



# 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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**F**ew will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation. -- Robert F.

*Editor's Note: This is the fourth 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 **Construction: Technologies and Design**.*

## 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:

#### **Construction: Technologies & Design**

This career cluster includes jobs related to the construction of homes, buildings, bridges, and roads. This cluster encompasses a broad range of jobs in the Connecticut economy — from buying and developing land, to designing and building projects. (Educational requirements: high school diploma to a post-graduate degree.)

*Turn to page 6 for a look at Plainfield High's School-to-Career Program.*

## GUEST EDITORIAL: An Educator's Moral Responsibility

By Dr. Allen Fossbender, Principal, Fairfield High School

(Reprinted from the *New Fairfield Citizen News*, Dec. 3, 1997)

**I**t happens to me often. I read newspaper articles about violent crime, see the ravages of inhumanity on the evening news, and hear sound bites on the radio describing cruelty and intolerance. It becomes difficult, sometimes impossible, for me to push from my consciousness thoughts about the danger and the hostility of the world in which we live. I worry, particularly, about the effects on our children of our own society, a society that is less safe and less hospitable than the one I experienced as a child growing up during the 1950's and 1960's.

In many school districts throughout the country, there is already compelling evidence that adolescents have been affected negatively by changing social conditions, including by what many Americans believe to be a decline of basic human values. Parents and teachers must contend often with disturbing levels of adolescent aggression, profanity, and disrespect. We are fortunate that most students at New Fairfield High School are respectful, considerate, and tolerant of differences among their peers. I am proud of the majority of our students' behavior and, generally, pleased with the social climate of our school. There are, however, some students at our school who display antagonistic attitudes and behave inappropriately. Some students are insensitive and unkind to their classmates, discourteous to adults, and quick to express their anger by raising their voices or by using profanity.

It is the responsibility of parents to

teach their children to be polite, courteous, and forbearing. It is one of their most fundamental responsibilities to impart to their children the values of integrity, decency, and respect for others. Teachers and school administrators should never become, however, ethical bystanders. If we wish to realize our school district's philosophy not only to educate our students but also to encourage them to accept the innate worth of every human being, we must not surrender the ideal of maintaining a moral community at New Fairfield High School, where all people have an obligation to be polite and tolerant of individual differences.

Some individuals believe that school personnel should not interfere with the behavior of students unless it is directly related to learning or affects the safety of individuals who are inside the school building or somewhere on campus. Not long ago I disciplined a student for using an extremely offensive profanity in addressing another student in the main lobby of the school. When I described the incident to the student's parent, I was told by the parent that the student's choice of words did not hurt anyone, that I was too strict and had to change with the times. The conviction of the parent was that I should be busy doing more important things rather than finding fault with an adolescent's vocabulary.

The parent's response disappointed me, but I was equally disturbed by the reaction of a friend to whom I recount-

(cont'd on page 5)

## CAS News & Notes...

At the December 3rd meeting of the State Board of Education, Larry Shea, principal of Windsor H.S., was recognized as the 1997 CAS High School Principal of the Year. Upon being honored in the presence of Gov.

John Rowland, Commissioner Ted Sergi, and members of the State Board, Larry made the following remarks:

*"Governor Rowland, Chairman Toensig, and members of the State Board of Education, thank you for taking the time in your hectic schedules to recognize each of us this morning. Having been selected by the Connecticut Association of Schools as the High school Principal of the Year last spring was one of the most unexpected, exhilarating, and humbling experiences of my career in education. This past October I had the honor of representing Connecticut at the National State High School Principals Symposium in Washington, D.C. This conference was sponsored by MetLife and the National Association of Secondary School Principals. There I had the opportunity to speak with high school principals from all over the country and discuss the educational issues in their respective states. I came away with a stronger conviction that Connecticut is indeed on the forefront of educational reform. Through the visionary efforts of Governor Rowland, the State Board of Education, Dr. Sergi, and with the support of the state legislature, educational opportunity for high achievement for all students will become a reality."*

Also at its December board meeting, the state board adopted a portion of its 1998 legislative proposal package. Highlights include:

- Changing the length of the terms of licenses issued so that initial educator licenses are issued for three years, rather than two years, and provisional educator licenses are issued for six years, rather than eight years;
- Allowing National Board Certification in an endorsement area to fulfill the continuing education unit requirement;

"Having been selected by the Connecticut Association of Schools as the High school Principal of the Year last spring was one of the most unexpected, exhilarating, and humbling experiences of my career in education."

-- Larry Shea

- Amending the high school graduation requirements so as to change specific course requirements without increasing the total number of required credits;

- Allowing a board of education to waive a mandatory subject-specific credit requirement upon the demonstration of mastery of the equivalent of the content of a year-long program of

study. (Any credit waived shall not be counted as one of the twenty credits required for graduation.);

- Allowing one member of the State Student Advisory Council to be designated to participate in discussions at the state board's regular and special meetings.

The remaining legislative proposals, which concern special education and the implementation of 1997 legislation, will be considered at the Feb. board meeting.

During a visit to Woodrow Wilson Middle School in Middletown last month, Vice President Al Gore announced the availability of \$40 million in federal money earmarked for the development and expansion of after-school programs in rural and inner-city public schools. Gore, who was joined by Secretary of Education Richard Riley and U.S. Rep. Barbara Kennelly, spent the afternoon at the school, moderating a panel discussion on the benefits of after-school activities and observing a number of Woodrow Wilson's after school programs. Through the 21st Century Community Learning Centers Program, the federal government expects

to award 200-300 grants, averaging \$100,000 a year for three years, to help schools plan, implement or expand projects that benefit the educational, cultural and recreational needs of the community. (For further information, send requests via fax to (202)219-2198 or via e-mail to amanda\_clyburn@ed.gov.) Woodrow Wilson, which was honored by CAS as an Outstanding Middle School in 1996, was chosen as the site for Gore's visit because of its successful after-school programs.

The CAS High School Board of Control is organizing monthly focus groups to provide administrators with an opportunity to discuss and share ideas on timely and important topics. In the coming months, the focus groups will address the following issues:

**February:** *Block Scheduling*

**March:** *Crisis Within the School Community*

**April or May:** *Newly Revised NEASC Standards for Accreditation*

Invitations will be sent to principals prior to each of these events (attendance is free-of-charge). For further information, contact Bob Carroll in the Central Office.

**REMINDER:** Distinguished Friend of Education nominations are due in the CAS Office by February 6th. Contact Karen Nastri in the Central Office with any questions. ■

**Weekly Reader**  
CORPORATION

### Connecticut's Ten Poorest School Districts\*

1. Bridgeport
2. Hartford
3. New Haven
4. Windham
5. New Britain
6. New London
7. Waterbury
8. Plainfield
9. Griswold
10. Putnam

### Connecticut's Ten Wealthiest School Districts\*

1. Greenwich
2. New Canaan
3. Darien
4. Westport
5. Weston
6. Wilton
7. Waterford
8. Salisbury
9. Easton
10. District No. 9

\* Based on definition of town wealth used in the Education Cost Sharing (ECS) formula  
Source: State Department of Education, Dec. 1997

## National News & Notes

In November, President Clinton signed a spending bill that boosts discretionary funding for education by 11.8%. The \$29.4 billion allocation includes sizable increases for special education and technology, but allows only a marginal increase for Title I. *See chart below.*

**Federal Education Spending in the Fiscal 1998 Budget**

| Program                              | Fiscal 1997     | Fiscal 1998    |
|--------------------------------------|-----------------|----------------|
| Goals 2000                           | \$491 million   | \$491 million  |
| School-to-Work Programs              | \$200 million   | \$200 million  |
| Tech. Literacy Challenge             | \$200 million   | \$425 million  |
| Title I                              | \$7.79 billion  | \$8.01 billion |
| Impact Aid                           | \$730 million   | \$808 million  |
| Safe & Drug-Free Schools/Communities | \$556 million   | \$556 million  |
| Charter Schools                      | \$51 million    | \$80 million   |
| Bilingual Education                  | \$156.7 million | \$199 million  |
| Special Education State Grants       | \$3.79 billion  | \$4.53 billion |

Following the much publicized fatal shootings in a Kentucky school last month, President Clinton has called for an annual report card on school violence. He has directed Attorney General Janet Reno and Secretary of Education Richard Riley to compile nationwide data on school violence to help policy-makers, police, and school officials develop a clear direction for reducing the incidence of violence in schools.

In December, President Clinton announced plans for a new initiative to help high-poverty districts raise student achievement. While details of his new program have yet to be revealed, the proposal aims to create "educational opportunity zones" to reward school districts in poor urban and rural areas which undertake sweeping reforms. To qualify for aid under the proposed program, school districts would need to commit to offering students a choice of public schools to attend, to adopting challenging student-performance standards, and to overhauling schools where students consistently fail to meet the standards. Urban leaders have been heartened by the proposal and are calling it a promising first step in bringing much-needed national focus to the issue of urban education.

In November, the Schools & Libraries Corporation, the nonprofit organization which was established to administer the E-Rate, released several documents that will help schools and libraries prepare to apply for E-Rate discounts. The documents, which can be accessed at [www.ed.gov/Technology/ninestep.html](http://www.ed.gov/Technology/ninestep.html) and [www.ed.gov/Technology/qanda.html](http://www.ed.gov/Technology/qanda.html), provide answers to frequently asked questions and offer step-by-step instructions on how to prepare for the universal service program. The Federal Communications Commission recently announced that money from the Universal Service Fund will no longer be distributed on a "first-come first-served" basis but, rather, that equal consideration will be given to all applications that are received within 75 days of the date the Schools & Libraries Corp. begins to accept them.

According to a recent Phi Delta Kappa poll, an overwhelming majority, 69%, of teachers surveyed were opposed to President Clinton's call for new national tests in reading and mathematics, while 57% of the general public favored the plan.

When Tadashi Ichikawa, the superintendent of schools in Tokyo, Japan, spoke at the Council of Chief State School Officers in November, he announced that Japan is embarking on an-American-style school reform movement. "Our children have learned how to deal with multiple choice answers, but on the creativity parts of exams, American children are much better than Japanese students," Ichikawa said. As part of the school reform effort, Japan is looking to cut back from six-day school weeks to five days by 2003.

A recent U.S. Department of Education study found that fathers' involvement in their children's schools was uniquely important in bringing about positive educational experiences. According to the study, in traditional, two-parent families, having a father who was notably active in his children's schools increased the likelihood that the children earned mostly A's, that they enjoyed school, and that they participated in extra-curricular activities. Researchers found these correlations to

hold true even after they took into account the mother's level of involvement. The bad news was that only 27% of fathers in 2-parent families were actively involved in their children's schools, compared with 56% of mothers. The full report can be accessed at <http://nces.ed.gov/pubs98/fathers/index.html>.

Last month, the National Center for Education Statistics released a report on the nation's dropout rates in 1996. The report, which presented data on the number of youths ages 15 through 24 who dropped out of school in the 12 months prior to October 1996, found that:

- *five out of every 100 young adults enrolled in high school in 1995 left school before October 1996 without successfully completing a high school program;*
  - *a larger percentage of Hispanic students (9%), compared with white students (4.1%), leave school short of completing a high school program;*
  - *in 1996, young adults living in families with incomes in the lowest 20% of all family incomes were 5 times more likely to drop out of school than their peers from families in the top 20% of the income distribution;*
- The full report, *Dropout Rates in the United States, 1996*, can be accessed at <http://nces.ed.gov/pubs98/dropout/index.html>.

## One Day in the Life of America

On a typical day in the United States in 1996...

- ...874,500 students participated in the National School Lunch Program
  - ...248 persons died as a result of an accident
  - ...2,772 cases of child abuse were substantiated
  - ...6,500 marriages took place
  - ...3,300 divorces occurred
  - ...1,344 immigrants arrived
  - ...appx. 11,000 babies were born
  - ...495 million pieces of mail were handled by the U.S. Postal Service
  - ...343 juveniles were arrested for violent crimes
  - ...3,211 motor vehicles were stolen
  - ...\$630,000 was spent in eating and drinking places
  - ...almost 2 million persons visited a state park.
- (Source: Census Bureau, Statistical Abstract of the United States, 1996)





## National, *cont'd*

According to a private study conducted by the Economic Policy Institute, public school spending grew .7% per student between 1991 and 1996 and the largest share of the increase went to special education programs. Findings of the EPI study, which examined spending patterns of 9 representative school districts across the country, included the following:

- *special education received 19% of the total district budget in 1996, up from 17.8% in 1991;*
- *bilingual education programs accounted for 2.5% in 1996, up from 1.9% in 1991;*
- *school lunch and breakfast programs accounted for 4.8% of total school spending in 1996, up from 3.3% in 1991;*
- *the percentage of school budgets spent on regular education declined from 58.5% in 1991 to 56.8% in 1996;*
- *per-pupil spending on after-school athletics dropped 7%;*

A new study by the Asian Americans/Pacific Islanders in Philanthropy has found that the homogeneous image of Asian-American students as a "model minority" has caused many at-risk Asian American students to be overlooked. The study charges that educators often do not take into account the vast socioeconomic and cultural diversity within the Asian and Pacific American community, which includes members of 34 ethnic groups who speak more than 300 languages and dialects. "When developing programs for kids at risk, people need to think about Asian kids, too," said Marjorie Fujiki, the organization's executive director.

As revealed in last year's study by Public Agenda, Americans believe that parents are fundamentally responsible for the disappointing state of today's youth. In support of this conclusion, a recent survey by the Pew Research Center revealed that 56% of women think today's mothers are doing a worse job of mothering than their own mothers did. However, the call for "greater parental involvement in the lives of their children" may not be enough. Many recent studies show that parents of the 1990s are indeed actively involved with their children. The same Pew Research Center survey found that mothers today are more likely to attend their children's school events than their own mothers were. According to a researcher at the Univ. of Maryland, today's parents spend just as much time with their children as

the parents of the 1960s. And, because parents now have fewer children, each child is getting more parental attention.

Officials in Collins, Ohio, offered free HIV tests to 5th graders after some parents complained that a classroom experiment might have exposed students to the AIDS virus. As part of a science lesson, 30 5th graders pricked their fingers with a needle and smeared drops of their blood onto a glass plate to examine blood cells under a microscope. The teacher cleaned the needle with bacterial soap after each puncture, which was not standard procedure for handling possible contaminants.

Alice Morgan Brown, principal of Northern H.S. in Baltimore, Md., made national headlines after she suspended 1,200 of her school's 1,800 students. The mass suspension was the result of a series of incidents concerning students' failure to pick up their report cards. On Nov. 14th, students disobeyed Ms. Morgan's order to pick up their report cards. Three days later, after the students ignored a second order, the principal locked the school doors and barred the students from leaving the school premises. As the situation grew disorderly, the doors were unlocked and students were ordered to their homerooms under threat of suspension. The principal made good on her threat, suspending the 1,200 who had not reported to their homerooms. Although the suspensions were rescinded, Ms. Morgan was facing possible disciplinary action for the incidents. She received considerable support from the public. ■

## Legal News & Notes

### Teacher-Student Sexual Harassment

Last month, the U.S. Supreme Court agreed to review a case involving the sexual harassment of a student by a school employee. The court accepted the appeal of a Texas woman whose daughter allegedly was involved in a sexual relationship with one of her high school teachers. The family filed a lawsuit seeking to hold the Lago Vista school district liable for the girl's sexual harassment under Title IX of the Education Amendments. Both a federal district court and the 5th Circuit Court of Appeals ruled that the mother and daughter had no claim under Title IX because district officials did not have "actual or constructive notice" of the alleged harassment. The Texas case differs from numerous other recent Title IX lawsuits in which plaintiffs argued that school officials knew of the alleged harassment but failed to take action. Nonetheless, the Supreme Court's ruling in this case is expected to give school districts some much-needed guidance in the area of teacher-student harassment.

### School's Limit on Ritalin Dosages

The U.S. Court of Appeals for the Eighth Circuit recently held that a Missouri school district's refusal to give a student more than the recommended daily dosage of Ritalin did not violate the Rehabilitation Act or the Americans with Disabilities Act (ADA). In *DeBord v Board of Education*, the DeBord's eight-year-old daughter, Kelly, had a doctor's prescription to take 100 milligrams of Ritalin daily to treat attention deficit hyperactivity disorder (ADHD). The Ritalin was to be taken in the morning and then again at 3:00 in the afternoon while Kelly was still in school. The school district had a written policy against administering prescription drugs in amounts that exceeded the recommended dosage listed in the Physicians Desk Reference (PDR). The recommended dosage for Ritalin in the PDR was 60 milligrams daily. As a result, the nurse at Kelly's elementary school refused to administer the afternoon dose of Ritalin. In an attempt to accommodate the DeBords, the school board offered to alter Kelly's class schedule to include early dismissal, which would enable the DeBords to administer Kelly's doses at home. The DeBords declined

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*cont'd from previous page*

this offer. After trial, a lower court ruled that the school's policy did not violate the ADA or the Rehabilitation Act because [the policy] was not based on Kelly's disability. Rather, the school's policy was based on a district policy "stemming from concerns about potential harm to students and liability." The appeals court affirmed the lower court's holding because the school district had "reasonably accommodated the DeBords." ■

(Source: NASSP, *Cases In Point*, Dec. 1997)

**Moral Responsibility**, from page 1

ed the incident. In essence, his response was, "What can you do? You can't teach values anymore." I recognize that there is pervasive concern among parents that their prerogatives to raise their children and to teach them proper values are sometimes interfered with by people outside the family or by other outside influences. I understand this concern. It is neither educators' responsibility nor their right, for example, to promote among students political ideology or religious principles. But good teachers and administrators do teach values — not personal, private values but common values of courtesy, mutual respect, persistence, responsibility, and self-reliance. Ideally, competent educators affirm socially-responsible values taught at home. They should demand appropriate vocabulary and good manners. They should remind students to say "please" and "thank you" and remind them not to interrupt when others are speaking. It is very much the responsibility of teachers and administrators to promote New Fairfield's traditions of proper behavior and good sportsmanship. As a principal, I expect to be judged by the moral and ethical climate of our school. All the academic improvements of New Fairfield High School notwithstanding, I would never consider myself a successful educator unless our students graduated not only as successful learners but also as ladies and gentlemen. ■

**"One's mind, once stretched by a new idea, never regains its original dimensions."**

-- Oliver Wendell Holmes



## DAVE MALONEY OF BRANFORD IS NAMED CAS AP OF THE YEAR

Congratulations to Dave Maloney, Assistant Principal of Branford H.S., who was selected by the Citation Committee as the **1998 CAS High School Assistant Principal of the Year**. In his nine years as an assistant principal, David has made measurable contributions toward the improvement of education at the local, state, and regional levels. He has been the driving force behind a number of successful initiatives at Branford H.S. Dave was the founder of Branford's state and nationally recognized Student Assistance Program which identifies at-risk students and provides specialized assistance for them. Branford's state-recognized Student Volunteer Community Service Program has, under Dave's leadership, helped many disadvantaged Branford residents and has provided avenues for increasing student sensitivity to the needs of the community. Dave has directed and promoted the school's cultural diversity club, which has also garnered state recognition. Under his direction, the highly effective Youth in Government program has enabled hundreds of Branford students to participate in local government activities.

While Dave's accomplishments at Branford High School are significant, he has been professionally active outside the school community. Last summer, Dave initiated a diversity training program for 100 students from the 20 high schools that are members of the Southern Connecticut Conference. As a follow-up to this event, he coordinated the development of a diversity action plan in each of the SCC member schools and he provided forums where students could interact and share ideas on the issue of diversity. His diversity program, called "SCC Dream Teams: Differences that make The Difference" has been recognized regionally as a model diversity training program within a school setting. Dave has worked closely with the Anti-Defamation League and has been an active trainer for its "World of Difference" program. He has conducted workshops, both in and out of Branford, on a number of topics including diversity, classroom management, learning styles, performance assessment, thinking skills, and conflict resolution.

Dave has long been active in CAS-CIAC. He is currently a member of the CAS board of directors and serves on the Girls Basketball and Golf committees. As tournament director for Girls Basketball since 1990, Dave's careful and committed efforts have improved the tournament considerably and have increased the popularity of the event. ■

**"Robert Hutchins wrote: 'The last question that will be raised about a prospective administrator is whether or not he has any ideas. If it appears that he has, he is unlikely to be appointed, for he will be rightly regarded as a dangerous man.' Eight years ago when Branford sought a high school assistant principal, it appeared to ignore this advice and hired a dangerous man: David Maloney, a man of ideas, whose vision, skills and persistence have helped transform lassissitude into vigorous growth at B.H.S."**

--Tom Murray, Social Studies Teacher, B.H.S.

### CAS is seeking...

...copies of acceptable use policies for students using Internet services as well as other computer network operations. If your school/district has a policy which contains rights and responsibilities provisions, hold harmless agreements, security consitions, legal consequences, World Wide Web page statements, and/or user agreements and you are willing to share it with us, please send to:

**Karen Nastri, CAS**  
30 Realty Drive, Cheshire, CT 06410

### The 21st Annual Assistant Principals Conference

## "We Make the Difference"

Keynote Speaker:  
**Dr. Zacharie Clements**

March 24, 1998 / Marriott, Rocky Hill

## COMMISSIONER ADDRESSES CAS PRINCIPALS

By Dr. Robert Carroll, Asst. Executive Director

Commissioner Theodore Sergi and Associate Commissioner Betty Sternberg addressed a group of CAS principals at Hall High School in West Hartford on December 9, 1997. The Commissioner and Dr. Sternberg were introduced by Dr. Michael Buckley, principal of Avon High School and chair of the High School Board of Control. Elaine Bessette, principal of Hall H.S., hosted the afternoon session. The Commissioner spoke on a number of topics of interest to principals, including Advanced Placement courses, standards, and assessments.

Of particular interest were Dr. Sergi's comments about alternative education. He reported that, at the present time, there were approximately fifty alternative high schools in the state. "This is one choice," said the commissioner, "We need many more." "Our present educational structures just do not fit our growing population. You will have State Department of Education support if you design something for this growing population," said Dr. Sergi. He went on to say that charter and magnet schools were other choices and that the State Department of Education (SDE) offers \$5,000.00 for suburban school youngsters who opt to go into an urban choice school.

Associate Commissioner Betty Sternberg discussed the state's new health curriculum requirements. She discussed at length the controversy surrounding the teaching of human sexuality. The issues around what to teach in human sexuality as part of health education and when to teach it are being raised by concerned parents. The issue has been highlighted by a Pre-First Draft entitled a "Guide to K-12 Program Development in Health Education." She noted that the current statutes are somewhat confusing and contradictory. The SDE plans to send out a Question and Answer memo to assist principals and others in clarifying the intent of the statutes. She noted that the statutes clearly allow for exemptions for students whose parents want them excluded from AIDS and family life education.

Dr. Sternberg concluded her remarks with an update on the CAPT. "Response to literature and interdisciplinary sections of the CAPT will be returned to school

districts after the May 1998 administration of the CAPT. Workshops are presently being held to acquaint staff with the procedures used to score these sections so that they will be better able to explain to parents how their child's CAPT score came into being," she reported.

Dr. Sternberg informed guests that the following recommendations would be made to the state board this month:

1. The State of Connecticut should continue to issue the CAPT Certificate of Mastery. The certificate serves as a motivator for many students to work aggressively toward achieving CAPT standards.
2. The CSDE should explore additional ways to motivate 10th, 11th, and 12th grade students to strive to meet the challenging standards of the CAPT. A task force, comprised of superintendents, asst. superintendents, high school principals, teachers, parents, and representatives of Connecticut's colleges and business/industry, should be convened for this purpose. The task force should make recommendations about the actions school districts could take to help motivate students to meet CAPT standards. Additionally, the focus of the task force should extend beyond the high school to the college and employment levels (e.g., include CAPT among college admission criteria, utilize CAPT in lieu of placement tests at the community colleges., require high school transcript with job applications, offer higher wage for CAPT-certified employees). Finally, recommendations should be made regarding changes in the administration of the test which would facilitate the utilization of the test by high schools, Connecticut colleges, and business/industry (e.g., timing of the test, reporting of students' actual scores). The work of this group should be completed by the winter of 1999, and should inform the development of the second generation of CAPT.
3. CSDE should conduct studies which will provide data to clarify the following issues: a) the performance of Connecticut high school students on CAPT in relation to their performance as college students; b) the performance of Connecticut high school students on CAPT in relation to their performance on relevant PSAT, SAT I, and/or SAT II examinations.

## SCHOOL-TO-CAREER PROGRAM BENEFITS NEEDY FAMILIES

Plainfield High School's School-to-Career Program is in its third year. As part of the program, students are operating a toy manufacturing program which enhances their design and woodworking skills and at the same time enables them to serve needy families. Each student in Mr. Duane Emmi's technology class designed and made a prototype wooden toy, such as a fire truck or a duck on wheels. Students reviewed all the models and selected the toy most suitable for mass production. Then the thirty-nine students mass produced the toys for distribution to needy families during the past holiday season. Distribution was organized by the high school's National Honor Society in conjunction with the Plainfield Recreation Department.

Eileen Kaplan, Plainfield's School-to-Career Coordinator, comments, "The students' enthusiasm is wonderful to see. Additionally, the program links the Tech-Prep and the service-learning elements of our School-to-Career effort."



Plainfield High's Jennifer Havens hones her woodworking skills as part of the statewide School-to-Career Program.

**IKON**  
Office Solutions





# Middle School News....

## Guest Opinion...

*The other day I heard about a middle school staff that challenged their students to get better test scores. They told the kids that if test scores went up, they would spend the night on the roof of the school. Guess where the teachers camped out?*

*This news was second only to the high school principal who offered to shave off his beard if the kids improved on their state assessment scores. Needless to say, the principal became facially folically impaired.*

*These stories were topped by the elementary principal who told his students that if scores went up, he would jump in and sit in a kiddie pool of Jello wearing a diaper at an all school assembly. Picture the guy. He's sitting there in his skivvies, with lime Jello in his ears and raspberry dripping off the end of his nose. Need I tell you what happened to the scores?*

*Kids need a reason to do well on standardized tests.*

*Because we will continue to test the heck out of our students, mostly because politicians have the mistaken notion that tests improve learning, we might want to keep extrinsic incentives in mind.*

*One recent study proves the point. University of Southern California reasearchers studied eighth graders.*

*They gave a quarter of the kids the conventional test instructions. Another quarter were given the test instructions along with lecture #27 about the intrinsic rewards of doing well on the test. Another quarter of the kids were given the lecture on how goos they would feel and how much would be gained by excelling on the test. The final quarter were promised \$1 for each correct answer (up to \$41).*

*OK boopy. Take a guess about what happened. The kids who got a dollar a question did 13% better than the three other groups!*

*I've heard about everything from a good breakfast to Japanese style test-prep schools as a way to improve assessment scores. Perhaps we are spending our money in the wrong place. Let's just pay the kids to take the test and base their wages on the results.*

-- **Tim Laatsch**, Executive Director  
Assoc. of Wisconsin School Administrators

(Editor's Note: This is the first 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

by C. Kenneth McEwin and Thomas S. Dickinson

Developmentally responsive student activities have been important components of middle level education for years. However, these activities have frequently mimicked those of senior high schools and the adult world rather than being based on what is known about the developmental needs and interests of young adolescents.

Unfortunately, in the majority of middle level schools, interscholastic sports programs serve as examples of what occurs when the desires and interests of adults (e.g., family members, coaches, fans, the press) receive priority over the education, health, and welfare of 10 to 14 year-olds. This situation routinely places young adolescents at risk and undermines many of the benefits gained from participation in developmentally appropriate sports programs...

### Physical Injuries:

#### Adolescent Vulnerability

Participation in athletic activities, including interscholastic sports programs, is a principal cause of a significant number of debilitating injuries and deaths every school year. The importance of this situation is further magnified by the fact that young adolescents are predisposed to physical injury due to their developmental stage. This vulnerability to injuries is clear from the fact that one-third of all sports injuries occur each year in children and young adolescents ages 5 to 14. Approximately 30 percent of injuries that occur at school are the result of participation in sports programs.

The rate of injuries to this age group has increased significantly in the last few years. The U.S. Consumer Product Safety Commission (1995) reported that sports injuries sustained by 5 to 14 year-olds increased substantially between 1990 and 1994. The highest injury rates were in football, which increased by an estimated 15,000 during the four-year period. The largest increase in injuries, however, was in baseball, with an additional 26,000 injuries. Other high-risks sports for young adolescents include wrestling, gymnastics, and basketball.

These injuries do not all occur during school-sponsored competitive sports pro-

grams. However, the limited research available reveals that injury rates for in-school and out-of-school sports programs occur at about the same rates.

### Psychological Considerations:

#### Pressure to Compete

Although interscholastic sports programs have been touted to promote socialization skills, build character, enhance personality development and self-esteem, and serve as a "preparation for adult life," little is really known about long-term psychological effects on participants. Some, however, question the psychological readiness of children and young adolescents to cope with becoming instant successes and failures in very public ways while competing in competitive sports programs. Involving young adolescents in highly competitive sports programs before they are psychologically ready often eliminates the enjoyment of sports because of regimented practices and pressures to win at all costs.

An additional concern focuses on the "cut-policies" practiced in most competitive sports programs. In virtually all cases, the processes used are based on factors that are beyond the control of those wishing to join sports teams (e.g., maturational differences, family issues, the capricious nature of coaches' judgments).

This is especially significant since research indicates that being eliminated from sports programs has negative effects on young adolescents. Those cut from teams often believe they have failed to meet the expectations of adults and their peers. One result is that many young adolescents simply avoid the possibility of being cut by deciding not to participate in sports programs at all.

The overemphasis on winning is also a concern...The message from society regarding sports competition is that winning, not best performance, is what counts. This singular definition of success frequently causes many young adolescents to feel like failures and to conclude that they are not good in sports. This, in turn, leads them to abandon sports and seek other avenues to satisfy their needs for achievement.

# Elementary School News....

## NCES REPORT ON DELAYED KINDERGARTEN ENTRY

In December, the National Center for Education Statistics released a report on the performance and adjustment of children who enter kindergarten late or repeat kindergarten. The report is based on findings from 1993 and 1995 National Household Education Surveys. Highlights of the report are as follows:

- In the U.S., about one child in seven either entered kindergarten late or was required to repeat kindergarten. In both 1993 & 1995, 9% of 1st and 2nd graders had experienced delayed entry into kindergarten. The percentage of 1st and 2nd graders who were retained in kindergarten was 6% in 1993 and 5% in 1995.
- Delayed kindergarten entry was more common among 1st and 2nd graders who had birthdays late in the year (July through December) and who were thus relatively young at the time they were eligible to enter kindergarten.
- Boys were reported to have been held out of kindergarten more often than girls. Boys were also more likely to have been retained in kindergarten. Black, non-Hispanic children were less likely than white non-Hispanic children to have been held out of kindergarten.
- First and second graders who had developmental delays were more likely than those without developmental difficulties to have repeated kindergarten.
- The school performance of 1st and 2nd graders who had been held out of kindergarten was found to be better than that of 1st and 2nd graders who entered kindergarten at the prescribed age. In contrast, children who were required to repeat kindergarten were doing worse than the other 1st and 2nd graders.
- The surveys did not find evidence that children who may have been at increased risk of experiencing difficulties in school benefited from (or were harmed by) delayed entry to a greater degree than other children. The same was true of kindergarten retention.

(The full report can be accessed at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98097XXXXX>)

## NATIONAL GOALS PANEL RELEASES SPECIAL REPORT

### Goal 1: Ready to Learn

*By the year 2000, all children in America will start school ready to learn.*

The National Education Goals Panel has released its first-ever report focused on a single goal. The special report examines 10 indicators to determine whether the nation is making progress toward achieving **Goal 1**, which aims to ensure that, by 2000, all children to begin school ready to learn. According to the report:

- In 1995, about one-third of all infants born in the United States began life with one or more factors (such as low maternal weight gain or tobacco/alcohol use by their pregnant mothers) that are considered risks to their long-term health and educational development
- During 1995-96, 45% of all children aged 2 and younger and 56% of all 3-to 5-year-olds were read to daily by parents or other family members.
- Caregivers in home-based pre-school settings were less likely than teachers in preschool centers to have child-related training and a Child Development Associate credential.
- Black infants were twice as likely as those from other racial/ethnic groups to be born at low birthweight.

The report draws the following conclusions: "These data present a statistical snapshot of the well-being of young children. They confirm that current conditions for young children are far from ideal. Too many begin life with avoidable health risks. Too few are regularly engaged in supportive activities at home with their families. And far too many do not have the opportunity to participate in high-quality early care and education programs in safe, caring environments that support their continual development."

(Reprinted from KAMLE TRACKS, the Kansas Association for Middle Level Education, Fall, 1997)

## Written With Prejudice

**A mother writes:** "Dear Teacher: Please find attached one 6-year old boy, much cleaner and quieter than usual and with new hair cut and blue jeans. With him go the prayers of his mother and father. He's good at creating airplanes and chaos, very adept at tying knots, and attracting stray dogs; he especially likes peanut butter, horses, the westerns, empty boxes, and his shirt tail out. He is allergic to baths, bedtime, taking out trash, and coming the first time he is called. He needs to be taught and spanked, loved and spanked, and reminded to blow his nose and come straight home after school. After having him in your class and on your nerves, you may not be the same, but I believe you will be glad to know him, because, while he strews books, toys, and clothes, he has a special way of scattering happiness. Written, I'm afraid, with prejudice."

-- Signed his mother

**The principal responds:** "Dear Mother: Please find attached to his diploma one 18-year old boy, much more mature, with loftier ideals and goals than he had when you sent him to us some 12 years ago. With him go the prayers of his teachers and friends. He's good at different things now. He has more understanding of the world about him. He is able to do mathematical computations, knows something about the scientific approach to problem solving. He can read and write in at least the English language, and has developed some skills in typing, woodworking, art, and driving an automobile. He is still allergic to baths, bedtime, taking out the trash, and coming the first time he is called. He still needs to be taught and loved, but perhaps not spanked. He needs to be reminded of adult responsibilities of adult membership in the American society, to uphold the ideals of good citizenship, integrity, honesty, justice, humility, and priority of life. He should be told that education is a never-ending process and only begins at the schoolhouse door. After having him in our classes and on our nerves, we are not the same! We're better people, enriched by his presence, broader in our understanding of humanity for having known him. We think we have provided him with an unbounded opportunity to learn in an atmosphere that has as its principal purpose the development of well-informed citizens who carry on the great traditions of America. We love him, too. Written also with prejudice."

-- Signed his principal



# CIAC



# NEWS

## CIAC HOSTS "KICK-OFF" FOR FOOTBALL TOURNAMENTS

On December 3rd, the CIAC, in conjunction with the Connecticut Sports Writers Alliance, sponsored a press conference to "kick-off" the 22nd Annual Connecticut High School Football Championships. Coaches, team captains, athletic directors, and principals from the eight schools who reached the championships all gathered at Cugino's Restaurant in Cheshire for the "official" announcement of the tournament pairings. Arnold Dean, legendary sports commentator for WTIC-AM, served as Master of Ceremonies, offering words of wisdom and inspiration to the athletes and coaches. He called upon the young athletes to preserve "the purity of sports at the high school level." "You are role models. Live up to your responsibilities, especially on Saturday," challenged Dean.

Dave Manning, chair of the CIAC Football Committee congratulated the "elite eight" and wished them luck in the championships. "Continue to demonstrate the qualities of excellence that have brought you here tonight," said Manning.

Each of the eight head coaches was formally introduced and given the opportunity to share his thoughts on the upcoming game. Without exception, every coach graciously applauded the season-long accomplishments of his opponent.

The CIAC thanks the members of the Connecticut Sports Writers Alliance for their efforts in co-sponsoring this event.



Weaver H.S. football captains fuel up before the big game.

Representatives  
of several  
CIAC corporate  
sponsors were  
on hand for the  
event--

Jim McGarry  
*McDonalds*

Mike DeFeo  
*Coca-Cola*

Jay Margnelli  
*Coca-Cola*

Many thanks  
to our  
tournament  
sponsor,  
**Dunkin  
Donuts!**



Head coaches of the "elite eight" graciously wished each other well at the CIAC press conference.

Reprinted from *The Special Educator*  
Vol. 12, Issue 10 — December 1996

## AGE ELIGIBILITY RULE UPHELD

A Pennsylvania court sided with a state interscholastic athletic association in upholding the application of an age eligibility rule, the effect of which prevented a 19-year-old high school senior with a learning disability from playing sports. In support of its decision, the court noted that an "intolerable burden" would be placed upon "relevant authorities" if they were required to undergo the case-by-case analysis necessary to decide if waiver was appropriate in a particular situation, and that the student in question was unlikely to experience irreparable harm without the injunction. *Beatty v. Beatty v. Pennsylvania Interscholastic Athletic Ass'n*, 24 IDELR 1146 (W.D. Pa.1996).

**Background...** A high school student with a learning disability participated on the high school volleyball and basketball teams for his freshman, sophomore, and junior years. The student's participation was included in his IEP. Due to his LD, the student repeated second grade. Prior to his senior year, the student turned 19, thereby becoming ineligible to participate on the sports teams under the Pennsylvania Interscholastic Athletic Association (PIAA) age rule. After the student's request for a waiver of the rule was denied, he filed a complaint against PIAA, alleging violations of the ADA and Section 504. The student requested a preliminary injunction barring application of the rule to him.

**Age Rule Upheld...** Initially, the court concluded it had jurisdiction under Section 504, as the PIAA received indirect federal assistance through its member schools who received federal assistance. Next, the court determined jurisdiction also existed under the ADA, as PIAA was a public entity, since it was an "instrumentality of the state," in rejecting the

*cont'd on page 10*

## CIAC News & Notes

☆ After a 19-year absence, the Maine Principals Association recently voted to rejoin the New England Council. The council currently sponsors multi-state athletic championships in seven different individual sports.

☆ Beginning this summer, serious young athletes in Anchorage, Alaska, are likely to have a school that accommodates their unusual training and competition schedule. If approved by the state, the Sports Program for Youth Development, Education, and Recreation, or SPYDER, will offer a flexible, year-round schedule for 180 middle and high school students. The charter school will target competitive skiers, gymnasts, skaters, hockey players, and others whose sport requires long hours of training and regular travel.

☆ The Institute for International Sport and the President's Council on Physical Fitness and Sports have designated March 3, 1998 as the 8th annual National Sportsmanship Day (NSD). The purpose of the event is to promote appreciation of the critical role of ethics, honesty, peaceful conflict resolution, and fair play in athletics and society. Last year, over 8,000 schools in all 50 states and 75 countries participated in NSD. Interested schools can obtain a free information packet by calling 1-800-447-9889.

☆ The popular basketball catch-phrase "March Madness" became the subject of a lawsuit in *Illinois High School Association v GTE Vantage*. The IHSA held the original trademark on the term "March Madness" and licensed the use of the trademark on merchandise. In 1993, the NCAA started licensing the term to companies such as GTE Vantage, which used it to promote a CD-ROM game. The IHSA subsequently sued GTE Vantage claiming that the public would believe that IHSA "March Madness" merchandise actually referred to the NCAA tournament, thereby impairing its ability to make money by licensing its trademark on merchandise. After the trial court dismissed the case, the IHSA appealed to the U.S. Court of Appeals. On appeal, the court reasoned that, following years of the use of "March Madness" by the media to describe the NCAA tournament, the term had become generic. It ruled that once a trademark becomes generic, such as "aspirin" or "thermos," it loses trademark protection because the public decides to use the trademark to designate not the manufacturer's brand but the entire product comprising all brands.

### Age Rule

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student's Section 504 claim, the court determined he was excluded from participation based on his age, not his disability. Moreover, there was evidence that the athletic association applied the age rule in a non-discriminatory matter to disabled and nondisabled students alike. Thus, the court agreed with a line of case law which took the view that a waiver of the age rule under Section 504 would constitute an unreasonable accommodation. On the ADA claim, the court concluded the student was not qualified, since he failed to meet the essential age requirements for participation in interscholastic sports and a waiver of the rule was not a reasonable modification. Applying the same rationale as used in the analysis of the Section 504 claim, the court likewise concluded that the student was unlikely to succeed on the merits of his ADA claim. Moreover, despite the inclusion of sports participation on the student's IEP, the court further found that the student did not demonstrate that irreparable harm would occur without the injunctive relief, and thus, in any event, the injunction would be inappropriate. The court denied the request for an injunction.

**Postscript...** Currently, there exists a split of authority regarding the application of sports age rules to students with disabilities. However, the body of case law upholding these rules exceeds the body of case law which strikes the rules down. A potentially even more significant aspect of this case was the inclusion of the student's high school sports competition in his IEP and the court's decision that the interference with this provision would not cause irreparable harm to the student. Generally, the array of services specified in a student's IEP comprises the unique, program of FAPE to which every child is entitled to under the special education laws. In accordance with this idea, courts and due process hearing officers have taken the view that all provisions of an IEP must be carried out in order to ensure that the entitlement to FAPE is met.

*Just Kid Inc.*

### HIGHLIGHTS: CIAC BOARD OF CONTROL MEETING November 20, 1997

■ In two separate actions involving the use of an ineligible player, two member schools were fined \$100 each and directed to forfeit all games in which the ineligible player participated.

■ The board took no action on a letter from the Connecticut Chiropractic Association requesting that its representatives be allowed to address the board on the matter of the CIAC pre-participation physical examination policy.

■ The following interpretation was accepted for determining approved educational programs:

*It has been a long-standing interpretation of Eligibility Rule I.B. (Scholarship) that the CIAC will not interfere with the authority of a local school district in determining what constitutes an appropriate program of study for students within their charge. In fact, local school administrators are expected to design individual educational plans to meet the needs of their students. Therefore, we have always said that as long as the high school principal signs our Code of Eligibility form indicating that all listed athletes meet our eligibility regulations, those athletes are automatically determined eligible by CIAC. When athletes are listed on the CIAC Eligibility form it is our assumption that they meet all CIAC eligibility regulations. The parameters within which a member school has to comply with the CIAC academic regulation are clear. Any alternative education program approved by the member school which is equivalent to 4 quarter Carnegie units of work will meet our regulation.*

■ The board denied a request from the Lacrosse Committee to adjust the Division II tournament to allow for the qualification of teams with a winning record of less than 40%.

■ The board tabled a proposal from CAAD concerning modifications to the CIAC DQ/Ejection Rule. The item will be considered at the January meeting.

**Baden®**



# CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE 1997 CIAC Fall Tournament Champions



## FIELD HOCKEY

L Division: *Co-champions*  
*Simsbury High School*  
*Guilford High School*

M Division:  
*New Canaan High School*

S Division:  
*Canton High School*

## FOOTBALL

Class LL:  
*Cheshire High School*

Class L:  
*Daniel Hand High School*

Class M:  
*Weaver High School*

Class S:  
*Bloomfield High School*

## GIRLS CROSS COUNTRY

Class LL:  
*Norwich Free Academy*

Individual winner:  
*Meghan Lerner, Manchester H.S.*

Class L:  
*New Milford High School*

Individual winner:  
*Jessica Schenk, Fitch Sr. H.S.*

Class MM:  
*E.O. Smith High School*

Individual winner:  
*Abby Ames, E.O. Smith H.S.*

Class M:  
*RHAM High School*

Individual winner:  
*Megan Coombs, Griswold H.S.*

Class SS:  
*Stafford High School*

Individual winner:  
*Suzy D'Angelo, Lewis Mills H.S.*

## GIRLS VOLLEYBALL

L Division:  
*Cheshire High School*

M Division:  
*St. Joseph High School*

S Division:  
*Morgan School*



## BOYS CROSS COUNTRY

Class LL:  
*Fairfield Prep*

Individual winner:  
*Neal D'Amato, Xavier*

Class L:  
*Ridgefield High School*

Individual winner:  
*Matt Gioffre, Ridgefield*

Class MM:  
*Pomperaug High School*

Individual winner:  
*Kris James, Staples*

Class M:  
*Joel Barlow High School*

Individual winner:  
*Jason Braaten, Woodstock Acad.*

Class SS:  
*Nonnewaug High School*

Individual winner:  
*Matt Chaney, Suffield H.S.*

Class S:  
*Shepaug Valley High School*

Individual winner:  
*Godfrey Berger, Coventry H.S.*

State Open:  
*Fairfield Prep. School*

Individual winner:  
*Matt Gioffre, Ridgefield H.S.*

New England:  
*Xavier High School — 1st*  
*Fairfield Prep School — 2nd*  
*Ridgefield High School — 4th*  
*Danbury High School — 8th*

## GIRLS SOCCER

L Division:  
*Trumbull High School*

M Division:  
*New Canaan High School*

S Division:  
*Ellington High School*

## BOYS SOCCER

LL Division:  
*Danbury High School*

L Division: *Co-Champions*  
*Daniel Hand High School*  
*Woodstock Academy*

M Division:  
*Lewis Mills High School*

S Division: *Co-champions*  
*Valley Reg. High School*  
*Immaculate High School*



## GIRLS SWIMMING

Class LL:  
*Greenwich High School*

Class L:  
*Cheshire High School*

Class M:  
*Canaan High School*

Class S:  
*Wilton High School*

Open:  
*Cheshire High School*



Smiles are abundant after New Canaan H.S.'s Class M victory.



New Milford Cross Country runners proudly display their championship trophy.





## CALLING ALL FEMALES

By Ann Malafronte, Director  
of Unified Sports

Did you ever think that maybe you could become a sports official? Yes, you. Calling all females: young, old, housewife, working mother, or college student. It does not matter whether you played sports yourself. What matters is that you want to be involved with sports because you enjoy sports!

The Women in Sports Committee decided, after sponsoring the first Advancing Young Women in Sports Conference last spring, that its work had just begun. The committee met this fall to plan for 1997-98 and decided that it needed to launch the Womens' Coaching and Officiating Academy of the CIAC and take its courses on the road. The idea is to bring the opportunity for training to women across the state.

The initial opportunity will be offered at Quinnipiac College in Hamden, starting in late January during the evening hours. The intramural volleyball program will provide the training ground for practice for the new officials. Once proven, the courses will be offered at a variety of locations across the state.

The Women in Sports Committee has expanded its membership to include college level members, representatives of womens' professional sports and sports marketing personnel. Plans are being formulated for a spring seminar on careers in sports for high school and college age women.

Interested? Call **Ann Malafronte** at the CIAC office, (203) 250-1111 for more information.

**Editor's Note:** Printed below is a letter from Morgan School Principal William Barney concerning the CIAC's decision to suspend the Transfer Rule. The CIAC board appreciates Mr. Barney's comments and encourages other school administrators and athletic personnel to share their thoughts and opinions on this very important and controversial matter.

## THE MORGAN SCHOOL

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Larry Shea, Chairman  
CIAC Board of Control  
CAS/CIAC  
30 Realty Drive  
Cheshire, CT 06410

October 29, 1997

Dear Mr. Shea:

I want to express to the CIAC Board of Control my dismay at the abandonment of the Transfer Rule. I am aware of the circumstances and pressure that caused the Board to make the decision that it did, and I understand the rationale behind the Board's action.

After the last CAS Board of Directors meeting, I spoke with Mr. Savage about this issue. I asked him about our principles and when it is necessary to stand up against overwhelming odds.

CIAC can take great pride in the fact that the high schools of Connecticut have been free of the abuses that have been documented in other states. CIAC has upheld the principles that athletics is part of the overall school program and will not permit students to be used or exploited.

We have now begun to retreat from that position. We have opened the doors to those who would use student athletes. Students, parents, and coaches will find ways to attract athletes. We can say it won't happen, but you and I know better.

I believe that the CIAC Board of Control should have stood against the pressure. Dare those in the legislature to submit their bills, and let's see what the public thinks. If we lack the ability to attract a mandate to our cause, then we should give the responsibility to someone else. But who is that someone else to be?

I believe that this is just the beginning, and that slowly other rules will be changed as a result of outside pressure.

I believe that this is a fight we could have won. It would have taken a massive effort, but if not now, then when; if not this rule, what rule?

Whether we like it or not, at some point CIAC will have to take a stand or will capitulate.

*William J. Barney, Jr., Principal*

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