



BULLETIN

The Connecticut Association of Schools



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

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Editor's Note: This is the second in a 9-part series on Connecticut's School-to-Career System, *Connecticut Learns*. This issue, and each subsequent issue, will highlight one of the eight "career clusters" around which the program is organized. The cluster featured this month is: **Technologies: Manufacturing, Communications, and Repair.**

CONNECTICUT'S SCHOOL-TO-CAREER SYSTEM

By Ann R. Gaulin, Assoc. Education Consultant, State Dept. of Education

School-to-Career systems restructure education so students improve their academic performance and become motivated to learn. Students are exposed to a variety of opportunities and career paths. Every School-to-Career program must include school-based learning, work-based learning, and connecting activities, and must be organized around Connecticut's eight industry-developed career clusters.

Featured Career Cluster -- Technologies: Manufacturing, Communications, and Repair

This career cluster includes jobs in a broad range of industries in which employees need a technical background. The technical jobs can be in manufacturing, electric utilities, and the telephone and cable companies. This cluster also includes jobs in companies that repair automobiles, airplanes, computers, and other technical products, as well as companies that develop computer software. Educational requirements: high school diploma to a post-graduate degree.

Please turn to page 6 to learn about Shelton Public Schools' successful School-to-Career program in the field of Manufacturing.

(For more information about *Connecticut Learns*, contact Susan Binkowski at the State Dept. of Education, (860) 638-4054.)

CAS ANNOUNCES EXPANDED CORPORATE PARTNERSHIPS

Bob's Stores

Bob's Stores, which for the past five years has sponsored CIAC's boys and girls basketball tournaments has decided to expand its sponsorship program to include ice hockey, boys and girls soccer, and outdoor track.

Mike Zibol, vice president of Marketing said, "We have great respect for the role of athletics in education. We are proud of our association with CIAC and look upon this increase in sponsorship as further evidence of our commitment to CIAC and Connecticut high school sports."

Bob's Stores is now identified as a silver sponsor in our sports marketing program.

Liberty Mutual

For the second consecutive year, Liberty Mutual Insurance Company will sponsor the elementary and middle school leadership programs.

Liberty Mutual is also adding its support to CIAC's continuing efforts to promote the role of Connecticut Sports Officials organizations.

CAS THINK TANK PRODUCES IMPORTANT BELIEF STATEMENTS

Twenty-five administrators and eight Central Office staff members participated in the **1997 CAS Think Tank** on September 22nd. Facilitated by Jake Ludes, superintendent of the Montville Public Schools, the full-day event provided an opportunity for dialogue among representatives of both the professional and athletic "divisions" of the Association. CAS President Earle Bidwell organized the Think Tank in a direct effort to accomplish one of the goals set forth by the board of directors last year: *To review the CAS vision and mission, and develop a long range plan to guide the organization into the next century.*

Representatives of each of the boards of control as well as the athletic directors' and coaches' associations joined members of the CAS Board of Directors in candid discussions that were not only productive, but reassuring. The morning sessions, which focused on the overall mission and purpose of the association, clearly validated the work of the Association, reaffirming the appropriateness of the

services and programs that it currently offers and supporting the direction in which it is moving. The morning discussions produced the most valuable outcomes of the event, with participants developing belief statements about students, schools and the Association. The group agreed, by consensus, on the following statements of belief...

cont'd on page 6



Joseph M. Duffy, Liberty Mutual Asst. Regional Sales Manager and Paul Hackley (r), Liberty Mutual Regional Marketing Director, present check to Executive Director Mike Savage. On the left are CAS executives Tim Doyle and Henry Traverso.

CAS News & Notes:

Congratulations to the four outstanding educators who have been selected as this year's recipients of the prestigious Milken National Educator Awards:

- Dr. William Coan, Principal
Weston High School
- Patricia Davidson, English Teacher
South Windsor High School
- William A. Silva, History Teacher
Berlin High School
- Mark Winzler, Principal
E.O. Smith H.S., Storrs

Mark is currently a member of the CAS Board of Directors and serves as CAS representative on the Connecticut Teacher of the Year Selection Committee.

Further congratulations to Donald Gates, CAS secretary and principal of Portland High School, who has been named by the National Association of Secondary School Principals as chairman of the National Honor Society. Don has served as CAS representative to the NASSP National Honor Society for over 20 years.

Connecticut high school student Ben Smilowitz has made national headlines in his fight for student representation on the State Board of Education. The 16-year-old junior at Hall High School in West Hartford has written a bill to create a student seat on the state board. Ben's bill, which would add two seats to the nine-member board to maintain an odd number of members, has received the support of Representative Brian Mattiello, a Republican from Torrington. Ten states and the District of Columbia currently have student members on their state boards.

Members of the Ridgefield High School Grief/Loss Group were the stars of a professional video entitled, *The Tomorrows Children Face When a Parent Dies*. The video, which features students speaking candidly about the loss of a parent, is now being shown on Channel 1 to over 8 million high school students nationwide. The video is also being sold to libraries, schools, and other consumers across the country. The RHS Grief/Loss Group sent a copy of the tape along with a letter of condolence to Prince William and Prince Harry after the death of their mother, Princess Diana.

The State Dept's Bureau of Certification and Professional Development has released a copy of the proposed revisions to Connecticut certification regulations. Public hearings will be held in the middle of December to allow interested parties to comment on the proposed regulations. Copies of the proposed changes are available from the CAS office upon request.

The State Board of Education will consider the following topics in the 1997-98 year: the SAT; learning in infancy; brain development and multiple intelligences; effective educational leadership; the building principal; exemplary urban school initiatives; community use of school facilities; SDE/state agency partnerships; SDE/urban districts partnerships; childhood health and nutrition; world languages instruction; class size; and technology.

Some facts about Connecticut's public school buildings:

- 60% of the state's 937 public schools are in inadequate condition (the figure is the highest among 29 states whose estimates were reported in a national survey);
- More than 60% of Connecticut's existing public schools were built in the 1950s and 1960s. About one-half of Hartford's schools were built before WWII and about 15% before 1900.
- State Department officials expect to spend nearly \$2 billion in state money over the next two decades for building repairs, renovations, and new construction.

(Source: The CAFE Journal, June 1997)

The Connecticut Center for School Change has awarded \$152,000 to schools throughout the state for innovative school improvement projects. Congratulations to the 1997-98 grant recipients:

Planning Grants (\$2,500): Chester Elem. School; Live Oaks School, Milford; West Hills K-8 Magnet School, New Haven.

Implementation Grants (\$25,000): Brown MS, Madison; Flanders Elem., E. Lyme; Huckleberry Hill, Brookfield; Ponus Ridge MS, Norwalk; Washington MS, Meriden.

Expansion Grants (\$10,000): Charter Oak Elementary, W. Hartford; Lincoln Elementary, New Britain.

CCSC will soon be accepting applications for School Improvement Grants

for 1998-99. The Center funds public and non-public schools serving pre-K through grade 8. CCSC will award up to \$150,000 in three grant categories. Requests for applications must be made by December 5th. To request an application packet, send your name, and the name, address, and phone number of your school via mail: 151 New Park Ave, Hartford, CT 06106; fax: 860-586-7360, or e-mail: ccsc@ntlplx.net.

Thanks to a federal initiative to improve children's health, nearly 90,000 uninsured Connecticut children could receive health care coverage by the end of the year. Included in the five-year balanced-budget agreement forged by the White House and Congress in August is a \$24 billion allocation for government-paid health insurance. The money is earmarked primarily for children under age 19 whose families cannot afford to buy insurance but earn too much money to qualify for Medicaid. The federal budget measure also loosens eligibility requirements for Medicaid to allow states to extend Medicaid coverage to a greater number of children. Governor Rowland has announced plans to intensify efforts to identify and enroll children who are eligible for coverage under the expanded Medicaid umbrella. Officials predict that schools will play a key role in locating/identifying eligible children.

CAS, in partnership with Big Y World Class Markets, has released the first issue of *Teen Nutrition Times*, a newsletter for Connecticut students. The quarterly newsletter is being developed and distributed to CAS member schools as part of a sponsorship agreement between CAS and Big Y. The first issue of TNT was sent to all middle schools in October. Many thanks to Susan O'Dea and Carolyn Blackmore from Gideon Welles MS, Glastonbury, who serve as CAS representatives on the TNT Board of Advisors.

Connecticut's Allocations of Federal Education Dollars, by Program

Program	1996	1997	1998
Title I:	\$51,795,507	67,008,483	69,947,274
Safe & Drug Free Schools/Communities:	3,991,863	4,832,834	5,814,997
Special Education:	31,009,767	42,810,787	44,646,324
Goals 2000:	3,149,595	4,460,763	6,131,401
Tech/Literacy Challenge:	0	1,481,944	3,803,227
Eisenhower Prof. Dev.:	2,519,014	2,852,676	3,584,712
America Reads (proposed):	0	0	1,285,076
Vocational Education	8,317,167	8,549,312	8,739,531

National News & Notes:

In late September, the Department of Education announced that it would temporarily suspend work on the development of national tests until such time as the National Assessment Governing Board (NAGB) could step in and oversee the project. The announcement came just after the Senate adopted a compromise amendment that allowed money to go forward for the development of the tests but transferred control from the Department of Education to the NAGB. The House, however, remained strongly opposed to the national testing initiative, passing an education amendment sponsored by Rep. Goodling (R-PA) which prohibited any funds from being spent on national tests.

In September, the State Department of Education released a memo clarifying school districts' obligations under the newly revised Individuals with Disabilities Education Act. After the reauthorized bill was signed into law, there was some confusion over whether or not the new law required school districts to provide services to special education students in all instances of suspension/expulsion. According to the education department's letter, schools are NOT required to offer services to disabled students who are suspended for ten days or less. The policy letter also indicated that, in instances of short-term suspensions, school officials will not have to review a student's IEP before imposing a suspension, and they will not be required to determine whether the action which led to the suspension was related to his/her disability.

Students Against Drunk Driving, the 16-year-old student organization founded to combat teenage drinking and driving, is changing its name and its mission. SADD will now be called Students Against Destructive Decisions and will focus on a wide range of issues affecting young people, including violence, suicide, and drug use. The organization has more than 5 million members in more than 25,000 chapters in middle schools, high schools, and colleges across the country.

For the first time in a decade, the number of U.S. children and teenagers killed by guns decreased in 1995, according to statistics released by the Children's Defense Fund. Overall 5,254 people age 19 and

under were killed by guns that year, a decline of almost 10% from the previous year. The number of young black men killed by guns dropped 20% in 1995.

The leaders of 12 education organizations representing a variety of interests are putting aside their differences to form a new coalition to focus on raising student achievement and boosting support for public schools. The *Learning First Alliance* - which includes, among others, representatives of the two national teachers' unions, the national school administrators group, the National PTA, the National School Boards Association, NASSP, ASCD, and NAESP - will concentrate most of its energy on getting local affiliates to collaborate on efforts to improve public education.

A National Association for Accreditation of Teacher Education (NCATE) task force has released a report calling for "vigorous action" to ensure that new teacher graduates are adequately prepared to use technology. In 1995, NCATE developed expectations for incorporating technology into teacher preparation programs. Those guidelines are scheduled to be refined in 2000 and will likely draw on the new report's recommendations. Education schools could be required to incorporate technology into their programs in order to be accredited.

The College Board has announced that, beginning in the 2000-2001 school year, geography will be among the courses offered in the Advanced Placement program. The course will include such topics as: population distribution and movement; political organization in space and rural land use; economic development; and, urbanization.

Raptor Systems, Inc., a Massachusetts-based network security software and services company, has provided hundreds of school districts nationwide with network security systems that not only protect district networks from hackers but have the added benefit of blocking students' access to pornography and other objectionable material via the Internet. In addition to the Web filtering tool, Raptor's security systems protect sensitive information, such as grade and financial information, that is often contained in administrative networks. For further information about Raptor, visit <http://www.raptor.com>.

The National Association of School Psychologists has released a state-by-state sampling of the most effective mental-health programs available to students. To obtain a free copy of "Exemplary Mental Health Programs: School Psychologists As Mental Health Providers," call the NASP at (301) 657-0270.

The National Association of Secondary School Principals has resolved to assist the Association of California School Administrators in its campaign to defeat what has come to be known as California's 95/5 Proposition. The proposition, placed on the 1998 ballot by the United Teachers of Los Angeles, mandates that school districts spend no more than 5% of total revenue on administration and that 95% of total district revenue be spent at the school level. The ASCA has set about to raise \$1 million to fund efforts to oppose the measure.

New teacher contracts in Rochester, NY, include a stipulation that parent input become a formal part of job-performance reviews. Parents in the district will be asked to complete teacher-evaluation forms that call for ratings in areas such as teacher accessibility and responsiveness, parent-teacher communication, academic and behavioral expectations, and homework. Parents will not be allowed to evaluate pedagogy or teachers' knowledge of subject matter.

The parents of a Florida high school student who wrote about her drug use in a psychology-class journal and says she later contracted a sexually transmitted disease while under the influence of marijuana have filed a lawsuit against the district school board. The plaintiffs claim the high school teacher who assigned and read the journal was obligated under state law to report the student's drug use to school officials.

North Carroll High School in Maryland has eliminated D's from its grading system, thus forcing students to earn at least a C or fail. The new grading system is not mandatory and some lower-level classes have opted to keep the D. One school representative speculates that about 70% of the students who previously received D's were working up to C's while 30% were failing.

A LEARNING EXPERIENCE

By Dr. Marjorie Bradley, Principal
Fawn Hollow Elem. School, Monroe

One of the best experiences I ever had about teaching and learning and standards and values happened to me a number of years ago. While driving in midtown Manhattan one day, I made an illegal right turn and was pulled over by a stern-looking cop. He took my license and registration and explained the error of my ways. Then he let me go with a warning. As I started to drive off, the officer queried, "Aren't you going to ask me why I didn't give you a ticket?" When I nodded, he grinned and replied, "You were my first-grade teacher."

I can't recall that experience without both jubilation and terror. I spent the next 3 days making lists of students I thought would have let me off and students who would have gleefully thrown the book at me. If all of us could go into our classrooms every day with the thought that these kids are tomorrow's traffic cops, I think the world would be a better place.

"Human history becomes more and more a race between education and catastrophe."

-- H.G. Wells

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THE BULLETIN

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CAS MEMBERS ADDRESS LEGISLATIVE COMMITTEE ON ISSUE OF VIOLENCE

By Dr. Robert F. Carroll
Assistant Executive Director

The Legislative Program Review & Investigation Committee of the General Assembly asked CAS to assist in sponsoring a focus group of 10 middle and high school administrators. The purpose of the focus group was to assist the committee in finding legislative solutions to the issue of school violence and, thereby, make Connecticut schools a safer place for learning to take place.

This group met on September 30th at the Legislative Office Building in Hartford. Renee Muir, principle analyst for the legislative committee coordinated the afternoon session. Michael Nauer, Director of Program Review and Investigations, and Cheryl Saloom, Chairperson of the Alternatives to Suspension and Expulsion Advisory Committee, also participated in the discussions. The group explored the impact of policy and practices on expulsions and suspensions in the state's middle and high schools.

The CAS members who participated in the legislative focus group were: Mr. Earle Bidwell, Principal of Nathan Hale M.S., Coventry, and President of CAS; Mr. Richard Nabel, Principal of Hamden H.S.; Dr. David Perry, Principal of North Branford H.S.; Ms. Kathleen McGrath, Assistant Principal of Southington H.S.; Mr. Edmund Higgins, Principal of Branford H.S.; Ms. Wilhemenia Christon, Principal of Ansonia H.S.; Ms. Patricia Barrett, Principal of East Shore M.S., Milford; Mr. Thomas Herman, Assistant Principal of Crosby H.S., Waterbury; and Mr. Lawrence Nocera, Assistant Principal of Glastonbury H.S. Also in attendance were Mr. Michael Savage, CAS Executive Director; Dr. Robert Carroll, CAS Assistant Executive Director; and Attorney Mark Stapleton, Connecticut State Department of Education.

Cited below are some of the comments made by attendees that had an impact on Committee members:

"A safe school environment is destroyed while a disruptive youngster is undergoing due process. Legislators must create legislation that removes this student from the general population immediately and is provided with an alternative education during the period of due process."

— Mr. Earle Bidwell

Dr. David Perry cited an example of a student charged with sexual assault who was allowed to roam the corridors of a school building while he was being tested to determine whether he qualified for a special education label.

"Whether the disruptive behavior is connected to the disability should make no difference. A disruptive student doesn't belong in a building making it unsafe for students and teachers."

— Mr. Edmund Higgins

"Give administrators the right to make an interim call and remove disruptive students while providing them an alternative education. Then permit the PPT process to take hold with the standard time clock notification. Continuing to provide the disruptive student with an alternative education should satisfy his/her constitutional rights while protecting the rights of other students to a safe school environment where learning can take place."

— Mr. Lawrence Nocera



From left, Kathleen McGrath, Dick Nabel, and Wilhemenia Christon take part in discussions on school violence.

SAVE THE DATE: The 21st Annual Assistant Principals Conference will be held March 24th. Look for details in next month's BULLETIN!

CAS announces
the 1998 High Schools Principals
Winter Conference on...

"Breaking Ranks"

Luncheon Speaker:

Dr. Gerald Tirozzi

Assistant Secretary of Education

January 13, 1998

Radisson Hotel, Cromwell

* Participants will receive a free copy

SSA PROVIDES SUPPORT TO GAY/LESBIAN STUDENTS

By David W. Knapp

Most gay/lesbian high school students are "in the closet" and in crisis. There are solutions. For the past 8 years, we at the Stonewalls Speakers Association have made it possible for gay/lesbian speakers of all ages and situations to talk to students, teachers, and administrators about issues relating to sexuality.

We have been invited to speak at over 40 Connecticut high schools. Most schools ask us back for a return engagement each year. We find ourselves most often speaking before health, social studies, psychology, sociology, or human relations classes. We also participate frequently in school-sponsored diversity days. We offer presentations in two formats: *personal stories* and *structured workshops*. *Personal stories* sessions include a personal life history and a question-and-answer period. *Structured workshops* offer factual presentations and/or discussion groups on specific topics or issues. All presentations are tailored to meet the specific needs of the targeted audience. While there is no charge for our services, donations are welcomed to help defray the cost of SSA promotional materials. To receive a brochure, arrange a speaking engagement, or obtain further information, please contact me at (203)453-1395.

SUMMARY OF THE WORLD

If we could shrink the Earth's population to a village of precisely 100 people, with all existing human ratios remaining the same, it would look like this:

There would be 57 Asians, 21 Europeans, 14 from the Western Hemisphere, including North and South America, and 8 from Africa; 70 would be non-white, while 30 would be white; 51 would be female, and 49 would be male; 66 would be non-Christian and 33 Christian; 80 would live in substandard housing; 70 would be unable to read; half would suffer from malnutrition; only one would have a college education; half of the entire village's wealth would be in the hands of only six people, and all six would be citizens of the United States.

(Source: Ann Landers, June 1997)

GAY STUDENT FINDS HIGH SCHOOL "A STIFLING HELL"

(Editor's Note: This article first appeared in a local Connecticut newspaper in May, 1995. At the time the article was written, the author was a high school student in a privileged, suburban Connecticut community. While much has changed in two-and-a-half years, I suspect the feelings expressed in this article are true to many Connecticut students today. References to individual or school names have been removed.)

I walk through these halls every day, slowly working my way towards graduation. I have struggled through my classes just like everyone else. I've pulled a few all-nighters in my time, failed a few tests, aced a few. I've been an average student, I guess. Maybe a little above average. I have a job, and when I'm not studying or working I still find time to get involved in other activities at school.

Oh yeah, and I'm gay.

What?! There are gay students at this high school? Well, one of them is writing this article right now. And he is very bruised from the treatment he has received at his school.

I remember my sophomore year, hearing one of my favorite teachers grotesquely mimic the stereotype effeminate male. The lisp and everything. The whole class erupted into laughter. I chuckled, I think. I don't have a lisp, I don't have an obnoxiously limp wrist, I don't have an earring in my right ear, I don't jump guys in the hallways. No one knows I'm gay except the close friends I have confided in. I doubt that my teacher would have said anything if I were extremely effeminate. I think because there were no obviously gay students in the class, he must have thought there was no danger in offending someone. Well, he did offend someone. Very much. I thought the job of the faculty was to educate us, not to help breed ignorance.

I hear the epithet "faggot" at least twice a day being thrown at someone by the students of this school. Ouch. I doubt any one knows the true meaning of the term, I will tell you. Hundreds of years ago when witches were being burned at the stake, the homosexuals of the area were all rounded up like cattle and used as kindling for their pyres. The people thought the witches had made them that way. Well, no witch cast a spell on me. But I also never chose to be gay. Why the hell would anyone choose to be ostracized and harassed, misunderstood, defamed? No, I never chose this. If you do the math, out of the appx. 700 students at this high school, there should be about 70 gay students. That seems like a lot to me, and that's excluding the number of probable gay faculty and staff members. Yet, from the way the majority of the administration, faculty and student body act, you'd think homosexuality is something that exists only outside our pure, shiny walls.

I've got a message for you all. Homosexuality exists right in this school. I hear at ***High School there is a Gay/Straight Alliance, a club where not only gay, but

straight students and faculty as well can form a dialogue. And what hopefully stems from talking is understanding. That is what we need at this school — understanding.

I hope that there are few truly malicious, hateful people in this school community. But there are a lot of misinformed, ignorant people. This year, I heard a senior make the statement, "There aren't any gay people at ***H.S." Ha.

What can we do to solve this problem of misunderstanding and ignorance? How about a Gay/Straight Alliance? How about some courses like Gay and Lesbian Literature or History? How about getting rid of that table in the large cafeteria with the message "GO HOME LESBIANS" on it? How about stopping those biting jokes in and out of the classroom? How about realizing that some of your friends are probably gay? How about realizing that homosexuality exists within these sterile walls and that, by ignoring or mistreating the issue, you are just slowly killing all the gay students and faculty?

The gay student population in this school is ignored and oppressed. From the moment I accepted my sexual preference during my sophomore year, I realized that this school would be nothing but a stifling hell for me as a gay male. I was suicidal for some time, and still deal with occasional bouts of depression. I feel like ***H.S. thinks homosexuality is some disorder that only "afflicts" people outside this community. Whenever the subject is broached in conversations, it always seems we are talking about "them." But "they" are living and breathing among us every day. "They" are just like us, "they" are us. I wonder what would happen to me if I brought a guy to the prom? Interesting question. Don't worry, I won't. Wake up, ***H.S. You have a gay population, like it or not. One of the greatest crimes a human being can commit is not being true to himself. The school community would have crucified me had I decided to let my sexual preference be known. It has been one of the biggest disappointments of my life to not have been able to be "out" during these years. But acceptance comes in stages, to be sure. It must start with a dialogue between both straight and gay students and faculty. If this is not established, then this school will continue to be enclosed in a burning naivete.

The choice is yours, members of the school community. Choose wisely. You're killing me.

SCHOOL-TO-CAREER IN SHELTON

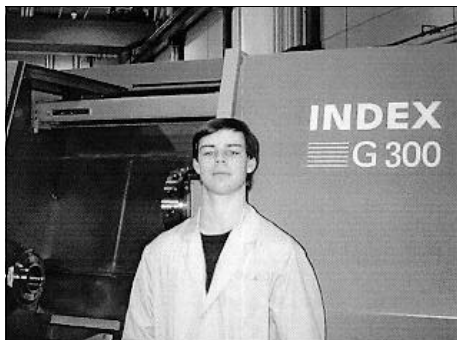
The Shelton Public School System, a member of the Region F Connecticut School-to-Career (STC) Partnership, is a committed participant in the statewide STC implementation movement. Shelton has established a School/Business Advisory Committee to provide insight and direction to STC System development.

In 1996, Shelton High School partnered with INDEX Corporation, an engineering, sales and service, and machine tool manufacturing company, to launch a manufacturing work-based learning pilot program. The program provides students with the opportunity to obtain the academic and technical skills necessary to acquire an entry-level job or to pursue education/training beyond high school.

One hundred and eighty hours of paid, work-based learning and ninety hours of school-based learning are collaboratively coordinated by a work-site mentor and high school STC staff members. School-based and work-based curriculum elements include industry-specific skill-development, career development, basic academic instruction, personal employability skills, and competency development.

Plans for the 1997-98 school year include expanding the manufacturing work-based program from 1 to 2 years, seeking Dept. of Education approval to participate in the Connecticut Career Certificate Program, expanding the existing Tech Prep college credit acquisition program with Gateway Community Technical College, and establishing additional manufacturing work-based learning sites.

For further information about School-to-Career in Shelton, contact: Louis Dagostine at (203)924-1023.



Christopher Hoffman, a pilot program participant and a 1997 Shelton H.S. graduate, is presently employed at INDEX.

CAS Adopts Belief Statements

(cont'd from page 1)

About students...

- All children can learn and achieve in school (given the necessary and appropriate resources and time).
- Students need to be active participants in learning.
- All students have the potential to affect positive change in society using what they learn in school.
- All students will live up or down to our expectations and must embrace fundamental values to survive and contribute to our society.

About schools...

- Schools must foster an appreciation for cultural and ethnic diversity as well as for the common culture of society.
- Schools must foster an atmosphere of mutual trust and respect.
- Schools must provide curricular and co-curricular activities to meet the needs of ALL students.
- Schools must have a shared responsibility with the community - including parents - in a child's education.
- Schools should be a place where students learn to apply the fundamental values of our society.
- Schools should be a community in which its student-members support one another to realize their academic and personal potential.
- Schools must be changing, dynamic organizations that evolve to meet the educational needs of their students.
- Schools should be workplaces which focus on high expectations, accountability, and the development of lifelong skills.

About the Association...

- CAS must be in the forefront of leading and speaking for schools.
- CAS must act, and be perceived as acting, in the best interest of schools and their students.
- CAS should be an advocate for the benefit of students, professionals, and the profession.
- CAS must be able to adapt to change, focus on activities that enhance the learning process, and make proactive public relations efforts on behalf of schools.

President Bidwell remarked, "These belief statements constitute a living document that will provide the framework and direction for all future initiatives."



Technology Workshop participants pose in front of the CAS banner.

CAS SPONSORS TECHNOLOGY WORKSHOP

by Dr. Robert F. Carroll
Assistant Executive Director

In September, CAS sponsored a special seminar for school administrators: **Technology - An Executive Overview**. This up-to-date, timely, and informative one-and-a-half day conference was held at the Holiday Inn in New London. Twenty-one CAS administrators and two members of the State Dept. of Education participated in the conference, which was funded by a grant from the Connecticut Academy for Educational Leaders.

The seminar was conducted for CAS by Future Technologies Seminars. The workshop began with Jim Oliver, Executive Consultant for Future Technologies, reviewing the very basics of computer systems technology. The workshop evolved into a thorough explanation of today's technology, which included an extensive overview of the details and complexity of networking and the challenges/opportunities of the Internet. Jay Oliver, Technical Services Director, handled the technical sessions in a friendly, personable manner, successfully delivering complex information in simple terms.

The "Trends in the Computer Industry" session offered projections about changes in the industry in the next 12 to 36 months. Discussions centered around how these changes could impact school technology plans. The highlight of the second day was a long, interactive group discussion on management issues, from purchasing and funding techniques to the challenges of managing change in our educational environment.

In summary, one participant stated it best by responding to the question, "What did you like least?," with the statement, "That it ended too soon."



Middle School News....

NASSP LAUNCHES MIDDLE LEVEL ALLIANCE

Almost two years after the creation of the National Alliance of High Schools, the National Association of Secondary School Principals has announced the establishment of a companion organization for middle level educators: the National Alliance of Middle Level Schools.

The NAMLS was founded to assist schools in implementing the recommendations for middle school reform identified in *Turning Points*. It offers comprehensive, hands-on support and services to ALL the "key players" in middle level education -- including administrators, teachers, students, and parents.

Membership benefits include monographs on successful middle school reform programs, custom-designed institutes and workshops, monthly audio tapes on current reform strategies, and multiple copies of *Schools in the Middle Magazine* and *Alliance Newsletter*. Schools that join the Alliance prior to March 31, 1998, pay only \$150.00 (regular membership: \$200 per year). For further information, contact NASSP at (800)253-7746.

USING PEERS TO TEACH ABOUT AIDS

A group of 8th grade students at Jared Eliot Middle School in Clinton are using peer pressure to get what they want -- to inform others about AIDS.

The group is called Peer Puppeteers. Using puppets that speak frankly about AIDS, the puppeteers have performed their educational skit for classrooms in the middle and elementary schools.

The puppeteering group was formed by Mike BonTempo, a health education teacher at Jared Eliot. Last year, BonTempo received a \$3,500 grant from the federal Centers for Disease Control to be used in developing a peer training program about AIDS. The grant was administered by the State Dept. of Education.

BonTempo saw an educational program called "Kids on the Block" at a seminar and decided the puppets were an ideal

way to convey the message. He used some of the grant money to purchase the puppets and script from the national program.

About a dozen of BonTempo's students volunteered to participate in the puppeteer group as an independent study project. The students, who earned credit for the project, spent much of the school year practicing and learning the script.

The program is now in its second year. (Source: "Using Peers to Teach About AIDS," Joann Goddard, *Hartford Courant*, 4/1/97)

GOING PLACES ACADEMICALLY

By Jody Goeler, Assistant Principal
Sedgwick Middle School

At Sedgwick Middle School "GPA" is more than Grade Point Average; it's a new and important program headed by reading teacher Ginnie Howard and physical education teacher John Benyei. *Going Places Academically* is an advisor/advisee program focused on balancing student interest in athletics with academic responsibility and achievement.

Currently there are 25 students enrolled in the program. While athleticism comes naturally for many of these students, they are finding that academic accountability comes only with discipline and hard work. Ms. Howard and Mr. Benyei monitor student progress closely, establish individual goals for each child, maintain contact with teachers and parents, and provide rewards for those who find and stay on the correct course.

It is important to note that the correct course will be the only course for students seeking athletic opportunities at Conard High School. They will need to meet and sustain eligibility requirements in order to play sports at the high school and college level. And while the advisors and developers of the GPA program see themselves as advocates, students are perhaps more inclined to complain that their advisors are "always on my case."

The bottom line...students who once came to Sedgwick as star-struck athletes with unrealistic expectations of what athletics alone will bring them are now beginning to understand the importance of balancing academics if they are continuing their athletic careers in high school and beyond. (Reprinted from *Slice of Sedgwick*, May 1997)

MGSSPI CURRICULUM BANK GOES ON-LINE

The Connecticut Middle Grades School State Policy Initiative (MGSSPI) Curriculum Bank is a collection of original and published instructional materials designed by teachers within the Carnegie Systemic Change Schools. Now on the Web, these materials are available to all on-line educators!

The MGSSPI Curriculum Bank currently offers curriculum materials in the areas of Computer Technology, Math, and Science. Soon to be added are resource banks in Reading/Writing, Social Studies, and Unified Arts.

Visit the Curriculum Bank at: <http://www.state.ct.us/sde/mgsspi/bank.htm>.

Words of Humor and Wisdom from Middle School Students...

Some real-life middle school students offer their views on what "middle school" means:

"Middle School is where 5th - 8th graders go - that is in the middle of 1-12th grades. So that's why it's middle school."

"Middle School is an opportunity to meet more people than you'd meet at a family reunion."

"Middle School is better than elementary school because it's easier to get away with things."

"Middle School means learning from your mistakes. It means change - at home and with friends. It means realizing that you are NOT the only human being in this universe."

Middle school students comment on the toughest challenges they face in today's society...

"...keeping up with my social life."

"...being pretty and popular."

"...being in middle school. It is tough, especially in 8th grade, because everybody is trying to be so-o-o-o cool! Friends come and go and all the secrets and rumors can be so annoying."

Just Kid Inc.

Elementary School News....

STUDY FINDS PRESCHOOLERS LEARN BY PLAYING

(Source: "Gains Found in Preschool Learning by Playing," Linda Jacobson, Education Week, 5/28/97)

Allow disadvantaged preschoolers to learn by playing and exploring their environment, and they will be less likely to experience social and emotional troubles later in life.

But place them in more rigid programs focused chiefly on academics and the chances increase that they will break the law and have problems getting along with others, concludes a new study of three early-childhood curriculum models.

According to "Lasting Differences," adults who had attended a play-oriented nursery school or a preschool program in which they were allowed to choose their class activities committed fewer crimes, had better success on the job, and maintained healthier relationships than those who enrolled in programs where the acquisition of academic skills was the prime objective.

The study involved 68 children who were randomly assigned to three different preschool programs: 22 attended a High/Scope program (which has a child-directed curriculum); 23 were enrolled in a nursery school; and 23 received direct instruction in an academically oriented program.

At age 5, children from the direct-instruction group scored slightly higher than the High/Scope and nursery school groups on an IQ test. But over time, that academic advantage disappeared.

Interviews with the participants at age 23, however, revealed significant differences in whether they had committed a felon, misbehaved in school or on the job, or had been treated for emotional problems.

Only 10 percent of the High/Scope group had been arrested for a felon, compared with 39 percent of the direct-instruction group and 17 percent of the nursery school group. None of the adults

who attended nursery school as a child and only 7 percent of the High/Scope group had ever been suspended from work for misconduct, but 27 percent of the direct-instruction group had.

Those who attended the High/Scope program or nursery school were also more likely to spend time in volunteer work, compared with those who went through direct-instruction as a young child.

The researchers suggest that programs that exclusively emphasize academics — often called "pressure learning" — might pay off initially in terms of better school performance. But in the long run, the study says, teachers are missing an opportunity to produce more responsible citizens.

This new research confirms many experts' beliefs that the best preschools offer a child-directed curriculum in which teachers let children's interests guide the learning. Teacher-dominated approaches, the researchers say, impart the idea that someone else is in control of children's lives.

Because the size of the study sample is small — only 68 — the authors of the study acknowledge that the results probably cannot be generalized to the entire population.

"But there's no question from a scientific perspective that you can predict some differences in the amount of anti-social activity from knowing what type of preschool program the children went to," said Marion Hyson, the editor of the *Early Childhood Research Quarterly*, which published the study.

She added, however, that those who don't read the study carefully "might come to an oversimplified conclusion that the wrong kind of preschool makes crooks out of kids."

The 1998 Elementary Leadership Conferences

March 11 - Naugatuck Valley
Community College, Waterbury

March 17 - Asnuntuck
Community College, Enfield



Of Interest....

The Children's Corner, a day-care center in Ridgefield, is the test site for a program called "I See You" which uses the Internet to allow parents to monitor their child's activities at the center. Well-placed cameras take photographic images of children at the center and transmit them over the Internet so that parents can view them throughout the day. The pictures are refreshed every 30 seconds, and parents can access them free of charge as long as they have an Internet address, password, and user name.

UNITY

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young
child's mind
And they fashioned it with care.

One was a teacher; the tools she used
Were books and music and art.
One a parent with a guiding hand,
And a gentle, loving heart.

Day after day the teacher toiled
With touch that was deft and sure.
While the parent labored by his side,
And polished and smoother it o'er.

And when at last their task was done
They were proud of what they had
wrought.
For things they had molded into the
child
Could neither be sold nor bought.

And each agreed she would have
failed
If she had worked alone,
For behind the parent stood
the school,
And behind the teacher,
the home.

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CIAC NEWS

CIAC ALERT

On October 16, 1997, at its regularly scheduled monthly meeting, the CIAC Board of Control voted to suspend the enforcement of the CIAC Transfer Rule for an indeterminate amount of time and to render immediately eligible all students presently enrolled in member schools who have been denied athletic eligibility under the Transfer Rule. Further, that prior to the CIAC legislative meeting in May 1998 a complete study of the Transfer Rule be conducted by the board in consultation with member schools on the desirability and feasibility of regulating transfer students in future years.

Any student who has transferred schools for athletic reasons as defined under the CIAC recruitment regulations will continue to be denied eligibility. Further, any student whose sending school principal signs an official CIAC statement attesting to the belief that the student has been recruited for athletic reasons will be investigated. Formal investigations will be conducted by CIAC officials on all alleged recruitment violations filed by member school principals as outlined in the CIAC policy on recruiting and defined in CIAC By-law Article X.

The decision to suspend the enforcement of the Transfer Rule for an undetermined amount of time was made when the board concluded that it could no longer render fair, consistent and timely decisions due to mounting interest by state legislators to restrict CIAC's ability to regulate high school athletics. In addition, increased legal costs to defend decisions, lack of legal authority to investigate requests on a case-by-case basis, the latest ruling from the Boston Office of Civil Rights, and recent legislation which has and will continue to provide students greater opportunities to attend their school of choice were cited.

Please feel free to call the CIAC office for further information or clarification of the Board's actions. Also, the CIAC would welcome the opportunity to discuss this decision, as well as any other matter, with area principal groups or athletic leagues.

MAINE PREPARES FOR BATTLE TO PRESERVE GIRLS-ONLY TEAMS

A Maine boy's fight to play on his high school's girls-only field hockey team has ended up in court. Jeremy Ellis, a 16-year-old Portland H.S. sophomore, brought his request to play on the girl's team to the Maine Human Rights Commission.

On August 11, 1997, the MHRC ruled unanimously that the Maine Principals Association's policy to prohibit boys' participation on girls' field hockey teams was in violation of the Maine Human Rights Act. While the ruling was specific to the sport of field hockey, MPA officials expect that they will be compelled to apply it to girls' volleyball, girls' softball, and girls' gymnastics as well.

The MPA has filed suit in Kennebec County Superior Court asking for a reprieve from the commission's ruling.

The MPA Executive Committee argues that, should boys be allowed to participate on girls' teams, many girls would be displaced from their school teams and the quality of the experience for girls would be severely diminished. Boys would dominate play because they tend to be larger, stronger, and faster, and girls who do play would have fewer opportunities to fill key positions on the field.

MPA Executive Director Richard Tyler has asserted that the issue "boils down to equality of opportunity for girls."



NF PROMOTES CITIZENSHIP CURRICULUM

KANSAS CITY, MISSOURI -- Just a generation or two ago, students received a grade on their report cards for citizenship. Now, citizenship has become the lost subject — and gone with that are the opportunities to teach students the positive traits, rewards and responsibilities that accompany citizenship.

The National Federation of State High School Associations has addressed this "lost" subject with the development of a *Citizenship Through Sports and Fine Arts Curriculum*. The curriculum consists of a *Rekindle the Spirit* video and books focusing on citizenship traits such as respect, positive values, perspective, sportsmanship, teamwork, healthy life-styles and community service.

Included in the curriculum are "teachable moments" that coaches and advisors can use to demonstrate these components of citizenship in practice, in competition or off the field.

This is the first component of a multi-pronged campaign by the NFHS to infuse interscholastic activities with the citizenship message. Training for coaches focusing on the citizenship message and in-depth evaluation components for athletic directors are currently being developed.

"Through this curriculum, together with initiatives such as the Citizenship through Sports Alliance, we will have the opportunities to make a significant difference in creating better citizens through sports and fine arts participation," Robert Kanaby, executive director of the National Federation, said. "We expect to use these cocurricular activities to do our part in contributing in a positive way to the future of this nation."

The curriculum package is available for \$49.95 plus \$6.00 shipping and handling. Orders may be placed through the NFHS Customer Service Department at 1-800-776-3462 or 816-464-5400.



CIAC News & Notes:

The following coop teams have been approved for the winter season:

Boys Swimming:

- ★ Crosby / Kennedy / Wilby
- ★ Bristol Eastern / Bristol Central
- ★ Enfield / Enrico Fermi / Somers

Ice Hockey:

- ★ Avon / St. Paul
- ★ E.O. Smith / Tolland / Windham
- ★ Shepaug Valley / Litchfield

Wrestling:

- ★ Weston / Joel Barlow

Track coaches and meet officials are reminded that all vaulting poles must have a safe hand holding zone. The top of this zone is usually located 6" down from the top of the pole. New poles should be accepted as marked, however, by the manufacturer. There are some manufacturers who are making poles with this band 3" or 4" down from the top, which is legal. The band must be a 1" circular strip around the pole in a contrasting color. Any pole not having this marking is illegal. The vaulter will not be allowed to use the illegal pole in warm-ups and/or competition until a band has been correctly placed.

John Reardon, principal of Mountain View Elementary School in Bristol, is the author of *All-Star Dads*, a book about parenting and baseball. The book, which speaks largely to fathers of adolescent athletes, illustrates how baseball can be used as a parenting tool. In the sixth and final chapter, called "Postgame Pointers," more than 35 players, managers, and owners list their own rules for being a good father. Nelson Briles offered this advice: "Time is the gift to give, not money." *All-Star Dads* is published by Glacier Publishing of Southington.

GAMES WANTED:

- ★ Sport: Softball / Contact: Bob Lehr, Southington HS, (860)628-3229, ext.346
- ★ Sport: Boys Basketball / Dates: week of 12-22-97 or 2-23-98 / Contact: Hank Koritkoski, Middletown HS, (860)347-8571

Note to Coaches and AD's:

The CIAC has a new "Games Wanted" message board on the CAS-CIAC web site. To post a "Games Wanted" message or view requests posted by others, visit: www.casciac.org/ciacgameswanted.html.

News from the CIAC Sport Committees...

GYMNASTICS:

New Divisional Format -- Tournament divisions will be determined at the seeding meeting in February based upon the total number of participating schools. The final pool of entries will be divided into 3 equal divisions by school enrollment. If 3 equal divisions cannot be determined, the L division will have the greater number of teams. This process will be rotated among the three divisions each year.

BOYS BASKETBALL:

Tournament Ball -- The official tournament ball for all games starting in 1998-99 will be the Baden Composite.

Change in Division Request -- Teams can request to move up more than 1 division.

GIRLS BASKETBALL:

New Official-Evaluation Form -- The Girls Basketball Committee has developed a form for the purpose of allowing coaches to rate tournament officials. This form will be included in the tournament packet as appendix E. (Another appendix has been added to the packet regarding criteria to be used for site selection.)

Assignment of Tournament Officials -- Three officials will be assigned to all semi-final & final games.

Divisions -- LL Division was changed to 398 and over; L Division was changed to 285-397.

WRESTLING:

1998 Tournament Dates....

Division Finals -- Feb. 20 and 21

Open -- Feb. 27 and 28

New Englands -- March 6 and 7
(in Massachusetts)

1998 Tournament Sites...

LL Division -- Danbury HS

L Division -- Bristol Central HS

M Division -- Wilton HS

S Division -- New London HS

1998 Divisions...

LL Division -- 437 and over

L Division -- 344 to 436

M Division -- 248 to 343

S Division -- Up to 247

ICE HOCKEY:

New Tournament Site -- The New Haven Coliseum has been selected as this year's site for the CIAC Ice Hockey Tournament. Both the semi-final and final games will be hosted by the Coliseum.

INDOOR TRACK:

Schedule of 1998 Tournaments...

Class L Meet -- Friday, February 20

-- 6:30 p.m. -- Dave Tetlow, Director

Class M Meet - Saturday, February 21

-- 12:30 p.m. -- Tom Haley, Director

Class S Meet -- Saturday, February 21

-- 6:00 p.m. -- Bill Baron, Director

Open Meet -- Saturday, February 28

-- Time TBA -- Bill Baron, Director

All above meets will be held at Yale University. The New England Meet will be held on March 7 at Harvard University.

ARKANSAS BACKS OFF GPA REQUIREMENT

(Education Week, 10/1/97)

Four years ago, the Arkansas state school board passed a "no pass, no play" policy requiring secondary school students to maintain a C average in order to participate in extra-curricular activities.

After the new rules went into effect, school board members, administrators, teachers, and, especially, coaches waited for the good grades to start rolling in. And they waited. And they waited.

Finally, when it seemed that not only were low achievers not achieving at higher levels, but that the lowest performing students who were disqualified from after school activities were dropping out, the school board agreed to abandon the minimum GPA policy.

One state lawmaker said, "The punitive system was not working. There's been no upsurge in student performance. All that can be shown is a dramatic decrease in the number of students taking part in after school activities.

Proposed changes to the policy, which will be voted on this Fall, would allow students who don't make a C average to take part in school activities if they attend remedial tutoring programs, have no more than three unexcused absences per semester, and demonstrate academic progress.

Art Taylor, the associate director for the Study of Sports in Society, contends that backing away from GPA requirements is not a lowering of standards, but rather an attempt "to work with the whole kid." "Yes, we need high academic standards. But you can't just say, 'Whoops, you didn't make it,' said Taylor. He recommended that attention and energies be focused early on in teaching kids the consequences of low grades, and giving them the resources -- good teachers, counselors and tutors -- to help them achieve at high levels.



MICHIGAN PREVAILS IN SPECIAL ED CASE

by Anthony C. Mosa

A Michigan Federal Court of Appeals has recently vacated a Michigan district court's injunction against the Michigan High School Athletic Association in a case involving a special education student who was in violation of the MHSAA 8-semester rule. The plaintiff, who was diagnosed with Attention Deficit Disorder, claimed that, in enforcing the 8-semester rule against him, the MHSAA was in violation of the Americans with Disabilities Act and the Rehabilitation Act. He successfully petitioned the district court for a preliminary injunction to enjoin the MHSAA from taking any action to prevent his participation in interscholastic competition. Furthermore, the injunction "restrain[ed] the MHSAA from taking any action which would cause the defendant school district to be penalized for [his] participation in interscholastic athletic competition, including...requiring that any games in which [he] competes be forfeited."

The Federal Court, in reversing the district court's judgment, based its decision on *McPherson v. MHSAA*, a nearly identical case that came before the Michigan Federal Appeal's Court earlier in the year.

The Michigan cases are similar in material aspects to the recent Dennin case. The substantive issue in all three cases is whether special education athletes under federal law are to be given a legally protected right to participate in high school athletics while those opportunities remain a privilege to all others! The Michigan courts have said no to this question. The 2nd Circuit Court of Appeals, which heard the *CIAC v. Dennin* appeal, chose not to rule on the substantive issues and declared the case "moot," thus leaving the door wide open for future challenges. Perhaps the next time the CIAC will prevail, based upon the precedent-setting cases cited above.

HIGHLIGHTS: CIAC Board Meeting September 18, 1997

- The CIAC Board heard seven eligibility appeals. In five of the cases, the decision of the Eligibility Committee was upheld; in the other two cases, the decision of the Eligibility Committee was overturned and an exception was granted.

- The board agreed, by consensus, to support the Eligibility Committee in its determination that the CIAC transfer rule II-C #15 (school choice regulation) "applies only to athletes who transfer under a public school choice plan as those plans take effect through PA-290 and subsequent legislation." Since there is no plan presently in place to allow for students to automatically transfer to other schools, students should not be granted exceptions under this new regulation.

- Attorney Richard O'Connor appeared before the board to discuss the conflicts surrounding the interpretation of the newly adopted school choice regulation. In his remarks, he emphasized the fact that "CIAC is a voluntary organization and can therefore interpret its own regulations, provided the rules and interpretations are not capricious, unreasonable, or arbitrary, and the rules do not conflict with federal or state statutes."

- The board removed the Hillhouse High School basketball team from probation. The team had been placed on probation for the 1996-97 school year for a violation of the season game limitation rule.

- The board approved a request made by the Field Hockey Committee to conduct an experiment "to have the clock stopped after every goal scored and resume play on the center pass." This rule will be in effect for all CIAC contests and tournament play for this season.

- Tom Neagle reported that the Eligibility Committee reviewed and ruled on 11 cases on Sept. 10 and an additional 5 on Sept. 18. The majority of the cases involved the transfer regulation (particularly, transfers from private schools to CIAC member schools), some of which resulted in hearings.

- The board took no action on a letter from Mr. Donald Robertson requesting that the CIAC allow his home-schooled daughter to participate in CIAC sports at Milford H.S.

COMMUNICABLE DISEASE PROCEDURES

While risk of one athlete infecting another with HIV/AIDS during competition is close to nonexistent, there is a remote risk that other blood borne infectious diseases can be transmitted. For example, Hepatitis B can be present in blood as well as in other body fluids.

National Federation regulations require that the following procedures be followed in all instances of bleeding by players and/or game officials. Schools should have at their immediate disposal proper medical equipment and materials.

1. The bleeding must be stopped, the open wound covered and if there is an excessive amount of blood on the uniform it must be changed before the athlete may participate.
2. Use gloves or other precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids is anticipated.
3. Immediately wash hands and other skin surfaces if contaminated (in contact) with blood or other body fluids. Wash hands immediately after removing gloves.
4. Clean all contaminated surfaces and equipment with an appropriate disinfectant before competition resumes.
5. Practice proper disposal procedures to prevent injuries caused by needles, scalpels and other sharp instruments or devices.
6. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags or other ventilation devices should be available for use.
7. Athletic trainers/coaches with bleeding or oozing skin conditions should refrain from all direct athletic care until the condition resolves.
8. Contaminated towels should be properly disposed of/disinfected.
9. Follow acceptable guidelines in the immediate control of bleeding and when handling bloody dressing, mouth guards, and other articles containing body fluids.

SIMSBURY AND STAMFORD WIN IN UNIFIED SPORTS®

Henry James Middle School of Simsbury took first place in the B and C Divisions in the Unified Sports® Middle School Soccer Tournament on October 20th. The other winning team was Cloonan M.S. of Stamford, which placed first in the A Division and had a strong showing in the Training Division.

Tournament results are as follows:

A Division -

1st Place: Cloonan, Stamford
2nd Place: Betsy Ross, New Haven

B Division -

1st Place: Henry James, Simsbury
2nd Place: McGee, Berlin

C Division -

1st Place: Henry James, Simsbury
2nd Place: Timothy Edwards, S.Windsor

Teams from Cloonan M.S. and Sheridan M.S., New Haven, both had strong performances in the Training Division.

Many thanks to the student volunteers from St. Thomas Aquinas and New Britain High Schools who conducted the tournament and assisted the athletes.



ATHLETIC HELMET REMOVAL GUIDELINES

From the National Athletic Trainers' Association

Removing helmets from athletes with potential cervical spine injuries may worsen existing injuries or cause new ones. Removal of athletic helmets should, therefore, be avoided unless individual circumstances dictate otherwise.

The National Athletic Trainers' Association has adopted the following guidelines with regard to the on-site removal of the athletic helmet.

Before removing the helmet from an injured athlete, appropriate alternatives such as the following should be considered:

- * Most injuries can be visualized with the helmet in place.
- * Neurological tests can be performed with the helmet in place. The eyes may be examined for reactivity, the nose and ears checked for fluid and the level of consciousness determined.
- * The athlete can be immobilized on a spine board with the helmet in place.
- * The helmet and shoulder pads elevate the supine athlete. Removal of helmet and shoulder pads, if required, should be coordinated to avoid cervical hyperextension.
- * Removal of the facemask allows full airway access to be achieved. Plastic clips securing the facemask can be cut using special tools, permitting rapid removal.

In all cases, individual circumstances must dictate appropriate actions.

GENERALLY SPEAKING...

P 98 out of 100 high school athletes will never play in college.

P 59% of high school football and basketball players believe they will get a college scholarship.

P 1 out of every 100 high school athletes will receive a scholarship to a Division I institution.

P Nearly 20,000 young men will play college basketball this year; about 40 will make the National Basketball Association. The odds of becoming a brain surgeon are greater than the odds of winning a starting spot on the Boston Celtics.

"I will do everything I can to be first.
If I cannot be first,
I will be second.
If I cannot be second,
I will be third.
If I cannot be third,
I will do better than
I have ever done before --
and, in so doing, I will make
those above me run faster,

