

BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

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the new millennium!

If we work marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds and instill into them just principles, we are engraving upon tablets which no time will efface, but will brighten and brighten to all eternity. -- Daniel Webster

CAS-EMSPAC MERGER PROMPTS STAFFING CHANGES

Past-President Joins Office Staff

Earle G. Bidwell, recently retired principal of Captain Nathan Hale Middle School in Coventry and former president of CAS, has joined the Central Office staff as Assistant Executive Director of Middle Level Education. Earle replaces Tim Doyle, who assumed the duties of Director of the Principals' Center last month.

Executive Director Mike Savage commented, "Earle brings to CAS a wealth of experience, creativity, and acumen. During his years as a principal, he demonstrated an unparalleled commitment to the association and its work. He knows the association like few others. During his two years as president he encouraged the leadership to take a hard look at what it does, to examine itself critically; and, this was all to the good. We have charted an ambitious yet directed course for the 21st century, and, in large measure, we have Earle to thank for that."

Earle has teaching and administrative experience at the elementary, middle and high school levels, as well as extensive background in professional development. He spent the better part of his professional career in Regional School District #13, where he served as a teacher at both Memorial and Snow Schools, as assistant principal at Coginchaug High School and as principal at Strong Middle School. In 1992, he became principal of Captain Nathan Hale Middle School in Coventry where he served until his retirement earlier this year.

Earle joined CAS in 1984 as a member of the Middle Level Professional Studies Committee and swiftly ascended



Newly-appointed Assistant Executive Director Earle Bidwell

to important leadership positions within the association. He served as chair of the Middle Level Board of Control and as treasurer of the association before becoming CAS President in 1996. In 1994, Earle was awarded a CAS Citation, the association's highest honor and, in 1995, he was named CAS Middle Level Principal of the Year. His distinguished career in education boasts a number of other honors including selection as the CT representative on the Carnegie Foundation National Curriculum Project and appointment to the Commissioner's Task Force for Administrative Certification.

Doyle Assumes New Role at CAS

Tim Doyle, CAS Assistant Executive Director for Middle Level Education since 1995, has assumed a new role within the Central Office — director of the newly-established Connecticut Principals' Center. The Center is a new "arm" of the association which was created as part of the organizational restructuring that resulted from the recent CAS-EMSPAC merger.

continued on following page

SUPERIOR COURT UPHOLDS CIAC TRANSFER RULE

By Tom Galvin, Asst. Executive Director

New Haven Superior Court Judge Patty Jenkins Pittman ruled in favor of the CIAC on Friday, December 17, 1999 in a case which put the CIAC's relatively new "Hardship Clause" to the test.

During the summer, West Haven High School junior Nicholas Wajnowski transferred from Notre Dame of West Haven, where he had played soccer and basketball as a sophomore. Under the CIAC Transfer Rule he became ineligible to play these sports this year since he had changed schools without a simultaneous change of address.

The Wajnowskis and West Haven High School appealed first to the CIAC Eligibility Committee and then to the Eligibility Review Board for an exception under the "Hardship Clause" of the Transfer Rule due to financial circumstances. Both groups denied the appeals on the basis that this was a family choice rather than a necessity and that the problems could have been "corrected" as required by the "Hardship Clause" (e.g. use of other resources such as financial aid).

Mr. Wajnowski and his attorney appeared before the CIAC Board of Control and requested a review of the case. This board denied the request since the findings of the Review Board are final and due process had been accorded.

The Wajnowski complaint went beyond the basic issue of a transfer due to hardship. It charged that the CIAC was a public agency and that, as such, its enforcement of the transfer rule was a violation of student rights under the equal educational opportunity provision of the Connecticut Constitution and of the right to equal protection under the U.S. Constitution.

Judge Pittman disagreed and ruled that the evidence shows that CAS and CIAC are private.

continued on page 9



connecticut news & notes

Doyle, continued

The Principals' Center is a collaborative venture with the following goals and objectives:

- offering professional, intellectual and personal growth experiences for current and aspiring pre-K-12 school administrators;
- identifying the needs of educational leaders and designing a variety of statewide and regional professional development opportunities to meet those needs;
- developing a resource database of pertinent topics/existing networks for educational leaders;
- improving electronic communication among Connecticut's education leaders via Internet;
- providing support, programs - including a mentoring program - and services for aspiring and new administrators;
- maintaining ongoing communication and collaborations with other agencies, institutions, and professional organizations; and,
- strengthening positive relationships among principals, schools, parents, and communities.

As director of the Center, Tim is responsible for managing and administering its daily operation. Tim is the founder of the CAS Annual Summer Institute, which, in its 5th year of operation, has grown steadily and is now one of the most important and successful programs CAS sponsors. Tim will continue to run this program as part of his new duties.

SDE News...

- ⇒ The State Department of Education has published the Violence Prevention Resource Guide for Connecticut Schools. The guide is the result of a joint effort by the State Department of Education and the Connecticut Collaborative for Education Against Gun Violence. The guide offers a listing of violence prevention resource materials that are available to teachers, staff members and other youth service workers. While the department is not endorsing any of the materials described in the guide, it is encouraging individual districts to review them and determine which materials would be appropriate for their students and community. The guide was distributed to districts in November.
- ⇒ At its November meeting, the State Board of Education adopted a portion of its legislative package for the Year 2000 Session of the General Assembly. The following proposals were adopted:
 - establish a single non-lapsing operating fund for the Regional Vocational-Technical School System;
 - allow for a crisis response drill to be substituted once every three months for a fire drill;
 - allow for a special education student's surrogate parent to represent the student in the decision-making process under Section 504 of the Rehabilitation Act of 1973;
 - require that notice regarding disciplinary action for an identified special education student be provided to a surrogate parent;
 - provide that school readiness grants be based on a three-year average of kindergarten enrollment;
 - provide for the reimbursement of pro rata costs for roof replacement projects when the roof is less than 20 years old;
 - exempt roof replacement projects from having to be included on the school construction priority list;
 - include preschool students who are enrolled in programs operated by local and regional boards of education in mandated vision and hearing screenings;
 - specify that family resource centers be located in public elementary schools, unless waived by the Commissioner;
 - require that school readiness programs operated by family resource centers comply with school readiness program standards established by the Department;
 - allow the incorporated or endowed high schools or academies to be eligible for competitive state grants related to instruction or education services; and
 - require that the condition of school district facilities be reported biennially, rather than annually.

Principal of the Year Applications Due January 28th

Nomination forms for the CAS Principal of the Year Program were sent to all superintendents and principals in early November. The CAS Principal of the Year Program annually recognizes an outstanding elementary, middle, and high school principal who has demonstrated excellent leadership, commitment to staff and students, and service to the community, and who has made meaningful contributions to the overall profession of educational leadership. If anyone would like to nominate a principal at this time, please call CAS immediately for an application, which is due in the CAS central office on January 28th.

We are pleased to report that NASSP and MetLife have expanded the National Principal of the Year program to include two winners from each state — one middle level and one high school principal. Both winners will be honored at a symposium Oct. 7-10, 2000 in Roslyn, VA.

Right: Simsbury H.S. Principal Dennis Carrithers is honored as the 1999 CT Principal of the Year at the NASSP/MetLife symposium last fall.



“Look not mournfully into the past. It comes not back again. Wisely improve the present. It is thine. Go forth to meet the shadowy future, without fear and with a manly heart.”

2000
--Henry Wadsworth Longfellow



national news & notes

According to a new study by the Kaiser Family Foundation, children spend nearly the equivalent of an adult work week — 38 hours — immersed in media ranging from television and movies to computers and magazines. And that's not counting their use of media in school or for homework. The report, titled *Kids & Media @ the New Millennium* surveyed a nationally representative sample of 3,155 children ages 2 to 18. On a typical day, children ages 8 to 18 spent almost seven hours using media; 2- to 7-year-olds spent three hours and 34 minutes. Boys and girls showed little difference in the amount of time devoted to media. Minority children spent 6 hours and 3 minutes a day using media, compared with 5 hours and 8 minutes spent by white children. According to the survey, television was the top media choice, taking up 19 hours of a child's average week. The second choice was music, at 10 hours; reading for pleasure, at 5 hours; using computers for fun, at 2 ½ hours; and playing video games at just over 2 hours. The study, which also found that much of children's media consumption is unsupervised by parents, can be accessed at <http://www.kff.org/content/1999/1535/>.

2,965 teachers earned the voluntary national certification during the 1998-99 school year—a threefold increase over the previous year. The nation now has nearly 4,800 teachers who have met the standards for accomplished practice set by the National Board for Professional Teaching Standards. The states that offer teachers the handsomest rewards—such as Florida, Mississippi, Ohio, and North Carolina—

produced the most certified teachers. The national board now offers certificates in 16 fields. More than 6,800 candidates have applied to undergo the process this school year.

According to a report from the John Nuveen Co., an investment firm, America's children don't understand the value of money. The Nuveen KidSense Money Survey, a nationwide look at 1,000 children ages 12 to 17, showed that one in two had never been taught about money in school. Other key findings indicated that the 12-to-13 age segment scored the lowest on financial education, that 60% of those surveyed didn't get an allowance, that 32% wouldn't stop to pick up money on the street unless it was more than a dollar, and that 65% believed that they will be better off than their parents.

A coalition of education and mental-health organizations has mailed out a new booklet aimed at helping teachers and administrators create a safer school environment for gay and lesbian students. The booklet condemns therapy- and religion-based programs that seek to change individuals' homosexual orientation. The 12-page booklet, "Just the Facts About Sexual Orientation and Youth: A Primer for Principals, Educators, and School Personnel," was mailed in November to superintendents in the nation's nearly 15,000 public school districts. It outlines the "factual and scientific information" on homosexuality endorsed by major health organizations, including the American Academy of Pediatrics and the American Psychological Association, and urges school administrators to deal openly with issues of homosexuality.

Ability Grouping:

A report by the U.S. Commission on Civil Rights says that schools' longtime practice of separating students by ability increases the potential for discrimination against students who belong to racial or ethnic minorities. The report raises questions about the legitimacy and efficacy of ability grouping and cites recent data indicating that racial-minority students are overrepresented in lower-level ability groups and underrepresented in higher-ability groups. Many students in lower-ability groups, the report says, are isolated and afforded unequal educational opportunity. The commission's report summarizes the history of segregation in education; evaluates the enforcement of Title VI of the Civil Rights Act of 1964 by the U.S. Department of Education's office for civil rights; offers schools guidelines on ability grouping; and puts forth specific recommendations on the subject to the OCR and the broader education community. A free copy of "Equal Educational Opportunity and Nondiscrimination for Minority Students: Federal Enforcement of Title VI in ability grouping Practices," can be obtained by calling (202)376-8128.

The booklet describes the isolation felt by many homosexual teenagers, and those confused about their sexual identity, and their increased risk of failing in school or becoming the target of threats and violence.

Serious violent crimes are almost 2.5 times more likely to occur in large schools than in smaller ones. During the 1996-97 school year, large schools experienced 90 serious crimes per 100,000 students, compared to 38 incidents per 100,000 in medium-sized schools. Other contributing factors are dilapidated buildings and equipment; large class sizes; teacher isolation from peers, administrators, parents, and the surrounding community; and a fortress-like atmosphere in which school staff members are forced into policing roles.

The School Library Journal has sorted through hundreds of special education Internet sites and compiled a free listing of the best and most useful sites for educators and parents. All of the sites listed are geared toward adults who work with children with disabilities. The listing, which includes sites with primers on special education issues and resources for teachers, can be found on the journal's website at www.slj.com/articles/surffor/199_90701_6015.asp.

EDUCATION FOR AUCTION: A new Internet site — eCollegebid.com — allows parents to bid on a college education. The site, which was launched in November, matches prospective students, their portfolios and their tuition bids with colleges across the nation. Tedd Kelly of Consultants Educational Resources and Research Inc. was the "mastermind" behind eCollegebid.com. "Last year, there were 500 colleges and universities that had vacancies out of about 2,000 schools total," Mr. Kelly said. "Colleges are going to fill those spaces at whatever cost it takes." To begin the matching process, students post their grade point averages, test scores, intended majors, and the region of the country where they would like to go to school on the World Wide Web site, along with the amount of money they are willing to pay for a full year of tuition, room, and board. Admissions officers then browse the site's bank of portfolios and get in touch with students who fit the school's needs. Students still must apply for admission through the schools' usual procedures, but institutions will consider a student's bid in preparing individual financial-aid packages. Mr. Kelly said 500 students had applied in the first six weeks of the site's operation. Students pay nothing to use the service. So far, six institutions of higher education—located in the Midwest, New England, and Florida—have paid \$2,000 each to participate, he said. Fifteen other institutions are considering working with eCollegebid.com, according to Mr. Kelly.



more national news & notes

A new guide has been released which should help teachers and school administrators better understand the legalities of teaching religion and the Bible. "The Bible and Public Schools: A First Amendment Guide" is intended to ease educators' fears and confusion over what can and cannot be taught in the classroom. The guide, which offers practical suggestions on how schools can promote the objective study of the Bible, has been endorsed by 18 national groups, including the National School Boards Association and the National Education Association. The guidelines are available online at <http://www.teachaboutthebible.org/>.

PUBLIC AGENDA surveyed 1,200 members of the public, including 394 parents of school-age children, on vouchers, charter schools, and related issues. Among the results:

- 63% of the general public, 66% of parents, and 60% of parents of school children in voucher communities say they know "very little" or "nothing" about school vouchers and how they work.
- 81% of the general public, 79% of parents,

and 52% of parents of school children in charter communities say they know "very little" or "nothing" about charter schools.

• After parents were provided with definitions of vouchers and charter schools, 70% said they would definitely use or seriously consider using vouchers; 54% said the same about charter schools.

• 52% of the public say private schools in their local areas "generally provide a better education" than local public schools do; 19% say public schools are better.

• 62% of the public say the nation's public schools "have some good things about them, but they need major change"; 19% say they're "doing pretty well and need little change"; and 16% say they "have so much wrong with them that we need to create a whole new system altogether. (Source: *Education Week*, 11/24/99)

In November, the Thomas B. Fordham Foundation released a report card assessing states' efforts to raise teacher quality. The U.S. as a whole earned a "D-Plus" average for its efforts to boost teacher quality, according to *The Quest for Better Teachers*.

Only 9 states earned honors grades ("A's" or "B's"): California, Colorado, Florida, Kentucky, Massachusetts, Michigan, New York, North Carolina, and Texas; while 13 flunked. The foundation graded state policies in four broad categories: Accountability for Results; Staffing Autonomy; Subject Mastery; and Multiple Pathways into Teaching. Most states received their lowest grades for "Staffing Autonomy," which measured how much control over personnel has been devolved to schools. They received a "D" for "Multiple Pathways" into the teaching profession; a "C" for "Accountability for Results;" and a "B" for ensuring that teachers know the subjects they teach. Connecticut received an overall grade of C-. The full report can be viewed at <http://www.edexcellence.net/better/quest/tqfht.htm>.

More U.S. students than ever will enter college over the next decade, according to a report from the U.S. Department of Education. Enrollment at institutions of higher education is expected to jump 14% between 1999 and 2009, from 12.8 million to 14.3 million students.

legal news & notes

■ A New Jersey elementary school teacher was correct not to let a student read a BIBLE story in class, a federal appeals court ruled last week. The U.S. Court of Appeals for the 3rd Circuit, based in Philadelphia, backed a lower court's decision to dismiss a case against state and local school officials and teacher Grace Oliva, who taught at Maurice and Everett Haines Elementary School in Medford, N.J. The Medford Township district has about 2,700 students. A parent of the student, whose name was kept confidential in court documents, filed the lawsuit, arguing that the 1st grader's First Amendment rights were violated when Ms. Oliva made the youngster read the BIBLE story to her alone, not to the entire class. The appeals court ruling held that the teacher had "deftly" handled the situation and that her decisions did not show hostility toward religion or any preference to a particular faith. (Source: *Education Week*, Nov. 3, 1999)

■ The U.S. Supreme Court agreed last week to decide whether students can lead prayers over the public-address system at football games. The court accepted a case from

Texas where a federal appeals court ruling that prohibited organized student prayers has caused turmoil at games this fall. The district's prayer policy for football games "permits students to deliver a brief invocation and/or message to be delivered during the pre-game ceremonies of home varsity football games to solemnize the event, to promote good sportsmanship and student safety, and to establish the appropriate environment for the competition." The high court's decision, expected by next summer, will be its first ruling on school prayer since 1992, when it held 5-4 in a case from Rhode Island that clergy-led prayers at graduation ceremonies were an unconstitutional government establishment of religion. Since the ruling in that case, *Lee v. Weisman*, many school districts in the South and elsewhere have adopted policies allowing students, rather than school officials or clergy members, to deliver organized prayers at graduation and other school events. Subsequent legal challenges to such prayers have resulted in a confusing array of lower-court rulings. (Source: *Education Week*, Nov. 24, 1999)

"The future belongs to those who dare."

Anonymous



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THE BULLETIN

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EDITORIAL:

Do We Really Want To Educate All Students?

By Tom Galvin, Assistant Executive Director

The Reverend Jesse Jackson's involvement in the recent expulsions in Decatur has dramatized the issue of the removal of students from the regular school setting through suspensions and expulsions. Whether the Decatur board of education should have issued two year expulsions and whether alternative educational programs should have been provided provoke animated discussion; the fact that students should not engage in violent fights at a school event and should be punished if they do is not debated. Beyond the issues of civil suits, criminal charges, long expulsions and national publicity lies the responsibility of the school to provide a safe environment, and this issue of safety needs to be in the forefront of discussions of concerns over the extensive use of expulsions and suspensions raised by the publicity associated with Decatur.

The current expectation that all students should benefit from an appropriate education in order to prepare them for the requirements of society in the 21st century runs counter to the removal of students from school. How can they be educated if they are not there? At the same time, students and staff in schools should not be subjected to disruptions by uncooperative or even dangerous students. The management of this duality of educating all and removing some is a difficult task. Many schools in CT combine approaches which include pro-active intervention (e.g. conflict management, social adjustment programs, diversity training, tutoring assistance) with punishments which continue the students' education (extended day, Saturday detention, in-house suspensions and alternative placements). If the school principal is to meet the need for safety and educate all, more resources are needed. If the public is sincere in wanting all of our young people to receive an appropriate education, then the public needs to provide the resources to the schools to make this possible.

The CAS Urban Principals reviewed one way a school district is dealing with the issue last spring. Dr. Randy Steele, Director of the Hartsell Center in Concord, North Carolina, operates a program for students on suspension, expelled, not promoted or at "at risk." In order to receive credit in their courses, students removed from school must attend the Hartsell Center and 75% of such students do. In addition to continuing their education, the students receive counseling services to help them return successfully to the regular school setting. Some students are prepared for the GED and the world of work instead.

Perhaps programs like the Hartsell would be helpful to CT schools in providing an education for all. However, Hartsell is funded through a state "Alternative Fund." To have a similar program in CT, similar funding would be needed.

GARY FIELD NAMED CAS ASST. PRINCIPAL OF THE YEAR

Congratulations to Gary Field, Assistant Principal at New Canaan High School, who was selected by the Citation Committee as the *2000 CAS High School Assistant Principal of the Year*. In his eighteen years as an assistant principal, Gary has made measurable contributions toward the improvement of public education at the local, state, and regional levels and, more importantly, has had a unique and abiding influence on the students of New Canaan High School. In the words of New Canaan H.S. Principal Dr. Bernard A. Josefsberg, "I doubt that there is another high school assistant principal in the state who has touched more lives than Gary Field. In so doing, he has taught our students the priceless virtues of decency, kindness and mutual regard. Gary Field lives these values and his work as an assistant principal for over 18 years has imprinted them across our school community...The hallmark of his work is his success in motivating ordinary students to do extraordinary things to benefit others."

"I am absolutely thrilled to be chosen as the CAS Assistant Principal of the Year. I keep pinching myself to be sure it is really happening," said Gary. "I am very grateful to CAS and the Citation Committee for considering me. I am most grateful to my principal, Bernie Josefsberg, for nominating me for this prestigious award. Without his support and leadership I would not be in a position to achieve such recognition. Rest assured I will do my best to represent CAS and Connecticut in the best light."

A faithful and passionate leader, Gary has been the driving force behind a number of successful initiatives at New Canaan H.S. He was the co-founder of New Canaan's innovative "Survive" program, which was born out of his concern for those students struggling in science. The 17-year program has integrated classroom work and field work and has served students of all ability levels, from remedial to talented and gifted. Along with a teacher colleague, Gary has delivered two NASSP convention presentations on the successes of this course.

Gary has provided many avenues for increasing student sensitivity to the needs of the community and, under his leadership, New Canaan students have helped many disadvantaged area residents. The 8th grade class at New Canaan High School (of which Gary is de facto principal) collected \$10,000 for the Make A



Gary Field - CAS 2000 A.P. of the Year

Wish Foundation via its annual Bowl-A-Thon. The funds enabled three children with life-threatening illnesses to vacation at Walt Disney World.

Kind and good-hearted, Gary always seeks out those students who are most in need and finds ways to help and support them. An example of his instinctive goodwill took place earlier this school year when Gary rousted his principal out of the office to accompany him to the home of a 12th grader stricken with cancer. The purpose of the visit was to deliver a New Canaan H.S. letter jacket to the afflicted student before he set out for a treatment program at Sloan Kettering. Gary then arranged for the NCHS band to assemble on the boy's front yard to perform a "welcome home" serenade.

Gary's extraordinary accomplishments as an assistant principal are best described by one of his teachers. Richard Webb wrote, "When I think of New Canaan High School, it is Gary's face that I see. He is adored by students, and it is he that they go to for advice, both educational and personal. He arranges dates for kids who have none for dances; he provides a prom ticket — or even a dress or tuxedo — if a student is pinched for money. All of this is done in a warm and loving manner, and there has not been a day when there has not been a smile on his face. The kids love him; in all my experience in public schools as a student and a teacher I cannot recall a greater presence in a school. He literally does it all."

An active member of CAS-CIAC since 1986, Gary has been a respected and energetic leader. He currently serves on the Assistant Principals Committee, the Baseball Committee and the Ice Hockey Committee.



CAS DIVERSITY CONFERENCE WELL ATTENDED

By Tom Galvin, Assistant Executive Director

Over 230 students, administrators, teachers and community representatives convened at Wesleyan University on November 22nd for the second Conference on Diversity sponsored by the CAS High School Board of Control in conjunction with the Anti-Defamation League A World of Difference Institute.

After welcoming remarks by Dr. Mike Buckley, chair of the High School Board of Control and Dr. Ted Sergi, commissioner of education, the audience was addressed by Mitzi Yates, director of the Greater Hartford Academy of the Arts and Tejshri Patel, a student at Branford High School. Jen Marino-San, also a Branford High student, served as M.C.

Panels were then held for students, teachers and administrators. Adults and students from a variety of Connecticut schools described the diversity programs in their own schools while participants asked questions and helped to resolve issues connected with the improvement of their own programs.

After lunch, Dr. William Howe of the State Department of Education gave advice to the audience on diversity programs with personal anecdotes on issues he has faced related to diversity.

The board expresses particular thanks to the conference's organizers, Dave Maloney, assistant principal of Branford High School and Marji Lipchez-Shapiro of the Anti-Defamation League A World of Difference Institute.



Tejshri Patel, 10th grader at Branford H.S., addresses crowd at diversity conference.

STUDY EXAMINES CT'S READING PRACTICES

The National Education Goals Panel has released a case study detailing successful state, district and classroom practices in Connecticut that have increased reading achievement. The study, titled *Exploring High and Improving Reading Achievement in Connecticut*, explores why CT had the highest reading achievement scores on the 1998 National Assessment of Educational Progress (NAEP) exam and is the most-improved state in reading scores since 1992. In addition, the study examines why white, black and Hispanic students in CT all performed better than their counterparts in other states.

The case study used state test data to identify the 10 medium and large school districts that made the most improvement in reading achievement. The districts — which include Branford, Colchester, Greenwich, Groton, Middletown, Monroe, New Britain, Norwalk, Region 14 and Waterford — represent a wide socioeconomic range and a broad geographic distribution. The findings of the study are based on extensive interviews with teachers, administrators and state education and government officials in those districts as well as on the results of the NAEP and the Connecticut Mastery Test.

The study documents a number of classroom-level policies and practices that were used regularly among high-performing districts including:

- ✓ a strong emphasis on phonemic awareness in kindergarten and first grade;
- ✓ the use of a variety of instructional materials to meet a variety of classroom instructional needs;
- ✓ a balanced reading program emphasizing both word analysis skills and comprehension strategies; and,
- ✓ the constant reinforcement of reading skills through daily writing exercises.

The study presented six state policies and practices that were identified as contributing most to local progress:

- ✓ the use of a state reading test with results that are broadly publicized;
- ✓ test results that are reported in ways that are user-friendly and that allow special analyses at the local level;
- ✓ the development of reading tests for grades 3, 5 and 7 that are aligned with the state test to supplement the tests given at grades 4, 6 and 8;
- ✓ annual release of school profiles to local boards of education and the public;
- ✓ state level allocation of additional resources to the neediest districts; and
- ✓ high pay and standards for teachers that allow local districts to recruit and retain high quality teachers.

Interestingly, the study examined average class size in CT and found it to not be a factor linked to the state's reading achievement. To download a copy of the full report, visit <http://www.negp.gov/issues/publication/oth-press/body.pdf>



1/18

Urban principals' program on legal issues related to school attendance and tardy regulations. Presenter: Atty Christine Chinni, Shipman and Goodwin. 3:30 p.m., Maloney H.S., Meriden

2/14

Program for new asst. principals on legal issues and special education. Hosted by the Assistant Principals' Committee. Speaker: Atty Susan Freedman, Shipman and Goodwin. CAS Office. 3:30 p.m.

3/7

Assistant Principals' Annual Conference, "Building School Community." Rocky Hill Marriott. Keynote speaker: Dr. Larry Bell of Multi-Cultural America.

10/12

High School Leadership Conference for school leadership teams (principals, administrators, department heads, supervisors, team leaders, etc.). Keynote speaker: Ivan Fitzwater. Rocky Hill Marriott.

Schoolpop.com becomes approved online partner for CT schools

The Connecticut Association of Schools is going online to assist its member schools in their fundraising activities. Through an agreement with Schoolpop.com, the nation's leading online fundraising program for K-12 schools, all Connecticut schools can now raise funds with the click of a mouse. The Connecticut Association of Schools' endorsement of Schoolpop.com makes it possible for more than 1,200 schools to leverage Internet technology and create a new source of much-needed revenue.

After logging on to Schoolpop.com and selecting a beneficiary school, consumers have access to more than 160 e-commerce retailers located on the site including Amazon.com, eToys, Beyond.com, Drugstore.com and other premiere Internet shopping destinations. When consumers shop at one of these stores, up to 30 percent of the cost of their purchase goes back to the school. Schoolpop.com hopes Connecticut school administrators, faculty, students and their families will use this easy, hassle-free way of shopping to help schools meet -- and surpass -- their fundraising objectives.

Since its launch in May 1999, Schoolpop.com has attracted nearly 13,000 schools nationwide, including the Connecticut Association of Schools. As each Connecticut school registers with Schoolpop.com and informs its respective community of its availability, the schools will begin to accrue royalties and receive quarterly checks with no costs to the school.



GUEST EDITORIAL:

Hooked on a Feeling, By Philip Manna

What makes a good school? The amount of research generated over the past 20 years to answer this simple question would fill a bus. I can't claim to have read a lot of it, but I can claim that, like most teachers, I've spent a lot of time working hard in schools that aren't very good. And, like most teachers, I've spent a lot of time thinking about how to make schools better.

I've found that the qualities of a school I thought mattered really don't. What makes a good school has very little to do with how rich or poor the students are or the type of curriculum that's taught. It has very little to do with special programs, expansive playing fields, huge endowments, snappy uniforms, celebrity alumni, or whether the school is wired to the Internet. What makes a good school, whether it's public or private, religious or nonreligious, charter or non-charter is a feeling. A feeling shared by the entire staff that their particular school is special. The feeling that their school really belongs to them.

Within the field of public education, this feeling is hard to come by. Teachers and administrators don't own schools; we just work in them. It's difficult to feel your school is special when your entire school day is organized to comply with teachers' union contracts and myriad state and district regulations, rather than the staff's particular beliefs about teaching and learning.

These harsh realities have driven this feeling, this craving for ownership, underground. The feeling is elusive, yet it still exists. I've felt its power. It's most likely to appear when a group of like-minded teachers gets together for a meeting, or for ice cream, or a beer. It materializes when their conversation turns to dreaming up new ways to organize their time, their students, their school. On those occasions, the feeling leaps from the discussion. I've seen it widen the eyes of the most jaded, most cynical teachers. An invisible form of energy seems to radiate throughout the group. For an instant, hope is tangible.

This sense of ownership is difficult to measure and doesn't show up much in the research. But when a school community feels it's really in control of its destiny, teachers, parents, and administrators are more inclined to do the hundreds of little things it takes to make their school work. When people are doing something they believe in, they do it better. There's more passion. When teachers are excited about what they're doing, students become excited and learn more.

This feeling of ownership, essential to all good schools, can't be packaged and shipped. It's homemade. It forms itself only when a particular school community is given the freedom and authority to try what its members believe is best for their students.

.....
Philip Manna teaches science and reading in Boston. This article, which has been reprinted and adapted for length, first appeared in *The Boston Globe*.

middle school news



Dr. Ann Richardson, principal of Strong M.S., Durham, was honored as the CAS Middle School Principal of the Year at the State Board of Education meeting on Dec. 1st.

WEBSITES AND MIDDLE SCHOOLS

James Forde, whose "Tech Talk" column is a regular feature in *Mid Lines*, the newspaper of the New England League of Middle Schools, conducted an informal evaluation of middle school websites across the country. In examining 102 middle school Web pages (two from each state and Washington D.C.), here is what he found:

- Forty of the 102 sites selected (39%) were dead or mislabeled links (although surprising, this may be due to the every-changing location of educational Web pages and the unusually high level of time commitment necessary to keep them up and changing)

Very common site elements that appeared were:

- school e-mail address -- 80%
- faculty directory -- 63%
- general educational links -- 56%
- photos of the school -- 55%
- links to other school -- 54%
- school calendar -- 47%
- detailed staff information -- 40%
- administration pages -- 39%
- curriculum information -- 35%
- student/parent handbooks -- 32%
- sports page -- 32%

- library/media center information -- 32%

- school clubs -- 32%

Some less common site elements were:

- local/community information -- 26%
- newsletter -- 23%
- teacher team information -- 23%
- PTA page -- 23%
- teacher selected links -- 19%
- student work -- 18%
- lunch menu -- 16%
- standardized test score information -- 11%

Some novel ideas that appeared to work well, but were found under 10% of the time, were:

- student and staff recognition
- student created homepages
- bus route information
- fundraiser information
- teacher-created Webquests
- student art galleries
- summer reading lists

.....
From "TechTalk," which appeared in the December 1999 issue of *The New England League of Middle Schools' Mid Lines*.

Last October, a broad-based coalition launched a multimedia campaign aimed at stopping intolerance and promoting an appreciation of diversity among middle school students. Called "Opening the Door to Diversity: Voices from the Middle School," the campaign is part of a public-private partnership created to teach students the harmful effects of intolerance and hate and to highlight positive ways of dealing with racial, ethnic, and other differences. The partnership includes AT&T, Court TV, the National Middle School Association, the Anti-Defamation League, Cable in the Classroom, and the Department of Education. The campaign includes a resource guide consisting of 10 lessons designed for 55-minute class periods. Lessons cover such topics as understanding stereotypes and discovering similarities and differences. The guide is available online at http://www.courtstv.com/diversity/content_page.html.



DEVELOPING LANGUAGE: THE SCIENCE BEHIND LEARNING TO READ

Brain-based research continues to uncover new information about how humans develop the capacity to read. LAB researcher Robert Greenleaf, a specialist in brain-based teaching and learning, lays out some of the newest technology-assisted findings about what the brain does when a child decodes the printed word.

By the time most young children enter school, they have acquired a vocabulary of more than 17,000 words. The human brain is designed to do this with relative ease, primarily through hearing. What presents a new challenge to young children's neural networks is dealing with what seem at first quite arbitrary symbols on the printed page.

Dr. Kenneth Pugh, a psychiatrist and medical researcher at the Haskins Laboratory at Yale University, has been studying the neural pathways that are generated in good readers using positron emission tomography (PET) and functional magnetic resonance imaging (fMRI). Skilled readers have neural networks that take the visual sensory input from "eye to meaning" in about 150 milliseconds. Dr. Pugh has been able to observe specific areas of the brain collaborating to convert letters into sound equivalents and units of meaning. Less-skilled read-

ers tend to move from orthographic configurations directly to meaning instead of taking printed symbols to their respective phonemic equivalents. It seems that this inhibits the flow of reading and degrades the quality of the reader's comprehension. Thus the core deficit of poor readers may be primarily phonological.

Further research using PET and fMRI, this time with dyslexics and illiterates, recorded an increase in blood flow in the frontal region during reading activity by poor readers, as compared to increased blood flow in the posterior regions of the skilled readers' brains. The frontal region of the cortex is not efficient in decoding language sounds and performs such tasks far too slowly to generate meaning.

For years, education practitioners have encouraged children who lack phonemic awareness to use meaning or context as an alternative strategy. The recent findings suggest this may prompt a beginning reader to use an inefficient strategy which is unlikely to support skill development over time. An increased emphasis on phonemic analysis may benefit the neural development of struggling readers.

Reprinted from LAB Education Notes, Nov. 99.

John Schaar, futurist:

"The future is not a result of choices among alternative paths offered by the present, but a place that is created--created first in the mind and will, created next in activity. The future is not some place we are going to, but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination."

New guidelines on the "normal" age of puberty in girls in the U.S. suggest that girls who start to develop breasts and pubic hair at age 6 or 7 are not necessarily "abnormal." In fact, by age 8, 48% of African-American girls and 15% of Caucasian girls show clear signs of puberty. The guidelines, which were published in the October 1999 issue of the journal of the American Academy of Pediatrics, are based on several studies, the most important of which is a study of 17,000 girls between the ages of 3 and 12. The guidelines indicate that many young girls in early elementary school are developing breasts and pubic hair at a time that they are still playing with dolls and too young to understand the emotional mood swings and other symptoms of adolescence. While the research suggests that early maturation does not cause long-term physical abnormalities, there may still be cause for concern. Although the average age of first menstruation has remained the same for decades (12.1 years old for African Americans and 12.8 for Caucasian girls), these other signs of puberty will put young girls at risk for sexual behavior. These young girls will have to cope with their own confusing sexual feelings as well as the impact that their maturing appearance has on boys and men. Early puberty also has implications for mental health and sleep patterns. Girls who mature earlier are more likely to be depressed. Puberty also influences the natural circadian rhythms of sleep: the onset of puberty means that girls will tend to stay up later and want to sleep later in the morning. Many scientists believe that earlier puberty is caused by the widespread use of pesticides that have qualities like estrogen, and exposure to chemicals from industrial waste. Dr. Paul Kaplowitz, co-author of the new puberty guidelines suggests that at least part of the explanation for earlier puberty is excess weight. Fat cells manufacture leptin, a hormone that might contribute to earlier maturation. There is no evidence that boys are maturing earlier, and no research suggests that there are racial differences in boys' maturation. (Source: YouthToday Vol. 9, No. 1)

Early literacy resources available

■ On July 26, Secretary of Education Riley released two new booklets for raising student reading achievement. *Start Early, Finish Strong* looks at what families, early care providers, teachers and schools, community leaders, policy makers, and citizens can do to help every child become a reader. *The Compact for Reading* helps families and schools develop written agreements on how they can work to improve student reading. The 80-page compact provides 400 activities to link the family at home with the classroom curriculum. Both are available at the America Reads Challenge Web site: <http://www.ed.gov/inits/americanreads/>.



The U.S. Treasury's Bureau of the Public Debt has announced the **Ninth Annual U.S. Savings Bond Poster Contest** for students in grades 4 through 6. Winners will be selected from each of the 50 states, the District of Columbia and Puerto Rico. The 52 first place winners will each win \$1,000 in U.S. Savings Bonds and be placed into the national competition. The three national winners will be honored in Washington D.C., and presented with thousands more in U.S. Savings Bonds. This year's poster theme is "U.S. Savings Bonds — Making Dreams a Reality." Contest entries should show how savings bonds can help goals and dreams come to fruition. The National Student Poster Contest offers students a creative activity to help them learn about the value of saving. All entries must be postmarked by February 11, 2000. For additional information and contest rules, visit <http://www.publicdebt.treas.gov/mar/marbro00.htm>.



ciac news

Court Ruling, continued

Although the right to a free and public education is guaranteed by the Constitution, this does not give a student the right "to participate in all courses or extra-curricular activities for which he may be eligible." "There is certainly no fundamental right to play varsity basketball."

The judge further stated that regulations such as the transfer rule must bear "a rational relationship to a legitimate state interest." Pointing out that the CIAC goals are well-articulated, that the "CIAC has a long-standing history of attempting to promote good sportsmanship, fair competition and cordial relationships among its member schools," and that "it has been determined that there are problems with unrestricted eligibility of students who transfer between schools," she determined that the transfer rule bears this rational relationship and is to be evaluated along "rational basis" lines.

To the argument that the rule is over-inclusive and that there should be individualized reviews of every transfer, Judge Pittman ruled that this is not applicable in this case since the rule is evaluated on its rationality. She further stated that the individualized reviews contain the risk of arbitrariness and impracticality.

Finally, the claim was made that CIAC acted in an arbitrary and capricious manner. In reply, Judge Pittman stated that the CIAC Eligibility Committee and Boards were "++-conscientious and properly deliberative in arriving at their determinations." (See related item page 11.)

WHEN AND HOW ATHLETIC ELIGIBILITY IS DETERMINED

Question 1: Is an athlete's eligibility declared once his/her name appears on the official roster submitted to the CIAC?

Answer: No. The official team roster submitted to the CIAC is the official document used by the principal to verify that the players listed are eligible according to CIAC regulations to participate in the sport, i.e., academic, residence, medical, etc.

Question 2: Is an athlete's eligibility declared if he/she is a member of a school team but never plays in a contest?

Answer: No. Athletes must actually participate in a contest, at any level of play, in order for a year of athletic eligibility to be used.

Question 3: If an athlete who is a member of a school team never plays in a contest in one sport can that same student switch to another sport during the same season and become eligible for that sport?

Answer: No. According to Eligibility Rule II.D. a pupil shall not participate in or represent his or her school in more than one sport after that date of the first contest in that sport season.

NOTE: Being considered a member of a school team but never having played in a contest, at any level, in that sport during the season will not count toward one of the three seasons of eligibility for that sport.

(Approved by the CIAC Board of Control, 12/9/99)

"There is no law of progress. Our future is in our own hands, to make or to mar. It will be an uphill fight to the end, and would we have it otherwise? Let no one suppose that evolution will ever exempt us from struggles. 'You forget,' said the Devil, with a chuckle, 'that I have been evolving too.'" -- William Ralph Inge

CIAC HOSTS ANNUAL FOOTBALL TOURNAMENT "KICK-OFF"

On December 1st, the CIAC and the CT Sports Writers Alliance hosted their annual press conference to "kick-off" the 24th High School Football Championships. Coaches, team captains, athletic directors, and principals from the eight schools which reached the finals gathered at Cugino's Restaurant in Cheshire for the "official" announcement of the tournament pairings. Arnold Dean, legendary sports commentator for WTIC-AM, once again served as master of ceremonies.

Leroy Williams, principal of Roberto Clemente Middle School in New Haven and chair of the CIAC Football Committee, extended his congratulations to the athletes and coaches.

After a hearty buffet dinner, each of the eight head coaches stepped up to the podium to offer his predictions on the upcoming game and to wish his opponent well.

The CIAC thanks the CT Sports Writers Alliance for its efforts in co-sponsoring this event.



Assistant Executive Director Tony Mosa (l)
with "The Dean of Sports"

**ACL INJURIES AND THE FEMALE ATHLETE**

Bob Nolan, MS, ATC

Eastern Rehabilitation Network

Anyone who has followed the exploits of the University of Connecticut's women's basketball team over the last few years has seen the devastating effect an injury to the ACL (anterior cruciate ligament) of the knee can be to both an individual player and a team. Why do ACL injuries seem to afflict female athletes so much more often than male athletes? Recent studies conducted both locally and nationally indicate that female athletes do indeed injure the ACL more often than their male counterparts. The study results lead us to two additional questions:

1. Why does it happen more often to the female athlete, and
2. What can be done to prevent these injuries?

In a recent article by Dr. Robert Biondino in Connecticut Medicine, the Journal of the Connecticut State Medical Society, it is reported that where men and women compete in sports with similar surfaces, rules and activity levels, as in basketball and soccer, women suffer a higher incidence of ACL injuries. A variety of factors, including anatomy, shoe/surface interplay, conditioning levels and patterns and physiology have all been studied to various extents but there have been no conclusive studies pointing to a single cause for the discrepancy.

Utilizing the body of research that exists on the causes of ACL injuries and the most up to date information on strength and conditioning programs, the Cincinnati Sports medicine Research and Education Foundation has designed a Jump Training Program to attempt to deal with this problem. The program has been tested on high school female basketball, volleyball and soccer players and it was found to significantly decrease the numbers of ACL injuries in the group. Within the jump program study, researchers found that female athletes tend to have overdeveloped quadriceps muscles and weak hamstrings. The program targeted the weak muscle groups and focused on training the female athletes to have better technique in take-off and landing during jumping. The program had the additional benefit of improving the athlete's jumping ability.

The training program incorporates three phases over a six to eight week period. Sessions are held three times per week. Each session consists of a warm-up with flexibility exercises, plyometric activities (jumping exercises), and weight training on a circuit. So far, the program has been successful in reducing the rates of injury in the groups studied.

The program is available to athletes locally through Eastern Rehabilitation Network's Sports Medicine Program. For more information, contact Chris Blake, ATC at (860) 674-0255.

Attention ADs!

Take advantage of an opportunity to recognize the achievements of your student-athletes: Celebrate National STUDENT-Athlete Day on April 6, 1999! Endorsed by the National Federation and the NCAA, National STUDENT-Athlete Day is the day when student-athletes around the country are honored for their achievements on the playing field, in the classroom, and in the community. To participate, athletic directors need simply to select one student-athlete from each of their school's athletic teams (boys and girls) and to submit their names for nomination. Selected students must be in grades 9-12, be on an athletic team, have a G.P.A. of 3.0 or better, and must have participated in community service. Every student-athlete nominated will receive a personalized award certificate (there is no cost for these certificates). Athletic directors will receive a National STUDENT-Athlete Day information packet the first week in February. The packet will include general information about the program as well as the necessary nomination forms.

INVESTORS IN CT YOUTH**GOLD SPONSORS**

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Eastern Rehabilitation Network
Prentice Hall
Jostens
Just Kid, Inc.

Are You Influenced by the Crowd?

LIVERPOOL, England -- Three researchers in Liverpool think you are. Alan Nevill, Nigel Balmer and Mark Williams of the Research Institute for Sport and Exercise Sciences drew their conclusion after reviewing remarks from a panel watching videotapes of European soccer matches.

Eleven soccer professionals representing the three factions of the sport -- players, coaches and referees -- watched a series of plays on which a foul may or may not have occurred. On some of the plays, the viewer also heard the audio portion of the tape that included the reaction of spectators.

The researchers reported that all of the viewers agreed on about half of the calls shown, whether or not they heard the audio portion. But opinions on the other half of the calls were mixed and, according to the study, were influenced by the roar of the crowd. Those decisions heavily favored the home team.

"Observers had a greater tendency to award a foul when viewing challenges by away players in the presence of (Home) crowd noise, a tendency that disappears when crowd noise was absent," the report said.

The researchers concluded that the soccer professionals, when faced with a call that could go either way, "appeared not to be able to adjudicate objectively but referred to the crowd for guidance," a tendency that may "contribute to explaining the phenomenon of home advantage."
(Source: *Referee* -- August 1999)



MEMORANDUM OF DECISION:

Mark Wajnowski, P.P.A. Nicholas Wajnowski v. The Connecticut Interscholastic Athletic Conference

Editor's Note: The Wajnowski ruling was a critical one for the CIAC in that it bolstered the CIAC's legal position on three separate fronts: (1) it found that the CIAC is NOT a state agency and does NOT derive funds directly from the state; (2) it upheld the constitutionality of the CIAC Transfer Rule and the legality of CIAC's due process procedures; and (3) it reaffirmed that participation in athletics is a privilege and not a right. Excerpts from the decision are reprinted below. A copy of the Wajnowski complete ruling is available in the central office upon request.

The "State Action" Requirement

"Proof of a deprivation of equal rights under the constitution involves the necessity to prove that the violation of which the plaintiff complains was the result of "state action," that is that some actual arm of government or one officially sanctioned by government acted to the plaintiff's detriment. Sheff v. O'Neill, 238 Conn. 1 (1996). That state action exists in this case is far from clear. The evidence is that the CAS and the CIAC are private, non-profit corporations. Membership is voluntary. Revenue is derived from membership dues and fees for services. The organizations are not state agencies and indeed there is no evidence that these defendants receive any funds directly from the state. Moreover, many of the member schools are not public schools but religious schools that undoubtedly receive no state revenue. The plaintiff's argument that, regardless of lack of state funding, the defendants CAS and CIAC are the functional equivalent of a state agency, is largely unpersuasive in this context."

The Right to an Education

"The right to a free public elementary and secondary education is guaranteed by the Connecticut Constitution, Article VIII, § 1. But that provision does not guarantee the right of a student to participate in any or all courses or extra-curricular activities for which he may be eligible. Absent a legislative mandate such as that in Conn. Gen. Stat. § 10-76a that requires a special education curriculum for children with disabilities, a student has no constitutional right to any particular program of instruction. There is certainly no fundamental right to play varsity basketball, just as there is no fundamental right to take art class or to play in the school band."

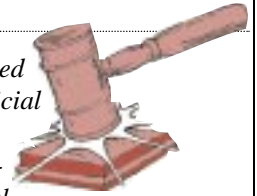
The Right to Equal Protection

"The next question is whether or not the transfer rule violates the federal and state constitutions by treating the plaintiff as a transfer student in a different way compared to other student athletes. The equal protection provisions of the United States Constitution and of the Connecticut Constitution require "the uniform treatment of persons standing in the same relation to the governmental action questioned or challenged. A regulation that creates discrete classes of persons will be subjected to strict scrutiny if it infringes on a fundamental right or establishes a suspect classification. Having failed to establish that participation in the interscholastic basketball program is a fundamental right, the plaintiff argues that his status as a transfer student places him in a suspect classification under the regulation. However, he provides no analysis of why a classification of "transfer student" should be considered suspect when, for exam-

ple, a classification of "intellectually gifted student" is not. In fact, heightened judicial scrutiny is usually afforded only to classifications that are "presumptively invidious" such as alienage, race, or national origin.....The defendant has developed well-articulated goals in its role as the governing body of interscholastic high school sports. The CIAC has a long-standing history of attempting to promote good sportsmanship, fair competition, and cordial relations among its member schools. It has determined that there are problems with unrestricted eligibility of student athletes who transfer between member schools. Among these problems is the danger of the recruitment or coercion of an athlete or family to transfer schools to the detriment of the student's academic or social development. In response, the CIAC, its individual membership composed of the principals and administrators of the very public schools it regulates, has enacted the transfer rule. The rule restricting eligibility of transfer students bears a rational relationship to the general goals of the organization and to the specific concerns about recruitment. The transfer rule is a common means of accomplishing these goals. cursory research yields at least nine other states in which legal challenges to just such a rule have been unsuccessful....The plaintiff finally urges the court to find that the defendant has applied the regulation in an arbitrary and capricious manner, thus denying him due process and the equal protection of the law. In support of this proposition, the plaintiff offers evidence that despite requests by seven student athletes for hardship exceptions to the transfer rule in the last eighteen months, not one has been granted so far. But this evidence tends to support just the opposite conclusion. Rather than show that the CIAC acts in an arbitrary and capricious manner in applying the rules, it shows that the CIAC is surprisingly consistent in handling such applications. Indeed, the review committee's interpretation of the hardship rule could be characterized as uniformly strict. There is simply no evidence that the Eligibility Committee, the Eligibility Review Committee, and the Board of Control were other than conscientious and properly deliberative in arriving at their determinations."

The Court's Finding

The plaintiff has failed to prove any constitutional or statutory violation in this case. Accordingly, the plaintiff is not entitled to an injunction against the defendants in this action. The parties having agreed that the application be treated as one for both temporary and permanent injunctive relief, the application is denied and judgment shall enter for the defendants.





FALL 1999 TOURNAMENT RESULTS

FOOTBALL

	<i>Champion</i>	<i>Runner-up</i>
Class LL:	Greenwich	Southington
Class L :	Fitch	Farmington
Class M :	Weaver	Darien
Class S :	Bloomfield	Ansonia



Fitch defeats Farmington for the Class L Championship

BOYS SOCCER

	<i>Champion</i>	<i>Runner-up</i>
Class LL :	Glastonbury	Guilford
Class L :	Wethersfield	Hand
Class M :	Rocky Hill	Avon
Class S :	Wheeler	Valley Reg.

GIRLS SOCCER

	<i>Champion</i>	<i>Runner-up</i>
Class L :	Trumbull	Glastonbury
Class M :	Wilton	Suffield
Class S :	Rocky Hill	Tourtellotte

GIRLS SWIMMING

	<i>Champion</i>	<i>Runner-up</i>
Open :	Cheshire	Greenwich
LL :	Greenwich	Hamden
L :	Cheshire	Amity
M :	New Canaan	Branford
S :	Lauranton Hall	Darien

BOYS CROSS COUNTRY

	<i>Champion</i>	<i>Runner-up</i>
Open :	Xavier	Danbury
LL :	Xavier	Danbury
L :	Fitch	Hall
MM :	Staples	Wilton
M :	Woodstock	Darien
SS :	Nonnewag	Tolland
S :	Shepaug	Thomaston

New England:

Xavier - 3rd.
NFA - 6th.
Danbury 9th.
Hall 10th.
Amity - 14th.

GIRLS CROSS COUNTRY

	<i>Champion</i>	<i>Runner-up</i>
Open :	Fitch	E.O.Smith
LL :	Trumbull	Fairfield
L :	Fitch	Guilford
MM :	E.O.Smith	Staples
M :	Barlow	Tolland
SS :	Coginchaug	Stafford
S :	Wheeler	Portland

New England:

Fitch -3rd.
Fairfield- 10th.
E.O.Smith-11th.
Trumbull 12th.
Staples 13th.

GIRLS VOLLEYBALL

	<i>Champion</i>	<i>Runner-up</i>
Class L :	New Britain	Cheshire
Class M :	Darien	N. Fairfield
Class S :	North Branford	Morgan

A DAY OF GIVING

By Ann Malafronte
Director of Unified Sports®

On Saturday morning, November 20, 1999, sixteen Haddam-Killingworth High School students woke up early and headed back to school. Why? To once again host a Unified Sports® Elementary Day for area elementary school students. Unified Sports® is a registered program of Special Olympics that is offered to school-aged children with and without disabilities, to help them learn sport skills and make new friends.

The Student Council, National Honor Society and Students Against Drunk Driving clubs at Haddam-Killingworth High all participated. High school volunteers conducted the skill stations of basketball, soccer, floor hockey and baseball. Volunteers also manned the registration and food tables and did all of the announcing for the ceremony.

Fifty-seven athletes and partners were surprised by an additional treat when vice-principal Connie Bombaci arrived with her two Dalmatian dogs who are trained in sign language. A brief demonstration left the children in awe of the abilities of the animals. This complimented nicely with the after-lunch performance of the Hands Up signing group from Anna Reynolds Elementary School in Newington. Children from Cheshire, Oakdale, Orange, and New Haven left Haddam-Killingworth High with smiles on their faces after a wonderful morning! A day of giving -- a job well done!