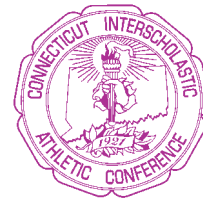




# BULLETIN

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 2001

## In Memoriam . . .

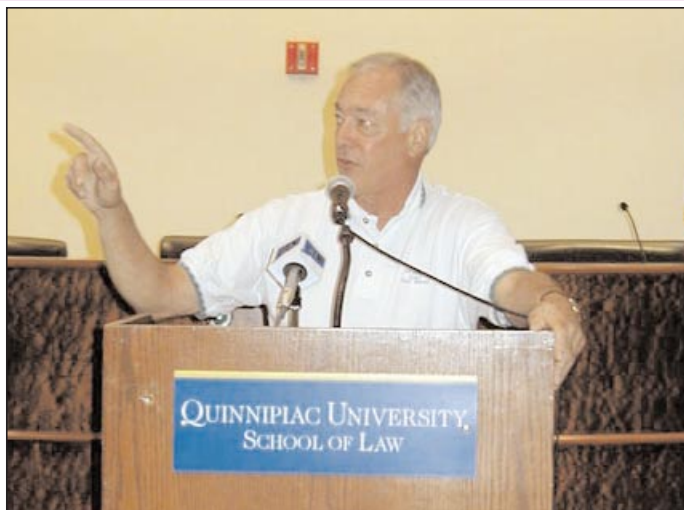
It is with great sadness that we record the passing of Tim Doyle, Director of the Connecticut Principals' Center. On April 24th, Tim passed away at the age of 62 after suffering complications from cancer treatment. Tim was one of Connecticut's most prominent and outstanding educators; he was a warm colleague and friend and a man who truly made a difference in the lives of many.

Tim began his career in New York state as a physical education and biology teacher. In 1969, he relocated to Connecticut to open and serve as principal of John Winthrop Jr. High School in Deep River.

Tim had been an active and dedicated member of CAS since 1984 when he served as the CAS representative to the State Mastery Testing Implementation Advisory Committee. In 1987, he joined the Middle Level Professional Studies Committee where he served until his appointment to the Board of Directors in 1992. Tim was awarded a Letter of Commendation in 1993 and a Citation, CAS' highest honor, in 1995.

Following his retirement in June of 1995 — after 26 years as principal of John Winthrop — Tim was appointed to the position of CAS Assistant Executive Director for Middle Level Education. In 1999, he assumed a new role within the association — director of the newly-established Connecticut Principals' Center.

Tim's passing is a tremendous loss to the Association and, more importantly, to the education community of Connecticut. Confident and courageous yet self-effacing and unpretentious, Tim brought a



Timothy S. Doyle

wealth of humor, wisdom, experience and talent to this organization. Throughout his tenure at CAS, Tim displayed a fierce loyalty to his profession and an unabashed respect for his colleagues. His recent work as director of the new Connecticut Principals' Center was visionary, innovative and enterprising. The solid foundation that he built in two short years will guarantee the Center's future success — a fitting legacy for a man whose very life was a celebration of principals and the principalship.

### For Tim...

*He was the map of Ireland wrapped in a twinkle and a smile.*

*He was devoted husband, loving father and the most doting Poppy you ever did see.*

*He was Coach, teacher and a man who created minor miracles as a principal, special projects' administrator and subtle yet powerful leader of others.*

*He was a mentor, who was content to be outside the conspicuous glare of the spotlight as an Associate Director. A consummate mover and shaker. And for me...he was Friend!!!!*

*This consummate host loved the comfort of his beautiful home warmly toasting memo-*

*ries of a productive yesterday, while rejoicing in the excitement of his latest plan to provide something special for Connecticut's kids and administrators.*

*A harsh one for us... but what a fitting time for Tim to steal away to a better place in God's Kingdom. And as always Tim did so without fanfare and without a long period of unwelcome attention for himself. It was his way about things...*

*For now as this early season of Tim's favorite sport is fresh... as the dew of early morn burns off the field with the upcoming warmth of mid-day sun... and as the umpire stoically cries "PLAY BALL", we who love Tim turn not to the dugout or third base line--- not to the stands--- but to God's great kingdom in the sky. We do so confident in the knowledge that Tim is with*

*us still... watching with joy, cheering on the grandchildren as they sprint round the bases... smiling encouragement to Mary and the kids... and providing inspirational leadership to all of us who miss his presence more than words can ever express.*

*There stands Tim, with that deep and abiding love that we shall cherish all the days of our lives. Hands on his hips in that all knowing stance, confident that all the seasons of our lives are richer, more vibrant and better, because "Coach Doyle" walked with us... sharing our joy in this beautiful mystery and journey of life.*

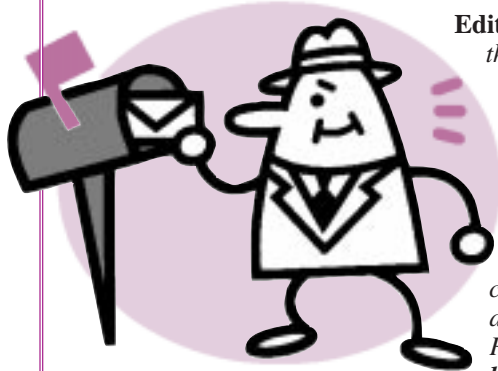
Joseph Hoff... April 25, 2001

Joseph Hoff, Ed.D., educational consultant and former principal, is president of E-Factor. Joe was a colleague and close friend of Tim's.

Special *Arts in Education* section, pages 6-7

## LEGAL MAILBAG

By Attorney Thomas B. Mooney  
Neag School of Education, University of Connecticut



**Editor's Note:** As part of a new feature in the *BULLETIN*, we invite readers to submit short, law-related questions of practical concern to school administrators. Each month we will select questions and publish answers. While these answers cannot be considered formal legal advice, they may be of help to you and your colleagues. We may edit your questions, and we will not identify the authors. Please submit your questions to: [legalmailbag@casciac.org](mailto:legalmailbag@casciac.org).

### Q. Dear Mailbag:

When I was watching "Boston Public," I was intrigued when Scott Guber, the Assistant Principal, fired Harvey Lipschultz, a veteran teacher. While it did not turn out well for Guber, I was wondering if I can fire a teacher. A few of them desperately deserve it. Am I able?

*Ready and Willing*

### A. Dear Ready:

The tenure law gives the board of education the exclusive right to terminate the employment of teachers. By contrast, absent board policy to the contrary, the superintendent can terminate the employment of non-certified employees, because he or she is the chief executive officer of the board of education. Other administrators can always make the recommendation, but they cannot take final action.

### Q. Dear Mailbag:

One of the teachers I supervise seems really out of it, and I suspect that she is taking something, legal or otherwise. My "friendly" questions have given me zip, and I am ready to escalate. Can I direct the teacher to provide me with a list of the medications that she is taking?

*Just Curious*

### A. Dear Curious:

That is a particularly bad idea. Such an action could result in a claim under the Americans with Disabilities Act. Demanding a list of medications would provide you with information you neither need nor should have. Document concerns you have and share them with the employee. Medication issues are none of your business unless or until the employee raises the issue. If you truly suspect that the employee is under the influence, however, call your superintendent - it may be time for a drug and alcohol test.

### Q. Dear Mailbag:

A local crank does not support our bilingual program. We have given him the curriculum guide, which he requested under the Freedom of Information Act. He recently filed a new request, however, and has asked for the lesson plans prepared by all the bilingual teachers. I would love to tell him to pound sand. Are lesson plans "public records" under the FOIA?

*Fed Up*

### A. Dear Fed:

You may wish to be more diplomatic, but you probably have the right to deny the request under the FOIA. "Public records" are defined broadly to mean basically any recorded information, including documents, recordings and even photographs. To be a "public record," however, the item must also be created, received or maintained by a public agency. If lesson plans are maintained exclusively by the individual teachers to aid them in their work, they are not public records. You are not obligated to collect such lesson plans and provide them to the crank. When you do provide records, however, remember that you can charge \$.50 per page if that is the district's normal practice.

### Q. Dear Mailbag:

A parent tearfully confided to me that her young son is HIV-positive. Before I could alert the child's teachers, however, she called me up and told me that our conversation was "off-the-record," and that I should keep this news to myself. I want to be respectful of her wishes, but I do have to tell the boy's teachers, don't I?

*Between a Rock and a Hard Place*

### A. Dear Between:

You do not have to tell the boy's teachers. In fact, you cannot tell the boy's

*continued on page 6*

## connecticut news & notes

According to the Connecticut Association of Boards of Education (CABE), the overall average teacher salary in Connecticut for the current school year is \$53,087. The lowest salary reported in the state is \$26,263 (Voluntown) while the highest is \$79,911 (Wilton).

\*\*\*\*\*

The Diocese of Norwich is exploring the possibility of opening a Catholic school for mentally and physically disabled students in the Groton area. "This type of facility is very rarely seen in Catholic schools," said Howard Bennett, superintendent of schools for the Norwich Diocese. "Most Catholic schools nationwide only deal with the average to above average students." A committee of parents, educators and clergy is looking at potential sites for a regional facility which would serve severely learning disabled students as well as physically and mentally challenged youngsters, including Down syndrome children.

\*\*\*\*\*

New results from the Third International Mathematics and Science Study showed that eight graders in Connecticut ranked 30th among 65 participating countries, states and individual school districts. In 1999, tests were given voluntarily to 50,000 students in 38 countries, 13 states and 14 school districts. Connecticut ranked No. 14 in math among the 27 U.S. school jurisdictions and 30th among all 65 participating school jurisdictions in the United States and overseas. In science, Connecticut was 13th in the United States and No. 28 among U.S. and overseas schools. This is the first time that states have been allowed to compare their students to those in other nations. Singapore, South Korea, Taiwan, Hong Kong and Japan scored above all other nations in math, while Taiwan, Singapore, Hungary, Japan, and South Korea were the top nations in science.

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Connecticut was one of only six states to receive national recognition as the recipient of a National Crime Prevention Council (NCPC) grant to reduce crime, violence and related harms. As part of the grant, the six participating states — Arizona, California, Connecticut, Kentucky, Iowa, and Oregon — will work over several years to identify and promote prevention as the policy of choice for reducing crime, violence, and drug abuse. The state will use the funds to work with local communities in bringing best practices and research to promote health and reduce crisis.

**ALERT:** CAS has been informed that there are some concerns about the appropriateness of materials being given to students by DJs either at school dances or special programs related to fund raisers (e.g., free tickets to dances and other events). School administrators are advised to double check materials that students will be given prior to any given event in order to avoid any potential problems. If a school engages in a written commitment or agreement with a DJ, the matter of materials to be distributed to students could be included in the language.

## national news & notes

■ The Harvard University Graduate School of Education (HGSE) is revamping its curriculum to favor urban education. Reasons given for the switch in program emphasis include the continued low achievement of disadvantaged children, state requirements for teachers that emphasize "academic-content knowledge and classroom skills over coursework" and the standards movement. Changes being discussed include:

- A new master's degree designed to give experienced teachers advanced training focusing on specific skills, such as bilingual education.
- New coursework that stresses how public policy and leadership roles can be used to promote reform initiatives.
- Producing graduates well trained to earn a National Board for Professional Teaching Standards certificate.

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■ Congress is debating whether to make funding for the Individuals with Disabilities Education Act (IDEA) mandatory. Currently, funding for the special education law is discretionary, meaning that it is vulnerable to the "politics of the annual appropriations process." The Senate "unexpectedly" passed an amendment sponsored by Senator Tom Harkin (D-Iowa) that "cleared a procedural hurdle to making special education funding mandatory." IDEA funding may be an issue as Congress continues to debate a compromise budget resolution. (Education Week, April 25, 2001)

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■ The National Center for Education Statistics (NCES) publication, Condition of Education 2000, is available on-line in a small and easy-to-use format. The Condition of Education 2000 is an indicator report, summarizing the health of education, monitoring important developments, and showing trends in major aspects of education. Indicators examine relationships; show changes over time; compare

### CENSUS STATS

- ★ The nation's population increased by more people in the 1990s than any other 10-year period in U.S. history, surpassing the growth between 1950 and 1960 at the peak of the baby boom.
- ★ The U.S. experienced an increase of 32.7 million people, bringing its total population to 281.4 million.
- ★ For the first time in the 20th century, the population of all 50 states increased, ranging from a ½% rise in North Dakota to 66% in Nevada.
- ★ The West grew by 19.7%; the South by 17.3%; the Midwest by 7.9%; and the Northeast by 5.5%.
- ★ CT and Maine were among just 5 states where population growth was less than 4%.

■ According to a recent national survey of teens aged 14 to 17, nearly 60% of all teens are left unsupervised after school at least one day a week, and almost 40% are left alone three or more days a week. Additional findings:

- Compared to teens engaged in supervised activities, those without oversight were nearly twice as likely to skip school.
- Three-quarters of teenagers in after-school programs are A and B students.
- Students with a lot of time on their hands are four times more likely to be D students than those who keep busy.
- More than half the students surveyed said they would like more organized, supervised options after school, and they want to spend MORE time with adults!

or contrast sub-populations, regions, or countries; or assess characteristics of students from different backgrounds and types of schools. To view the report the report, visit NCES at <http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001045>.

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■ According to Etta Kravolec and John Buell, the authors of *The End of Homework*, the use of homework in schools has several major problems. First of all, time spent on homework can foster educational conflict between school and home. The mismatch between parents' knowledge and understanding and what is taught in school has led some researchers to conclude that homework doesn't always strengthen the relations between school and home. In addition, parents often have their own educational goals for their children. For example, a parent may want his or her child to learn Hebrew, learn to sew, or learn to fix a car. These individual agendas may have to be abandoned when students have too much homework. Another problem with homework is the lack of research supporting its usefulness — the research on the effects of homework is inconclusive as to whether homework boosts academic achievement. The authors believe that homework is "almost always counterproductive" for elementary school students and should not be assigned to them. They recommend that middle school students engage in one hour of "personal academic work" in school. The recommend "personal academic work" for high school students as well, with the caveat that high schoolers should not spend more than 40 hours per week on school-related activities.

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■ The National Governors' Association (NGA) conducted a nationwide survey to find "best practices" of state-level programs that offer before- or after-school learning experi-

ences for students. The database is intended to be a "comprehensive catalog of extra learning opportunity programs at the state level, [with] programs that receive funding from a variety of sources -- state, federal, local, foundations, parent fees . . ." The database is an evolving document. It can be searched by state, program name, or a keyword search of program descriptions. For more information, visit <http://www.nga.org/elodata/>.

### Did you know?

- The average teacher spent \$468 of his/her own money for student needs last year
- The average teacher works more in nine months than the average 40-hour employee does in a year.

*(Source: "You Want Heroes?," by Frosty Troy, editor of the Oklahoma Observer)*

## legal news & notes

**As graduation day nears, here are some legal "tidbits" that principals may want to keep in mind!**

■ **Concerning diplomas.** . . A student who has successfully completed all district graduation requirements has a constitutional right to a high school diploma. In *State of Missouri v McLeod* (Mo App, 1980), a court ordered a school district to grant a diploma to a student who completed the requisite number of semesters and would have obtained the requisite number of credits but for the district's failure to inform the student of the option of earning on-the-job training credits.

Likewise, a court ordered a school district to grant a diploma to a student who completed the requisite number of credits, but had not completed eight semesters of high school. *State of Missouri v Ledbetter* (Mo App, 1977). Generally, a court will order a school district to grant a diploma only if the school's policies are found to be arbitrary, inequitable, or unreasonable.

If graduation policies are reasonable and administered fairly, a school may deny a diploma to a student who has not met the school's requirements for graduation. For example, a school that required a minimum number of credits to graduate properly refused to grant a diploma to a student who received credits from another institution where the value of credits at the two schools was not comparable. *Department of Institutions v Bushness* (Colo, 1979).

A school district can also withhold a student's diploma when a student has met all the credit requirements but has failed a proficiency examination required for graduation.

*continued on following page*

A wise school teacher sends this note to all parents on the first day of school:

**"If you promise not to believe everything your child says happens at school, I'll promise not to believe everything he says happens at home."**

-- From the NAESP website

### Legal, continued

*Edgewood Indep Sch Dist v Paiz* (Tex App, 1993); *William v Austin Indep Sch Dist* (WD Tex, 1992).

Similarly, a school district may refuse to grant a diploma to a student who fails to meet a community service requirement. In *Steirer v Bethlehem Area Sch Dist* (CA 3, 1993), a federal court upheld such a graduation requirement finding that it did not violate student's constitutional rights.

School officials may not deny a student an earned diploma as a disciplinary sanction. Once the student has earned a diploma, the student holds a right to it, and the student's conduct cannot circumvent that right. For example, a student expelled for a drug offense on the day of graduation, but after completing his last final exam, was entitled to receive his diploma. *Shuman v Cumberland Valley Sch Dist Bd of Dir* (Pa Cmwlth, 1988).

#### ■ Concerning graduation ceremonies . . .

Unlike receipt of a diploma, participation in the graduation ceremony is a privilege not a right. *Swany v San Ramon Valley Unified Sch Dist*, 720 F Supp 1764 (ND Cal, 1989). Although the ceremony is an important event, participation or non-participation does not alter the significance or value of the diploma.

The graduation ceremony is like any other extracurricular activity to which school policies apply. Students should understand that as the end of the school year approaches, an administrator's disciplinary options diminish to the point that revoking graduation privileges may be the only remaining option. Disciplinary decisions prohibiting participation in graduation activities must be administered in a fair and non-arbitrary manner. *Clark v Board of Educ* (Ohio, 1977). One court, however, has ruled that administrators cannot revoke graduation privileges when more appropriate disciplinary actions are available. *Ladson v Board of Educ* (NY, 1971).

A school district may also establish rules for conduct at the graduation ceremony. For example, a school may enforce a dress code outlining appropriate graduation attire and may prohibit students who violate the dress code from participating in the ceremony. *Fowler v Williamson* (VTD NC, 1978). (From an article by Lisa Swem, M.A.T., J.D., *MASSP Newsletter*, 3/2001)

## Sergi Tells Assistant Principals to Have Wide Range of Experience

By Tom Galvin, Assistant Executive Director

Opening the 24th Annual Assistant Principals' Conference on March 26th, Commissioner of Education Ted Sergi urged the assistants to avoid having one main assignment and to be sure to have a wide range of experience in order to be ready to assume the role of principal. Addressing the theme of the conference, the commissioner advocated the need to measure student and school success in a variety of ways, including activities such as senior projects which help students develop responsibility for their own learning.

Break out sessions were presented by Jeff Schumann of Newington H.S. (Evaluation); Attorney Mooney (Documenting Performance); Dr. Graner of Putnam and David Sweet of Killingly (NEASC); the SDE's Michelle Leon (CAPT); Dr. Higgins of Branford (The New Connecticut High School); and Dave Pearson and China Gates-Dillon of South Windsor (Integrated Learning).

The keynote address was presented by author John Alston who gave sage advice (know the difference between what you want to do and what you need to do!) and stressed five points to live by: (1) life is a gift, don't trash it; (2) the greatest gift is the mind; (3) develop skills to the extent possible and share them; (4) be the most decent human being you can be; and (5) there's no guarantee on time.

The conference co-chairs were Kathy Barmak of East Windsor, Sally Biggs of South Windsor and Anne Jarvis of Glastonbury. Anne is also the Assistant Principals' Committee Chair.

At lunch, the newly selected CAS Assistant Principals of the Year were recognized: Anne Jarvis of Glastonbury H.S. and David Pearson of Timothy Edwards M.S. in South Windsor.



Former Conference Committee Chair Art Arpin presents certificates to fellow assistant principals.

## Urban Administrators Urged To Nurture Intelligence

By Tom Galvin, Assistant Executive Director

At the third CAS Urban Principals' Mini-Conference this year (held at Wilbur Cross H.S., New Haven), urban administrators heard how Providence (RI) Superintendent of Schools Diana Lam has instituted programs for improving student achievement in three districts where she has served as superintendent -- Providence, Chelsea, MA, and San Antonio, TX.

Using instructional coaches and linking professional development to instruction, she noted considerable improvement in student and school performance. For example, when she arrived in San Antonio, 42 of 94 schools were identified as low performing; when she left five years later, there were no low performing schools.

Her direction includes: minimize teacher movement; redesign high schools into small, personalized communities; restructure bilingual education; have high expectations; accept the moral responsibility for student success; align courses (reducing numbers); stress character development; and have a service orientation.

## Why We Don't Hear Others

If you want to listen so you really hear what others say, make sure you're not a:

- Mind reader.** You'll hear little or nothing as you think "What is this person really thinking or feeling?"
- Rehearser.** Your mental tryouts for "Here's what I'll say next" tune out the speaker.
- Filterer.** Some call this selective listening -- hearing only what you want to hear.
- Dreamer.** Drifting off during a face-to-face conversation can lead to an embarrassing "What did you say?" or "Could you repeat that?"
- Identifier.** If you refer everything you hear to your experience, you probably didn't really hear what was said.
- Comparer.** When you get side-tracked assessing the messenger, you're sure to miss the message.
- Derailer.** Changing the subject too quickly tells others you're not interested in anything they have to say.
- Sparrer.** You hear what's said but quickly belittle it or discount it. That puts you in the same class as the derailer.
- Placater.** Agreeing with everything you hear just to be nice or to avoid conflict does not mean you're a good listener.

(Reprinted from the IPA Newsletter)

## middle school news

### Exciting Fall Conference Planned

The middle level program committee is pleased to announce that the 19th Annual Middle Level Fall Conference is scheduled for October 23, 2001 at the Southbury Hilton. The keynote speaker will be Joseph W. Hoff, President of Encounters in Excellence, Inc. Dr. Hoff has been a frequent speaker in the "Balancing Act" instructional leadership programs at the Connecticut Principals' Center as well as at many state, national and international conferences and workshops.

Dr. Hoff understands the realities of the educational leadership world, having served as teacher, elementary, middle and high school principal and assistant superintendent. In these roles he coordinated the development of award-winning schools in New York State. He has carried this experience and expertise into his current work, conducting workshops on three continents for colleagues from 50 states and 30 countries.

In addition to a busy speaking schedule, Joe teaches graduate level courses and has written a best selling book, *Dynamics of the Empowered School: Getting to the Core*.

A major focus of this year's conference will be a "team approach" to affecting positive change in your schools. Principals are encouraged to attend with their school leadership teams. There will also be a safe schools component aimed at helping communities and parent support groups to work with educators to ensure a safe supportive school atmosphere.

This conference can provide middle level educators with the impetus to lead schools to the next level of effectiveness. I urge you to save the date and to bring a comprehensive team of educators, parents and community leaders to Southbury on Sept. 23, 2001.

-- Earle G. Bidwell, Assistant Executive Director

**The average salary for middle school principals in 2000-2001 was \$77,382, up 4.7% from last year's \$73,877.**

*(Source: NEASP Annual Principals' Salary Survey)*

**April 2, 2001 (Hartford, CT)** — The Connecticut Digital Library - or "iCONN" - officially opened its doors on the Web at [www.iconn.org](http://www.iconn.org). The Digital Library is designed to provide immediate, free access to timely and reliable full-text information at each citizen's desktop, whether that's at home, the office, at the library or at school. The Digital Library will support not only the educational and economic interests of Connecticut citizens, but their cultural and personal interests, as well. The initial set of resources that will be available through iCONN will serve a variety of needs, including student research and homework help, business research, professional development for educators, and consumer health research. There are large periodical databases tailored to different age ranges as well as one devoted exclusively to the most popular Spanish periodicals. Other licensed information resources will be added as quickly as funding permits. reQuest, a statewide library catalog, allows users to search over 300 library collections in Connecticut simultaneously and to place requests for materials over the Web. There are also searching skills tutorials; a virtual reference desk providing Web-based dictionaries and encyclopedias, subject guides to Internet resources, and other reference works; and directories of Web-accessible library catalogs and library home pages in Connecticut and worldwide.

### Newsletter notes

#### ■ NASA Student Involvement Program

The seventh grade team of Melissa Lane and Hillary Haye have, for the third year in a row, placed first in the middle school Aeronautics and Space Science Journalism regional competition at NASA Goddard Space Flight Center for their entry "Spacesuits-Past, Present and Martian." Their entry along with the first place winners from the other six NASA Centers across the United States will be judged once more to select the national winner. Check this Internet site for results: <http://www.nsip.net>. Congratulations to the winners!

*"CNHS PTO News," Capt. Nathan Hale Middle School, Coventry*

#### ■ In Enfield Families Matter Week

Once again the Enfield schools are asking families to turn off TV and spend time together. Families will receive a packet with a pledge to sign. The following activities will be provided (one each day for a week) as alternatives to TV.

- Robert Rogers Puppet Company performing The Legend of Pecos Bill
- Dinner and Movie Night
- Family Arts and Craft Night
- Family Science Night with Jim Cherry: "Wonderful Water and Awesome Air"
- Family Math Night sponsored by the Elementary Math Consultants
- "Who Wants to be a Hundredaire" Game Show.

*"In the Middle," John F. Kennedy Middle School, Enfield, CT*

#### ■ World Fair Comes to Clinton CT

Students at Jared Eliot Middle School invite parents to join them for the World's Fair in the Eliot cafeteria to see a bit of the world. Billed as "A Salute to Our Families' Ancestral Countries and More..." visitors meet students who act as tour guides, see colorful displays, sample traditional foods and hear native music.

*Jared Eliot Middle School Newsletter, Clinton CT*

#### ■ Quilts for Infants

Seventh grade sewing students have been involved in an ongoing community service project. To date, twelve baby quilts have been constructed and donated to area hospitals and local agencies. Area hospitals give the quilts to infant and toddler patients to establish a sense of security during their hospital stay. The quilts are the child's to keep and take home once they are discharged from the hospital. Elliot students gain an increased sense of how little it takes to make a difference in someone's life. The quilts are constructed in teams of two or three students. Many times one team will begin a quilt and another will complete it; a true "unified" effort.

*Jared Eliot Middle School Newsletter, Clinton CT*

#### ■ Internet Website Competition

"ThinkQuest" is an international competition that seeks to help students develop educational websites on topics of interest to youth. Complete information about the contest and samples of entries are available on the Internet at: <http://www.thinkquest.org>.

#### ■ Dodd Middle School Shows CAS Program on TV

As part of an effort to transition students and parents to the middle school, the Dodd Middle School shows a file regarding the middle school model on the Cheshire Public Schools Community Public Access channel. This is a sixteen-minute film produced by the Connecticut Association of Schools and deals with how middle schools are structured and how they operate. The program is called "What is a Good Middle School?"

## Two Hundred Eight Students Receive Arts Awards

By Denise Malnoti, Arts Committee Chair

The Sixth Annual CAS High School Arts Awards Banquet, sponsored by Westfield Corporation, was held at the Aqua Turf Club on April 3, 2001. Westfield, which has sponsored the arts banquet since its inception, continues to support the arts in our schools. Its generosity has made possible the recognition of over six hundred arts students. This year, two hundred eight graduating seniors were recognized for their scholastic and artistic achievements. The work of over eighty visual arts award recipients was on display and the Southington High School Wind Ensemble performed at the event, with a featured rendition of the finale of River Dance. The artwork provided an impressive backdrop, showcasing the talents of most of the visual arts award recipients. Many commented on the quality of the work and the character the show added to the banquet.

Dr. Robert Carroll began the evening honoring the guest speaker with a Cheyenne prayer: *O Great Spirit, and*



The Southington High School Wind Ensemble

*whose breath gives life to all the world, hear me! I am small and weak, I need your strength and wisdom. Let me wake in beauty, and make my eyes ever behold the red and purple sunset. Make my hands respect the things you have made and my ears sharp to hear your voice. Make wise so that I may understand the things you have taught my people. Let me learn the lessons you have hidden in every leaf and rock. I seek strength, not to be greater than my brother, but to fight my greatest enemy - myself. Make me always ready to come to you with clean hands and straight eyes. So when life fades, as the fading sunset, my spirit may come to you without shame.*

The guest speaker was Joseph Fire Crow, a Northern Cheyenne fluteman whose CD "Cheyenne Nation" received a Grammy nomination this year for best album in the Native American Music category. Fire Crow spoke through stories, and his words echoed the heart of the prayer read by Dr. Carroll. He delivered an inspiring address based on respect, character and action. "We come from the earth ...Respect is the consequence of a good heart. We have a spiritual voice and a physical one. They must speak as one." He went on to say that your character is tested throughout your life and you must look to role models, the Elders,



Keynote Speaker Joseph Fire Crow

your parents to help you make the right decisions. "One's walk is based on personal choices, you alone are responsible for your walk....you walk alone." Fire Crow went on to challenge students to pursue their talents and dreams. "Your talents and knowledge are useless without action. I heard somewhere to be great you must possess great virtue, it is then that your gift will truly sing! Only the stories remain on the earth forever, use your best abilities." Fire Crow ended by sharing the spirit of his music, performing, on his most cherished flute, a song from his CD "Cheyenne Nation".

As the students received their awards, presented by Commissioner Theodore Sergi, Joseph Fire Crow, and Bruce Eagle-son, Vice President of Westfield Corporation, many students stated to Fire Crow that his words, music and spirit inspired them.

Over 1000 students, parents, teachers and administrators were in attendance at this recognition banquet.

**The Governor, the Commissioner of Education and the Connecticut Commission of the Arts have jointly declared 2000-2009 the Decade of Arts Education in Connecticut, during which improving the quality of arts education received by all students is a statewide priority.**



■ Congratulations to the West Hartford Board of Education, recipient of the 2001 Kennedy Center Alliance for Arts Education Network (KCAAEN) and the National School Boards Association (NSBA) Award. The national award is given annually to a school board that has demonstrated support for and commitment to high-quality arts education in its school district. The board was selected in part because of its strong financial support of arts programs (6.1% of the total annual budget and 8.4% of the total instructional budget). Curriculum offerings begin with music and visual art in all elementary schools. Middle school students study both the visual arts and performing arts, and have opportunities to study theater and dance. At the high school level, an elective arts curriculum provides a wide range of offerings. This year, 65% of high school students are enrolled in arts electives.

■ West Hartford received further recognition when one of its elementary schools — Wolcott School — was selected as a recipient of the "Creative Ticket - School of Excellence Award" from the Kennedy Center Alliance for Arts Education Network (KCAAEN). The creative ticket award recognizes a school's imaginative learning environments for teaching the arts. On the last day of school each year, every Wolcott student receives a free cassette of "Wolcott Songs." Every piece on "Wolcott Songs" is created over the previous year by the students themselves. They write the lyrics and melodies, perform their works for their peers, and record them in the school's sound studio. This was the only such award given in Connecticut this year and it places Wolcott in contention for one of only a handful of national "School of Distinction" awards.

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# Achievement in Connection

**Should teach children music, science and philosophy; but most importantly music, for in all paths of music and all the arts are the keys of learning." - Plato**

## Scott Shuler Receives National Music Award

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

Dr. Scott Shuler, Arts Consultant for the CT State Department of Education, was honored at the 6th Annual CAS Arts Recognition Banquet as one of six winners of the National Federation Interscholastic Music Association Outstanding Music Educator Award. He was nominated for this honor by the Connecticut Association of Schools (CAS) and the Connecticut Music Educators Association (CMEA).

Dr. Shuler has served as the arts consultant for the state since 1988. A native of Detroit, he earned his Ph.D. in music education from the Eastman School of Music.

During his 25-year involvement with music education, Shuler has authored numerous articles, chapters and monographs, and presented numerous papers and workshops at local, regional, and national conventions. He was a member of the task force that developed America's national standards in music education, co-chaired the music design team for the Council of Chief State School Officers interstate arts assessment project, and was a member of the steering committee that oversaw the 1997 National Assessment of Education Progress (NAEP) in the arts.

A past president of the National Council of State Supervisors of Music, Shuler has undertaken several projects that are having an impact on music programs nationwide, including the BEST teacher assessment portfolio project in music, the model curriculum project and the development of the curriculum.org Web site.

Congratulations to Dr. Shuler on a much-deserved award!



CAS President Tony Molinaro (l) presents NFIMA award to Dr. Shuler.

Data from the National Assessment of Educational Progress (NAEP) 1997 Assessment for 8th-grade students revealed that female students outperformed male students in every category of assessment for all three art forms — music, theater and visual arts. In contrast to assessments in other subjects, non-urban school students rarely outperformed public school students. Asian and Hispanic students had higher scores than white and Hispanic students in many but not all categories of the assessment.

Source: NAEP Facts, National Center for Education Statistics, December 1999)

## The State of the Arts, 1999-2000

*The State of the Arts, 1999-2000* provides a comprehensive look at the current status of arts education in Connecticut. Some general trends reported include:

- The overwhelming majority of Connecticut students study art and music every year from kindergarten through Grade 8.
- The amount of arts instruction provided by most schools still falls short of state and national recommendations.
- The number of students enrolled in high school courses in every arts subject has increased dramatically. 41% of 1999 high school graduates had completed 2 or more years of arts study, continuing a trend toward increased study of the arts among Connecticut secondary students.
- While there has been an increase in the number of schools offering programs in contemporary arts media such as video/film, electronic music composition, and digital art, there are still wide disparities in students' access to appropriate arts technology. Although high school theatre offerings have increased, most students do not have access to sequential instruction in theatre. Very few students have access to any instructional opportunities in dance.
- There are wide differences in students' access to quality arts instruction statewide. While there are general differences between ERGs in arts education resources, there are individual schools and districts within each ERG that have made a commitment to providing their students with a quality arts education, by providing quality staffing, instructional time, technology, facilities, and other resources.

The report, issued by the state department of education, includes data on arts education as it relates to staffing, instructional hours, facilities, course and activity offerings, and arts technology. To view the report visit <http://www.state.ct.us/sde/dtl/curriculum/stateart/artprt01%20.pdf>

A recent report called "Champions of Change: The Impact of the Arts on Learning" compiles the results of seven major studies exploring the multiple effects of arts learning. Among the findings:

- Students with high levels of arts participation outperform "arts-poor" students on virtually every measure.
- Sustained involvement in the arts correlates with success in other subjects and that connection is particularly strong between music and success in math.
- The arts have a measurable impact on students in "high-poverty" and urban settings. For example, the Chicago Public School District saw significant student improvement in reading and math in schools where the Chicago Arts Partnership in Education developed arts-integrated curricula.

The report was developed with the support of the General Electric Fund, the MacArthur Foundation, the Arts Education Partnership and the President's Committee on the Arts and Humanities. To report the report online, visit <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>.

## Arts Education Staffing in CT, 1999-2000

|                         | Art    | Music  |
|-------------------------|--------|--------|
| # of full-time teachers | 1,121  | 1,307  |
| # of part-time teachers | 164    | 147    |
| Full-time equivalent    | 1,199  | 1,388  |
| % female                | 79.3%  | 57.2%  |
| % minority              | 3.5%   | 4.7%   |
| % with advanced degree  | 71.1%  | 67.5%  |
| Median age              | 48     | 42     |
| Median experience       | 16 yrs | 16 yrs |

(Source: *The State of the Arts, 1999-2000, SDE*)

elementary school news

**ANNE MARIE CULLINAN IS NATIONAL DISTINGUISHED PRINCIPAL**

Congratulations to Anne Marie Cullinan, Principal of Ralph Carrington Elementary School in Waterbury, who was named Connecticut's 2001 National Distinguished Principal. Mrs. Cullinan is described as a "dynamic and effective leader," and "a jewel of the Waterbury Public School System."

Anne Marie earned a bachelor's degree from Mount Saint Mary College in New York and a master's degree and sixth-year certificate from Southern Connecticut State University. A 27-year veteran educator, Anne Marie has spent twenty-six of those twenty-seven years in the Waterbury school system. She began her professional career as a special education teacher in Bridgeport in 1973. After relocating to Waterbury in 1974, she achieved great success as a teacher, a supervisor of special education and a supervising vice principal. In 1992, she assumed her current position of principal of Carrington School.

In her eight and a half years as a principal of Carrington, Anne Marie has been the driving force behind a number of successful initiatives at Carrington. She pursued and secured grants for writing and poetry programs; she established an 85-minute language arts program to start the day; she launched monthly "family nights" to bring parents and members of the community into the school; she developed programs both in-school and after-school programs to provide remedial and accelerated help to students; and, she founded the Saturday Accelerated Academy to help improve CMT scores among 3rd graders. Within the current school year alone, she has implemented the "Don't Laugh at Me Program" to reduce school violence and bullying; the Early Learning Intervention Program (IEP) to

reduce the number of children who are referred to special education; and the School-Family-Community Partnership Program to increase parental and community involvement in the school.

Speaking on behalf of the Carrington staff, Johnna DiVito and Michelle Testa stated, "Today's principal is expected to be a mentor, a community leader, and a mechanism of change. An individual who can perform these duties with exceptional skill deserves honor and recognition. Anne Marie Cullinan is worthy of such."

Principal of an urban school with a significant bilingual and special need population, Anne Marie has succeeded in boosting the academic achievement of her students while at the same time enhancing the social and cultural climate of the school. Senator Joan Hartley (15th District) praised Anne Marie for her success with a diverse and challenging student body. "She has worked diligently to make meaningful and significant curriculum changes to address the challenges of an urban student population," said Senator Hartley. "In so doing, Anne Marie has tapped the collective talents of her staff, the school system, and the community. Bringing them together she has formed a strong collaborative, the beneficiary being our students."

Anne Marie's success as a principal is best described by Senator Hartley. "It has been my experience in both public and private sector life, that those who truly have the power to influence and lead are those who never have to use their power. They lead by inspiration, by sharing their passion. This has been the hallmark of Anne Marie Cullinan," she said.

The National Distinguished Principals Program is sponsored by the National Asso-



**Anne Marie Cullinan**

ciation of Elementary School Principals (NAESP) and the U.S. Department of Education. It calls attention to the fundamental importance of the school principal in achieving educational excellence for pre-kindergarten through eighth grade students. The recognition afforded by the NDP designation instills pride in principals' accomplishments and reinforces their leadership in helping children develop a lifelong love of learning.

Anne Marie will participate in a 2-day celebration, which includes a formal awards banquet, in Washington D.C. in the fall.

*(NOTE: As a result of the merger with EMSPAC last year, CAS has discontinued its previous "Elementary Principal of the Year Program" in favor of the National Distinguished Principal Program. Much like the NASSP Principal of the Year Program, the NDP Program allows the successful state candidate to compete for a national title along with principals from each of the other fifty states, as well the District of Columbia and the Virgin Islands.)*

According to the National Association of Elementary Schools (NAESP), the average salary for elementary school principals in 2000-2001 was \$72,587, up 4.6% from last year's \$69,407. Principals are paid, on average, 66% more than teachers on the basis of average annual salary, but a principal's work year is typically 20% longer than a teacher's. As a result principals actually make appx. 33% more per day (\$323.94 vs. \$233.35) than teachers. The typical elementary principal has a master's degree, works nine-hour days and 54-hour weeks, is responsible for 425 students, manages 30 professional and 14 support staff.

| Average Elementary Principals' Salaries |                 |                             |
|---|-----------------|-----------------------------|
| Region                                  | Amount          | Comparison to national ave. |
| New England                             | \$79,246        | +9.2                        |
| Mideast                                 | \$83,047        | +14.4                       |
| Southeast                               | \$66,881        | -7.9                        |
| Great Lakes                             | \$70,439        | -3.0                        |
| Plains                                  | \$66,622        | -8.2                        |
| Southwest                               | \$63,706        | -12.2                       |
| Rocky Mountains                         | \$60,311        | -16.9                       |
| Far West                                | \$82,456        | +13.6                       |
| <b>All regions</b>                      | <b>\$82,456</b> |                             |

**Legal Mailbag, continued**

teachers unless the mother changes her mind. Under federal law, school records, including health records, may be shared without parent consent with teachers and other school officials who have a legitimate educational interest in the record. In Connecticut, however, there is a very strict law concerning the confidentiality of HIV information. Under that law, people (including school officials) who receive confidential HIV information may not disclose that information further unless the subject of the information (or the parent or guardian for minors) provides a written release. Make sure that staff are up-to-date on the universal precautions, but do not disclose the specific student information unless you get permission in writing.



## ... more elementary school news

### Tinker - An Example of What's Right in An Urban School

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

CAS congratulates Tinker Elementary School—one of the 25 Waterbury elementary schools who recently joined CAS — for achieving the highest CMT scores of all the schools in Waterbury. At one time Tinker's scores were the lowest in the district. The impressive turn-around can be attributed to the hard work of former principal Paul Ciochetti and is now carried on by present principal Lauren Elias in collaboration with teachers, parents and pupils.

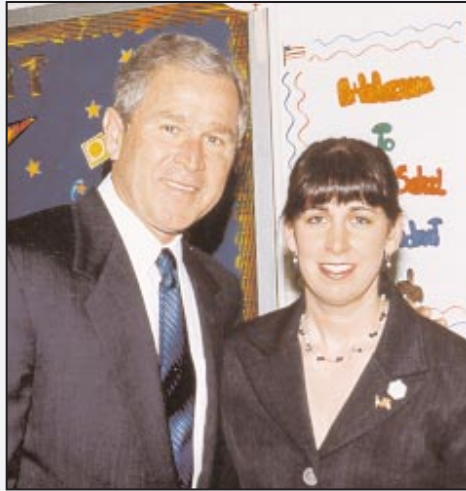
On Wednesday, April 18, 2001, the school was visited by President George W. Bush, the world's top leader, who supports many of the innovative education initiatives

Waterbury has undertaken in the past several years. While visiting the school, the President praised the end to Waterbury' social promotions and the creation of Saturday classes. Bush remained at Tinker for about 40 minutes. He was accompanied by Governor Rowland, Elias, U.S. reps. Christopher Shays, James Maloney, and Nancy Johnson.

In visiting classrooms, the President listened attentively as students read to him as practice for the Connecticut Mastery Tests. He appeared genuinely interested and graciously complimented each student who read to him. To one young lady, the president said, "I bet your name is Maria," sneaking a glance at the name tag attached to her desk and then putting his hand on her shoulder.

Mandatory standardized testing for all students in grades three through eight is one of the cornerstones of Bush's education plan. "We've come to this school because you're willing to take the bold step of measuring and correcting problems before it's too late," Bush told the students. "We appreciate your leadership."

Since joining the association earlier this year, the Waterbury administrators have been active and enthusiastic members. Principal Elias serves on the CAS Urban Committee along with Gina Calabrese, principal of Walsh School and Roberta Jocovino, principal of Margaret M. Generali School. Other members of the committee come from Hartford, New Haven, Danbury and New Britain. Former Tinker principal Paul Ciochetti, now principal of West Side Middle School in Waterbury, presented a one-day workshop to the Urban Committee in November of last year. Mr. Anthony Agostine, assistant principal of Tinker and Carrington Schools, has been nominated to serve on the CAS Board of Directors as a representative of elementary assistant principals.



President Bush with Principal Lauren Elias

### Large CT Delegation Attends NAESP Convention

By Robert F. Carroll, Ed. D.

When the Connecticut delegation of over 50 principals arrived in San Diego for the National Association of Elementary School Principals (NAESP) Convention, they were joined by over 5000 fellow principals from around the country. Everyone was excited, but apprehensive, about what the convention would have in store for them. As the convention drew to a close, everyone left as excited as he/she they came, but with more ideas to share.

Mae Jemison had a simple but urgent message for her near-capacity audience at Saturday's first general session: pay more attention to science and technology if you want to provide children with the best possible education.

"Science is misunderstood by most Americans," said the former astronaut, chemical engineer, medical doctor, and professor. "It's much more than formulas and equations; it's the key to understanding the world around us. And technology is a tool to apply that understanding."

Ed Handi, principal of Green Acres Elementary School, North Haven, is one of two candidates for NAESP President-Elect. On several occasions throughout the convention, Ed had the opportunity to address convention goers. Ed is a member of the Connecticut Association of Schools (CAS) and is going into his 32nd year in education. He is actively involved in state, regional and national associations and has been a strong voice for principals and for children. The CAS Board of Directors has already endorsed Ed's candidacy. Now is the time for all of us to make it happen by casting our votes. If you are a member of NAESP you will be receiving a ballot. CAS and all of Ed's Connecticut friends wish him well in his bid for national president.

CAS and USA TODAY co-sponsored a dinner for the entire CT delegation on Monday evening at the California Cuisine. USA TODAY gave all attendees a beautiful desk clock as a show of appreciation for their contributions to the academic performance of CT students who scored "tops" in the nation in writing skills, math, and language arts.

Plans are already underway for next year's convention. Mark your calendars for April 6-9 and join another 5,000 principals for "Experience the Heart of Leadership in the Heart of Texas."

### CAS Sponsors Successful Environmental Conference

Thanks to the generosity of Connecticut Light & Power, over two hundred 5th and 6th grade students were able to participate in the 9th Annual Environmental Conference — *It's Cool To Care* — on March 23rd. Held at Central Connecticut State University, this highly-praised student conference featured numerous workshops addressing a wide range of environmental issues. The purpose of the conference is to provide students with a greater awareness of environmental concerns as they directly relate to their lives. Each student was able to participate in a series of four workshops on topics such as the use and abuse of rain forests, recycling, birds of prey, and protecting the environment. At right are Connecticut's future environmentalists hard at work!

Many thanks to our event sponsor!



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Light & Power



### COACHING CERTIFICATION Q&A's

**Q. Who needs to hold a coaching license?**

**A.** Any individual who coaches interscholastic athletics is required to hold a valid coaching permit.

**Q. Do certified teachers need to apply for a coaching permit?**

**A.** Yes. A certified teacher who is serving in a position for which a coaching permit is required must submit an application and proof of completion of an approved CPR course and first aid course. Copies of the first aid and CPR course must accompany the application.

**Q. How will individuals applying for a five-year renewable permit verify the completion of the 15 Continuing Educational Education Units (CEU)?**

**A.** A new application will be developed. State audits will be conducted at random and those who are selected will be required to present evidence of completion of the CEU requirement.

**Q. How many temporary renewals (TECP) may be issued?**

**A.** A TECP may be renewed once within a district. To be eligible for a renewal, a coach must submit proof of enrollment into an approved coaching course.

**Q. What permits or state endorsements are required for an athletic director?**

**A.** The type of endorsement required by the state for an athletic director is dependent on the job description. Athletic directors not responsible for supervision of coaches must hold a valid coaching permit. An athletic director responsible for the supervision of coaches is required to hold a valid Connecticut Educator Certificate and a coaching permit. An athletic director with district-wide responsibilities, or the evaluation of certified staff, is required to hold a Connecticut Educator Certificate endorsed for intermediate administration or supervision and a coaching permit.

### NFHS, Referee Sign Partnership

RACINE, Wis. -- The National Federation of State High School Associations (NFHS) and Referee Enterprises, Inc. (), publishers of Referee magazine, announced that the two organizations will mutually produce several training aids for sports officials working at the high school level.

Seven sports will be immediately affected by the agreement. NFHS rules editors and Referee sport editors will work together to produce individual 16-page, preseason publications that will be distributed through various state associations to high school officials. The sports involved are baseball, basketball, football, soccer, softball, volleyball and wrestling. State associations will have the option to customize the publications to meet individual state needs as well.

"This program will reach more than one hundred thousand sports officials working at the high school level across the country," said NFHS Executive Director Robert Kanaby. "Our ability to provide consistent training information will enhance the quality of the officiating nationwide."

In addition to the publications, REI will also produce overhead transparencies for the various state association preseason officiating meetings.

### Sports Quotes:

• 1992 Pat Williams, Orlando Magic general manager, on his team's 7-27 record: *"We can't win at home. We can't win on the road. As general manager, I just can't figure out where else to play."*

• 1976 Mike Newlin, Houston Rocket guard, after a game his team lost to the New York Nets: *"We were the quintessence of athletic atrocity."*

• 1981 Mike McCormack, coach of the hapless Baltimore Colts after the team's co-captain, offensive guard Robert Pratt, pulled a hamstring running onto the field for the coin toss against St. Louis: *"I'm going to send the injured reserve players out for the toss next time."*

### Core-Course Criteria for the NCAA

*Reprinted from MSHSAA Journal, March 2001*

The NCAA's initial-eligibility standards have not changed. However, new legislation approved by the NCAA has now simplified the criteria for defining what constitutes a high school core course for initial-eligibility purposes.

One of the key changes in criteria, all of which become effective with student-athletes first entering Division I or II NCAA institutions on or after August 1, 2000, is the elimination of the rule that required that 75 percent of a particular course be donated to traditional academic content subject area.

Following are the new core-course criteria adopted by the NCAA:

- A course must be a recognized course and qualify for high school graduation in one or a combination of these areas; English, math, natural/physical science, social science, foreign language, computer science or nondoctrinal religion/philosophy.
- A course must be considered college preparatory by the high school.
- A math course must be at the level of Algebra I or higher.
- A course must be taught by a qualified instructor as defined by the appropriate academic authority.
- A course must be taught at or above the high school's regular academic level (i.e., remedial, special education or compensatory courses not considered).

The new criteria are more closely aligned with definitions already in place at high schools. The NCAA is reaffirming, through these changes, that high school principals have primary authority for evaluation high school course offerings as they relate to NCAA core curriculum standards. Although the criteria have changed, effective August 1, 2000, the process with the NCAA's Initial-Eligibility Clearinghouse remains the same.

**THE CONNECTICUT ASSOCIATION OF SCHOOLS**  
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## ... more ciac news

**Editor's Note:** In October 2000, a complaint was filed with the Office for Civil Rights charging that the CIAC engaged in discriminatory practices by not sanctioning girls' pole vault as a competitive event. The CIAC is pleased to report that, last month, it received a favorable ruling from OCR and the complaint will not move forward. The OCR's findings appear below.

Re: OCR Complaint No. 01-01-4000

Dear Mr. Savage:

On October 17, 2000, the Office of Civil Rights (OCR) received the above-referenced complaint from Mr. J. Scott Williams (complainant) against the Connecticut Interscholastic Athletic Conference (CIAC). The complainant alleged that the CIAC discriminates against high school girls in Connecticut on the basis of gender. Specifically, he alleged that CIAC does not recognize girls' pole vaulting as a scoring event.

OCR is responsible for enforcing the provisions of Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations, which prohibit discrimination on the basis of sex by recipients of federal financial assistance from the U.S. Department of Education (Department). The CIAC is an association, which governs interscholastic athletic programs in the secondary schools of Connecticut. There is no dispute that the local districts that belong to the CIAC are recipients of federal financial assistance from the Department and are subject to OCR's jurisdiction under Title IX.

You acknowledged that high school girls in Connecticut presently cannot compete competitively in pole vaulting. You also stated that the CIAC's track committee has established a three-year plan for girls' pole vaulting to be a scoring event for the 2002-2003 track season that will ensure student safety. Specifically, you informed us that:

- for the 2000-2001 season -- girls' pole vaulting will be introduced at member school team practices with support to coaches and participants via clinics, etc., allowing qualified female pole-vaulters to participate at the exhibition level at CIAC class championship meets.
- for the 2001-2002 season -- girls' pole vaulting will be a non-scoring event at all CIAC regular season and state championship meets.
- for the 2002-2003 season -- girls' pole vaulting will be a scoring event at all CIAC meets.

You stated that the timelines for implementing girls' pole vaulting as a scoring event were established to ensure student safety by allowing "for the appropriate training of coaches and athletes and the procurement of proper equipment for female athletes."

The complainant questioned whether CIAC's time frames for implementing girls' pole vaulting as a scoring event could be accelerated. As we explained in our telephone call to him on December 20, 2000, based on our discussion with you, we found CIAC's concerns about student safety in its decision not to accelerate the time frames for implementing girls' pole vaulting as a scoring event to be valid and not based on gender considerations. During this three-year plan, high school girls in Connecticut are allowed the opportunity to participate in pole vaulting.

Based on the above, OCR will not proceed with complaint resolution regarding this matter. We, therefore, are closing this complaint effective the date of this letter. We appreciate your cooperation in this matter.

Sincerely,  
J. Michael Burns  
Program/Legal Coordinator

## NCAA Amateurism Update

**Status Report:** The NCAA has revised its amateurism proposals thanks in part to lobbying efforts by the National Federation of High School Associations. Division I has yet to vote on the proposals but will do so in October. Proposed changes are printed below.

### Pre-Enrollment Proposals:

1. Accept prize money based on place finish.
2. Enter the draft and be drafted.
3. Sign a contract for athletics participation.
4. Accept compensation for athletics participation prior to collegiate enrollment.

*Proposed Amendment -- The proposed amendment would add a provision that a prospect, whose high school sponsors the prospect's sport, may not accept compensation for athletics participation in that sport until after high-school graduation.*

5. Receive normal and reasonable living expenses from specific individuals.
6. Organized competition rule.

*Proposed Amendment -- Instead of providing for the loss of one season of NCAA eligibility for each year that a prospect competes in organized competition after high-school graduation or following discontinuation of high school enrollment, the proposed amendment would provide that a prospect who competes in organized competition for more than one year following high-school graduation or for more than one year following discontinuation of high-school enrollment would forfeit all NCAA eligibility in that sport. A prospect who competed for one year or less in organized competition following high-school graduation or for one year or less following discontinuation of high-school enrollment would lose one season of NCAA eligibility and must fulfill an academic year in residence.*

### Other

1. Accept educational expenses in specific situations.

*Proposed Amendment -- Limit the payment of educational expenses to post high-school (preparatory school), pre-college educational expenses.*

2. Remove the sport of men's and women's basketball from the application of the pre-enrollment amateurism deregulation in order to allow the cabinet to continue its study and consideration of basketball issues for a two-year period in order to evaluate the unique issues and formulate appropriate recommendations for this sport.

## SEASON CANCELED BECAUSE OF POOR SPORTSMANSHIP

Thomson, Ill. -- When repeated lectures and warnings regarding the consequences of unruly behavior didn't change the attitudes of the Thomson High School varsity boys' basketball team, the school's administration took the most drastic step it could: it canceled the season.

The Thomson school board voted unanimously to forfeit the final three games due to poor sportsmanship on the part of the varsity players. The final straw in a season full of bad behavior occurred in a February 1 game, when two players received technical fouls and a third was ejected from the stands.

"The real problem is a lack of respect for school authority and a lack of respect for the authority of the officials on the floor," said school superintendent James Gray. "We've had kids throwing tantrums -- going over and kicking the bleachers before they sat down, giving the officials hard stares. That was often followed by a technical foul."

Gray and other school officials warned the players repeatedly throughout the season that continued misbehavior would not be tolerated. Players who received technicals received a one-game sus-

pension. But the counseling and punishments failed to change the players' attitudes.

Thomson had won only two of 21 games when the season was canceled. "If a kid gets a technical and has to sit out the next game, it doesn't mean much when you're going to lose anyway," Gray said.

Gray said the players expressed anger and disbelief when they were informed of the board's decision. "Kids don't seem to think anyone will take charge of them," he said. ("They're) supposed to be the best we can put forward for competition. (They) did not live up to that."

Coach Danny Schock, who is not employed by the school district, finished the season as coach of the freshman and sophomore teams. "My hope is that the nucleus of the team that's left will wake up and come back next year with a better attitude," Schock said. He added that he felt sorry for the players who had not misbehaved but were punished along with those who had caused problems.

Gray said the vast majority of parents who expressed opinions agreed with the board's decision.

*Reprinted from Referee, May 2001*

## New Weigh-in Procedure Highlights Wrestling Rules Changes

Indianapolis, IN (April 2, 2001) -- The issue of proper weight management was foremost on the agenda of the National Federation of State High School Associations (NFHS) Wrestling Rules Committee at its March 25-26 meeting in Indianapolis, Indiana.

The most significant rules changes dealt with Rules 4-5-1 and 4-5-3, concerning weigh-in procedures for dual meets and tournaments. These rules changes were implemented to eliminate the detrimental practices associated with dehydration that are considered to have a negative impact on a wrestler's well-being. In both dual meets

and tournaments, wrestlers will be required to remain in the weigh-in area and not participate in any dehydration activities.

Rule 1-1-2 was also changed to provide for a random draw after the weigh-in to determine the wrestler's order of the weight classes instead of working from the lightest to the heaviest classes.

Another topic tackled at the meeting was the overtime procedure. Rule 6-7-1 has been changed to allow the wrestler who first scored a point during regulation to have the choice in the 30-second tiebreaker.

In addition, four other rules changes were addressed:

- Rule 4-3-1 had language added to prohibit the use of any type of electronic communication between a coach and competitor.
- Rule 6-1-3 has been changed to reduce the time of an overtime period from two minutes to one minute.
- In Rule 6-6-2, failure of the official to give the opponent his choice following the calling of a second injury time-out has been added to bad time.
- A new article has been added to Rule 7-3-7 to also penalize the wrestler who appears on the mat not properly equipped, in addition to the penalty to the coach as addressed in Rule 7-5-3.

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