



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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NATIONAL BOARD CERTIFICATION

By Grace Polivka, North Branford Intermediate

Across the country, the National Board for Professional Teaching Standards (NBPTS) teacher certification is catching on. National Board certified teachers have been featured in both the AFT and NEA magazines, and state education departments, business leaders, local unions, and other teacher-support networks are giving their stamp of approval to the certification process by way of financial support.

Teachers who have voluntarily pursued National Board certification affirm that it is the best professional development opportunity of their careers. These teachers demonstrate, through documentation of their teaching via a professional portfolio, video artifacts, and teaching practice essay exams, high levels of knowledge, skills, dispositions, and commitment to teaching and learning. To date, there are 1836 National Board certified teachers. In Connecticut, twenty-six teachers have been certified by NBPTS.

The process is rigorous and time-consuming, to be sure, but highly motivating as well. To some, the \$2000 fee seems prohibitive. Here in Connecticut, there are resources available to help cover the cost of the certification process. The Connecticut State Dept. of Education (CSDE) has appointed Dr. Ruth Wade as the coordinator for our state's support network.

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DAVID DUKE TO SPEAK AT ANNUAL CONFERENCE

Dr. David I. Duke, director of the Thomas Jefferson Center at the University of Virginia and widely published author on high schools, will be a guest lecturer at the Annual High School Conference on March 25. His topic will be "High Schools in the Next Century." The theme for this year's conference, which will be held at the Marriott Rocky Hill, is "Education for the New Millennium." The Commissioner of Education, Dr. Ted Sergi, will be the opening speaker, and he will be followed by a panel discussion of local business leaders on what schools should be doing to meet the needs of students in the new millennium. University of Connecticut President Emeritus Dr. Harry Hartley will speak on UConn 2000 and the effects this program may have on school administrators. Other programs include "Data Warehousing" and "Distance Learning." Conference brochures have been mailed to all high schools. Please contact Tom Galvin in the Central Office if you are interested in attending.

STATE BOARD ADOPTS FIVE-YEAR PLAN

At its January 6, 1999 meeting, the State Board of Education adopted a *Five-Year Plan for Continuous Improvement of Connecticut's Public Schools*. The plan, required by Public Act 97-290, is one more part of the state's response to the *Sheff vs. O'Neill* decision. The plan contains twenty-nine (29) specific recommendations for achieving equity and excellence in all the state's public schools. The recommendations were based on analyses of data on student achievement, racial and ethnic isolation, and program and curriculum information.

The recommendations are listed below under four categories. A copy of the complete report with appendices has been mailed to all superintendents.

A. Reducing Student Isolation

1. Lighthouse Schools
2. Open Choice
3. Interdistrict Programs
4. Minority Staff Development
5. Magnet Schools
6. Regional Educational Service Centers

B. Resource Equity and Equal Educational Opportunity

1. ECS, MER and 50/50 support
2. Special Education - Excess Cost Students
3. Special Education - Transportation
4. School Maintenance
5. Computer Hardware
6. Library Books
7. English Proficiency
8. Regional Vocational-Technical Schools

C. Increasing Student Achievement and Improving Instruction

1. Summer Programs

2. Professional Development
3. World Languages
4. Innovation
5. Beginning Teachers
6. Early Reading, Priority School Districts, Preschool, Rewarding Achievement
7. Charter Schools
8. CMT/CAPT
9. Continuous Improvement (Accountability)

D. Encouraging Parent and Community Involvement

1. Extended Hours
2. Family Resource Centers
3. School / Family / Community Partnerships
4. Youth Service Bureaus
5. Adult Education
6. School-to-Career

For further information about the Board's five-year plan, please contact the Office of Public Information at (860) 566-1304.

Elementary Membership Drive: Last month, CAS welcomed 58 elementary schools from 8 districts into membership.

- Bridgeport (30 schools)
James Connelly, Superintendent
- Deep River (1)
John Gillespie, Superintendent
- Naugatuck (9)
Alice Carolan, Superintendent
- Newington (4)
Ernest Perlini, Superintendent

- Regional District #13 (3)
William Breck, Superintendent
- Regional District #15 (4)
Lee Peterson, Superintendent
- Regional District #18 (3)
Jefferson Prestridge, Superintendent
- Vernon (5)
Andrew Maneggia, Superintendent



connecticut news & notes

Connecticut ranked first in the nation in the growth of personal income between 1996 and 1997 (the most recent year for which data are available), an increase of 6.3%. CT's increase was nearly a third higher than the national average of 4.7%. Despite the impressive figures, CT ranked 43rd among the 50 states for the state government's share of the cost of local public education statewide. The state's contribution was 38.6% in 1996-97. The national average state share was 48.9%.

Congratulations to Dianna English of Willimantic and Kristin Toretta of Greenwich, Connecticut's winners of the 1999 Prudential Spirit of the Community Awards, a nationwide program honoring young people for outstanding acts of volunteerism. Dianna, a junior at Windham H.S., founded the CT chapter of Free The Children, a non-profit youth organization dedicated to eliminating child labor and exploitation. Kristin, a seventh grader at Central Middle School in Greenwich, organized an after-school tutoring and peer

mentoring program for elementary school students in her community. Nearly 20,000 high school and middle-level students were considered for awards this year. The awards program, now in its fourth year, is sponsored by The Prudential Insurance Company of America in partnership with the National Association of Secondary School Principals.

The State Department of Education has been asked to nominate six secondary schools for the 1999-2000 Blue Ribbon Schools Program. Application packets were mailed to all districts last month. The state department will sponsor two workshops to assist schools in writing applications for this national recognition program.

- March 18 — Old Saybrook M.S., 10-12 p.m.
- April 8 — Shepaug Valley H.S., 10-12 p.m.

Call William Farr at (860)566-2924 if you are interested in attending a workshop. The deadline for submitting applications is October 16, 1999.

Girls and Technology Network Launched

Research tells us that girls — in CT and across the nation — are under-represented in technology learning opportunities. In Connecticut, girls comprise just 17% of the enrollment in technology education classes and just 12% of students who take Advanced Placement computer science exams. While girls are better represented than previously in high school math and science classes, this is not true in high school computer science courses. A group of individuals in Connecticut has established a "network" to begin to address this issue. The **Girls & Technology Network** is comprised of representatives from the education, business, government, and non-profit sectors. The group is developing a web page to be hosted by CT Voices for Children. Members are also identifying statewide technology resources for girls and planning for career exploration opportunities. To join the **Girls & Technology Network**, contact Jean Rozett at CT Voices, jrozette@aol.com.



The High School Board of Control, in conjunction with the Anti-Defamation League, is sponsoring a conference on diversity in our schools on May 26, 1999 from 9:00 a.m. to 1:00 p.m. at Wesleyan University. The luncheon speaker will be Mr. Jack Hasegawa from the State Department's Equity, Excellence and Innovation Program. School teams — including the principal (or another administrator) students, teachers and parents or community representatives — are invited to come and learn about some of the state's "best practices" related to diversity programs. With the assistance of facilitators trained by the ADL, participants will brainstorm ideas for their own schools and begin the development of plans. A follow-up conference is planned for the fall. Brochures have been sent to all the schools. Teams below the high school level are welcome.

✠ SAVE THE DATE ✠

The 46th Annual Meeting of the Connecticut Association of Schools

Thursday, June 3, 1999
Hawthorne Inn, Berlin

1998 STATS

CT's Regional Vocational Technical School System (CRVTSS)

- 1,697 students graduated from the CVTSS in 1998, an increase of 25 students from the previous year;
- 508 students (30%) continued their education at either a two- or four-year college or a post-secondary vocational school, a 3% increase over 1997;
- 5% of the graduating class enlisted in a branch of the U.S. Armed Services;
- Of the 1,109 students available for employment, 570 are employed in an occupation related to their training, 297 are employed in occupations unrelated to their training, and, 84 are employed in part-time jobs; and,
- 158 students who were available for employment are either unemployed or their status could not be determined

(Source: State Dept. of Education)

News from the CAS Legislative Committee...

Last month, two representatives from the CAS Legislative Committee—Dr. Larry Nocera, assistant principal of Gastonbury High School, and Wilhemenia Christon, principal of Ansonia High School—accompanied Central Office staff members Mike Savage and Tom Galvin to a meeting with members of the Connecticut Legislature's education committee. The meeting allowed CAS representatives to discuss a number of legislative issues and concerns with two key members of the committee, Chair Cameron Staples and Rep. Brian Mattiello. Discussions centered around such critical topics as the need for substitute teachers, the timing of mastery examinations, teacher tenure, and school safety. A summary of the results of the 1998 CAS legislative survey was provided to the members. Furthermore, CAS representatives presented the recommendations of the CAS Legislative Ad Hoc Committee on special education.

Legislative Committee members will be appearing before the legislature to speak on bills affecting member schools during the course of this year's legislative session.



national news & notes

The newly established National Association for Beginning Teachers is the first national organization to focus exclusively on the needs of new teachers. The organization began accepting members last fall and has since brought some 300 teachers into its fold. The non-profit group, which charges \$49 for a one-year membership, offers its members a bi-monthly newsletter and a quarterly magazine called *Inspire*. Other membership services include national conferences and workshops and a site on the World Wide Web (<http://www.beginningteachers.org/>).

A recent study by the American Psychological Association concludes that nearly 1 in 10 high school students will experience physical violence from someone they are dating, and even more will experience verbal or emotional abuse. Ten to 25% of young women between 15 and 24 will be the victim of a rape or attempted rape, the report says. In half those cases, the attacker is someone the person has dated. The report contains a list of the signs of abuse and of resources available to victims of abuse. The full report, *Love Doesn't Have to Hurt Teens*, can be viewed at <http://www.apa.org/pi/pii/teen/>.

According to a report published in the January issue of the *American Journal of Preventive Medicine*, teenagers who enroll in a driver education course are no less likely to get into an accident than their peers who haven't taken a driving course. In fact, the authors of the study, researchers from Johns Hopkins University's School of Public Health, concluded that driving courses are associated with a greater risk of crashes because they provide teenagers with the opportunity to get their driver's license at an earlier age.

A new study by researchers at Child Trends, a nonprofit child research center, confirms that absentee or non-resident fathers have a profound effect on a child's development. Findings in the study indicate that a child will have a higher rate of academic success, including higher educational goals and better classroom behavior, if a father is involved with the child's education even though he doesn't live with the child. The study also points out that children of divorced parents are more likely to drop out of high school and have low-wage jobs as adults. Furthermore, well-educated fathers are more likely to play an active role in their children's education than fathers who do not have a high school diploma.

Another study by Child Trends showed that female students who were held back at least once before the 8th grade were twice as likely as other girls to become mothers by the time they were high school seniors. Transient students — those who changed schools four or more times between 1st and 8th grades — also were more likely to give birth by grade 12. Girls attending safer schools—where violence, drug use, and crime were not prevalent—were less likely to become mothers. Participation in school clubs and religious groups was also found to correlate with a lower risk of becoming a teenage mother.

According to the American Legislative Exchange Council's annual report, bigger spending does not equal better education. The report, released in January, asserts that there is no statistical evidence to prove that higher teacher salaries and more per-pupil expenditures lead to an increase in academic performance. The report also ranks each state based on more than 100 variables, including pupil-teacher ratios and SAT scores, educational resources, and achievement from 1976 to 1998. At the top were Minnesota, Iowa, Wisconsin, Montana, and Nebraska. The full report can be downloaded from the ALEC website at www.alec.org.

A new report shows that school spending on computer software increased from \$670 million in 1995-96 to \$822 million in 1997-98. The study, "1999 Education Market Report: K-12," projects not only that the amount of money schools spend on software will continue to grow, but also that schools will increasingly spend a larger percentage of technology funds on software and a smaller percentage on hardware. According to the report:

- schools purchased more business software — including word processing, spreadsheet, and database programs — than any other kind of software;
- expenditures for instructional (curriculum-based) software increased 16% over the previous year, more than for any other kind of software;
- in the current school year, schools are projected to spend 9% of their technology budgets on software, compared with 6% last year. The percentage spent on hardware is projected to decrease from 39% to 34%.

Public school districts spent a record \$15 billion on school construction last year, almost

Nation's Reading Scores Rise

For the first time in several years, the nation's 4th-, 8th, and 12th-graders are showing improvement in their reading skills. Scores for students in all three grades on the 1998 National Assessment of Educational Progress have increased slightly since 1994, the last time the test was given. According to the 1998 NAEP Reading Report Card, lower performing 4th-graders and most middle school students made especially significant progress.

Key findings:

- **4th-graders** increased their average reading score to 217 in 1998 from 214 in 1994. 8th-graders increased their average score to 264 in 1998 from 260 in 1994. 12th-graders increased their average score to 291 in 1998 from 287 in 1994. NAEP scales range from 0-500.
- Across the three grades (4, 8, and 12) in 1998, the percentages of students performing at or above the Basic level of reading achievement were 62, 74, and 77%; the percentages who performed at or above the Proficient level were 31, 33, and 40 percent; and the percentages who performed at the highest achievement level, Advanced, were 7, 3, and 6%.
- **Gender**— At all three grades in 1998, female students had higher average reading scale scores than their male peers, and the percentage of females attaining each of the reading achievement levels exceeded that of males.

■ **Race/Ethnicity**— At all three grades in 1998, the average reading score for White students was higher than that for Black, Hispanic, and American Indian students.

■ **Type of school**— Consistent with past NAEP reading assessments, the 1998 results indicated that students attending non-public schools had higher average scale scores than their counterparts attending public schools.

■ **Regions of the country**— The 1998 results by region indicated that 4th and 8th graders in the Northeast and Central regions outperformed their counterparts in the Southeast and West. Among 12th graders, students in the Southeast had lower average reading scores than students in the other three regions.

For a full copy of the *NAEP 1998 Reading Report Card*, visit <http://nces.ed.gov/nationsreportcard/pubs/main1998/1999459.shtml>.



more national news & notes

\$3 billion above the previous year's expenditures. Just over half of the money was spent on new schools, 25% went to additions to existing buildings, and 24% paid for renovations. Reasons for the construction boom include surging enrollments, a healthy economy, recognition of voter interest in education, and a perception that improvements in school facilities are needed.

A survey by the Gallup Organization revealed that U.S. adults value learning health information and work skills over academics. The survey asked respondents to rate subsets of more than 250 standards as "definitely," "probably," "probably not," or "definitely not" important for students to know before graduation. Of the 2,500 respondents, more than 7 in 10 respondents rated health information as "definitely" important, and more than 6 in 10 gave strong support for skills related to work, such as the ability to work effectively in an organization. Those were followed by standards in the language arts, technology, and mathematics. Standards in world history, the fine arts, and foreign languages received the lowest ratings.

The Federal Interagency Forum on Child and Family Statistics has released a new report entitled *America's Children: Key National Indicators of Well-Being, 1998*. The document is the official federal monitoring report on the status of America's children and was produced by a consortium of 18 federal agencies. The report can be accessed at <http://childstats.gov/ac1998/ac98.htm>.

President Clinton's Education Agenda

Following are proposed education initiatives from President Clinton's State of the Union address:

■ **Require that school districts receiving federal funding:**

- end social promotion of students not yet academically ready to advance to the next grade;
- take steps to guarantee teacher quality;
- turn around or close their lowest performing schools;
- issue school and district report cards;
- implement "sensible" discipline policies.

■ **Triple federal funding—to \$600 million—for summer school and after-school programs.**

■ **Spend \$200 million to help states turn around failing schools.**

■ **Increase federal scholarships to students who commit to teaching in inner cities, rural areas, or American Indian communities.**

■ **Boost spending on charter schools to support 3,000 such schools by early in the 21st century. Continue support for an initiative to hire 100,000 new teachers over 7 years.**

■ **Provide funding to help communities build or modernize 5,000 schools.**

■ **Strengthen the Safe and Drug-Free Schools Act.**

(Source: Education Week, Jan. 27, 1999)

In his annual State of American Education address last month, Secretary of Education Richard Riley proposed a voluntary nationwide teacher licensing system. His three-step, state-operated program involves: (1) an Initial License — a new teacher would be granted an initial license for up to 3 years after passing a written exam of content and teaching knowledge and an assessment of teaching performance; (2) a Professional License — the standards for this new license, developed at the state level, would be higher than those for an "initial" license, and would involve peer review by a panel of teachers and a supervisor; and, (3) a voluntary Advanced License such as the advanced certification that now exists through the National Board for Professional Teaching Standards.

legal news & notes

A federal district judge in Tennessee ruled last month that a school board went too far when it expelled a high school student for having a knife in his car. The evidence showed the student was not aware of the weapon. "Zero hour has indeed arrived for the zero-tolerance policy," U.S. District Judge James H. Jarvis said in his ruling. "This is, in the court's opinion, an appropriate case to draw the line as to what extent students must be responsible for what is present in their vehicles, lockers, and backpacks."

The case involves a student, Dustin Seal, who was a junior at Powell H.S. in Knox County. One of Mr. Seal's friends left a knife in the glove compartment of Mr. Seal's mother's car. Mr. Seal and his friend drove the car to a Friday-night football game at the school where a teacher, based on a report from other students, suspected the two had been drinking. A vice principal searched Mr. Seal's car for a flask of liquor. He found no liquor but did find the knife.

The school principal suspended Mr. Seal pending expulsion for possession of a weapon under the district's zero-tolerance policy. A hearing officer and the school board upheld the principal's decision

and the boy was expelled.

Mr. Seal sued school officials and the school board, arguing that the search of his car violated the Fourth Amendment's prohibition against unreasonable searches and that his expulsion was a denial of due process of law under the 14th Amendment. In a summary judgment, Judge Jarvis ruled for school officials on the Fourth Amendment claim, saying they had justification to search the car based on the tip that the students had been drinking alcohol. But he ruled for Mr. Seal on the due process claim.

"The evidence is undisputed that a dangerous weapon — a knife — was in the glove compartment of Dustin's vehicle," he wrote. "The evidence is also undisputed that Dustin had no knowledge whatsoever" of the presence of the knife. The judge said that under legal standards normally applied in criminal cases, Mr. Seal did not have "possession" of the knife. "The board in its zeal to implement the zero-tolerance policy, trampled upon the rights of a student who was simply in the presence of someone who probably violated that policy," the judge wrote. The judge ordered a jury trial to determine the amount of damages to be awarded to Mr. Seal. (Source: *Education Week*, Feb. 10, 1999)

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EAST HARTFORD H.S. STUDENT ASSISTANCE CENTER

By Steven W. Edwards, Ph.D., Principal

In 1992, with significant increases in acts of violence, gang activity, weapons, drugs, and other anti-social behaviors, the school found suspensions and expulsions skyrocketing. Although a number of programs were in place, they needed to be brought together and coordinated to better serve the student population. East Hartford H.S. has established a zero tolerance policy by instituting strict rules and regulations that are backed by a comprehensive board of education policy. The philosophy at East Hartford H.S. is to look at prevention first and consequences second. An outgrowth of this philosophical position was the creation of the Student Assistance Center (S.A.C.).

■ **The School** — East Hartford H.S. is a culturally diverse urban school. The student population is in excess of 2,000 children. Students originate from over 70 different countries, and approximately 40 different languages are spoken at the school. The school truly represents a unique cultural mix that affords tremendous opportunity while at the same time presenting numerous challenges to both teachers and administrators.

■ **The Problem** — The emergence of gangs, increases in violence, drug use/abuse and tension among ethnic groups are all significant issues. In addition, an overloaded guidance staff, limited social work services, and budgeting restraints all contribute to magnifying the problem.

■ **The Program** — After working closely with the police, adult and juvenile probation, youth services, local drug and alcohol agencies, and city officials, five areas were targeted for the program: (a) discipline, (b) drug/alcohol use and abuse, (c) poor academic performance, (d) truancy, and (e) violence. A director of the S.A.C. was appointed to oversee the center and to oversee the implementation of the program to address the needs.

■ **Conflict Resolution/Mediation** — One component of the East Hartford H.S. S.A.C. is a mediation/conflict resolution program. Through three venues, East Hartford H.S. provides mediation for peers, adults, and the individual. Peer mediation involves student intervention in helping resolve conflicts with other students. The process requires that students apply to become peer mediators. Each year both students and S.A.C. staff train new mediators. Students participate in an extensive three-day training program that focuses on the teaching of conflict resolution skills. Students who are in conflict have the opportunity to select peer mediators to resolve their differ-

ences. Both parties must agree to this method of mediation. Next, three trained mediators will hear the dispute. The task of the mediator is to arrive at a peaceful resolution to the issue. Once accomplished, a written contract is prepared and signed by all parties.

On occasion, due to the nature of the dispute and/or the unwillingness of the feuding parties, adult mediators are required. As in peer mediation, a contract is completed which both sides sign. Adult mediators include certified staff, interns, police, counselors, and community personnel.

■ **Student Assistance Team** — Another component of the S.A.C. is the Student Assistance Team (S.A.T.). The S.A.T. consists of approximately 30 teachers who forgo their planning period to assist students. Children are referred to the S.A.T. for any reason through the S.A.C. by any staff member, fellow student, or parent. The S.A.C. staff then assigns a student referral to one of the S.A.T. teachers. That teacher then meets with the individual and evaluates the student's problem. Appropriate referrals are made depending on the child's circumstances.

■ **Alcohol And Drug Counseling** — Alcohol and drug counseling services are provided as a component of the S.A.C. as part of the "Drug Free Schools Grant." East Hartford H.S. holds weekly A.A. and C.O.A. meetings. Other services include "insight groups" for at-risk students and a smoking cessation program.

■ **Police Outreach** — Through a cooperative grant, the East Hartford Police Department and the school district began a police outreach program that focuses on community policing and, in turn, creates opportunities for police officers to work in the schools on a regular basis. As a result of this program, the police are seen in a very positive light. The familiarity they have established and the relationships they have built with students, parents, and faculty have resulted in a notable decrease in arrests.

■ **Cultural Enrichment** — One of the objectives of the S.A.C. is to reduce tensions among the many ethnic groups that are represented at the school. A pro-active component of the S.A.C. that addresses this area is the multi-cultural enrichment program. Opportunities include both in-house and off campus experiences in cooperation with area colleges/universities and agencies. The program takes many forms, including speakers, presentations, panel discussions and informal small group sessions.

■ **Career Beginnings** — The Career Beginnings program is designed to encourage at-risk children who have the potential to qualify for a

college program, but lack the parental or financial support. Each student is paired with a mentor. Both the mentor and child attend monthly workshops during the student's junior and senior years. The workshops focus on topics relating to the college preparation process. Five area colleges participate in the program and each month the workshops are held on a different college campus.

■ **S.A.C. Staffing** — The S.A.C. is coordinated by one full-time director whose salary is funded by the Board of Education. In addition to the director, the S.A.C. is staffed by:

* 30 certified teachers who give up their planning/conference period to maintain the Student Assistance Team (S.A.T.).

* One full-time and one part-time intern from the University of Connecticut.

* One certified drug and alcohol counselor two days per week who is funded through the monies from the Drug Free Schools Grant.

* Approximately 40 trained student mediators, who work in groups of threes, when peer mediations are used to resolve conflicts.

■ **S.A.C. Funding** — The Board of Education supplies funding for the director who is a certified teacher and is paid on the teachers' salary schedule. The drug and alcohol counselor is funded through the Drug Free Schools Grant. The remainder of the funding for the S.A.C., approximately \$20,000.00, is secured through a variety of local and state grants. When calculated on a per pupil expenditure, the S.A.C. is a very cost effective program to operate.

■ **Results** — Since its inception, the S.A.C. has contributed to an overall 49% reduction in student suspensions, a 750% reduction in student expulsions, and a 50% decrease in incidents of fighting. These are dramatic statistics when one considers that the district has adopted a stricter code of discipline, and the student body continues to come from increasingly socio-economically deprived households. In addition to decreasing the incidents of violence and other educationally disruptive acts, the center has assisted in improving student performance and the academic climate in the high school. The many students who have reaped the benefits of the S.A.C. report feeling a greater connection with the high school, have improved peer acceptance and enhanced self-esteem.

The S.A.C. staff has put on workshops for numerous state and regional agencies. In April of 1995, USA Today recognized the East Hartford H.S. Student Assistance Center with a national award as an exemplary program for combining school and community to solve educational issues facing youth.



School-to-career

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AASA ISSUES BLUEPRINT FOR 21ST CENTURY SCHOOLS

Last month, the American Association of School Administrators issued a report identifying 16 characteristics schools will need in the 21st century. The report was based on the results of a year-long study entitled Preparing Schools and School Systems for the 21st Century. The characteristics include:

- The definitions of "school," "teacher," and "learner" are reshaped by the digital world.
- All students have equal opportunity for an outstanding education, with adequate funding, no matter where they live.
- Educators are driven by high expectations and clear, challenging standards that are widely understood by students, families, and communities.
- A project-based "curriculum for life" engages students in addressing real-world problems, issues important to humanity, and questions that matter.
- Teachers and administrators are effectively prepared for the global knowledge/information age.
- Students, schools, school systems, and communities are connected around-the-clock with each other and with the world through information-rich, integrative technology.
- School systems conduct, consider, and apply significant research in designing programs that lead to constantly improving student achievement.
- Students learn to think, reason, and make sound decisions and demonstrate values inherent in a democracy.
- School facilities provide a safe, secure, stimulating, joyous learning environment that contributes to a lifelong passion for learning and high student achievement.
- Leadership is collaborative, and governance is focused on broad issues that affect student learning.
- Students learn about other cultures, respect and honor diversity, and see the world as an extended neighborhood.
- Schools promote creativity and teamwork at all levels, and teachers help students turn information into knowledge and knowledge into wisdom.
- Assessment of student progress is more performance-based, taking into account students' individual talents, abilities, and aspirations.
- A student-centered, collaboratively developed vision provides power and focus for education community-wide.
- Continuous improvement is a driving force in every school and school system.
- Schools are the crossroads and central convening point of the community.

Editor's Note: *The CAS Bulletin is once again featuring a series of articles on Connecticut Learns, Connecticut's School-to-Career (STC) system. Last year's series focused on STC's 8 "career clusters." The 1998-99 series highlights the 5 STC service delivery models. For additional information on STC, contact Ann Gaulin, Program Manager, at (860)807-2102.*

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 STC system must include school-based learning, work-based learning, and "connecting activities." An STC system can be organized around one of several service-delivery models. The purpose of these models is to provide a structure for schools and businesses to implement the goal of their School-to-Career System. The Service-Delivery Models are: (1) Career Academy; (2) Comprehensive School Conversion; (3) **School-Based Enterprise**; (4) Magnet School; and, (5) Tech Prep.

Featured Service-Delivery Model: School-Based Enterprise— A school-based enterprise is an initiative in which goods or services are produced by students as part of their school program. School-sponsored enterprises, typically, involve students in the management of a project that may involve the sale of goods for use by others. Enterprises may be undertaken on or off the school site but are always part of the school's programs.

HAMDEN HIGH SCHOOL

A major focus of the School-to-Career initiative at Hamden High School has been to create a network of school-based enterprises housed within the parent corporate structure of Green Dragon Enterprises. An established two-year goal of this work has encompassed the development of successful enterprises that represent all eight career clusters identified by the state. At this time, three of the career clusters have been linked to school-based enterprises: school store, pre-school and school bank. Some future enterprises that are slated to come on line include: water testing, construction services, desktop publishing, auto services, web page development, computer repair, photography/video tape services, travel services, and a school restaurant/catering service.

The first organizational step was to select a business consultant to advise and supervise the development of an authentic corporate structure. Steve Grove and Associates, a local accounting and consulting firm, was contracted to work side-by-side with the school staff to collaboratively craft the foundation of this initiative. Systematically, business plans and processes for each enterprise, as well as the infrastructure of the executive framework have been developed. The parent company is currently in the process of applying for the status of a not-for-profit corporation with a board of directors, management team, and executive team guiding its evolution. Proposed new enterprises will need to present business plans to Green Dragon Enterprises for approval and may apply for business loans from the parent company to cover start-up costs of new endeavors.

Another basic tenet of this initiative has been to integrate quality management practices throughout each enterprise and the business practices of the parent company. Many students involved in the enterprises have participated in a Quality Leadership Camp at school that has offered learning opportunities in teamwork, problem-solving and quality management. Students who work in the enterprises must understand the concepts of customer satisfaction and providing quality goods and services to ensure successful business operations.

As Green Dragon Enterprises continues to solidify its foundation for the future of school-based enterprises, Hamden High School's commitment to STC is further evidenced by the implementation of developmental guidance, freshman teams with research-based projects, an alignment of all curricular areas with the skill standards, ongoing professional development for staff, and the expansion of the school's comprehensive career center. ■





middle school news

WORKING WITH YOUNG ADOLESCENTS

Although teaching any grade level has its special moments, working with middle school students can be the most rewarding experience a teacher will ever have. It's just that it's not easy. Young adolescents are a challenging group, but once you recognize and appreciate the unique characteristics of this age, you're hooked.

Middle school students (ages 10-15) experience dramatic shifts in mind and body. This isn't news to a teacher who deals with those changes moment to moment in the classroom. These young adolescents are no longer the malleable elementary school children who approach school and learning with wonder, nor are they sophisticated high school students forging toward the future. Instead, they are a delightful mix of both; it's just that they're not sure which one they are at any given nanosecond.

The most obvious transformations are physical ones. There is no "typical" middle schooler. They range from tiny to tall, from thin to thick, from grown-up looking to hardly growing. These physical changes both increase and drain young adolescents' energy and are outward indications of what's happening inside.

Their intellectual approach is mostly concrete, but they are capable of abstract reasoning. Their interest span leads them from idea to idea or project to project without looking back. On the other hand, a middle schooler will spend hours pursuing a special interest with no seeming consciousness of the outside world. Their organizational skills lapse. Forgetfulness and thoughtlessness are common. But they can also be counted on to organize a clothing drive for the homeless or spearhead a campaign to preserve the rainforest.

Friends and peer acceptance are crucially important to young adolescents, but adults -- especially parents and teachers -- play a significant part in their lives as role models. Middle schools also rely on adults to provide structure and safety, since young adolescents often do not possess the maturity to impose rules on themselves.

If you are a veteran teacher of middle schoolers, the ideas in this guide should affirm the good work you are already doing. If you are new to middle school, you may find these suggestions useful. Experienced or beginner, you're fortunate to be teaching in middle school!

What you can do

1. Respect is the key to understanding middle schoolers. A teacher needs to be sensitive to the (sometimes troubling) changes his or her students are experiencing and honor each student as unique.
2. Build relationships. Before students can embrace the curriculum, they must connect with the teacher. Getting to know students and letting them know you is essential to their success and yours.
3. A middle school classroom should offer the climate and structure that middle schoolers require: not restrictive or punitive, but an inviting setting where expectations and consequences are clear and warmth and trust prevail.
4. Relish small successes. Jot down those "Eurekas!" And "Thank yous!" Keep a folder with special notes from parents or students. On a tough day, they're a valuable reminder of the difference you make.

--- from *A Teacher's Guide: Working with Young Adolescents* by Judith Baenen, in collaboration with the National Middle School Association. Reprinted from *MidLines*, Feb. 1999.

National Certification, *continued from page 1*

The CSDE is offering funding grants and support seminars for interested teachers. (See information below.)

Join the nearly 7,000 candidates nationwide who sought certification during the 1998-1999 school year. These candidates represent 12 teaching areas including: early childhood through early adolescent/generalist; early adolescent/English language arts, math, science, or social studies-history; early adolescent through young adult/art; adolescence and young adult/English language arts, math, science, or social studies-history.

CAS endorses the NBPTS certification process. Several members of our organization are National Board certified and are eager and willing to serve as mentors for teachers who wish to seek NBPTS certification.

Information sessions for teachers who are interested in applying for National Board Certification are scheduled as follows:

April 8 - ACES / April 13 - CREC / April 14 - CREC

For additional information, call Ruth Wade at (860)566-8283 or visit the SDE website at www.state.ct.us/sde/cert/index.htm.

A PRACTICAL LOOK AT MIDDLE LEVEL SPORTS

Remember when kids came home from school, changed into old clothes and went out to the backyard or a corner lot to play the seasonal sport? Remember the days when youth sports did not include organized teams, schedules, uniforms, referees, cheerleaders, or fans?

Whether at school or in a town recreational league, far too many young adolescents' sports have become another overregulated adult activity. Yes, the old days of sand lot ball are nonexistent for many kids. Perhaps victims of changing cultural values and social and economic pressures, fewer parents are at home after school to encourage their kids to get out of the house. Latch-key kids are told to stay in the house and parents need their kids in structured, time-specific activities.

But, what about the lessons learned -- negotiation, compromise, team work, and fair-play-forged on those backyard playing fields without an adult mediator in sight? Do youth sports today allow kids to be kids? Or, are they merely another take-over of kids' activities, forcing kids into inappropriate adult-like sports? For many young adolescents, the adult-like trappings of youth sports are central rather than peripheral to the true purpose -- to have fun, to feel a part of the team, and, yes, to compete.

While many middle level schools de-emphasize interschool athletics, others are nothing more than gifted and talented programs for the best athletes in school. The irony of focusing young adolescent sports programs on the athletically gifted is that the facts of growth and development tell us that many young adolescents have not attained physical maturation and the skill level they eventually will achieve. To limit opportunities for "late bloomers" is to deny them the advantage of ongoing development.

Quite often, such a system has been rationalized because of a perceived need for a "feeder system" for high school athletics. Here again, perceptions are incorrect, for several studies indicate that the best athletes in middle level schools are often not the best high school athletes. Conrad Toepfer, professor at the State University of New York at Buffalo, has studied interscholastic football and basketball players at the middle level and concludes that "...the majority of superior high school level performers do not surface until after their middle school years." The argument that strong, competitive middle level schools' athletic teams are necessary for a successful high school program is not supported by his findings.

It appears that school and recreation teams, which promote cooperation, team play, skill building, physical fitness, and provide opportunities for all players to participate, will keep young adolescents interested and motivated until their skills and bodies catch up with one another. (Source: *The In Between Years*, Fall, 1990. Reprinted from *The WIAA Newsletter*)



H.A.T.S. O.F.F.

By Nena Nanfeldt, Principal, Nathan Hale School, Meriden

Parent involvement is one of those issues that both research and common belief support as important to student learning. Countless articles have been written about how to get parents involved. We are all familiar with the success stories of both inner city and rural schools that manage to attract parents as classroom volunteers, fundraisers, and school committee participants. For many of us, engaging parents in a meaningful way that makes a measurable and observable difference is on-going hard work. At Nathan Hale School in Meriden, we have been fortunate to become involved in the School-Family-Community Partnership, a SDE sponsored Goals 2000 opportunity. This model, developed by Dr. Joyce Epstein of Johns Hopkins University, teaches a parent/ teacher team how to apply the Six Standards for Comprehensive Partnership to school based planning for parent involvement.

Our team spent three days at ACES working with each other, learning about team process and investigating Dr. Epstein's work. We emerged from that experience with a draft plan that had ambitious, concrete goals and a reasonable time line.

We were anxious to share our plan with the Nathan Hale School community, expand our team, and maintain momentum. Plans were made to meet during the summer to orient new team members and put the finishing touches on our action plan so we could be up and running on all 6 goals by the first day of school. Our team, consisting of 6 parents, 4 teachers and myself, now has name recognition in our school community. We are H.A.T.S. O.F.F. (Hale Action Team Supports our Fantastic Families). Significant accomplishments include: more diverse parent participation in family math and science nights, newsletters published in English and Spanish, and an interactive math bulletin board in our main lobby that attracts a high volume of family participation.

We are enormously encouraged by the level of commitment sustained by our parent committee members and feel we have maintained a truly collaborative partnership. We have learned a great deal about parent involvement and by using Dr. Epstein's model; we are on schedule for meeting our H.A.T.S. O.F.F. goals. For information about SFC partnerships, contact Harriet Feldlaufer - SDE - (860) 566-5620.

EARLY CHILDHOOD COMMITTEE FORMED

By Robert F. Carroll, Ed. D.
Assistant Executive Director

One of the recommendations of the Elementary Think Tank held recently at CAS was to form an Early Childhood Committee to provide leadership and promote the improvement of early childhood education statewide. One of the documents the committee will be studying this year is the Connecticut State Department of Education's *Preschool Curriculum Framework & Student Benchmarks for Preschool Programs*. The document incorporates information from a wide array of resources. A draft document will be reviewed by the committee, which is comprised of early childhood educators from throughout the state. Members will look at the knowledge, skills, and understandings that children of preschool age should attain. This process will be valuable to teachers in assessing the characteristics of this age group so they can better develop curriculum, instruction and experiences that will enable every youngster to make progress. The document specifically provides a vision of what is possible for preschool children to learn and be able to do in four domains of development:

- Creative Expression/Aesthetic Development
- Cognitive Development
- Personal and Social Development
- Physical Development

Another area of focus for the committee will be the development of an Early Childhood Center whereby teachers can avail themselves of workshops and resources that will better meet their needs and those of their students. This too was a recommendation of the recently held Think Tank. The overall goal of this committee is to enable each provider to develop the skills to know each child's strengths and weaknesses and thereby foster their optimum development.

Chair of the Early Childhood Committee is Stephen Proffitt, principal of Darcey School, Cheshire. Co-chair of the committee is Sharon Weirsmann, also of Darcey School. The other members of the committee are Lynn Logoyke, Louis Toffolon School, Plantsville; Ellie Goldberg, Enfield Street School, Enfield; Ray Necio, Anna LoPresti School, Seymour; Sue Elliott, Monroe Elem. School, Monroe; Dr. Marjorie Bradley, Fawn Hollow School, Monroe; Frances Tilghman, Nonnewaug H.S., Woodbury; Daniel Hogan, Webb Kindergarten Center, Wethersfield and Roberta McAlon, Hatton School, Southington. The State Department of Education representative for this committee and the Elementary Board of Control is Dr. Camille Jackson Alleyne

Any one interested in serving on this committee, especially individuals from the urban areas, is asked to call Stephen Proffitt at (203) 272-3343 or Dr. Robert Carroll at the CAS office (203) 250-1111.

On the lighter side...

Mark Twain's contention was that the most interesting information comes from children, for they tell all they know and then stop. These "words of wisdom" were all spoken by children under 10.

- "You can listen to thunder after lightening to tell how close you came to getting hit. If you don't hear it, never mind."
- "Rainbows are just to look at, not to really understand."
- "Many dead animals in the past changed to fossils while others preferred to be oil."
- "Genetics explains why you look like your father...and if you don't, why you should."
- "Vacuums are nothing. I only mention them to let them know we know they are there."
- "Some people can tell the time by looking at the sun, but I have never been able to make out the numbers."
- "We say the cause of perfume disappearing is evaporation. Evaporation gets blamed for a lot of things people forget to put the top on."



CIAC BOARD ADOPTS NEW MISSION STATEMENT

“The CIAC believes that interscholastic athletic programs and competition are an integral part of a student's academic, social, emotional and physical development. The CIAC promotes the academic mission of schools and honorable competition. As such, the CIAC serves as the regulatory agency for high school interscholastic athletic programs and exists to assure quality experiences that reflect high ethical standards and expectations for fairness, equity and sportsmanship for all student athletes and coaches. The CIAC provides leadership and support for its member schools through the voluntary services of dedicated school administrators, athletic directors, coaches and consultants.”

—Adopted 2/18/99

ADRIAEN'S LANDING VISIONARY TO SPEAK AT SCHOLAR-ATHLETE BANQUET

Robert Fiondello, chairman, president, and chief executive officer of Phoenix Home Life Mutual Insurance Company, will be the guest speaker at the 1999 Scholar-Athlete Banquet on May 2nd.

Fiondello, who began his tenure at Phoenix in 1969 and has served as its chairman and chief executive officer since 1994, has recently gained attention for his work in promoting the ambitious \$1 billion development project known as Adriaen's Landing. Fiondella has been the driving force behind the riverfront project, which aims to revitalize Hartford through the construction of a convention center, stadium, movie theaters, shops and housing.



Robert W. Fiondella

MAINE JUDGE RULES AGAINST BOYS ON GIRLS TEAMS

The CIAC is currently under investigation by the state Human Rights and Opportunities Commission as a result of a complaint filed by a male student at Greenwich High School. The CIAC denied the student's request to play on the Greenwich girls' field hockey team based on IV.F. of the Code of Eligibility which states explicitly "Boys may not participate on girls teams." The CIAC is confident in its decision, especially in light of a recent ruling by a Maine Superior court judge in a case similar to its own. On January 22, Maine Justice Robert E. Crowley ruled against listing a ban on boys playing high school field hockey. Parts of the judge's ruling are printed below:

"Certain conclusions can be drawn about the effect of participation of boys in field hockey without proof but by logical necessity.

For every boy playing field hockey, a girl will not be playing. For every boy on a field hockey team roster, a girl will not be on the roster. For every boy playing a more important position or role on a team, one or more girls will be displaced to less important position(s).

In addition to these necessary consequences, the evidence presented at trial has established that boys' participation in field hockey will also have qualitative consequences on the game and the experience of the athletes competing.

High school age boys are, as a group, bigger, faster and stronger and more powerful than high school girls. Physiologically they have superior cardiovascular endurance and aerobic capacity. The game is played in continuous action for two thirty-minute halves. This puts boys at a genetic advantage. Although there is no discernible difference in reaction times between the sexes, because of their longer limbs and greater strength, boys are faster to the ball. Because of their superior strength and power boys can hit the ball harder and faster and farther.

Boys do not work harder than girls do. There was no evidence that boys plan smarter or are more disciplined or coachable than girls. However, as a consequence of their physiological advantages, boys have the capacity to dominate integrated field hockey games. Anecdotally, they do dominate. They handle the ball and control the play of the game such that their impact on the game is disproportionate to their numbers. This is so largely irrespective of their skill or experience. Anecdotally, boys of similar age and experience intimidate girls and affect the way girls play field hockey.

Unlike athletic experiences for younger players, which focus on skill development, the focus of high school sports is competition. The strongest, fastest, most talented athletes will make the team. If boys are per-

mitted to play field hockey, they will be recruited if they do not try out. The escalating competition and recruiting may (like the arms race which was premised on the concern that adversaries would achieve strategic superiority) result in numeric domination of the sport by boys. Whether that occurs or not, a very small minority of male participants would likely substantially alter the way the sport is played and the way girls play it.

A rule which provides for competition among athletes who are genetically and physiologically alike promotes a fairer and more competitive contest. One which does not promotes a less fair and less competitive contest. If the rule allows the game to become less fair and less competitive, the allure of the game to all participants diminishes. A rule change permitting coeducational field hockey would diminish the extent to which sports effectively accommodate the interests and abilities of girls during the fall athletic season.

The evidence establishes that there is a substantial relationship between excluding boys from playing field hockey and providing equal opportunities for girls in athletics. Conversely, the evidence also establishes that permitting boys to compete with girls in field hockey will likely result in an overall lessening of equal opportunities for girls in athletics."

**CIAC Approves Change in Baseball Conditioning Regulations**

At its February 18th meeting the CIAC Board of Control approved a proposal from the Baseball Committee to allow four catchers (up from two) to participate in the conditioning week for pitchers. The rationale for the change was an interest in increasing the ratio of pitchers to catchers to prevent overuse injuries among catchers.

Congratulations to Dave Macharelli, respected girls basketball official from Naugatuck. Dave was selected by the National Federation Interscholastic Officials Association (NFIOA) as the recipient of 1999 Section One Distinguished Service Award.

Beginning in the year 2000, the National Federation will publish rules for the sport of boys' lacrosse. CIAC presently operates under NCAA guidelines and will continue to do so until such time as regulations are issued by the NF.

California recently enacted a \$1 million high school coaching education bill sponsored by the California Interscholastic Federation. Under the provisions of the bill, the CIF will appoint a panel of school administrators, board members, coaches, teachers, parents, athletic directors, students, and members of higher education and the Department of Education. The panel will develop an application process for coaches, will assist high schools in adopting coaching guidelines, and will administer a grant program to fund training programs for coaches.

A Class Act

Chris Snow, boys' swimming coach at Conard H.S., was reviewing a meet Conard had had with Wethersfield, which went in the books as a 95-91 Conard win. But in going over the various events, Chris realized he had used one swimmer in five events — one more than allowed. That disqualified the swimmer and resulted in a two-point swing, enough to make the meet a 93-93 tie. Chris called the Wethersfield coach to correct the error.

**Sports Committee Notices...**

■ **Ice Hockey**— At its January 11th meeting, the Ice Hockey Committee voted to change from 20 to 23 the maximum number of players allowed to dress for regular season and tournament play. Also, the maximum number of bench personnel was set at 5 (coaches, trainers, managers, etc.)

■ **Boys Soccer**— At its January 18th meeting, the Boys Soccer Committee approved a new method for establishing tournament divisions: the top 32 teams by school enrollment will be placed in LL Division; the remaining teams will be divided evenly into the three remaining divisions. In cases of an uneven number of teams, the smallest division will receive the larger number of teams. The new method will be in place for the 1999 season.

■ **Baseball**— Tournament Dates for 1999 have been set as follows:

- Tuesday, May 27, 1999: Last date to count for tournament qualification
- Saturday, May 29: Qualifying round
- Tuesday, June 1 to Saturday, June 5: First round, second round and quarter-final games
- Tuesday, June 6 to Saturday, June 12: Semi-final and final games

NOTE: Finals will be held at Yale's "Raven's" Field

■ **Golf**— Divisions for the 1999 tournament are as follows:

- Division 1 — 355 boys and over
- Division 2 — 226-354 boys
- Division 3 — 1-225 boys

UNIFIED SPORTS® COACHES TRAINING - VOLLEYBALL

Wednesday, April 28, 1999
3:00 - 5:00 p.m. / North Haven H.S.

Thinking of starting a Unified Sports® team at your school but don't know where to start? Come to a Coaches Training (.2 CEU's) and learn how. Questions? Call Ann Malafronte at (203) 250-1111.

GIRLS' SOCCER PENALTY REPORT RESULTS

At its February 18, 1999, meeting the CIAC Board of Control reviewed a positive report on girls' soccer penalties for the 1998 season. Only 152 yellow cards and 12 red cards were given out in girls' varsity contests. Sixty-one of the 135 schools (45%) which completed penalty forms had NO yellow or red cards.

As compared to the initial penalty report compiled by the central office in 1994, there is a small decrease in the number of yellow cards issued in girls' varsity soccer. In 1994, girls' varsity teams recorded 164 yellow cards (versus 152 this year). There is, however, a slight increase in girls' varsity red cards, with 3 recorded in 1994 and 12 recorded this year.

Girls and Wrestling

As the number of girls who wrestle on boys' teams continues to grow, so does the controversy that this occurrence inflames. Last year, about 1,900 girls took part in organized high school wrestling, most of them on boys' teams. The CIAC has not set any special conditions or stipulations for girls wrestling on boys' teams. Here's a look at what is going on in other states...

■ The South Dakota High School Activities Association prohibits mixed-gender wrestling teams. Wyoming does as well, although it has granted at least one girl a waiver.

■ In Massachusetts, schools bringing girls to matches are required to send a "mixed gender" warning to opponents 72 hours before competition.

■ In Texas, the Dallas chapter of the Texas Wrestling Officials' Association disbanded temporarily, afraid that it would be sued for discrimination when its members refused to officiate at girl-boy matches.





CT's OFFICIALS FEES AMONG HIGHEST IN NATION

The CIAC Central Office has recently received a copy of the Officiating Fee Survey compiled by the NFIOA Publications Committee. All 50 state associations and the District of Columbia participated in the survey.

Upon reviewing the results, Connecticut officials are ranked among the highest paid officials in the country. In the sports of volleyball and wrestling in particular they rank second in the nation with respect to fees. In the sport of soccer they come in third highest paid. In every sport across the board our officials are paid well above the national average, as illustrated in the following table. A complete copy of the report is available on the National Federation Web Site at www.nfhs.org or you may contact the CIAC office for a copy.

Sport	CT Game Fee - JV	CT Game Fee - Varsity	National Average-JV	National Average-Varsity
Football	\$38.78	\$59.66	\$32.69	\$51.45
Soccer	\$38.13	\$58.66	\$29.19	\$44.41
Basketball	\$40.08	\$61.66	\$30.24	\$46.03
Volleyball	\$31.62	\$48.66	\$21.36	\$33.81
Wrestling	\$38.13	\$58.66	\$32.39	\$45.50
Baseball	\$37.48	\$57.66	\$30.09	\$43.59
Softball	\$34.89	\$52.16	\$27.02	\$38.17
Track	N/A	N/A	N/A	N/A

HIGHLIGHTS: CIAC Board of Control Meeting January 21, 1999

■ A member school was assessed a \$200 fine for use of a player who was in violation of the scholarship rule. The student in question was permitted to make up an incomplete grade after the 10-day grace period allowed by CIAC regulations.

■ A member high school was assessed a \$100 fine and was forced to forfeit one contest for using a player in violation of the residency rule. The student in question played in one varsity basketball game while residing with a non-legal guardian.

■ The board adopted a new salary structure for tournament directors and asst directors.

■ The board denied a request from the CT Boys Volleyball Association that the CIAC sanction the sport of boys' volleyball. The request was denied because the sport has not achieved the minimum level of participation (20% of member schools) required to be eligible for official CIAC sanctioning. The board voted to send a letter of encouragement to C.B.V.A. members and to direct a statement to member schools which would indicate that the sport of boys volleyball was very close to reaching the level necessary for

CIAC sanctioning.

■ The board tabled action on a request from the CIAC Golf Committee to expand the tournament from three divisions to four.

■ Scott Brown, chair of the Ad Hoc Committee on Non-CIAC Sports, presented the committee's recommendations:

1. The CIAC should retain its existing guidelines regarding non-CIAC sports.
2. The CIAC should make an effort to collect and review copies of regulations and schedules for non-CIAC sports which are issued by other sports-governing agencies. In any case where those regulations/practices pose a problem for the CIAC, the CIAC should attempt to resolve the problem through a dialogue with the appropriate parties.

■ Mike Savage reported that the issue of expanding the fall sports season by one week had been discussed by a sub-committee of athletic directors, coaches and administrators. The matter will now be returned to the Season Limitations study.



WOMENS' SPORT CAREER SYMPOSIUM RESCHEDULED

Wednesday, April 7, 1999 will be the new date for the *Advancing Young Women in Sports Career Symposium* at the University of Hartford. The event, which was originally scheduled for January 15th, was postponed due to a snow and ice storm which closed the University. Two hundred high school women from Hartford County are registered to participate in the panel discussions with professional women with careers in sports medicine, athletic administration, sports journalism, sports marketing and professional athletes.

COMMISSIONER NAMED FOR UNIFIED SPORTS® LEAGUE

Bob Warren, recently retired principal of Bacon Academy in Colchester, is a newly appointed league commissioner for the CIAC Unified Sports® Program. Bob was a loyal and active member of the CIAC for over 16 years, serving on a number of sports' committees as well as on the CIAC Board of Control. In tribute to his tremendous contributions to the CIAC and to boys' basketball, Bob received the prestigious Boys Basketball Dedication award in 1998.

Bob has volunteered to serve as a league commissioner for Unified Sports® for those schools having mentor level teams. The establishment of league commissioners for Unified Sports® is part of a reorganization effort at the CIAC. Bob's first step will be to get acquainted with the athletic directors, Unified Sports® coaches and officials in his area. His duties will consist of arranging playing dates in the league with the coaches and Ads, contacting officials for game coverage and reviewing Unified Sports® rules with them, holding league meetings if needed and ensuring all Special Olympic and CIAC rules and policies are being followed.

"Bob is a wonderful choice for Unified Sports® league commissioner," states Ann Malafrente, Director of the Unified Sports® program. "He is a long time supporter of Unified Sports® and has certainly demonstrated his love of basketball and dedication to CIAC. We are proud to have someone of his caliber lead our group."

**WOMEN IN SPORTS EXPLOSION: CONNECTING AND COMMUNICATING**

By Marilyn Mather, Eastern Connecticut State University

The UCONN Huskies, more college women's athletics teams, more high school athletes, women's sports apparel, female sportscasters, more, more and more The world of women's sports is growing exponentially, faster than we'd ever dreamed. So, why worry about anything, everything will take care of itself.

Several groups in Connecticut do not believe in letting fate take its course. They have formed in order to provide support for women's sports from grassroots activities, to developing more qualified officials, to sponsoring major women's athletic events in the state.

All of the groups believe that equity has not yet been achieved and that more support needs to continue outside the formal structure of traditional athletic groups or to work from within the formal networks. One of the major concerns has been the lack of women in sport leadership positions. A significant decline has occurred in the number of women coaches, officials, and administrators.

A major focus of the CIAC Women in Sports Committee is the lack of women in leadership positions. This committee was developed by the Connecticut Interscholastic Athletic Conference (CIAC) in response to the board of control's interest in increasing the involvement of female coaches and officials in CIAC activities. Last year, the Women in Sports Committee hosted its first annual "Advancing Young Women in Sports" conference. Another career conference is planned for April 7, 1999, and will focus on Hartford area high school females

interested in sports' careers including journalism, broadcasting, administration, marketing, officiating, coaching and sports medicine. The Women in Sports Committee has also sponsored officials training clinics in volleyball and are planning to do so in several other sports.

Operating for several years, POWERS — Promoting Opportunities for Women to Engage in Recreation and Sport — has been hosting events of all types for the girls and women of Southeastern Connecticut. The Mother-Daughter clinics for elementary and middle school age children are events that draw a significant number of participants from the local area. Moms learn to feel comfortable participating and coaching as their daughters learn and practice new sports' skills. POWERS has also sponsored lectures for high school and college students on eating disorders, homophobia, and sport psychology.

The Fairfield County Committee on Women's Sports began in 1996 to serve a small area of the county and has now expanded to the whole county. Last year the group sponsored over twelve events throughout Fairfield County. The mission of this organization is: "To improve the physical, mental and emotional well being of all females through sports and fitness participation. To expand and enhance the support of women's sports through education and information, while providing opportunities for the community to become involved in the development and growth of grassroots programs."

The Connecticut Women's Sports

Council operates out of the Hartford area and has the lofty objectives of: (1) establishing Connecticut as a nationally recognized center for girls' and women's sports events and related activities within five years; and, (2) dramatically increasing the participation of women in sports events and related activities in the Greater Hartford region. Its goal each year is to attract at least one major national or international women's sports events to the Greater Hartford region. This summer a golf tournament will be held in the Hartford area for "up and coming" women professional golfers.

The four groups are always active with event planning. The connection between these groups has been made through the Advancing Women in Sports Committee. What are you doing to connect and communicate with the group in your area? Listed below are the contacts for each of the groups. Give a call to get involved or we will help you to start a group supporting women in sport in your area.

- Advancing Women in Sports Committee
Ann Malafronte (203) 250-1111
- POWERS
Marilyn Mather (860) 465-5183
- Fairfield County Committee on Women's Sports, *Diana Cutaia* (203) 857-3308
- Connecticut Women's Sports Council
Barbara Wagner (860) 246-8599



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