

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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MAY 2000

CIAC BOARD APPROVES RADICAL CHANGE IN TRANSFER RULE Executive Director Seeks Feedback from Members

Background

There are three eligibility regulations which the CIAC Board and the membership have considered most important in regulating high school athletics in Connecticut: (1) the 19-year-old age rule; (2) the academic regulation; and (3) the transfer rule.

The transfer rule has been the most difficult regulation to enforce. It has come under bitter attack for several years and is the one which is most frequently challenged in the courts and with the Connecticut legislature. Fortunately, we have been able to win all of the court challenges, the most recent being the Wajnowski case earlier this year. However, we don't seem to be able to escape the powerful legislators who often times don't care to listen to conventional and/or legal wisdom.

Three years ago the CIAC Board, following a strong legislative attack led by then Senator James Fleming, voted to eliminate the transfer rule for the year. The membership voted at its legislative meeting at the end of that year to establish a new transfer rule for 1998-1999 which allowed greater opportunities to review cases both in a more "user friendly" manner and with substantially greater latitude to grant exceptions for hardship reasons. The change has been successful in providing more athletes opportunities to become eligible. However, it has not helped us escape the wrath of many legislative leaders.

Representative Richard Tulisano, past chair of the Judiciary committee, and several of his legislative colleagues threatened several weeks ago to introduce an amendment to a popular bill to create an "oversight" board to the CIAC. The "oversight" board, while not specifically defined, would in effect divest CIAC member school

principals of the authority to regulate high school athletics. This all was the result of a CIAC Review Committee ruling which rendered ineligible an athlete who was asked to leave a member school for a serious offense. Since the athlete was by law allowed entrance into a public school to continue his education and since there was no evidence that the student was transferring for athletic reasons, Mr. Tulisano argues that the CIAC had no right to deny him athletic eligibility.

Even though the CIAC agreed that the transfer was not for athletic reasons, the student was rendered ineligible because he did not satisfy any of the conditions which would have granted him an exception under the transfer rule. This case, among others, pointed out the inherent weakness of the transfer regulation. Students who are clearly not transferring for athletic reasons and yet who do not meet any of the criteria for an exception are being unfairly rendered ineligible. In addition, since the changes were made in 1998-1999 the Eligibility Committee and the Eligibility Review Board have been experiencing increasing concern about the lack of latitude in deciding cases when there is clear evidence that an athlete is not transferring for athletic reasons.

CIAC Board Recommendation

Following hours of heated debate at its meeting of April 27, the CIAC Board voted unanimously to recommend a significant change in the transfer rule to the membership at the annual meeting on June 8, 2000. The reason for the change is twofold:

- 1) to continue to maintain a transfer rule that is legally tenable and philosophically sound and which can be

heartily defended among and between all constituents; and, 2) to more closely reflect the true "spirit" of the transfer rule -- that is, the real reason that the rule exists: to prevent those athletes, and ONLY those athletes, who transfer for athletic reasons from participating in CIAC sports.

Proposed Language

The following addition to the transfer rule is being proposed:

Exception #19

After a period of 30 days from the date of enrollment in the receiving school eligibility will be granted to a student who does not otherwise qualify for any of the above exceptions and where both the sending and receiving school principals sign a CIAC transfer waiver form certifying that the student has transferred without inducement or recruitment or for athletic reasons. Approval for the transfer may be given only once during the student's high school career and is granted by the Eligibility Committee.*

* Enrollment is the date student starts classes

All investigations will be conducted by the CIAC office when a CIAC waiver form is not signed by the principals of both sending and receiving schools.

Advantages

The new rule will:

- (1) reduce the number of legal challenges. The change, if approved, will continue to deny eligibility for 365 days from date of transfer to those athletes who are unquestionably changing schools for athletic reasons. However, it will deny

Continued on page 10

Arts
in
Education!



Special
Arts
Section

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connecticut news & notes

■ CAS Assistant Executive Director Earle Bidwell has been appointed to the board of directors of the Connecticut Alliance for the Arts.

■ Kudos to Connecticut schools. Of the ten District 1 schools nominated for the national Blue Ribbon School Award this year, seven of them were from CT. And all seven CT schools were selected for site visits. Congratulations to the following schools.

High Schools:

- ★ Bristol Eastern High School
- ★ Newtown High School

Middle Schools

- ★ Sedgwick Middle School, W. Htfd
- ★ Griswold Middle School, Rocky Hill
- ★ Vernon Middle School
- ★ Harborside Middle School, Milford
- ★ East Lyme Middle School

■ While Connecticut's education system is, in most respects, a model for the rest of the nation, improvements can still be made. Consider that Connecticut:

- ranks 36th in the nation in state financial support for public education;
- ranks 29th in the nation in students per multimedia computer.

■ Congratulations to the nine Connecticut teachers who earned certification by the National Board for Professional Teaching Standards during the 1998-99 school year.

- James D'Acosta, Fairfield High School — *Adolescence and Young Adulthood/Social Studies-History*
- JoAnn Burrows, Lyme Consolidated School—*Early Childhood/Generalist*
- Linda Childress, Tolland Middle School—*Early Adolescence/English Language Arts*
- Lisa Carlson, Farm Hill Elem School, Middletown—*Early Childhood/Generalist*
- Thomas Lucey, Noah Wallace Elem School, Farmington—*Middle Childhood/Generalist*
- Tara Morris, Noah Wallace Elementary School, Farmington—*Middle Childhood/Generalist*
- Margaret Queenan, Stamford High School —*Adolescence and Young Adulthood/English Language Arts*
- Paul Sutterlin, Noah Wallace Elementary School, Farmington—*Middle Childhood/Generalist*
- Joellen Woodworth, Spaulding Elementary School, Suffield—*Middle Childhood/Generalist*

The Connecticut Music Educators Association CMEA Events Calendar: 2000-2001

Teachers are urged to review the dates of CMEA festivals with their students as early as possible in the school year to avoid conflicts with athletic contests and other school-related activities.

July	1	School Association Fee due (payments accepted up to Sept. 22, 2000)
Sept.	8	Professional Affairs Commission Grant Proposal postmark deadline
Sept.	22	All-State/Region audition registration postmark deadline
Sept.	22	School Association Fee (SAF) final postmark deadline
Oct.	2	Deadline for receipt of vocal tape order
Oct.	21	Elementary School General Music Conference - The Hartt School
Nov.	3-4	North & West Region All-State/Region Festival Auditions - Site TBA
Nov.	17-18	South & East Region All-State/Region Festival Auditions - Site TBA
December		Check High School Region Festival mailed materials for deadlines.
Jan.	6	Northern Region Middle School Audition Festival - Site TBA
Jan.	12-13	Eastern Region High Schl Festival - UConn - Snow Date: Jan. 19-20
Jan.	19-20	Western Reg. High Schl Festival - New Canaan H.S. - Snow Date: Jan. 26-27
Jan.	19-20	Southern Region High Schl Festival - Maloney H.S. - Snow Date: Feb. 2-3
Jan.	26-27	Northern Region High Schl Festival - New Britain H.S.
March	1-4	MENC Eastern Division Conference - Pittsburgh, PA
March	9-10	Southern Reg. Middle Schl Festival - North Haven H.S. - Snow Date: Mar. 16-17
March	9-10	Northern Region Middle Schl Festival - Site TBA
March	9-10	Eastern Region Middle Schl Festival - Site TBA - Snow Date: Mar 16-17
March	23-24	Western Region Middle Schl Fest - WesConn
April	5-7	Tentative All-State Festival and In-Service Conference

■ For the second consecutive year, the National Honor Society at Ledyard High School has been recognized as having one of the top ten Outstanding Service Projects among honor societies nationwide. Twenty-three Ledyard students were on-hand to accept the award at the 1999 NHS National Convention in Arlington, VA. Ledyard's project, "State-wide Service Week," rallies more than 30 NHS chapters in Connecticut to participate in at least one major service project during a specific week in March.

CAS OFFICERS: 1999-2000

President.....Alan Bookman, Glastonbury HS
 Vice President.....Tony Molinaro, King St. Inter., Danbury
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 Treasurer.....Allen Fossbender, Joel Barlow HS, Redding

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THE BULLETIN

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NOTICE: In accordance with Connecticut General Statutes Section 10-204a, the regulations governing the immunization of children attending school have now been amended to reflect the current nationally recommended schedule for active immunization of normal infants and children. Effective August 2000, all students are required to show proof of immunity to varicella (chickenpox) for entry into 7th grade. Also effective August 2000, all 7th grade students must show receipt of at least one dose of hepatitis B vaccine or show proof of serologic evidence of infection with hepatitis B. Beginning in August 2001, students must show proof of 3 doses of hepatitis B vaccine or serologic evidence of infection to enter 8th grade.

national news & notes

■ The booming demand for teachers has attracted the interest of for-profit education companies and for-profit postsecondary schools. The well-known Sylvan Learning Systems has established a new branch, the Sylvan Teachers Institute, to offer teacher licensure programs. Sylvan currently has contracts with schools in Baltimore and Prince George's County and plans to expand those programs nationwide. In addition to Sylvan, which is believed to be the first private company to provide such licensing programs, the for-profit University of Phoenix is expanding the number of states in which it is permitted to prepare teachers for licensure.

■ More teachers are purchasing liability insurance to protect themselves in the event they are accused of wrongdoing. Forrest T. Jones, Inc., the nation's third largest insurer of teachers, reports that the number of teachers purchasing liability insurance has risen 25% in the past five years. Teachers nowadays seem to be faced with greater and more frequent legal challenges, from special education placements to negligence lawsuits. While district policies vary, a teacher is generally not covered if he or she is charged in a criminal act or commits an offense off school grounds and the district determines the employee was not acting in his or her capacity as a teacher.

■ A report by economists at Cornell University and the University of Michigan shows that increasing the number of course credits high school students are required to take raises the dropout rate between 3% and 7% a year. The findings raise a cautionary flag for states moving to raise standards for high school graduation. Since the early 1980s, a majority of states have increased the number of academic credits required to graduate from high school. By 2003, 26 states also will have tests that students must pass to receive a diploma. "The jury is still out" on whether the increase in dropout rates is significant enough to prompt states to reconsider higher standards, said Dean Lillard, one of the study's authors. But, at a minimum, he said, states should understand that the standards push has a downside.

■ A new World Wide Web site with information on 9,000 public and private institutions of higher education offers a consumer-friendly way to shop for postsecondary schools, according to the U.S. Department of Education, which established the site. The College Opportunities On-Line, or COOL, Web site asks students to plug in their intended majors and the geographic regions in which they'd like

Urban Viewpoints

Three new reports from the Council of the Great City Schools offer a mixed picture of administrative attitudes, funding, and other trends in America's urban schools.

- One survey of 225 urban educational leaders found 85 percent of them "optimistic" or "somewhat optimistic" about the future of city schools in 1999-2000—slightly more than the 82 percent in 1997-98 and well above the 62 percent giving those responses in 1995-96.
- On the other hand, the average tenure for an urban superintendent was just two years and four months in 1999, six months shorter than in 1997. For women, the average was 1½ years. Nationwide, the tenure of a district chief averages about seven years.
- Business leaders and foundations were rated as the most helpful at aiding school leaders in fulfilling their missions. Teachers' unions came in ninth of 17 groups, while the news media came in last, right behind Congress.
- Academic achievement was the most pressing need in city schools. Recruiting teachers rose to second, its highest place since the survey began in 1993.
- A 10-year snapshot found that enrollment in the city schools rose by 13.4 percent, to 6.6 million, between 1987-88 and 1997-98.

to attend school, and then fetches profiles on colleges that are likely matches. The site's address is www.nces.ed.gov/ipeds/cool. The profiles, which include both two-year and four-year institutions, give cost and enrollment breakdowns for the past three years. They also describe the financial aid offered and the percentage of students who received the aid. Use of the website is free of charge.

■ The U.S. Department of Education has contacted 306,000 incoming college freshman who failed to answer a question about past drug convictions on their applications for federal student aid. The question was added to the application this year in accordance with a 1998 law that prevents convicted drug offenders from receiving federal money.

■ Students in schools with appropriate and sufficient library collections and qualified library personnel tend to perform better on standardized tests, especially in reading, according to studies of school library programs in Alaska, Colorado, and Pennsylvania. Mak-

ing the school library an integral learning center and encouraging teachers and librarians to collaborate on lesson plans and classroom assignments could help raise student achievement, the report suggests. "The bottom line across the three states is that once again, we've shown a positive and statistically significant correlation between the size of the school library and library media staff and test scores," said Keith Curry Lance, the director of the Library Service Center of the Colorado State Library, which conducted the studies due out next month. The results mirror those found in the center's 1993 study on school libraries and student achievement in Colorado.

■ The Wake County, N.C., school district has embarked on a bold effort to integrate its schools through a plan that looks not at race but at poverty. North Carolina's second-largest school system will limit the percentage of needy and low-performing students in each of its 110 schools through a controversial student-assignment plan that will be phased in beginning next fall. Under the plan, the district will try to keep the percentage of students who are eligible for the federal free or reduced-price lunch program to 40 percent of a school's enrollment. In addition, no more than 25 percent of a school's students should be performing below grade level academically. Some 3,500 students will be affected in the fall, district officials say, meaning they will be bused to new schools or schools outside their neighborhoods. Wake County's plan to mix students by economic background is a rare, though not unprecedented move.

■ Researchers who studied the effects of classroom lighting on student achievement concluded that students learn faster in classrooms with plenty of natural light than they do in artificially lighted classrooms. Looking at test scores of 21,000 students in Orange County, Calif., Seattle, and Fort Collins, Colo., the researchers found that students in classrooms with large windows or good skylights progressed 20 percent faster on math tests and 26 percent faster on reading tests. A report summary is available at www.pge.com/pec/day-light/valid4.html.

■ The International Technology Education Association has released the first national standards for technology education. The ITEA plans to urge states to infuse the standards throughout all the core subjects of the K-12 curriculum, not just separate technology education courses. The standards can be accessed at www.iteawww.org/TAA/STLstds.htm.

legal news & notes

■ A federal appeals court upheld a Florida school district's policy allowing high school seniors to vote on whether a member of their graduating class may deliver a commencement message. The full U.S. Court of Appeals for the 11th Circuit, based in Atlanta, voted 10-2 to uphold the Duval County school district's policy. After the U.S. Supreme Court barred clergy-led graduation prayers in 1992, the 127,000-student district decided to allow graduating seniors to select one of their own to deliver a two-minute message "without monitoring or review by school officials." The policy differs from that of some other districts in that it does not specifically mention student-led prayers. Several students and parents challenged the policy as a violation of the First Amendment's prohibition against state establishment of religion. They argued that a student speaker who delivers a prayer under the policy has the implicit blessing of the school district. The appeals court majority disagreed. "Where the student is chosen in a neutral way and where the student is allowed complete autonomy over the message, the student's speech is her own," said the March 15 majority opinion by U.S. Circuit Judge Stanley Marcus. (Source: *Education Week* 3/22/00)

■ In March the U.S. Supreme Court let stand a lower court decision which ruled that public schools cannot make enrollment decisions based on race. The Montgomery County (MD) school district used race as a criteria in transfers to a math and science magnet program at one of its elementary schools. The parents of a white 1st grader who was denied a transfer to the program because his home school's white enrollment had been dropping sued the district claiming that its policy violated the Constitution's guarantee of equal protection. School officials claimed that the white student's transfer would increase the racial isolation of blacks and Hispanics at his home school. The U.S. Court of Appeals for the 4th Circuit ruled that the plaintiff was improperly denied an educational opportunity because of the color of his skin. The Supreme Court's action, while setting no national precedent, reinforces its recent trend of signaling that it believes the era of special consideration for racial minorities — to compensate for past segregation — is over. By rejecting the Montgomery County appeal and requests from educators nationwide to intervene, the high court has left school officials uncertain as to how to move forward in achieving classroom diversity if they don't have the discretion to mix students by racial backgrounds. (Source: "Court Lets Stand Ruling on Race in Magnet Schools," *The Washington Post*, March 20, 2000)

HIGH SCHOOL ANNUAL CONFERENCE PLANNED FOR OCTOBER

The High School Program Committee is finalizing plans for the Annual High School Conference which will be held at the Rocky Hill Marriott on October 12, 2000. The committee is pleased to be able to offer a program on high school leadership titled: LEADERSHIP AND COLLABORATION = SUCCESSFUL HIGH SCHOOLS. High school leadership teams or staff interested in the team concept will be invited to hear about leadership and teaming from a variety of sources. Principals, assistant principals, department heads, supervisors, team leaders—all those involved in school leadership roles are included.

Two nationally acclaimed leaders will be guest speakers and also present break-out sessions. Dr. Ivan Fitzwater, the director of graduate education at Trinity University, San Antonio, and author of seven books, including, "You Can Be a Powerful Leader," will deliver the morning keynote address. Dr. Peter Delisle of the University of Illinois will be the luncheon speaker. Dr. Delisle has managed leadership development programs and redesigned the Executive Development Program at the University of Illinois.

A number of break-out sessions will be scheduled. Ted Hall, principal of the Coalition of Essential Schools Souhegan High School, Amherst, NH, Dr. Allen Fossbender and staff from Joel Barlow High School in Redding, Dr. Ann Clark and a team from the Bristol Public Schools and the Avon High School Humanities Team with principal Dr. Mike Buckley will all conduct sessions on leadership. In addition, Dr. Phil Streifer of the University of Connecticut will explain how to use data to make better decisions to improve student learning. Brochures will be mailed to all schools in the near future.



Dr. Ivan Fitzwater

Editor's Note: Mike Rafferty, principal of Old Saybrook M.S., was one of four Connecticut educators who received this year's prestigious Milken Family Foundation National Educator Award. A distinguished administrator, Mike is also the 2000 CAS Middle School Principal of the Year. Printed below are excerpts from the very articulate and meandering remarks Mike delivered at the Milken awards assembly on March 27th.

“Many of us decided to enter the profession of education -- the noblest of all professions -- because of the influence of a teacher we once had. Are we here today because of an exceptional teacher who touched our lives, who inspired us by his enthusiasm for learning, her compassion for students? Probably. Who after a parent has the most influence on a child? Surely, grandparents and extended family -- but statistically who has the most influence? The classroom teacher. If you are a pre-school teacher and have to change diapers ... or you teach the pre-adolescent student at the middle school enduring adolescent expressions of disdain ... or you face indifference, weapons or the kid with the brightest eyes, looking for leadership and guidance at the high school level ... whatever the grade, wherever the place, whatever the time ... our input is profound and hopefully exciting and enduring...”

Soon there will not be enough teachers in Connecticut (this is true now in certain subjects) ... and our society will suffer for it. How do we recruit the best? Not with money nor the promise of glory ... it has to be for the love of teaching, the love of learning, the love of children ... for the satisfaction of and commitment to teaching ...

Our state has the highest level of prosperity in the suburbs ... and it has the highest level of poverty in the inner cities ... we try to deal with equity and diversity ... we are trying to make all schools equal. The two things we can do now are: provide the same qualified teachers and the same curricula offerings in all schools, regardless of location, wealth or political influence!

So we have a job to do ... a mission to complete. For schools to be successful... a sense of SCHOOL COMMUNITY must prevail. Safety, respect, appropriate activities, parent partnership -- a genuine sense of belonging is necessary. Families and schools need to celebrate excellence and student success. Parents need to feel connected ... to know that their children are safe ... I believe that educational recognition belongs with the classroom teacher. It is the teacher who is in the trenches daily who deserves the recognition -- for six hours a day you have a chance to make a difference -- you can change and mold our future. I do believe that the building principal sets a tone in a building but the classroom teacher is the one who is the true hero and visionary for children. Whether it is the six year old child who hugs you after a long day in the classroom, or the high school senior who shakes your hand at graduation and thanks you for all that you have done -- those are the few special moments after years of dedication -- maybe once -- maybe three thousand times -- that makes your life very special and very fulfilled...My best to each of you as we continue the most challenging and exciting profession in the world. ”

CAS Hosts Third Annual Diversity Conference

The CT Association of High School Principals, in conjunction with the Anti Defamation League, is pleased to offer its third annual diversity conference. High school teams including administrators, teachers, and student leaders in grades 9 and 10 are invited to attend programs designed to improve their local efforts in the area of diversity. Sessions will be conducted on developing future leaders, establishing Gay-Straight Alliances, overcoming resistance, and getting started. Separate programs will be conducted for teachers and administrators. Of special note is the addition of nationally known keynote speaker Larry Bell of Multicultural America. Larry Bell's message on enhancing respect was very well received at this year's Assistant Principals' Conference. The diversity conference will be held at Wesleyan University on May 31, 2000. Brochures have been sent to all schools. For further information contact Tom Galvin at 203-250-1111.

EastConn Planning Creative Approach to Project Choice

EastConn Regional Educational Service Center, in collaboration with Windham High School, E.O. Smith High School, Coventry High School, Parish Hill High School and Lyman Memorial High School, has developed a novel approach to the state mandated Project Choice Program. Effective with the 00-01 school year, each school will allow 5% of the students in grades 9 and 10 to transfer to one of the schools in the collaborative. In turn, each school will accept up to 5% of their grade 9 and 10 student population. Students were allowed to choose three schools in priority order and EastConn is conducting a selection process, including a lottery if needed. Students do not have to accept the school selection assignment. If they do, however, and are not happy in their new school, they are allowed to withdraw and return to their regularly assigned or chosen school (only once while they are in high school). The schools may return students only if there is a reason which is justified through an expulsion procedure. Although it is intended and hoped that the exchanges will result in reduced racial isolation, such criteria are not used in the selection process. The CIAC Board of Control has just passed a new transfer eligibility regulations which allows students involved in Project Choice to maintain their interscholastic eligibility (see page 10).

NASSP Releases Millennium Report

The National Association of Secondary School Principals has released a new demographic study predicting that Hispanics and Asians will constitute 61% of the nation's population growth by the year 2025. According to the study, diversity in the U.S. population will continue to increase, due to one million new immigrants a year plus much higher fertility rates among Asians and Hispanics. In addition, blacks are producing more children than needed to replace their numbers, while whites are below replacement level. However, the study also states that this greater diversity is strikingly unevenly distributed across the nation. The report—*Secondary Schools in a New Millennium: Demographic Certainties, Social Realities*—focuses on the demographic trends, social realities, and complexities that can potentially transform our nation's schools. The report raises questions — and offers some surprising answers — about how schools will be able to educate a student population that will be both more diverse and more transient. The report calls for some radical changes, including the abandonment of the Carnegie unit in our nation's high schools. The report also predicts an eventual population decline in the lower grades and cautions that new schools built today will be empty in 10 years. The report further warns that school funding will become increasingly difficult to secure. By 2025, many states will see the emergence of a disproportionately large elderly population which will constitute a large block of voters who will be less inclined to channel money towards education. For a summary of the report visit www.nassp.org/press_releases/dfclts_chlngs.htm. Copies of the full report can be purchased from NASSP by calling 800-253-7746.

Artists
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The Organ Grinder and the Monkey...

...came to town with the rest of the circus at the Aqua Turf Club on March 29th and 30th! Honored under the Big Tent amid much laughter and chatter, outstanding elementary-age artists were treated to an evening of great circus fun and excitement. The young artists were beaming

all night, not only from the assortment of entertainment activities in which they could participate but also the honor and sheer pride they felt for the recognition of their artistic abilities.

Sometimes, only their families celebrate the talents of young artists. This awards banquet, a public tribute to their talents, will prove to be a treasured highlight for these young students and will bring them very special memories of personal achievement. Here was a chance for young artists to meet and talk to others just like them as well as a great opportunity to spend quality time with school administrators, admired teachers and family, all of whom were taking the time to celebrate their art with them. Believe me, a memory was created on this evening. I vividly remember and treasure, as an artist myself, the mentor I had in school who led me to my career.



We all now better understand how art enhances the academic standing of students. Programs such as this Awards Ceremony continue to put the issue of art appreciation on the front burner, giving our academic stature greater reach and our art curriculum the attention it deserves. Let's keep up the good work!

By Joanne Hunter, CAS Arts Committee Member and Owner of The Art Spot



"I wish this night would never end."

-- Award recipient from Cherry Brook Primary School

Many thanks to our corporate sponsor, SchoolPop, for making these events possible!



Decade of the Arts in Education

By: Earle G. Bidwell, Assistant Executive Director

At a meeting on January 5, 2000, the State Board of Education announced actions the state is taking to celebrate the "Decade of the Arts" in education. For those who support the arts in Connecticut, this is welcome news.

In its position statement, the state board states that... *"every student needs and deserves a high quality, comprehensive education in all of the arts, including dance, music, theatre, and the visual arts. The arts play an important role in the daily lives of citizens in our society, and are essential to the expression of human experience. An understanding and appreciation of the arts, as well as the ability to participate in creating and performing the arts, are essential attributes of an educated person. There is also strong evidence that students educated in and through the arts achieve at higher levels in other areas of the curriculum and in their adult lives."*

The state board is not alone in its recognition of the critical role of the arts in education. The United States Senate designated March 2000 as **Arts Education Month**. In its resolution, the members indicated their belief that... "arts literacy is a fundamental purpose of schooling for all students...and...arts programs, arts curriculum, and other arts activities in schools across the nation should be encouraged and publicly recognized." Furthermore, they referred to the 1997 National Assessment of Educational Progress which reported that American students lack sufficient opportunity for participatory learning in the arts.

So with all of this, one might reasonably ask, "what are the benefits of the arts to which the state board and the Senate are referring?" Evidence gathered by the Connecticut Alliance for Arts Education is quite revealing. Here are some of their findings:

- ◆ The College Board reports that college-bound students who have had arts education have higher SAT scores.
- ◆ The U.S. Department of Justice in its YouthARTS study found that programs designed to deter delinquent behavior of at-risk youth improved academic performance, reduced delinquency, and

increased skills of communication, conflict resolution, completion of challenging tasks and teamwork.

◆ In an analysis of over 25,000 students, a UCLA researcher discovered that students who studied the arts had higher grades, better scores on standardized tests, better attendance and were more active in community affairs than all other students.

Some of the tangible benefits of increased attention to the arts can be found in four recent initiatives in Connecticut. First, a new website at www.Ctartconnected.org provides educators, artists, students, and community organizations with information about arts education programs in Connecticut. It is a searchable database that allows users to find arts programs that may suit their particular needs. Second, a new SDE publication, *CT Guide to K-12 Program Development in the Arts*, is expected to be available by the summer.

Third, the design team for the next generation of the CAPT test will include as many arts people as science and social studies people, insuring a prominent place for the arts in this benchmark test. Finally, a new website is under construction, which will provide assessment tasks and benchmarks in art and music.

Despite a large body of evidence to the contrary, the arts are still too often an afterthought in the budgeting process and are relegated to the status of "frills" in curriculum and scheduling. Amidst all the pressure to do more with less, to attain higher scores, to provide an academically rigorous program for students, principals are encouraged not to overlook the value of the arts. Remember that the mission of most schools is to educate the whole child. As Roberta Guaspari wrote in her wonderful book *Music of the Heart*, "We're not as a society doing much about helping kids create an inner self, an inner life...It's as if we're constructing a building that has a good roof and attractive exterior walls, but no structure inside to hold it up. Maybe, we think the spiritual part will take care of itself, that it will somehow develop organically - when in fact it's the very thing we need to put first." Clearly there is a great deal of evidence that the arts are not only capable of adding to students' abilities to think and reason, but they are primary in providing that sound core, the spirit of humanity that is so essential and beneficial to the quality of life.

"The design team for the next generation of the CAPT test will include as many arts people as science and social studies people. . ."



CAS/SNET Sponsor Festival of Concert Bands 2000

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

Eight high school concert bands were selected to participate in the CAS/SNET Concert Band Festival at Conard High School on May 6th. The event—an adjudication festival, NOT a competition—allowed students to showcase their talents and to have their performances evaluated by professional adjudicators. Each band performed 3 concert pieces at the festival and was evaluated by 3 nationally-recognized adjudicators, including Curvin Farnham, Director of Bands, Univ. of Maine; Steve Peterson, Director of Bands, Ithaca College; and, David Mills, Director of Bands, Univ. of Connecticut. The 8 schools, listed below, each received a \$1,500 cash award and an engraved plaque.

Concert Band Festival Finalists:

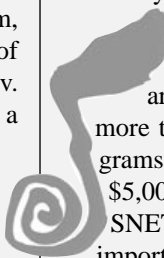
- ♪ Granby Memorial H.S.
- ♪ Southington H.S.
- ♪ Canton H.S.
- ♪ William Hall H.S.
- ♪ Greenwich H.S.
- ♪ Norwich Free Academy
- ♪ Conard H.S.
- ♪ Stonington H.S.

Congratulations to the eight semi-finalists who have been awarded certificates of excellence:

- ♪ RHAM H.S.
- ♪ Watertown H.S.
- ♪ Bristol Central H.S.
- ♪ Amity Regional H.S.
- ♪ Tolland H.S.
- ♪ Naugatuck H.S.
- ♪ Bristol Eastern H.S.
- ♪ Farmington H.S.

SNET, the festival sponsor, has long been a friend of arts education in Connecticut. Last year SNET donated more than \$137,000.00 to Connecticut high school music programs. It also funded a jingle contest and distributed over \$5,000.00 in prize money to the winning schools. Without SNET's continued support for the arts in Connecticut schools, important opportunities such as this one would not be possible.

Many thanks to Conard's Parent Booster Club for providing refreshments to all participants and guests at the festival.



HIGH SCHOOL STUDENTS OF THE ARTS RECEIVE AWARDS

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

Two students from each of 104 Connecticut high schools received arts awards from CAS at the Fifth Annual Connecticut High School Outstanding Arts Awards Banquet on April 4th. Over 1000 people gathered at the Aqua Turf Club in Southington for this prestigious event.

The CAS Arts Awards Program, inaugurated 5 years ago, honors seniors for outstanding ability in the performing or visual arts. Two hundred eight students received awards this year.

Roberta Guaspari, a music teacher in East Harlem and the creator of a unique violin program for inner-city children, was this year's keynote speaker. For the past twelve years, Roberta has been exposing hundreds of inner-city students to a "violin culture," leading them to discover the rewards of serious musical commitment. The recently-released movie "Music of the Heart," in which Roberta was portrayed by best actress nominee Meryl Streep, is the uplifting true story of how Roberta took her students on a magical journey of self-discovery. She transformed them from novice musicians to talented young artists who shared

the stage at Carnegie Hall with 14 of the world's top violinists, including Itzhak Perlman and Issac Stern. Meryl Streep, said of Roberta: "When I first observed Roberta in class, I thought she was very hard on her kids, but her rationale was that it's a way of according respect to the discipline."

In addressing the honorees, Roberta urged, "Share your talents. Reach out to others. Make a difference. Change people's lives. And most importantly, follow your heart and let your passion guide you. Don't ever let that go." She reminded the audience about the importance of arts education. "One way we grapple with ideas is through the arts," she said. "To cut kids off from an essential part of their nature is fundamentally wrong. If schools are here to enhance our human qualities, a school that has ignored the arts in us has done damage."

Guaspari concluded her remarks with a quote from the renowned violinist Isaac Stern: "It is not necessary to make 'musicians' out of everyday performers, but more important, to make them educated, alert, caring, inquiring young people, who by playing music feel a part of the connective tissue between what the mind of man has been able to devise and the creativity of music."

The Arts Awards Banquet is sponsored annually by Westfield Shoppingtowns, represented in CT by the Connecticut Post, Meriden, Trumbull, and Enfield malls.



"Let us all take the magical spirit of tonight's celebration out into the world and fight for music and art to be a part of every child's education," urged Roberta Guaspari.



The Hall H.S. Jazz Combo, conducted by nationally recognized music director Haig Shahverdian, entertained the audience with a variety of Jazz standards.

Connecticut Alliance for Arts Education: Awards 2000

By Denise Malnati, Windsor High School, CAS Arts Committee Member

"A Celebration of Arts Excellence" was held on "National Arts Advocacy Day" March 21, 2000 at the Pond House Café in Hartford. CAAE awards were presented to both individuals and organizations for their achievements in arts education. Congratulations to all for their accomplishments and for their support of arts education. Award nomination forms are sent to school superintendents. Is there someone in your building or school system who should be nominated for an award next year? Please take the time to complete a nomination form and to show your support for the arts and arts education in your school district.

- **Outstanding Parent Advocate:** Eileen Baker
An educational consultant, teacher of the deaf and board of education member, Ms. Baker was honored for her support of the arts and her efforts to improve arts education in Old Saybrook. Ms. Baker has organized cultural programs and procured grants to insure that the arts are an integral part of the education of all children in Old Saybrook.
- **Outstanding Community Arts Program:** East Hartford Fine Arts Commission / Prescille F. Yamamoto, President
The Commission was honored for its outstanding school/community/arts programs affecting the lives of numerous school children and families in greater E. Hartford. It sponsors music festivals, art exhibits, and artists-in-residence as it recognizes and promotes the talents of students and the music and art faculty in E. Hartford.
- **Excellence in School Administration:** Karen Loiselle
Ms. Loiselle, principal of Colchester Intermediate School was honored for her support of and commitment to high quality arts education programs. She has worked to integrate the arts into all

aspects of the school curriculum and has made arts-infused instruction a focus in her building.

- **Outstanding Arts Educator - Art:** Anne Stawiarski
An arts teacher at Tolland Middle School, Ms. Stawiarski was recognized for excellence on arts instruction and outstanding integration of the arts into the broader curriculum. Ms. Stawiarski worked with a teaching team and a parent volunteer to develop an integrated interdisciplinary project about the Hurricane of '38.
- **Distinguished Arts Educator - Music:** Claudia Csuka
Ms. Csuka, a music teacher at Mead and Lincoln-Hayes Schools in Ansonia, was recognized for excellence in arts instruction and outstanding integration of the arts into the broader curriculum. Ms. Csuka develops her lessons based on grade level topic areas to integrate the arts into and across the curriculum.
- **Distinguished Residency Artist:** Ed Johnetta Miller
A fabric artist and Master Teaching Artist, Ms. Miller was honored for excellence in arts instruction, support for school-based

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Arts Education

middle school news

News from the Center. . .

■ The Center for Early Adolescent Educators Advisory Board will be meeting on May 18, 2000 at the CAS office to consider changes to the bylaws, which are intended to streamline the election of officers,



clarify terms of office and facilitate meetings. Proposed changes would:

- give the entire membership a ballot in electing officers rather than the advisory board

- spell out the composition of the nominating committee
- make an annual meeting optional

- change the membership year from Sept. 1-Aug. 31 to July 1-June 31.

Members of the Center can view the complete bylaws and the proposed changes on the CAS website at www.casciac.org.

■ The Center, in conjunction with the Middle Level Professional Studies Committee, will be sponsoring a mini-workshop for teachers in the fall on the subject of integrated curriculum. The focus will be on "how to meet curriculum standards through interdisciplinary units." Watch for a flyer in May. It is expected that this workshop, which will be limited to 60 participants, will be oversubscribed.

NMSA News. . .

■ The National Middle Level Archives has been established under the joint sponsorship of the National Middle School Association (NMSA) and the University of Vermont. Materials will be housed in the University's temperature controlled special collection area of the Bailey-Howe Library. NMSA members are urged to send, or commit to sending later, appropriate materials for inclusion. Materials related to NMSA should be mailed to its headquarters in Ohio. Materials relating to the development of junior high/ middle level education should be sent to: Dr. Connell Gallagher, director of research collections, Bailey-Howe Library, University of Vermont, Burlington, VT 05405.

■ Every three years, the National Middle School Association sponsors a Leadership Summit in Columbus, Ohio for state affiliate leaders. The featured topic at this year, meeting, scheduled from July 7-9, will be Public Relations. Participants will be given information on communicating with state legislators, identifying key audiences and disseminating the middle school message in their states. CAS will be represented at this summit.

Middle Level Board News. . .

■ Middle level certification remains a "hot topic" for the Middle Level Board. At a recent meeting, members determined that while they support high standards and academic rigor as criteria for entry into the profession, the current regulations are overly restrictive regarding proven, experienced teachers who wish to secure a second or third endorsement. For these teachers, an alternate approach should be considered that would allow teachers to demonstrate their competence in another subject without the requirement for an inordinate amount of course-work. The board will pursue all available avenues to influence change in the regulations.

■ The Program Committee has identified three strands for the CAS Middle Level Fall Conference scheduled for October 27, 2000 at the Southbury Hilton: writing literacy across the curriculum, legal issues, and developing respect and positive school climate. The topics were chosen as a result of surveys of school administrators and several hundred middle school teachers from around the state. Nationally known middle level expert, Neila Connors, will be the keynote speaker.

■ The Professional Studies Committee has completed work on a video entitled: "What is a Good Middle School." The video, which is designed for showing at orientation programs, school board and PTO meetings as well as open houses, is expected to be available for sale later this month.

Newsletter Notes. . .

■ The Magical 8's team invited senior citizens in town to attend a semi-formal dance at the middle school. There were refreshments and dancing, and an afternoon full of stimulating conversation and fun. During the Millennium Dance, our students danced with many of the seniors who taught them some dances from years past.

"MSP Newsletter," Middle School of Plainville

■ The highlight of a school-wide unit on conflict resolution was a panel discussion with people who have experienced discrimination in their lives. Panelists included: a U-Conn soccer player from Senegal, a very short attorney, a disabled adult, Jewish and African adults, members of the CHS Gay/Straight Alliance, a high school student with a speech impediment and an elderly couple. They fielded questions about culture, religion and stereotyping.

"CNHMS PTO News," Capt. Nathan Hale Middle School, Coventry

■ As part of their study of the Industrial Revolution, eighth graders will prepare an Assembly Line Luncheon. Students will prepare a five course (appetizer, salad, sandwiches, desert and punch) using assembly line techniques they observed on a field trip to the Tsongas Industrial History Center in Lowell, Massachusetts.

"CNHMS PTO News," Capt. Nathan Hale Middle School, Coventry

■ Eighth graders, under the direction of Mrs. Williams, are participating in the Inter-district Enrichment and Academic Symposium, (IDEAS) program. IDEAS is designed to reduce racial isolation and meet educational, emotional and social needs of students in such a way as to foster a deep sense of community, healthy, positive attitudes and strong leadership skills. The sixth month program includes Saturday visits to Woodrow Wilson M.S. in Middletown where students learn about themselves and others by taking the Meyers-Briggs Personality Indicator, visiting the great Hollow Wilderness School for team building activities and a host of similar activities.

Portland Middle "Newsletter," Portland Middle School, Portland

"SAFE SCHOOLS"

will be the focus area for the fall issue of "IMPACT." The staff welcomes articles from practitioners of middle level education regarding exemplary programs and innovative strategies or position papers on the focus area or on any other middle level topic. Contact: Earle Bidwell at 203-250-1111, ebidwell@casciac.org, for more information.

The New England League of Middle Schools invites member middle schools to honor superintendents who value, understand and support effective middle level education. For more information, contact the NELMS or CAS office.

"What is a Good Middle School?"

is coming soon!

This video production by the CAS Middle Level Professional Studies Committee is suitable for student orientations, parent/teacher meetings, board of education presentations and open houses .

Ordering details in the next CAS Bulletin

elementary school news



SISTER-SCHOOL PROJECT

By Patricia Emons, Director
Children's Community School

A partnership that began in September 1999 is coming to a close with very good social and academic results. This partnership's purpose was to give students of different backgrounds and cultures an opportunity to engage in activities at their school, their partner school, and on several joint field trips. Building academic and social skills was the focal point of the partnership between Children's Community School in Waterbury and Frisbie School in Wolcott. As the year comes to an end, we look back favorably and fondly and recall the friendships that were made as a result of this project. Not only the students, but the teachers, assistants, and several parents bonded professionally and socially to insure success.

Frisbie School and Children's Community School engaged in numerous and diverse activities. These included letter writings to pen-pals, report writings, and the creation of two books -- "The Story of the Sioux" and "A Colonial ABC Primer." The reading of the novel "Hannah's Fancy Notions," the story of a young girl who makes a band box for her sister's birthday, paved the way for student creations of similar boxes. Other crafts included Indian pouch bags, homemade cranberry ink, and quill pens.

Guest presenters included Wendel Deer with Horns who spoke about his life on a Sioux Reservation. Nina Cheribini from the Mattatuck Museum in Waterbury, CT, spoke about Colonial School Days. George M. Bellinger, Chairman, Amistad America, Inc., gave a wonderful narration of the history of the Amistad and the construction of the Freedom Schooner in Mystic. The children created a friendship quilt and participated in an Internet search around the construction of the Schooner. Field trips to the Mashantucket Pequot Museum and Indian Rock in Bristol, CT, brought our project to a close.

Excitement remained with the project from beginning to end. Are we planning to participate again in ACES inter-district sister-school grant? Most definitely!

NAESP CONVENTION IN NEW ORLEANS

By Dr. Robert Carroll, Assistant Executive Director

The theme of this year's national convention was, "Valuing Diversity & Inspiring Learning." This year's speakers were outstanding. In addition to program sessions on eight major themes, there were e-mail stations, author presentations, an exhibit hall filled-to-the-brim with interesting vendors and products, an address by U.S. Education Secretary Richard Riley, and an introduction to NAESP's program for engaging community support. The Technology Learning Center was expanded from last year to the delight of many of the attendees. And surrounding it all, the sights, sounds, and tastes of New Orleans! What more could anyone want.

The Connecticut delegation this year was a large one. CAS and EMSPAC principals joined together to learn and to celebrate in this beautiful conference city. EMSPAC coordinated a group dinner for all Connecticut attendees on the last evening of the convention. The talk among the Connecticut delegation was predominantly of the merger of CAS and EMSPAC. Principals spoke enthusiastically about the unification, agreeing that elementary schools throughout the state stand to benefit from the expanded resources and services that will result from the merger.

At Saturday afternoon's first general session, Pulitzer Prize-winner Doris Kearns Goodwin shared stories of her extraordinary relationships with political greats such as Lyndon Johnson and Franklin and Eleanor Roosevelt.

Goodwin described her days as a White House intern under Lyndon Johnson, whom she clearly admired. She talked about Johnson's relentless enthusiasm and his persuasiveness. He'd do whatever it took, stretch the truth a bit, bend an arm when needed, to get the job done. Does that sound familiar to school administrators?

President Clinton appeared on video at the beginning of the general session, bringing good wishes to all those attending the New Orleans convention and thanking them for the outstanding job they do for America's children.

Archbishop Desmond Tutu, winner of the Nobel Peace prize, was greeted with a standing ovation at Sunday's second general session. He told his audience that he used to be a teacher but now was a preacher. He then preached to his audience about the educator's immense responsibility to children and the future. "After parents, God has fallen back on an extraordinary group of people - you," he said, adding that their job is not a profession, but 'an extraordinary calling.' On the issue of diversity, Tutu asserted that God intended for all people to be a part of one family. "God is asking you, 'Will you help me realize my dream, because I have no one but you?,' Tutu proclaimed.

Next year's convention is scheduled for April 7-10, 2001 in San Diego. Those elementary principals who were unable to attend the convention this year are encouraged to do so in 2001!

continued from page 7

education programs and outstanding integration of the arts into the broader school curriculum. Ms. Miller has worked throughout the state incorporating personal development, history and diversity into her fabric arts instruction. Collaborating with the Connecticut Institute for the Blind and the City of Hartford, she created the Hartford Artisans Center where, as Co-Director, she has trained and encouraged people to become quilters and weavers.

■ Distinguished School System: Wilton Public Schools
David F. Clune, Superintendent

The Wilton School System was honored for its outstanding commitment to high-quality arts education, notable arts integration and leadership in advocacy for the arts and arts in education. Wilton consistently demonstrates an appreciation of and commitment to the Fine and Performing Arts. The quality of their K-12 arts program is evidenced in theater productions, music programs, arts exhibits and the steadily increasing participation in all arts programs.

ciac news

CIAC Ice Hockey Tournament Breaks Attendance Record

The 2000 CIAC Ice Hockey Tournament drew a record crowd, breaking the previous attendance record set in 1997! Congratulations to Tournament Director Al Cramer and the members of the Ice Hockey Committee on such an outstanding tournament season!

Year	# of Tickets Sold	Rank
1993	10,559	5
1994	8,454	8
1995	9,488	7
1996	10,211	6
1997	14,249	2
1998	11,405	4
1999	12,620	3
2000	15,871	1

Parents Want More Phys. Ed.

Parents believe the public schools should play a more central role in teaching children how to stay fit, a new national survey shows. Eighty-one percent of parents of public school children said daily physical education should be mandatory, according to the survey last month from the National Association for Sport and Physical Education. However, only 44% of students are receiving daily physical education instruction, and 5% of children receive none at all, noted Carl Gabbard, the organization's president and a physical education professor at Texas A&M University. "It is no wonder obesity rates are soaring," he said. Sixty-seven percent of the 1,017 adults and 69% of the 500 teenagers surveyed said they strongly believe that participation in team sports helps children learn lessons about discipline and teamwork that will help them be more physically active and confident in the future.

■ Congratulations to Richard Ayer, teacher and swim coach at Shepaug Valley Regional H.S., who was named CT High School Swim Coach of the Year by the CT Interscholastic Swim Coaches Association. A 21-year veteran swim coach, Dick was honored last month at a CT All-State Swim Banquet. Dick's impressive record of 362 wins/86 losses includes 17 Berkshire League titles. In 1995, Dick achieved his 300th win in two sports: swimming and softball.

■ The Connecticut Board of Volleyball Officials is looking for new volleyball officials! Prior experience or knowledge of the game is preferred, but will train new officials. Must have afternoons and evenings free to work matches at the high school level. For more information call (860) 644-4950 or e-mail sbreuer@brishosp.chime.org.

■ Anabolic steroid abuse is increasing among adolescents, and most rapidly among females. The 1999 Monitoring the Future study, a National Institute on Drug Abuse-funded survey of drug abuse among middle and high school students across the U.S., recorded that 2.7% of 8th-graders, 2.7% of 10th-graders, and 2.9% of 12th-graders reported having taken anabolic steroids at least once in their lives. These figures represent increases since 1991 of appx. 50% among 8th- and 10th- graders and 38% among 12th- graders.

■ In a report published by the Mid-continent Regional Educational Laboratory (McREL), *Promoting Achievement in Schools Through Sport (PASS)*, a sport-based, interdisciplinary, educational-reform program developed by the American Sports Institute (ASI), is hailed as a successful program that both engages students and helps them achieve higher academic standards. According to the report, "PASS addresses the needs of the whole learner— intellectual needs, motivational needs, and other needs such as students' physical and social needs..." PASS brings the positive aspects of sport culture into the classroom. In the year-long PASS course, middle and high school students study the fundamentals that make athletes—as well as corporate leaders, artists, writers, musicians, etc.—successful. Students learn how to apply these concepts to an individualized plan for improving their grades and physical performance. For more information on the PASS program, visit www.amersports.org. (Source: AWSA Newsletter)

Transfer Rule, cont'd from page 1

for NOT more than 30 days the eligibility of those athletes who are transferring schools for non-athletic reasons;

(2) the new regulation will grant eligibility to athletes who would otherwise be ineligible under the existing regulation which does not specifically evaluate the issue of transferring for athletic reasons.

On the other hand, the proposed change will place the burden of determining which athletes transfer for athletic reasons on member school principals and the CIAC.

Timing of Rule Change

This recommendation is moving forward rapidly because of the continuous threat from legislative leaders. The board of control does not wish to implement such a significant change without member school support. Therefore, it is interested in receiving your comments before its May 18 board meeting. It will, at that time, finalize a proposal which best serves the membership and which can be voted on at the June 8 annual meeting.

■ Football Committee Notices

Dates to Remember:

Conditioning Week -	August 21, 2000
Regular season practice -	August 26, 2000
Intent to Enter Form Due -	Sept. 13, 2000
Data Sheet Entry Form Due -	Nov. 20, 2000
Spring practice 2001 -	May 18, 2001

Tournament Game Dates & Times:

Tuesday, Nov. 28, 2000 /	6:30 p.m.
Sat., Dec. 4, 2000 /	2:00 p.m. & 7:00 p.m.

Final Sites:

M Division -	SCSU / 2:00 p.m.
S Division -	SCSU / 7:00 p.m.
LL Division -	West Haven H.S. / 2:00 p.m.
L Division -	West Haven H.S. / 7:00 p.m.

Divisions:

LL	476 and over
L	369 to 475
M	269 to 368
S	Up to 268

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ciac news

Highlights: CIAC Board Meeting

March 16, 2000

- The composition of the Eligibility Review Committee was increased from seven members to ten members. One additional representative was added for each of the three classes. The committee will now consist of two class L representatives, two class M representatives and two class S representatives who previously served on the CIAC Eligibility Committee or the CIAC Board, two consultants (one athletic director and one superintendent), and two members who presently serve or have served on the Eligibility Revision Committee. This action was prompted by the difficulty the committee was having in attaining a quorum at its regular meetings.
- The board approved a request by the Girls Soccer Committee to expand the tournament to four divisions (effective 2000-2001 year).
- The board approved a request by the Golf Committee to expand the tournament to four divisions. The new tournament format will be put in place this year.
- The board authorized the Boys Tennis Committee to study the feasibility of moving the boys tennis season from the spring to the fall.

CIAC Board Expands Transfer Rule to Give Greater Latitude to Students Participating in School Choice Programs

At its April 27th meeting, the CIAC board approved changes to exception #16 of the Transfer Rule, the exception which addresses the eligibility of athletes who participate in school choice programs. The changes, which will be presented to the membership for adoption at the annual meeting, allow students greater freedom to take advantage of school choice options without loss of eligibility.

New regulation:

Athletes will be permitted to transfer once they enter grade 10 to participate in any public school open choice plan enacted by the State Legislature or any state-authorized charter, regional, cooperative, inter-district satellite, magnet or other public school choice options. Transfers may take place only once during grades 10, 11, and 12 except that (a) students who choose to return to the school to which they would have been normally assigned by the board of education or would have been able to attend through established procedures will retain their eligibility, (b) if a new charter, regional cooperative, inter-district satellite, magnet or other public school open choice option receives state approval subsequent to the year of a transfer, the athlete may transfer to that school without loss of eligibility.

Existing Regulation:

Athletes will be permitted to transfer once they enter grade 10, only on the initial year of legislation which enacts a public school choice plan. Following the one-year "window," the transfer rule will revert back to the current regulation. During the year in which the exception applies, transfers may take place only once per year. However, if new charter, regional cooperative, inter-district satellite, magnet or other public school choice options receive state approval subsequent to the year of a legislative enactment, the athlete may transfer during the initial year of operation for those schools without loss of eligibility.

Moving Violations: Transfer-rule Challenges Increase Pressure on State Associations

By Michael Popke

Editor's Note: The following article is reprinted from the April issue of Athletic Business. The article addresses the increased incidence of transfer rule challenges that has resulted from expanding school choice programs. The end result of these challenges is that the authority of state athletic associations is being threatened by legislators nationwide. The article puts Connecticut's "legislative troubles" in a national context and may help member school principals better understand the CIAC board's recent decision to dramatically alter Connecticut's transfer rule.

Jaison Williams, Jessah Martin and countless other student-athletes across the country are making life increasingly tough on state high school activity associations. By challenging the validity of transfer rules (and winning), they are contributing to what some administrators believe is an erosion of associations' authority.

With school-choice advocates crying foul when student-athletes' eligibility requests are blocked, it appears likely that the battle among individual school districts, activity associations and a burgeoning number of state legislators is only going to intensify. And the brigade is being led by elite players like Williams and Martin.

"We believe that transferring in the middle of the year interrupts the continuity of the educational process," says Bert Borgmann, an assistant commissioner of the Colorado High School Activities Association. "And we hope that the ultimate decision to switch schools is based on academics, but we're not naive enough to believe that this is really happening."

Nor should they be. In November, Williams -- a junior standout basketball player -- transferred from Smoky Hill High School to Hinkley High School, both in Aurora, Colorado, but in different districts. At the time, the CHSAA -- which is considered to have one of the most lenient set of transfer guidelines in the country -- ruled that Williams

was ineligible to play varsity ball at Hinkley because commissioners considered the family's new address to be bogus. Under state guidelines, a student-athlete changing schools after the first 15 days of classes is reduced to non-varsity status for the rest of the school year, unless the transfer is accompanied by a bona fide family move.

Williams spent two seasons at Smoky Hill before his parents, citing concerns about their son's academic problems there, withdrew him in November, rented an apartment in the Hinkley area and enrolled him at that school. Family members maintained residency at both the \$781-a-month apartment and their \$250,000 home, although the apartment lease reportedly expired March 30 -- about three weeks after basketball season ended.

In January, Arapahoe County District Court Judge Thomas C. Levi granted a motion for a preliminary injunction against the CHSAA that enabled Williams to retain his athletic eligibility for the rest of the year. Levi called the association's decision against Williams "arbitrary and capricious."

Some observers fear Levi's ruling could have severe repercussions for the CHSAA. But Borgmann says Levi stressed that similar situations in the future will be decided on a case-by-case basis, essentially trying to remove precedent-setting status from the Williams case. "When the decision came down, there was an awful lot of support for the association," Borgmann says. "People are concerned because they don't want to see free agency in the high schools. Public sentiment is that there have to be some kinds of limitations set on these types of activities."

Officials at the Indiana High School Athletic Association couldn't agree more. In January, IHSAA was hit with an unprecedented contempt charge and fined \$500 a day for denying full eligibility to Mar-

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ciac news

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tin, a senior girls' varsity basketball player who transferred from Belmont High School in Decatur to Bishop Luers High School in nearby Ft. Wayne. Bishop Luers at the time was the state's reigning Class 2A girls' basketball champion. Martin also moved from her parents' home into a residence with a former coach. Because she transferred to a school in a new district without a move involving her parents, Martin was declared ineligible for varsity play by the IHSAA. Indiana's transfer rule states that student athletes involved in such scenarios may not participate in varsity sports for 365 days after the last date of competition. However, Martin won a preliminary injunction against the IHSAA in November, which allowed her to play for Luers.

Nevertheless, school officials kept Martin off the hardwood, fearing that if she lost the case, Luers would have to forfeit the games in which she played. Allen County Superior Judge Nancy Boyer interpreted the school's action as a forced violation of the court's order allowing Martin varsity status. She declared the IHSAA in contempt, fining it for every day it remained in contempt (retroactive to December 9 and payable directly to Martin) unless it waived the rule causing Martin to sit on the bench. Boyer maintained that Martin has suffered emotionally and financially because her chances of obtaining a college basketball scholarship have been jeopardized. Meanwhile, the IHSAA -- which at press time also faced pending legislation that would create a separate appeals panel that could overturn any IHSAA decision -- appealed to the Indiana Supreme Court.

The Williams and Martin cases could affect the way all state associations conduct business in the future, says Michael Savage, executive director of the Connecticut Interscholastic Athletic Conference. A few days prior to the Williams verdict, the CIAC prevailed in a case involving the transfer of a junior basketball and soccer player from a private school to a public school because of financial hardship. He asked for a waiver to participate in sports, rather than sit out a year, as the association's rules stipulate. The association denied the waiver because there was not a legal change in residence, and the player's family took the matter up with the state Supreme Court, claiming that a free and public education was the boy's constitutional right. The court sided with the CIAC, ruling that, yes, a free and public education is a right, but participating in interscholastic athletics while receiving that education is a privilege -- a refrain that should be familiar to activity administrators.

Despite the fact that Savage claims the CIAC has never lost a suit, he can feel the winds of change. "There are so many war stories and legal battles going on around the country that center on the erosion of authority that high school athletic association have over high school athletics," Savage says. "I doubt you could find any high school athletic administrators who wouldn't say their authority is eroding every year. Do I think that as the years pass it's going to be harder to regulate transfers? There's no question in my mind about that."

It's true many residency-requirement cases are settled at the local level. But officials at more and more state associations are reevaluating their transfer regulations to keep themselves out of the courtroom. Some, bowing to the pressure of state legislators who support their enraged constituents, are making the rules more lenient. Others are holding tight and writing tougher guidelines -- even if that means more work on their part. The Oklahoma Secondary School Activities Association, for example, reports a significant increase in the number of hardship requests this school year after bulking up its residency rule in 1998. The change requires that a student-athlete not complying with the rule lose eligibility for one year. The old mandate allowed eligibility after only a semester.

Meanwhile, in the wake of the Williams ruling, the CHSAA is considering an eligibility-waiver process that requires the commissioner's signature, as well as a more-thorough documentation system for transfer requests at the school level. Says Borgmann, "The reason that we have these rules is that we believe we're doing what's in the best interests of the students."

ACCENT ON ATHLETE LEADERSHIP

By Ann Malafronte, Director of Unified Sports®

The recent Unified Sports® basketball season placed an accent on special athlete leadership. Each team was given two captain arm bands to encourage athletes to develop and display the traits of responsibility and maturity that are expected of team leaders. Additionally, a special athlete was selected at each tournament site to be the Master of Ceremonies or to give an introduction of an official during the Opening Ceremonies.

At Wilton H.S. on March 9, 2000, Matt Hillard led 75 athletes in the Special Olympics Oath. The following day at Berlin H.S., junior Ken Vasil introduced his aunt, Ann Malafronte, to the 127 middle school athletes who were participating in the tournament. Katie Harrington of Rocky Hill H.S. inspired the Glastonbury participants with the number of Special Olympics sports that she is involved in. At Norwich Free Academy on March 16, Melanie Wharem and Christana Gaudrean introduced Assistant Superintendent Kim Caron to the 96 athletes who were competing. March 17, 2000 saw Mary Gonzalez receive a standing ovation from 133 athletes for her rendition of the National Anthem at Manchester H.S.! It was truly a touching moment for all who were present.

Unified Sports® will continue to offer opportunities for athletes and partners to become more directly involved in the planning, presentation and evaluation of tournaments and events.

