Chicago comparison group. Furthermore, sexually active students in NYC schools were almost 1½ times more likely to have used condoms at last intercourse than sexually active students in the Chicago comparison group. The study found that parents, educators, and students strongly support NYC's existing HIV/AIDS awareness and prevention programs.

With the arrival of EdView, a software program that allows students to surf freely among a library of pre-selected sites, schools may now have a way to provide safe Internet access to students. Unlike other software programs which attempt to block or filter inappropriate material, EdView attempts to block nothing. Instead, EdView includes only those sites that are pedagogically sound. With EdView, teachers select websites of educational value in their subject areas to include in the EdView bank. If the site has not been included in the bank, students cannot access it. To sample EdView, visit <http://library.edview.com>.

A survey conducted by the NY School Boards Association found that it takes an average of 319 days and \$94,527 to remove a tenured teacher in New York state. If the teacher appeals, the average cost rises to \$112,492.

Lifetime Earnings

Didn't finish high school.....	\$609,000
High school graduate.....	\$821,000
Attended some college.....	\$999,000
Associate's degree.....	\$1,063,000
Bachelor's degree.....	\$1,421,000
Master's degree.....	\$1,619,000
Doctorate.....	\$2,124,000
Professional degree.....	\$3,013,000

(Source: U.S. Census Bureau, 1994)

Legal News & Notes

Last month, Judge Walter M. Pickett Jr. barred the Thomaston, CT, school board from expelling a student arrested off-campus on drug possession charges. Furthermore, he declared unconstitutional the state law many districts use to expel or suspend students for off-campus conduct. Kyle Packer, a senior at Thomaston H.S., was arrested on Sept. 24 on charges of possession of marijuana. The school board subsequently expelled Packer through the end of the first marking period and banned him from participating in any school activities, except graduation, for the remainder of the school year.

The school board relied on a state law that allows it to expel a student whose conduct off school grounds violates school policy and "is seriously disruptive to the educational process." In his decision, Judge Pickett wrote, "The statute in question lays out no standards as to the phrase 'seriously disruptive to the educational process' nor in the statutes is there a definition provided." Moreover, the judge noted, there is no definition in the Thomaston school board's policies. Therefore, the judge ruled, without specific guidelines from the legislature or from the local school board, there is a danger that implementation of the law could be "arbitrary and discriminatory." "No reasonable interpretation of the facts in this case could put a person on notice that possession of marijuana in the trunk of his car would result in the disruption of a school's educational process. Any punishment by the defendant board is beyond its power and would be a violation of [Packer's] constitutional right to a public education," Pickett ruled.

The ruling does not invalidate the law statewide, but sets an important precedent for similar cases.

(Source: *Judge Rejects Student's Expulsion*, by David Owens, The Hartford Courant)

Post Script: Two weeks after he ordered Packer's reinstatement, Judge Pickett issued a clarification on his ruling, saying that the reinstatement extended to extracurricular activities. "By its own official Handbook extracurricular activities are recognized as 'an integral part of the school's education program,'" Pickett wrote.

EDUCATION WEEK RELEASES STATE-BY-STATE REPORT CARD

Education Week has released the second annual "report card" on public education in the 50 states. The 270-page report, *Quality Counts '98*, assesses and ranks each state on the effectiveness of its schools. The study evaluates the states using specific indicators, from class size to teacher qualifications to total funds allocated per student. Each state is assigned a grade from A to F in four separate categories: standards and assessments, quality of teaching, school climate, and resources. The report also includes comparative scores on the National Assessment of Educational Progress (NAEP). Connecticut was listed among 14 states getting the highest overall grades (see "CT's Report Card").

Focus on Crisis of Urban Education

The report offers the most detailed analysis ever of urban education in the 50 states, focusing considerable attention on the colossal achievement gap between urban and non-urban schools. *Quality Counts '98* offers the following twelve recommendations for improving education in the nation's urban centers.

- 1. Raise the Bar:** Set clear, high expectations for all students.
- 2. Make Performance Count:** Devise an accountability system based on good information.
- 3. Let Leaders Lead:** Create clear lines of authority. Give schools freedom in exchange for accountability, and allow those at the top to do their jobs.
- 4. Recruit for Success:** Recruit, hire, and retain teachers who can enable students to reach high standards.
- 5. Support Your Local Teacher:** Build capacity at the school level to improve teaching and learning, with a strong focus on better curriculum and instruction.
- 6. Build Strength at the Top:** Create strong leaders at the school and district levels.
- 7. Go the Extra Mile:** Get students the extra time and attention they need.
- 8. Reach Out:** Improve the relationship of parents and communities with schools and educators.
- 9. Think Small:** Size isn't everything, especially in big-city schools.

- 10. Fix the Roof:** Provide safe and adequate school buildings. Give students an environment conducive to learning.
- 11. Encourage Competition:** Break up the monopoly on district-run schools.
- 12. Don't Reward Failure:** Close or "reconstitute" bad schools.

The full text of Quality Counts '98 is available on the Education Week web site at: www.edweek.org/sreports/qc98/.

CT'S REPORT CARD

	1997	1998
Standards and Assessments	A-	B+
Quality of Teaching	C+	B+
School Climate	C	B-
Resources (funding)		
Adequacy	B	A-
Equity	C-	C
Allocation	C	C+

Comment: CT's grade for standards fell this year because its English standards lacked clarity and specificity. The state has thrown itself into urban issues, thanks largely to a court desegregation order and a state takeover of the Hartford schools. The state has adopted a novel school choice program designed to alleviate racial and ethnic isolation, and an early-reading initiative. But it has a tough job ahead, with one of the largest urban achievement gaps in the nation.

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THE BULLETIN

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TIROZZI URGES EDUCATORS TO "DISMOUNT THE DEAD HORSE"

Nearly two hundred administrators and teachers attended the 1998 CAS High School Principals Winter Conference held at the Cromwell Radisson on January 13th. The theme of this year's event, was "Breaking Ranks," the celebrated school reform report published by NASSP in 1996.

John Lammel, Director of High School Services for NASSP, conducted the morning workshops, presenting an overview of "Breaking Ranks" and guiding participants in developing action plans focusing on the report's recommendations.

Luncheon speaker Dr. Gerald Tirozzi, U.S. Assistant Secretary of Education and former Connecticut Commissioner

of Education, delivered an inspirational address on topics ranging from school reform to the president's educational agenda. With words of insight and experience, Dr. Tirozzi urged educators to "dismount the dead horse" -- that is, to challenge the status quo, to abandon the traditional educational practices that have failed to bring about success for all students. "Never underestimate the power of the forces that are working to preserve the status quo," he cautioned. He called upon educators to make dramatic changes in educational philosophy and practice, suggesting sweeping reforms such as expanding the 180-day school year, beginning the school day at 9 or 10 o'clock, and introducing all children to formal educational instruction at age 3 or 4. He acknowledged the difficulties of promoting change and reminded principals that leadership is all about "vision, persistence, and courage."

Dr. Tirozzi spoke briefly about the impending teacher shortage, the challenges of urban education, the importance of technology in schools, and America's changing demographics. He examined at length President Clinton's educational agenda, expressing support for the president's national assessment initiative.

The afternoon workshops were conducted by the staff of Souhegan High School, Amherst, NH., a school which exemplifies the "Breaking Ranks" model. Robert Mackin, principal of Souhegan, stated that the key to his school's success has been its "unabashed belief in kids." Souhegan has established a democratic culture where students have a voice, where students are empowered and become active stakeholders in their own education. "We have no bells, no hall passes, no cafeteria monitors. We trust kids. And, they live up to that trust," said

Mr. Mackin. Mr. Mackin was a finalist for the 1997 NASSP National Principal of the Year Award.

Many thanks to Portland H.S. Principal Donald Gates and members of the High School Program Committee for an outstanding conference!

"Have a funeral service for the status quo in your building. But pick your pall bearers carefully."

- Dr. Gerald Tirozzi



Dr. Gerald Tirozzi, U.S. Secretary for Elementary and Secondary Education



Dr. John Lammel, Director of High School Services, NASSP

Internet humor...

The following has been making its way around the Internet...

1950, the old math:

A logger sells a truckload of lumber for \$100. His cost of production is four-fifths of the price. What is his profit?

1960, the old math wanes:

A logger sells a truckload of lumber for \$100. His cost of production is four-fifths of the price, or \$80. What is his profit?

1970, the new math:

A logger exchanges a set L of lumber for a set M of money. The cardinality of set M is 100, and each element is worth \$1. Make 100 dots representing the elements of the set M. The set C of the costs of production contain 20 fewer points than set M. Represent the set C as a subset of M, and answer the following questions: What is the cardinality of the set P of points?

1980, leveling the playing field:

A logger sells a truckload of lumber for \$100. His cost of production is \$80, and his profit is \$20. Your assignment: Underline the number 20.

1990, outcomes-based education:

By cutting down beautiful forest trees, a logger makes \$20. What do you think of this way of making a living? (Topics for class discussion: How did the forest birds and squirrels feel?)

1997, profit-driven education:

By laying off 40% of its loggers, a company improves its stock price from \$80 to \$100. How much capital gain per share does the CEO make by exercising his stock options at \$80?

(Source: Education Week, 9/17/97)

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Guest Opinion: Two Cities -- Two Different Choices for Public Schools

by George Springer, President, CT Federation of Educational and Professional Employees

This is a tale of two cities -- Milwaukee and Chicago. They share Lake Michigan and cold winters but part company on how they choose to educate students.

Milwaukee has chosen to divert \$7 million from its public schools to buy private school vouchers for approximately 1,600 students. Chicago has chosen to work on improving its public schools so that all 420,000 students benefit.

Congress has begun debating the merits of several voucher proposals. Senators and representatives would do well to keep in mind this tale of two cities.

Two cities, two paths. Milwaukee's decision to offer vouchers has elicited much controversy and little gain. Participating private schools have not boosted the achievements of their voucher students. And while much attention and \$7 million annually has been lavished on a fraction of students, there hasn't been much done to improve the education of the 103,000 students who remain in Milwaukee public schools.

Chicago's decision to make changes from within has proven to be mighty effective. Other cities are looking at Chicago to see if they, too, can make similar changes. And what is Chicago public schools' chief executive officer, Paul Vallas, doing with the help of the teachers' union? A new and improved curriculum is scheduled to be in place within a year. A program to provide extra academic help for students not meeting standards began a few months ago. And test scores, the most important measure of reform, are on the upswing. People actually feel good about the Chicago public schools because they're turning around. It's refreshing and encouraging -- and most important, it shows this can be done.

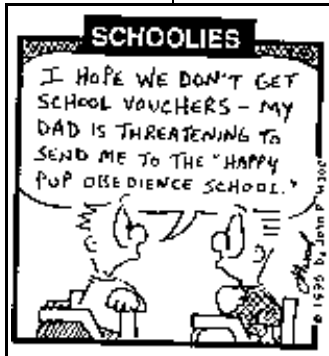
So, with success like this, why is there a rash of voucher proposals on Capitol Hill? It's a mystery. In polls that specifically ask about vouchers, the public turns thumbs down. They say they want their public schools improved -- more discipline in the classroom, a rigorous curriculum and smaller class sizes. We can only conclude that politicians and ideologues are the ones who want vouchers; the public doesn't.

Education will be topic No. 1 in Congress this session. With the number of voucher amendments and bills that are on the agenda, the folks in Chicago must be completely dumbfounded. There's no rational reason to take money away from the public schools when those resources can be used to turn public schools around. Transferring money from public schools to private schools does not help youngsters improve their knowledge of math, science, English or history. Not one voucher proposal in Congress has anything to do with proven ways to raise student achievement.

Voucher advocates mislead the public into thinking the only choice is between vouchers and the status quo. It's not. It's between vouchers and programs that have been proven to raise student achievement. For the \$7 million Milwaukee spent on vouchers, for example, it could have provided Success for All's reading and math program in every public school in the city -- that's 57,000 students. It's just one of many proven programs that have long, successful track records, especially with disadvantaged kids.

Congress certainly shouldn't be fooled into thinking that vouchers are the only option for troubled school districts. Parents, teachers and the public know better. They want public schools fixed, not abandoned. They want all students -- not just a handpicked few -- to have a quality education by right, not choice.

(Reprinted from the CAFE Journal, 12/97)



Status & Welfare

is an organization of Connecticut school administrators, K-12. Our efforts are focused to protect and preserve the status and welfare of our members.

If interested in joining, call Arthur Sajecki at (860)870-6860.



Weekly Reader
CORPORATION

Cont'd from page 1

trained at a culinary institute.

Educational requirements for jobs in this career cluster include a high school diploma to a post-graduate degree.

Montville's "Be Your Own Boss" School-To-Career Program

The Montville Public School System has a comprehensive School-to-Career System that involves all students from grades K-12. Tyl Middle School's "Be Your Own Boss" program, which falls under the Retail, Tourism, Recreation and Entrepreneurship cluster, provides integrated mathematics and technology instruction for all 8th grades students.

This unique project was designed to engage students in activities which would help improve their areas of weakness on the Connecticut Mastery Test (CMT) as well as prepare students for the Connecticut Academic Performance Test (CAPT). Students get to integrate their math and computer skills while working cooperatively with fellow classmates in a real world situation.

The students become entrepreneurs and work with members of the local mall. Montville's business partner, Crystal Mall in Waterford, assists the students with business decisions when the students visit the mall. The students must make business decisions such as whether or not signing a lease is profitable.

Students interview mall store owners, measure and diagram empty store spaces, determine area for their stores, calculate inventory, hire employees, determine decorating costs, design store logos and advertisements, create spreadsheets, and evaluate data. After the many visits between the mall and the classroom, students use the data collected from the mall and their surveys to explain their business plan and why they reached that decision. At the culmination of the activity the students write essays and give classroom presentations explaining their findings and business decisions.

By centering the theme around a shopping mall, the unit capitalizes on the middle school students' interest and social tendencies while providing a motivational backdrop that focuses on skill development in a realistic work environment.

For further information about Montville's School-to-Career System contact Kathy Racette at (860) 848-8067.



Middle School News....

Mark your calendars —

Looking for innovative ideas? Looking to network? Looking for enrichment instruction? Looking for new materials? Then join us on Saturday, April 4, for the Middle Level Interdisciplinary Fair. Middle level educators from fifteen Carnegie schools will share their interdisciplinary units at Carmen Arace Middle School in Bloomfield.

Who should attend the interdisciplinary conference?

- ◆ Teachers
- ◆ Team leaders
- ◆ Supervisors
- ◆ Principals
- ◆ Parents

Please join us from 9:00 a.m. to 1:00 p.m. to celebrate interdisciplinary activities.

The Seventh Annual Middle Level Leadership Training Conference is right around the corner! All students in grades 6-8 are invited to participate in this day-long event at **Quinnipiac College** on **March 10th**. Students will engage in a variety of activities designed to develop skills in the areas of *conflict resolution*, *problem solving*, *peer pressure*, and *making choices*.

The conference includes two workshop sessions for chaperones: "What Are the Kids Doing?" and "Connecticut's Outstanding Middle Schools Program."

Reasons To Attend:

1. Give your student leaders an opportunity to develop the skills necessary to affect change.
2. Expose your peer mediators to issues and the methods to arrive at answers.
3. Invite your sister school and interact while learning new skills.
4. Expose your student leaders to the diversity found in our state.
5. Share experiences and ideas with peers.

For additional information on the Interdisciplinary Fair or the Leadership Conference, call Tim Doyle at CAS.

(Editor's Note: This is the second of two excerpts from "Interscholastic Sports: A Battle Not Fought," from NASSP's *Schools in the Middle*, Jan/Feb 1997. The full text of the article, which includes portions that will not be reprinted here, can be accessed at <http://www.nassp.org/news/mcewin.htm>.)

Interscholastic Sports: A Battle Not Fought (Part II)

by C. Kenneth McEwin and Thomas S. Dickinson

The potential benefits of interscholastic sports programs for young adolescents are widely recognized by educators, community members, and others. However, sports participation is not inherently good for everyone and benefits do not automatically emerge simply because young adolescents participate.

Without question, the likelihood of these benefits being realized by large numbers of 10 to 14-year-olds depends largely on the quality of adult leadership. This leadership is important for all developmental age groups, but especially essential for sports programs that involve young adolescents because of the uniqueness of their developmental stage (e.g., susceptibility to physical injury, lack of experience, fragility of psychological development).

Courageous individuals who are willing to examine the many important issues associated with interscholastic sports programs, should objectively examine current practice and make the changes needed. This will not be easy, but important tasks rarely are. Chances for success in these efforts rest primarily on the knowledge levels of those involved. With tenacious work using collaborative approaches, middle level interscholastic sports programs can become a more positive component of middle level schools while providing safer, developmentally appropriate sports activities for large numbers of young adolescents.

Recommendations for Improving Middle Level Interscholastic Sports

Those responsible for interscholastic sports programs should:

- Establish a balanced approach to physical education, intramural, and interscholastic sports programs. The priorities for utilization of funding and human resources should not favor interscholastic sports programs while leaving physical education and intramural sports programs without strong support.
- Improve adult supervision of all middle level interscholastic sports activities. There is widespread agreement that the most important determinant in injury pre-

vention is the quality of adult supervision.

- Tighten restrictions on the qualifications of middle level coaches and closely supervise and evaluate their performance. In situations where school districts do not have sufficient numbers of qualified coaches, the programs should be ended until such quality coaching is available. This measure may seem harsh on the surface, but it protects young adolescents and helps place pressure on decision makers to recruit qualified coaches, reward them substantially for their efforts, and establish ongoing professional development programs for both prospective and practicing coaches.

- Make rule changes in the organization of the interscholastic sports program and the rules governing play in specific sports that make them age-appropriate. For example, eliminating tournaments and championship playoff games reduces the stress placed on young athletes and adoption of rules prohibiting stealing of bases in softball and hardball reduces spinal cord and other injuries.

- After careful study, make data-driven decisions regarding which sports are going to be included in middle level interscholastic sports programs. Controversy will likely accompany these decisions since sports eliminated will probably include tackle football and wrestling.

- Risk-management plans should be implemented that reduce the risk of lawsuits. These plans reduce the possibilities of lawsuits, but more important, make interscholastic sports programs safer.

- Ensure that only safe sports equipment is used; that high quality care for injuries is provided; that playing fields and facilities are safe and well-maintained; and that provisions are made for comprehensive pre-participation physical examinations.

- Examine the relationships between academic and the interscholastic sports programs and implement reforms where needed. The middle level academic program should be the top priority in any school housing young adolescents. Care should be taken that practices which disrupt the instructional program do not occur.



Elementary School News....

ELEMENTARY UPDATE

By Armand Regalbuti

Interim Asst. Executive Director

Program Committee to sponsor Workshop Series

As a result of the recent questionnaire distributed to the membership, the Elementary Program Committee has selected the topic of "Grade Level Get Togethers" in planning a series of workshops for the month of March. In March, meetings will be held at three regional sites. Area I will consist of schools in Danbury, Southbury, and Washington. Area II will consist of schools in East Hartford, Newington, and Berlin. Area III will consist of schools in Killingworth, Guilford, and Chester. The major theme of these meetings will be a focus on "Successful Grade Level Teaching Strategies." Participants will have an opportunity to share successful teaching strategies used by those teachers in attendance. Brochures with registration information and school locations were mailed to the membership this month.

Leadership Conferences Just Ahead

Brochures have been mailed to the membership regarding the two Leadership Conferences scheduled for March. Member schools may send students to either one or the other conference. The first conference is scheduled for Wed., March 11, at Naugatuck Valley Technical Community College in Waterbury. The second conference is scheduled for Tues., March 17, at Asnuntuck Technical Community College in Enfield. Attendance will be limited as in the past. Principals should submit registration information as soon as possible. No late registration will be accepted.

A major component of these conferences is the workshop presented to the parents of the students who have been selected to attend. Two outstanding speakers will speak to the parents on the topic of how parents can foster leadership skills in their child. Principals are urged to encourage their parents to attend.

WHY IS THE NEXT GRADE LEVEL ALWAYS THE SERIOUS ONE?

By Dr. Marjorie Bradley, Principal, Fawn Hollow Elementary School, Monroe

It happened again this week. Twice. I was visiting two of the student-teachers who were working in my school and were just weeks away from becoming certified in their respective grade levels. The cooperating teachers with whom the student teachers had worked were full of compliments about both the personal and professional qualities these wannabe teachers possessed.

And then it happened again. Twice. The conversation went something like this:

"Laura will be a fine teacher once she gets her own classroom. She's very creative and the children love her. My only concern is that she needs to focus more on 'the basics,' you know, getting the kids ready for the next grade level. It gets tougher next year and the kids need to be prepared for it."

I heard the same thing from Lisa's cooperating teacher and, in year's past, I'd heard the same thing from Julie's, Sam's, Rita's. And countless others'. It doesn't seem to matter what grade level I observe -- Laura was in a kindergarten class; Todd in 5th grade -- the comments and concerns are the same and they boil down to this: the previous grade level may have been fun, but now it's time to get serious about learning. Whether it's 12th grade English ("College is tough, you know") or 5th grade fractions ("If you don't learn them now, you'll be behind next year"), teachers lead students to believe that the worst is yet to come.

In doing so, we take away some of the joy and wonder of learning, for instead of exploring a new concept with the unabashed excitement that often accompanies new adventures, students may undertake school tasks out of fear that, if they don't, it'll catch up with them in 1st grade or 4th grade or graduate school. In preparing our students for the future, we often forget that the only thing that both they and we have control over is the present.

Perhaps I am overreacting. Maybe it's appropriate for us, as teachers, to justify what we do by what someone else -- the next grade's teacher, the state department of education, a parent -- expects us to cover. But, taken to the extreme, as it often is, education becomes a constant dress rehearsal; the play itself, the real performance, lying elsewhere, in another grade, with another teacher. Trouble is, the next grade level brings yet more practice, leaving students to

wonder if they'll ever get to shine. Too often, they don't.

But, in reflecting on those teachers who left the greatest impact on me, I recall the ones who cared more for today than for tomorrow. For example, there was Mrs. Curnias, who made 2nd grade special because we got to sing each day for no reason at all. In 6th grade, there was Mr. Boston, my first male teacher, who extended our recess on warm fall days so he could teach both boys and girls how to throw a spiral and fake a pass.

What both of these teachers shared was an abiding trust in themselves. A self-assured confidence that it was their job, not the next year's teacher's, to instill in me a love of learning. I was never afraid to sing with Mrs. Curnias, and I don't recall her ever telling me if I didn't learn "My Country 'Tis of Thee," I'd be banished from 3rd grade. And, at the time, I might have liked Mr. Boston because extra recess meant less time for spelling, but I recall him now because he realized the importance of football and crisp, autumn days to a girl whose own dad was often too busy or felt it wasn't a girl's place to toss a few laterals in the backyard.

Now, as a principal myself, I realize that Mrs. Curnias and Mr. Boston also gave themselves something: permission to teach a new set of basics, one of which was making students like me believe that 2nd grade (or 4th, or 11th) was the most special one of all.

Back to Laura and Lisa. Next week, when I observe them for the last time in their roles as student teachers, I'll take them aside and ask them to talk about their most memorable moments during these past weeks. If they mention a lesson so good that the students didn't want it to end, or a poignant one-on-one when a child needed a caring adult with big shoulders to lean on, then I'll ask them to laminate these lessons on Day-Glo paper. This will preserve them forever. I'll tell them to keep these papers in their desk drawers and to re-read them frequently when they become "real teachers."

Finally, I'll ask Laura and Lisa to give copies of these memories to their cooperating teachers, as permanent reminders that we get only 180 days to convince our students that, whatever the future holds for them, today is the most important day of all.



CIAC

NEWS

The CIAC seeks your support...

In December, Attorney General Richard Blumenthal submitted to the co-chairs of the Education Committee a legislative proposal called *An Act Concerning Fair Opportunity to Participate in Interscholastic Sports*. The proposed legislation would empower the State Department of Education -- specifically, the Commissioner of Education -- to review and act on any complaint by any resident, parent or guardian of a student-athlete who has been aggrieved by a decision of the CIAC. If the legislation is enacted, the State Dept. of Education would essentially become the oversight body of the CIAC. We have been advised that, as a courtesy to the Attorney General, the Education Committee will address the proposal.

The implications of this proposed legislation are dramatic and far-reaching. We believe this legislation could have a profoundly negative impact not only on the CIAC as a governing body, but on you, our member schools, and on the students you serve. Therefore, we are seeking your help in preventing this legislation from moving forward. We are asking that you contact the co-chairmen of the Education Committee of the state legislature to express your opposition to this proposal. Strong and immediate expressions of your position on this matter are necessary in order to prevent the proposed legislation from being voted out of committee.

We urgently need your support if we are to continue to function as an independent, self-governing, regulatory agency carrying out the mandates of our member schools. Unfortunately, this may not be the only occasion upon which we seek your support. There are specific state legislators who are looking to limit the CIAC's authority to regulate athletics and, in the near future, we may need to make aggressive efforts to garner the support of the vast majority of our legislators. This, of course, cannot be accomplished without your help. However, the Attorney General's proposal is our more immediate concern, and we turn to you in the hope that you can help us prevent the legislation from gaining the support of the Education Committee.

Please take a minute to let your position be known to the following:

Hon. Thomas Gaffey and Hon. Cameron Staples, Co-Chairs

Senator Judith Freedman and Representative Brian Mattiello, Ranking Members
Education Committee, Legislative Office Building, Hartford, CT 06106-1591

Please send copies of your letters to the CIAC office in care of Mike Savage.

STERIOD USE AMONG GIRLS ON THE RISE

Teenage girls are achieving athletic parity with boys in one troubling category -- the use of anabolic steroids.

Recent national surveys indicate that the use of the synthetic hormones among teenage girls has doubled in the past 6 years, while use among adolescent boys remains stable.

The surveys show that about 5% of boys and 2.5% of girls in grades 9-12 have used steroids at least once, while regular use is reported by about half that percentage.

The most recent study, called Monitoring the Future, found that the percentage of 8th grade girls who reported that they had used steroids at least once in their lives had risen from .8% in 1991 to 1.4% in 1996. Among 10th grade girls, the rate went from .5% to 1.1%. However, the rate for seniors increased only marginally, from .4% to .6%.

Despite numerous campaigns to educate

teen athletes about the dangers of steroids, "our society continues to greatly reward 'winning at all costs' and emphasize physical appearance over other traits," said Pennsylvania State University professor Charles Yesalis, lead author of the study.

Use of anabolic steroids, which are a male hormone, has a greater impact on the bodies and athletic performance of women than men. While they gain strength, young women face such side effects as excessive hair growth, baldness, voice deepening, and other physical changes.

"We may need to rethink our overall strategies and particularly redirect some of the focus to young girls, as well as strengthen our moral attitudes toward all kinds of cheating in sports," added Yesalis.

*(From "Girls Use of Steroids Increasing,"
Waterbury Republican, 12/97)*

NCAA SAYS PRINCIPALS CAN CALL THE SHOTS

The NCAA has announced a major change in the Initial-Eligibility Clearinghouse process: High schools will now be responsible for determining which of their courses meet the NCAA core-course requirements for a student-athlete's initial eligibility as a freshman at a Division I institution.

The process of determining if courses meet the requirements is currently done by the NCAA's Initial-Eligibility Clearinghouse, which receives course titles sent in by the high school. Since the Clearinghouse's primary means of evaluation was based on course titles, many courses were rejected based simply on unusual wording.

The signature of the high school principal will now attest that the courses submitted satisfy the course requirements, which the Clearinghouse will still verify. The change in procedure does not reflect any changes in initial-eligibility standards. All courses submitted by the high school principal must continue to meet the standard of 75% instructional content in the subject area.

The only instances in which additional support for a new submission would be required are those in which (1) a high school wants to have a course approved retroactively for a student who has already graduated; (2) the course title suggests offerings that do not meet the 75% instructional content criteria; and (3) the submission is for a course that has been denied previously.

In response to the NCAA announcement, National Federation Executive Director Robert Kanaby remarked, "Since the Clearinghouse was started in 1993, high schools across the country have experienced many frustrations with the process. This action by NCAA leaders is an indication that they have listened to the high schools and are willing to change in the best interest of high school student-athletes."

The new process will begin this spring. The NCAA will provide high schools with complete details of the new procedure this month.



CIAC News & Notes

Ordered by a federal judge to equalize facilities for boys' baseball and girls' softball, officials at Merritt Island (Fla) H.S. disconnected the electric scoreboard, closed the concession stand, and roped off some bleacher seats at the boys' field.

There are 1,051 U.S. high schools with teams nicknamed Eagles; the second most common nickname is Tigers, used by 900 schools.

★ SAVE THE DATE ★

*The 6th Annual CIAC
Golf Tournament*

June 29, 1998

Racebrook Country Club, Orange

*For registration information, call
Judy Sylvester in the Central Office.*

The Wyoming High School Activities Association has developed a Good Standing Buy Back Program. Successful completion of the program is mandatory for all students in grades 9-12 who are ejected from association contests. Program components include a workbook with a 2-page study guide that the student must complete and turn in, and a video which discusses the purpose of officials and talks about controlling anger. Completion of the program is in addition to the student's disqualification from the next game(s).

The New York State Public High School Athletic Association initiated a wrestling minimum weight certification program this season. The program involves two components: (1) establishing a minimum allowable weight for competition and (2) nutrition education. Approximately 13,000 high school wrestlers were assessed before their first competition. Additionally, athletic directors and wrestling coaches from each of the 463 schools sponsoring wrestling attended nutrition education workshops conducted in each of the NYSPHSAA's 11 sections.

The Ohio state legislature has mandated that all school districts adopt a minimum grade-point average for interscholastic participation as well as a policy on no-pass, no-play. The two policies must be adopted by July 1, 1998.

The Wisconsin Interscholastic Athletic Association has developed a special form that enables coaches to get documentation from physicians regarding skin conditions that may appear to be contagious but, in fact, are not. Officials are required to bar from competition any wrestler who has a suspicious skin condition. If, however, the coach can provide a WIAA form signed by a physician indicating that the condition is not contagious, the wrestler will be allowed to compete.

Sports Committee Notices

GOLF

1998 Tournaments Dates/Sites:

Division I (355 or more boys):

June 8th - Chippanee Golf Club, Bristol

Division II (226 to 354 boys):

June 8th - Timberlin, Kensington

Division III (10 to 225 boys):

June 8th - Crestbrook, Watertown

New England Tournament

June 15th - Location: TBA

SOFTBALL

1998 Tournament Divisions:

LL - 399 and over; L - 289 to 398

M - 182 to 288; S - 1 to 181

Tournament Dates:

First Round: Monday, June 1

Second Round: Wednesday, June 3

Quarter Finals: Friday, June 5

Semi-Finals: Tuesday, June 9

Finals: Fri., June 12 or Sat., June 13

(Rain Date: June 14)

Tournament Entry Fee: \$50 per team

BOYS TENNIS

1998 Tournament Divisions/Sites:

Class S - 1 to 219 - Conard H.S.

Class M - 220 to 299 - UConn, Storrs

Class MM - 300 to 369 - Glastonbury H.S.

Class L - 370 to 459 - Hall H.S.

Class LL - 460 and over - Cheshire Acad.

Tournament Dates/Times:

Opening Round: Sat., June 6, 9:00 a.m.

Quarter Finals: Mon., June 8, 9:00 a.m.

Semi-Finals: Tuesday, June 9, 12:30 p.m.

Finals: Wednesday, June 10, 4:00 p.m.

Cheshire Academy

Rain Date: Thurs., June 11 / Site: TBA

GIRLS TENNIS

The following changes will be in effect for the 1998 tournament:

- If a team qualifies for the team tournament it must make their site available for tournament play.

- Line-up changes can only be made in case of illness or injury, in consultation with the meet director.

- **Divisions:** L - 391 and over; M - 276 to 390, S - up to 275

- **Dates** for the team tournament: Qualifying - June 1; First Round and Quarter-final matches - June 2; Semi-final matches - June 3; Finals - June 4; Rain date - June 5.

- To be eligible for the team tournament, a team must play a minimum of ten matches during the regular season.

- **Dates** for the individual tournament — Saturday, June 6 — 11:00 a.m. at Yale — Meet Director: Victor Sesto, Trumbull High School. (Rain date - June 10)

- A first singles player to be eligible must have obtained a 60% win record as a first singles player.

- A team may enter one #1 singles player who meets the qualifying standards, and one #1 and one #2 doubles players who meet the qualifying standards.

- A player must have played in a minimum of ten or more matches as a first singles player. A #2 singles player must have obtained a 75% win record as a first or second singles player. Players must also have played in at least ten or more as first or second singles player. Matches played at the number three or four singles will not count.

- First and second round play will be ten game pro set with a twelve point tie breaker played at 8-8.

BASEBALL

1998 Tournament Dates:

Qualifying Round: Saturday, May 30

1st, 2nd, and Quarter Final Rounds:

Mon., June 1 through Sat., June 6

Semi-Final and Final* Rounds:

Tues., June 9 through Sat., June 13

* The Baseball Committee has adopted the policy of using four (4) umpires for all final games.





Notices, *cont'd*

OUTDOOR TRACK - BOYS & GIRLS

Boys Divisions:

LL — 444 and over
L — 348 - 443
MM — 276 - 347
M — 199 - 275
S — up to 198

Girls Divisions:

LL — 445 and over
L — 350 - 444
MM — 286 - 349
M — 191 - 385
S — up to 190

Tournament Dates:

LL — June 1, East Hartford

MM — June 1, Site TBA

S — June 2, East Hartford

L — June 2, Site TBA

M — June 3, Site TBA

Open — June 9, Site TBA

New Englands — June 13, Brown Univ.

■ The decathlon, heptathlon, hammer/steeplechase tournament information will be contained in a separate packet.

■ The following standards were adopted for the decathlon and heptathlon events:

Multi-Event Standards — 400 pt. level

Decathlon

100m Dash 13.41

Long Jump 5.08=16'7"

Shot Put 8.56=28'9"

High Jump 1.51= 5'

400m Dash 60.40

110 Hurdles 18.38

Discus Throw 26.68=88'10"

Pole Vault 3.81=12'5"

(starting height — 8'6")

Javelin Throw 37.06=121'6"

1500m Run 5:29.26

Heptathlon

110m Hurdles 18.90

High Jump 1.30=4'4"

Shot Put 8.02=26'3"

200m Dash 31.23

Long Jump 4.38=14'5"

Javelin Throw 25.92=85'7"

800M Run 2:56.38

Participants must qualify in each of the required events.

■ In both the decathlon and heptathlon, the athletes must be able to compete at the 400 point level in all events (exception: pole vault event where the starting height will be 8'6").

■ **Second Day Advancement:** Decathlon: the 32 highest scoring athletes shall advance, plus any athlete scoring 2500 or more points. Heptathlon: the 32 highest scoring athletes shall advance, plus any athlete scoring 1850 or more points.

EDITORIAL: Continuing Education for Coaches

by Mike Savage, Executive Director

For close to one year, representatives from the Connecticut High School Coaches Association, the Connecticut Association of Athletic Directors and the CIAC worked with the State Department of Education's Certification Bureau Chief, on developing changes to the state regulatory provisions governing coaches in Connecticut.

The most significant change being advanced by this group was a new regulation requiring coaches to engage in continuing education programs in order to retain their certification status. From the beginning, there was strong, allied support from these three constituent organizations to promote, through appropriate and on-going activities, mandated opportunities to advance the knowledge and skills necessary to be a coach. We worked tirelessly to develop some 12 "competencies" that we believed all coaches should strive to achieve. Knowing that well over 50% of Connecticut's high school coaches are non-teachers, it seemed paramount that opportunities be made available to them to continue to improve as coaches. After all, if this is a present expectation of teachers in the classroom, why is it no less an expectation of teachers in the gym or on the field? Are they less important to many of those same students? I suggest not.

I have just learned that the state department has elected not to move forward in implementing a continuing education requirement for coaches. Many may breathe a sigh of relief. I, however, am disappointed.

How can anyone argue against efforts to strengthen the quality of our coaching ranks, efforts that ensure that qualified, educated individuals are coaching our young athletes? Anyone who has been a coach knows that those opportunities to educate are far greater on the playing field than in the classroom or even at home. The athletes want to participate and be involved in an intimate and profound way. That is the reason why all of us associated with high school sports truly believe that interscholastic athletics are the "second half of education." There are few mediums other than athletics that offer such powerful and wonderful opportunities to educate and influence young adults. And in

Connecticut, we have a captive group of over 80,000 athletes per year who look to their high school coaches as role models. Coaches play a myriad of roles -- teacher, counselor, mentor, and, even, parent. That is why we need to concentrate our efforts on improving the skills of our coaches. Not the skills necessary to teach the X's and O's, but the skills needed to interact effectively with young adolescents. We need to cultivate among coaches the competencies that will allow them to attend to the physical, emotional, and psychological needs of adolescents, to build strong character and citizenship, to teach values, and to advance good sportsmanship.

The CIAC rightfully expects its coaches to "master the principles of good teaching..." In fact this is a published tenant of the Association. Another is that the school may expect "coaches to be an integral part of the school system with their educational contributions worthy components of the total educational experience available to student-athletes." Coaches are no less important to the educational process than are quality teachers. We have the right, in fact the obligation, to expect the same level of competence from those who wish to coach. And the schools should expect to provide the necessary resources to complete this important task. Otherwise, our athletic programs are not worthy of being labeled educational activities.

The next time we make efforts to improve the caliber of coaching in Connecticut, we hope to receive more than a cursory degree of attention from those who spoke out against our initiatives because of an unfounded fear that the pool of coaches would significantly diminish under new mandates. We submit that a coach without the talent and training to be a good role model and "teacher" does greater harm to our students than no coach at all. Just ask a young athlete who has suffered at the hands of a coach. We have some serious problems with our coaches. We need to address them or they will simply get worse. Our student athletes deserve better and more thorough consideration than they received this year during this re-evaluation process. Let's hope that next year our student athletes will be considered as important as the "other half of education."



SURVEY TRACKS ALLEGED "PRIVATE SCHOOL EDGE"

Athletic Business Magazine recently published the results of a nationwide survey which tallied the number of private schools in each state and the number of championships they garnered. Forty-three of the forty-five state athletic associations whose public and non-public member schools compete "head-to-head" responded to the survey. The results showed marginal support for the claim that non-public schools have an "edge" come tournament time. The survey found that while non-public schools made up 13.1% of all schools, they won 18.4% of the championships in all sports during the 1996-97 years. Other highlights include:

- in all but 13 states, the percentage of championships won by private schools was higher than the percentage of private schools in the state.
- gender appears to have no effect on the public/non-public issue. The non-public schools' championship "edge" revealed itself equally in both boys and girls sports.
- although most of the controversy over "the private school advantage" has surfaced around the sports of football and basketball, private schools outperform public schools more often in the sports of soccer, tennis, swimming and volleyball.
- in CT, there was only a 1% differential between the percentage of non-public schools and the percentage of titles won.

NON-PUBLIC SCHOOL STATE CHAMPIONS, 1996-97

% of Titles Won by Sport - Nationwide

Soccer.....	32%
Tennis.....	29%
Swimming.....	27%
Volleyball.....	24%
Hockey.....	23%
Baseball.....	21%
Golf.....	21%
Cross-Country.....	19%
All Sports.....	18.4%
Track.....	18%
Softball.....	16%
Basketball.....	13%
Wrestling.....	12%
Football.....	10%
Gymnastics.....	3%
Field Hockey.....	0%
Lacrosse.....	0%

(Source: *Athletic Business*, December 1997)

EEOC ADDRESSES GENDER INEQUITIES IN COACHES' PAY

The Equal Employment Opportunity Commission (EEOC) has issued a 29-page Guidance paper setting forth the Commission's position on the application of the Equal Pay Act and Title VII to sex discrimination in the compensation of sports coaches in educational institutions.

The Guidance paper reveals that the "overall pattern" of pay disparities between coaches of men's and women's teams is "not gender-neutral." The paper points out that, at the collegiate level, women have essentially been limited to coaching women, while men coach both men and women. A study is cited showing that, in 1996, "47.7% of the head coaches of women's intercollegiate teams at NCAA schools were females, but only about 2% of the head coaches of men's teams were females." Meanwhile, at the high school level, in 1990, "more than 40% of girls' teams were coached by men, but only 2% of boys' teams were coached by women."

The Guidance paper states that the Equal Pay Act (EPA) prohibits employers from paying employees at a rate less than employees of the opposite sex at the same establishment "for equal work on jobs the performance of which requires equal skill, effort and responsibility, and which are performed under similar working conditions. And the jobs need not be identical, but only substantially equal."

The Guidance paper outlines a series of steps to determine whether or not pay discrimination exists both under the EPA and Title VII. The EPA provides a defense for differential pay if it is based on a seniority system, a merit system, a system which measures earnings by quantity or quality of production, or a factor other than sex. Furthermore, the Commission acknowledges that some factors other than sex can be used to justify pay differentials in coaching. These include: a) the male coach produces more revenue for the school than the female coach; b) the male coach must be paid higher wages in order to compete for him; c) salary is based on prior salary; d) salary is linked to the sex of the student-athletes rather than the sex of the coach; e) the male coach has superior experience, education and ability, or, f) the male coach has more duties.

The Guidance can be accessed at:
[http:// www.eeoc.gov/docs/coaches.txt](http://www.eeoc.gov/docs/coaches.txt).

(Source: NF's *Washington Report*, Nov/Dec 1997)

EDITORIAL

Reprinted from the Berlin Citizen, 12/97

Diversity wears many faces. We applaud Schools Superintendent Richard Paskie-wicz for having the courage to recognize this by including funding for the Unified Sports in his proposed 1998-99 budget request. We now hope the Board of Education can muster the courage to resist cutting this program as it prepares to budget for Town Council review. If it does, all of our children will grow up with a bigger view of the world.

Unified Sports is a program at McGee and Berlin H.S. that combines children with special needs and "normal" kids on the same sports teams. The special needs students discover an experience that until now they have only been able to watch from the sidelines. Their life is enriched.

But they aren't the only ones.

The "normal" kids interact in a genuine setting with their peers with mental retardation, Down's Syndrome and physical disabilities. Not long ago, this would have been unthinkable. "Normal" kids shunned those with special needs -- even ostracized them. In fact, these two groups of students may very well have gone through 12 years of public schooling without ever having met one another.

Today, thanks to the volunteer efforts of teachers, lasting friendships, understanding and a profound sense of inclusiveness permeate a whole generation of Berlin students.

While we applaud the superintendent for his willingness to codify this program in the budget, we do not envy him. Competing for sports dollars is another new program -- indoor track.

No doubt indoor track will have its supporters. And, on paper, it's a close call. Unified Sports is budgeted for \$4,500; indoor track for \$6,036. Both serve about the same number of kids.

But there are profound differences, too. Indoor track expands on a rich tradition of athletic competition for the most physically gifted among us. In contrast, Unified Sports is a whole new opportunity to teach Berlin students the kind of skills that will make Berlin, the country and the world a better place to live.

Respect, friendship, inclusiveness, patience. A sense of being both my brother's keeper and my brother. These are [what] make Unified Sports worth funding.



CAAD NEWS

TONELLI HONORED WITH NIAAA AWARD



Celebrated athletic director Joe Tonelli was awarded the NIAAA Award of Excellence at the 28th National Conference in December. Joe has a long and distinguished

career in athletic administration. Joe completed the NIAAA certification program in its charter year in 1988 and was the first Connecticut athletic administrator to receive an NIAAA State Award of Merit. A recipient of an NFHS Citation, Tonelli was instrumental in organizing the first NIAAA spring sectional meeting, an idea that is used by all NIAAA sections.

As director of athletics at Notre Dame since 1977, Tonelli developed a "brochure type" athletic handbook for students and parents that has been adopted by many schools.

A founding father of CAAD, Joe served as president in 1982. An active member of CIAC, Joe currently serves on the Officials Committee, the Season Limitations Committee, the Baseball Committee, and the CIAC Board of Control. He is an umpire assignor for the CIAC baseball tournament.

Contributions to the NIAAA include service on the Membership Committee, Section I membership chair, the Advisory Committee, the National Conference Distribution Committee and Section I representative to the National Emergency Network. Tonelli is a charter recipient of the NIAAA Award of Merit and has received the NIAAA Distinguished Service Award. He has been a workshop presenter and moderator at the national conference and has attended 17 consecutive national conferences.

Tonelli has been honored with induction into the halls of fame of the CT High School Coaches Association, the University of New Haven, the New Haven Baseball Diamond Club and Notre Dame High School.

LESSONS FROM NASHVILLE

By Barbara Startup, CAA, President

The 28th National Conference of High School Directors of Athletics was held at the Opryland Hotel in Nashville, Tennessee from December 17-21. Athletic Directors from across the country, including representation from Connecticut, were in attendance for this event. As we face the ever-growing list of challenges and opportunities before us, we find great benefits in meetings such as this, which offer all attendees information that increases their effectiveness as educators.

The general sessions featured inspirational speakers that included Grady Jim Robinson, one of America's most thought-provoking speakers who has earned a national reputation as an innovative, challenging and daring teacher; Ladonna Gatlin, sister of the Gatlin Brothers, who provided an entertaining and motivational speech on how we make a difference; Rocky Bleier, former Pittsburgh Steeler, who explained how perseverance and overcoming adversity allow every one of us to make spectacular plays throughout our life; and, Sandy Queen who inspired us to get in touch with our "inner child" to help us be better prepared to deal with pressures and any negativity we may encounter.

A variety of workshops was offered dealing with coaches expectations of athletic directors, steps for working with coaches, computer software for assisting the athletic director, organizing effective pre-season meetings, staff evaluations including self-evaluation, in-season assessments and player evaluations.

As president of CAAD, I had the opportunity to share information with other presidents from around the U.S. We share many common concerns: out-of-season regulations, parent involvement, shortage of officials, drug testing and funding the athletic program.

The highlight of the conference was Friday's awards luncheon which included the presentation of the Thomas E. Frederick Award of Excellence to CT's Joe Tonelli.

The Conference Banquet was a grand finale for yet another educational and socially enjoyable national conference. We look forward to this year's conference to be held in Las Vegas from Dec. 13-17.

HIGHLIGHTS: EXECUTIVE BOARD MEETINGS

November 5, 1997

- A letter was received from Wolcott High School expressing appreciation to C.A.A.D. for the sportsmanship award presented to their girls softball team and coaches.

- NIAAA surveyed our association for our opinion on the use of Hawaii as a site for an Annual Athletic Directors Conference. Pros and cons were discussed.

- Dave Johnson presented a proposal for a revised ejected/disqualification policy. A motion was made to accept the proposed language for a revision of this policy.

- Fred Balsamo fielded numerous questions regarding the proposed coaching certification requirement. Present language for the state regulation, if passed, would require coaches to earn 15 CEUs over a five year period. C.A.A.D. members' concerns will be relayed to Abigail Hughes.

- A *Teen Seminar* update was presented by Chris Webster. Tentative dates will be sometime in October, 1998. Three boys and three girls will be invited from each school.

- Fred Balsamo led a discussion dealing with the transfer rule that is in suspension until May. A transfer committee was formed consisting of Joe Tonelli, Dave Johnson, and Bob Lehr.

- Paul Maskery passed out the latest membership list. The C.A.A.D. membership is the largest ever with 176 plus members. Retired membership is at 44.

January 7, 1998

- John Novakowski, Paul Maskery, and Ken Marcucio are the Committee appointed to consider the worth of depositing some of the treasury in a money market account.

- Barbara Startup read correspondence from Neil Gilman. The Gilman Company will be added to the list of invited exhibitors for our future conferences.

- Bob Broderick will draft a letter to Mr. Bornstein, President of ESPN expressing C.A.A.D.'s interest in programming that would relate to sportsmanship on the secondary school level.

- Schedule booklets will be distributed at the conference, compliments of the Wade Company.

- Discussion took place over the interpretation of regulations concerning certification for assistant coaches. John Novakowski reported that before a renewal of an emergency coaching certification may be issued, class work must be started.

cont'd on next page

The NIAAA Certified Athletic Administrator (CAA) Exam

will be available for interested A.D.'s

PLACE: Cromwell Holiday Inn
DATE: Thurs., March 26, 1998
TIME: 6:30 p.m.

The test is appx. 1½ hrs. in length.
Applications were included in last mailing.

Highlights, cont'd

- The ejection/disqualification rule proposal as submitted previously by Dave Johnson has been presented to the Board of Control.
- Proposed requirements for athletic director certification are: part-time athletic director (coaching certification required); part-time/full-time athletic director (coaching certification and teacher certification required); and, full-time athletic director (092 required to permit evaluation of certi-

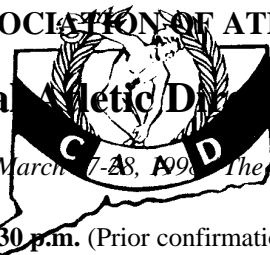
fied staff). A coaching certification form will be distributed at the C.A.A.D. conference.

- Joe Tonelli reported that Mike Savage is interested in speaking to the various state athletic conferences. The transfer rule and home schooling are two of the topics to be discussed.
- Paul Maskery reported that the current membership is 187, the highest ever.
- Sport consultant reports were distributed by Bob Pearson.

CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS

15th Annual Athletic Directors Conference

Friday and Saturday, March 27-28, 1998, The Holiday Inn, Cromwell



Thursday, March 26, 1998: NIAAA-CAA Exam, 6:30 p.m. (Prior confirmation from the NIAAA is required)

Friday, March 27, 1998:

- 8:00 a.m. - 11:00 a.m. CIAC Workshop - Mike Savage
- 12:00 Noon - 1:30 p.m. CAAD Cracker Barrel Luncheon - Barbara Startup
- 2:15 p.m. - 3:15 p.m. General Session Speaker
- 4:00 p.m. - 5:30 p.m. Workshop Session "A"
- 5:30 p.m. - 6:30 p.m. Social Hour
- 6:30 p.m. - 9:00 p.m. Awards Banquet — Celebrating 20 Years of Existence
- 9:00 p.m. - 11:00 p.m. President's Reception

Saturday, March 28, 1998:

- 8:00 a.m. - 9:30 a.m. CAAD Annual Breakfast - Abigail Hughes, Bureau Chief Certification Division, State Department of Education
- 9:45 a.m. - 11:45 a.m. Workshop Session "B"
- 11:45 a.m. - 1:00 p.m. Coca Cola Buffet Luncheon and CAAD General Meeting

CEU'S WILL BE AWARDED EACH DAY

1998 C.A.A.D. AWARD RECIPIENTS

Distinguished Service Award Recipients

"From Inside the Field of Athletic Administration"

Paul Mengold, Amity H.S., Woodbridge

"From Outside the Field of Athletic Administration"

Judith Sylvester, CIAC Office

NCSSA - Athletic Director Award

Paul Maskery, Farmington High School

"NIAAA STATE AWARD OF MERIT"

Robert Lehr, Southington High School

PRE-REGISTRATION INFORMATION

EARLY BIRD CONFERENCE REGISTRATION

Name _____

School _____ Phone _____

Payment enclosed is to cover:

Registration: CAAD Member — \$60.00 _____
Non-Member — \$108.00 _____
Spouse — \$40 _____

Spouse's Name _____

Total Enclosed: \$ _____

Make checks payable to: CAAD

Return To: Joe DiChiara
30 Realty Drive
Cheshire, CT 06410

No one-day fees ■ No refunds after March 12, 1998

HOTEL REGISTRATION

Name _____

Mailing Address _____

Phone _____

Arrival Date: _____ Departure Date: _____

Check one: 2 Double Beds 1 King Bed

\$65.00 per night
Plus 12% tax

Send this form along with check or credit card # to:

Holiday Inn of Cromwell
4 Sebethe Drive
Cromwell, CT 06416
Attn: Donna Franklin



CAIO



NEWS

COLONIAL FOOTBALL OFFICIALS AWARD SCHOLARSHIPS

By Mike Fagan, CFOA Commissioner

The Colonial Football Officials Association held their annual banquet on December 9, 1997, at the Danbury Elks Lodge on Main Street in Danbury.

Guest speaker Bart Busterna, Sports Programming Director for WLAD Radio, roasted many of the officials and commended many of the coaches in attendance for having outstanding seasons.

The Association presented the "Peter Gregory Sportsmanship Award" to head coach John Drummond of Weston High School. The Colonial's proudly honored this year's recipients of the "Bill Collins Scholarship Awards." Newtown High School senior Jeff Chuongvan and Immaculate High School seniors Jonathan DeJoseph and Brad Jugler each received a \$1,000 scholarship. These awards are presented annually to student-athletes from the schools serviced by the association.



Left to right: Ray Bielizna, Chairman of the "Bill Collins Scholarship Award;" Brad Jugler and Jonathan DeJoseph from Immaculate High School; Jeff Chuongvan from Newtown High School

"We truly embrace the official as being part of of the educational experience as much as we would the coach, the local board of education, the school administrators, the athletic administrators and the like."

Robert Kanaby, Executive Director
National Federation of State High School



TEXAS SCHOOL DISTRICT BANS POST-GAME HANDSHAKES

Principals in the 10-high school district of McAllen, Texas, have passed an experimental rule which prohibits the traditional use of handshakes between teams at the end of sports contests. The new rule mandates that only coaches and team captains may cross the field to shake hands.

The rule went into effect in the fall season for the sports of football and volleyball. The principals will reconvene toward the end of the school year to determine whether to continue with the rule and/or expand its application to other sports.

The rule was originally brought before the principals by a group of district athletic directors who were hoping to "pre-empt" potential post-game skirmishes.

Although no problems have emerged since the adoption of the rule, there has been considerable controversy and some opposition. Roy Guzman, the football coach at Pharr-San Juan-Alamo High School, is quoted as saying, "We're trying to teach (the players) to be good sports. They need to learn how to be humble in victory and how to maintain pride and dignity in defeat. I think (the rule) goes against that."

McAllen High School Principal Deanie Ervin responds to that argument by saying, "It's not an issue of not showing sportsmanship. I hope sportsmanship is shown in more than two minutes after a game. Sportsmanship should be shown throughout the game or it doesn't exist at all."

The rule, which was originally passed quietly and without public debate, has garnered national attention and was even featured in in *USA Today*.

"Yet the rule, I am sure, was made by well-intentioned administrators who face tremendous pressure just to get young people at their high schools through the day and back home to their parents safely."

-- Bill Dwyre, Editor of *The Los Angeles Times*

(Source: *Referee Magazine*, Dec 1997 / Jan 1998)



IF YOUR HORSE DIES, GET OFF

By Barry Mano, Publisher, *Referee*

During a recent interview for ESPN, I was asked how officiating has changed over the past couple of decades. Easy! It has become more complex, demanding new ways of looking at the job, the responsibilities. Gone are the halcyon days of simply calling the game. Now, the assignment demands interdisciplinary skills: judge, shrink, mediator, ethicist, teacher and paralegal. It's evolutionary.

The theme of the ESPN program was the "lack of sportsmanship" manifest in the world today. This is a genuinely hot topic. The National Federation of State High School Associations, as well as many individual state high school associations, has been emphasizing the need to return sportsmanship to athletics. In some states, day-long sportsmanship summits have been held, some attended by almost a thousand people.

Much of the focus by national media, such as ESPN, on the topic of sportsmanship has been quite devoid of the officiating perspective. The magazine and the National Association of Sports Officials (NASO) have taken the responsibility to make sure that oversight is corrected. We have been very successful toward that end. The ESPN show was just one of a number of media involvements for us over the past three months.

The ESPN broadcaster, Mary Ann Grabavoy, interviewed me on camera for more than a half-hour, although what the viewer finally sees can be as little as a

minute or two. We live in the "sight-bite" age. Each time I do one of these lengthy interviews, knowing 98 percent will not be shown, I think of the old Steve Goodman song, "Face On the Cutting Room Floor." Good tune!

Mary Ann and I had a pleasant conversation. I think she was surprised to learn that officials have a serious stake in good sportsmanship. Most on-air journalists I have met come with the perspective that we are cops first, last, and always. They don't understand how our roles have grown, reflecting a society that keeps moving away from black and white decisions to those with myriad shades of gray. So few things in life seem cut and dried. Don't you agree?

One of the main points I made during the program was how the men and women who officiate need to ride into battle on a horse different from one ridden in the days when a ref could conduct business like a frontier marshal. Hey, that horse has died, though there are some who still try to ride it.

In any walk of life you will see those who cling to old ways of doing things when new ways are needed. To be successful as an official in the games played today, fresh skills are needed. Utilization of technology, savvy interpersonal interactions, use of language free of misunderstanding, and the latest in quality information are all required. We embrace them, or we're left making ersatz hamburgers.

On October 29, 1997, officiating history was made when two women were selected to the 1997-98 NBA officiating staff. Here is what some sports figures had to say about women officials breaking into men's professional sports...

"At times there will be judgment calls and we all know women have better judgment than men."

— Elgin Baylor, Hall of Famer

"I don't look at it as male or female. A striped shirt is a striped shirt...They are all the enemy."

— Grant Hill, Detroit Pistons

"It's just more bull '90s political correctness...No man belongs refing games in the WNBA, and no woman belongs refing games in the NBA. And you can mail that to (NBA Commissioner) David Sterns."

— Brian Williams, Detroit Pistons

(Source: *Referee*, Jan 1998)

Did You Know?

In volleyball, when the calling team is ready to play after a time-out, play must resume. In football and basketball, play does not resume until both teams are ready.

In football, a team is entitled to three time-outs a half and may not call additional time-outs. In basketball and volleyball, a team may call additional time-outs subject to penalties for doing so.

Football is the only National Federation sport played with a non-spherical ball.

In volleyball, a ball touching the ceiling may remain alive. In basketball, a ball touching the ceiling is dead.

(Source: *Officials' Quarterly*, Fall 1997)