

BULLETIN

The Connecticut Association of Schools The Connecticut Interscholastic Athletic Conference



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CAS LEGISLATIVE BODY PAVES THE WAY FOR MERGER WITH EMSPAC

By Earle G. Bidwell, Past President, CAS

On Thursday, October 14th, the legislative body of the Connecticut Association of Schools (CAS) voted on changes to the constitution designed to pave the way for the merger of CAS with the Elementary Middle School Principals' Association (EMSPAC). The meeting, open to representatives of all member schools, was presided over by President Alan Bookman. The most significant changes were in the areas of the composition of the Board of Directors and various other boards and committees. The CAS Board added nine elementary representatives, five middle school members, and an elementary assistant principal. For the 1999-2000 school year, the board will consist of thirty-nine members, up from twenty-six. Elementary and middle school boards and committees experienced similar adjustments, all designed to ensure that current officers and board members of the two associations would be placed in the merged organization. By the 2002-2003 school year, the board

will drop back to twenty-nine members through an agreed upon plan for attrition.

Another constitution change increased the weight of CIAC votes in legislative body from four to five, maintaining the same historic balance among the high, middle, and elementary levels that was previously in place. All of the changes recommended by Dr. Bookman and the board of directors were unanimously approved by a voice vote of school representatives in attendance.

While both associations will maintain separate identities until the end of the school year, the action of the legislative body produced some immediate results. EMSPAC members will be joining their respective boards and committees immediately, the EMSPAC office staff will be moving to the CAS building within a month, and the two organizations are collaborating in the formation of the Connecticut Principals' Center, which will offer professional growth experiences for current and aspiring school administrators.

URBAN PRINCIPALS SHARE ATTENDANCE POLICIES

By Tom Galvin, Assistant Executive Director

At their first meeting of the year, representatives of the CAS Association of Urban High School Principals held a discussion on issues related to student attendance and tardiness and shared attendance policies in effect in their districts.

Discussions revealed that well-publicized policies which have the support of the central office administration and the board of education can result in improved daily attendance and can reduce the number of drop outs. The policies which had the more immediate impact on students appeared to have the most effect. Full-time attendance officers have a dramatic effect in the improvement of attendance

by providing a community outreach and link which complement the expectations of the attendance policies.

The discussions will continue at the next meeting of the Association which will be held on November 16, 1999 from 3:30 to 5:30 p.m. at Maloney High School in Meriden. Steering Committee members are Dr. Gladys Labas, principal of Maloney High School, Paul Stringer, principal of Bulkeley High School in Hartford, Pat Cucuzza of the Bridgeport Public Schools, Joseph Rodriguez, principal of Brien McMahon High School in Norwalk, and Dr. Joseph Gerics, principal of Immaculate High School in Danbury.

MOONEY ADVISES PRINCIPALS HOW NOT TO "MESS UP"

By Tom Galvin, Asst. Executive Director

As part of his presentation to high school administrators at Maloney High School in Meriden on October 13th, Attorney Thomas Mooney of Shipman and Goodwin outlined a list of 18 ways the high school principal can "mess up." Included in his list were negligent hiring, defamation, termination without due process, quick reaction to information that a child does not live in district, talking about a child without using a name but still making it possible to identify, and inadequate evaluations of special education children.

Other topics discussed were new legislation (required weighted grade policies, not required weighted grades), bilingual education (a parental choice), pesticide application policies, and accountability-promotion policies.

Attorney Mooney also explained some of the recent changes in special education, discipline, expulsion, (e.g. if a student is arrested for a crime, he may be expelled for it if the school has evidence beyond a police report, even if the student is found not guilty in court), harassment (school must have actual knowledge of student to student harassment and not act on it to be at fault under Title IX), and the importance of non-involvement of the school in budget elections or referenda. No public funds may be used, including sending flyers home or having students deliver them. Indemnification of the responsible school officials in these cases is illegal.

The presentation was sponsored by the High School Board of Control, Dr. Mike Buckley, Chair.



Griswold M.S. Goalie Jaimen Claudio helped his team to a 1st place finish at the Oct 19th Unified Soccer® Tournament -- see story page 11.

connecticut news & notes

According to the results of the 1998 National Assessment of Educational Progress (NAEP) in writing, at least 3/4 of students in grades 4, 8, and 12 are not proficient in writing. Moreover, 16% of 4th and 8th graders, and 22% of 12th graders have not mastered even basic writing skills. The good news is that Connecticut's 8th graders were first among 39 jurisdictions taking the test, with an average score of 165 on a 300-point scale — 17 points above the national average. More than 90% of CT's students performed at or above the basic level; 44% demonstrated proficiency or better, and 5% displayed advanced skills. The Connecticut Mastery Test, which includes open-response questions, are credited with drawing more attention to the importance of writing.

Mrs. Paula P. Erickson, principal of Dr. Thomas S. O'Connell Elementary School in East Hartford, was honored as Connecticut's 1999 National Distinguished Principal on Oct. 15 at an awards banquet at the J.W. Marriott in Washington, D.C. The National Distinguished Principals Program, which was established in 1984 by the U.S. Department of Education and the National Association of Elementary School Principals (NAESP), recognizes public and private school principals who make outstanding contributions to their schools and communities.

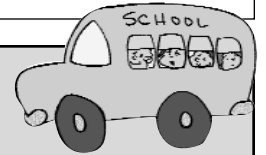
Stephen Rocketto, a science teacher at Ella Grasso/Southeastern RVT School in Groton, was awarded the 1999 Presidential Award for Excellence in Mathematics and Science Teaching. The award, sponsored by the National Science Foundation, is presented to a select group of teachers who serve as models for their colleagues and are leaders in the improvement of math and science education.

Of the 12,724 CT students in bilingual education programs in 1997-98, 8.8% left the program due to meeting English exit standards and 20 percent left the program without meeting exit standards, primarily due to a change in residence (mobility).

IMPORTANT message from the SDE....

Many concerns have been raised about the burden of entering data for the **Disciplinary Offense Record (Form ED166)** using the EDT95 system. As a result, Commissioner Sergi has issued a memo to all superintendents encouraging, but not mandating, schools to use the EDT system for this year while the state department develops an electronic disciplinary form which can be accessed through its website. According to the memo, schools are allowed to return to paper submission for this school year only.

1999 Report Card on School Bus Safety in CT



■ Number of children in public schools who ride school buses	386,966 (73%)
■ Total number of yellow school buses in state	5,767
■ Number of school-aged children killed in school buses	0
■ Number of school-aged children killed in passenger vehicles during normal school hours	5
■ Number of school-aged pedestrians killed in school bus related crashes	0
■ Cost per enrolled pupil for school bus transportation	\$384.87

CASC

CT Association of Student Councils News....

ORDER

■ TOP TEN PROJECTS FOR 1999-2000

The Executive Board of the Connecticut Association of Student Councils would like to acknowledge the work of more local councils at the state conference each year. Therefore, the board is asking high school student councils who are current and active members of CASC to submit a typed, one-page write-up of an activity that they consider their BEST PROJECT/ACTIVITY for consideration for selection as one of the Top Ten Projects Award for 1999-2000.

The board will review all submissions and select ten projects for publication and will publicly recognize the selected schools at the state conference. Each school will receive a frameable certificate. The deadline for submitting a project write-up is February 15, 2000.

Projects that have received the Top Ten Projects Award may not be resubmitted for a three year period.

For an application, please visit the CASC website at <http://www.casciac.org/casc.html>. Send completed applications to: Al Cormier, Executive Director, Woodstock Academy, 57 Academy Road, Woodstock, CT 06281.

■ 1999-2000 Honor Council Awards

The second annual Honor Council Awards will be presented at this year's state conference. The awards identify and reward student councils that are involved beyond their own high

schools. Awards are presented in the following categories.

Bronze Award:

1. CASC Membership for 1999-2000
2. Regional Conference attendance
3. State Conference participation

Silver Award:

1. Meet Bronze Requirements.
2. Attend at least one of the following:
 - a. NASC Area Conference
 - b. NASC National Conference
 - c. Adviser Fly-In
 - d. NAWD Conference
 - e. NASAA Conference
3. Make a submission for the "TOP TEN PROJECTS" for 1999-2000.
4. Present a workshop at the CASC &/or NASC national, region and/or state conferences.

Gold Award:

1. Meet Silver Requirements
2. Attend the 1999 Adviser Workshop.
3. Attend a Summer Leadership Camp:
 - a. National Leadership Camp
 - b. Summer Leadership Training Program
 - c. U-CONN Leadership Camp

Applications for the 2000 Honor Council Award Program can be downloaded from the CASC website. Completed applications should be submitted to Al Cormier by February 29th.

IKON
Office Solutions

more connecticut news & notes

A recently released *Connecticut Voices* study on child poverty found a 127% increase since the late 1980s in the number of 'working poor' families in Connecticut. CT's increase was the greatest of any state in the nation — and ten times the national rate of increase. According to *Connecticut Families: Poverty Despite Work*, nearly half of all the state's poor children (income of \$16,450/year or less for a family of four) live in a family in which one or both parents are working. The report attempts to explain why CT's child poverty rate has nearly tripled over the last decade — increasing from 7% in 1989 to 19% by 1995. Additional findings of the report:

- 3/4 of the state's working poor families are headed by a parent with at least a high school diploma and fully 1/4 have had some college education;
- less than one in five of these families are headed by a parent under the age of 25;
- compared to national averages, the number of Connecticut's working poor families headed by a single mother is disproportionately large. (Source: *Voices*, Summer 1999)

"SUPER" STATS

In the past 13 years, the Connecticut public school superintendency has experienced a turnover of **93.7%**. Only 6.3% of superintendents assuming office in or prior to 1986 are still in the same school district.

■ Of the 21 new superintendents hired this year, 14 were from CT: 2 were superintendents in other districts; 3 were assistant superintendents from the same district; 1 was an assistant in another district; 1 was a director of administration/principal in the same district; one was a high school principal in the same district; 2 were high school principals in other districts; 2 were middle school principals in other districts; 1 was an elementary principal in a parochial school in the same district and 1 was an elementary principal in another district.

■ All 7 of the new superintendents who came from out-of-state were superintendents. Of the 7, 4 were from New York, 2 from Pennsylvania, and 1 from Arizona.

■ The salaries for the new superintendents ranged from a low of \$85,000 to a high of \$160,000, with an average salary of \$109,842.11.

■ While CT lost three women superintendents, it gained four new ones — three from CT and one from PA. Thirty of the 158 CT superintendents are now women for a percentage of 18.9% — an all time high! CT remains in the top ten of the 50 states for women superintendents.

(Source: *CAPSS Newsletter*, August 1999)

POST YOUR POSITION VACANCIES ON THE CAS WEBSITE

Job openings in your school or district? Broaden your search for qualified candidates by advertising your position on the CAS website. Just click on the "Position Vacancies" link at www.casciac.org.



NEWS from the State Board of Education...

■ Danielle Robles, a senior at Bridgeport Central High School, and Daniel Kruger, a senior at Housatonic Valley Regional High School, have been appointed to a one-year term on the State Board of Education. The students were sworn in at the board's September meeting.

■ The Board has adopted revisions to the *Connecticut Guidelines for the Issuance of Continuing Education Units Required for Certification*. The new guidelines require professional development for which CEUs are issued to focus on improved student learning. The definition of "professional development" has been broadened to include time spent in learning, problem solving, experimenting, interacting with colleagues, developing curriculum and writing journal articles. The contents of the new guidelines are framed by *Connecticut's Common Core of Learning*, the *Connecticut Framework: K-12 Curriculum Goals and Standards*, *Connecticut's Common Core of Teaching* and the *Connecticut Guidelines for Teacher Evaluation and Professional Development*. The new guidelines have been disseminated to all local school districts and boards of education.

■ The Board has approved recommendations proposed to attract, assess, support and retain highly qualified school leaders. The recommendations were developed in response to the steady decline in the number of individuals interested in pursuing a career in educational administration. (The median number of applicants for principal vacancies in 1990 was 60; the median reported for 1998 was 28.) The strategies adopted include (1) providing a comprehensive statewide process to recruit school leaders; (2) conducting a study of the emerging roles and responsibilities of school leaders; (3) adopting the Connecticut School Leader Standards; and (4) piloting and assessing the Connecticut Administrator Test for candidates seeking their initial license.

■ The board has designated the following as its priorities for the 1999-2000 school year:

Improving Teaching and Teachers

- Alternate Route to Certification
- Professional development — CEUs
- Mentor support for beginning teachers
- Apprenticeships: internships for teachers for first year

Certification

- Elementary and secondary education — communication with higher education to address needs of graduates (in particular, deficiency in math skills of high school graduates)
- Work force
- Teacher supply

Innovations Needed

- Special education
- SDE website
- School buildings
- School construction and small schools
- Technology
- Flexibility — waiver of statutes
- Time — flexibility in use and amount
- Family Resource Centers

Legislative and Budget Proposals

- Special education (costs, state share, litigation, due process)
- Alternate Route to Certification
- Early childhood
- School construction
- Technology
- Graduation requirements
- Urban schools
- Educational leadership and diversity
- Family Resource Centers

Measuring Success

- Equity
- Early childhood education
- Policy on measuring success (use of CMT and CAPT)
- Urban schools
- Evaluation and results of SDE initiatives
- Hartford Public Schools

Vocational Technical School System

- The need to solicit input from students and employers, to measure success, and to operate with greater and faster change and risk-taking

national news & notes

Census Bureau Projections

- The total population of the country is projected to grow to 335 million by 2025, a 23% increase over the 1999 population.
 - The population will be less Caucasian: 62%, compared to 72% in 1999. The growth rate of the white population will be only 6%, compared with much higher rates for Asians, Hispanics and blacks.
 - The largest minority group by 2005 will be people of Hispanic origin, who can be of any race.
 - The black population will grow about 31%, but it will remain stable as a percentage of the population: 13% in 2025 compared with 12% in 1999.
 - The fastest growth rate will be among people of Asian and Pacific Island descent - 102%. But they will remain a relatively small group as a percentage of the total population, at about 6%.
 - The age distribution of the population will shift dramatically by 2025. More people will be very young (21% increase in the number of people 14 or younger). Fewer people will be middle-aged (4% drop in the number of people age 35 to 49). And more people will be very old (14% increase in the number of people over 80 and a 315% increase in the number of people 100+).
 - The shift of population away from the Northeast and Midwest toward the South and the West will accelerate. In 1995, 57% of the population lived in the South and West; by 2025, 62% of Americans will live in those regions.
- (Source: *USA Today*, Sept. 7, 1999)

High schools in Pike County, Kentucky, are opening their doors a little earlier these days, reversing a policy designed to give teenagers more sleep. Superintendent Frank Welch said a school board decision to begin classes at 8:30, in response to some research indicating that older students perform better in later hours, didn't work as hoped. Attendance dropped, and there was no proof that students fared better in their studies, he said. Students also wanted to leave school earlier for afternoon jobs.

According to a report by Policy Analysis of California Education, nearly one-fourth of K-12 students nationwide are not attending their neighborhood public schools, opting instead for an array of public and private school options. Most of the increase is due to growing participation in public school choice programs, rather than a rise in private school enrollment. The number of students attending a public choice school grew from 5.3 million in 1993 to 6.7 million in 1996. For private schools, the number of students over the same time period grew by roughly 800,000, from 4.4 million to 5.2 million.

In his back-to-school address, U.S. Education Secretary Richard Riley called for dramatic reforms at the high school level. "The majority of our nation's high schools seem to be caught in a time warp from long ago," said Riley. Among his recommendations were:

- provide more guidance counselors, mental health counselors, and mentors;
- allow students to keep the same counselor

- for the entire four years;
- structure schools-within-schools and academic "houses" to make big schools more welcoming; and,
- turn homeroom periods into student advisory periods where students can discuss events relevant to their lives.

According to a report titled "Can Public Schools Learn from Private Schools?," whether a school is private or public has little to do with how well it selects and retains good teachers or provides accountability to parents. The social and economic makeup of the school's student enrollment plays a much greater role in such key educational practices. The report, which was based on a study of 16 California elementary schools, can be ordered from The Economic Policy Institute at www.epinet.org.

Special education advocates are up-in-arms about proposed amendments to a juvenile-justice law that would give administrators much greater authority to expel students with disabilities who bring weapons to school. Amendments in both the House and Senate versions of the Juvenile Justice and Delinquency Prevention Act reauthorization would allow administrators to expel any disabled student who brought a gun or other firearm to school, even if the offense was related to the student's disability. And, if approved, it would mark the first time Congress has chipped away at the Individuals with Disabilities Education Act's (IDEA) requirement that districts continue to pro-

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CAS OFFICERS: 1999-2000

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- Vice President.....Tony Molinaro, King St. Inter.
- Secretary.....Donald Gates, Portland HS
- Treasurer.....Allen Fossbender, Joel Barlow HS

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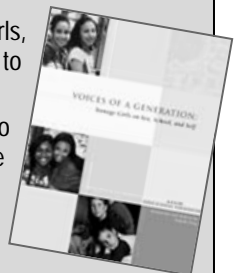
THE BULLETIN

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In addition to growing concern over academics, today's teenage girls feel "hyper-accelerated" pressure to be physically perfect, popular, and sexually savvy, says a report from the American Association of University Women. "Have sex to be popular." "Be skinny to fit in." "I'm only 16 but I feel like I've been around this world twice." These are some of the provocative things teenage girls are saying about their struggles with sex, peer pressure, and body image. *Voices of a Generation: Teenage Girls on Sex, School, and Self*, a new report released today by the American Association of University Women (AAUW) Educational Foundation, describes and analyzes differences among girls' responses by race, ethnicity, and region.

Key findings of the report include:

- ♀ Girls admit that sexual pressure comes not just from boys but from other girls, from their friends, and from the media. Astoundingly, the only age group not to mention "pressure to have sex" at all are the 11-year-olds.
- ♀ While the pressure on teenage girls to have sex at an early age knows no ethnic, racial, or geographic bounds, African American and Hispanic girls cite pregnancy as an issue in their lives more than white and Asian American girls and do so at a younger age.
- ♀ While virtually all girls feel the "pressure to fit in," white and Asian American girls worry more than others about losing their individual identity to the group.
- ♀ Girls of all backgrounds blame the media for promoting an unattainable body image.
- ♀ Few girls name AIDS and other sexually transmitted diseases as concerns.



The full report can be viewed at <http://www.aauw.org/2000/voices.html>.

more national news & notes

Continued

vide educational services to disabled students who have been expelled. The current IDEA law requires a disabled student's education team to determine whether a weapons-related offense was a manifestation of his or her disability—a sometimes-lengthy process—before expelling the student, then providing alternative education services.

The College Board has announced plans to establish its first for-profit subsidiary: collegeboard.com. This new World Wide Web site will provide free and low-cost tutoring for SAT and AP tests, college and financial aid information and, eventually, online AP courses. College Board officials hope to have the new Internet business up and running by next spring. Some critics are denouncing the move, suggesting that it contributes to the disturbing trend towards commercialism in education.

According to a survey of the current fiscal year's general-fund budgets in 44 states, K-12 education spending rose by 6.8% over last year, compared with just 5.3% for general fund spending overall. The category ranking second for growth was higher education, which grew by 5.8%. On average, states are spending 34.4% of their general fund budgets on K-12 education.

Microsoft Corp. Chairman Bill Gates has announced the establishment of the *Bill and Melinda Gates Foundation*. The new foundation, which represents a consolidation of his and his wife's existing philanthropies, is now the nation's wealthiest foundation. The new foundation will focus mainly on K-12 teacher training and lead-

ership development. According to a federal law mandating that private foundations spend a minimum of 5% of their assets each year to keep their tax-exempt status, the new Gates foundation will have to give away 2.3 million each day. For starters, the foundation has pledged \$1 billion over the next two decades to pay for college educations for high-achieving minority students. The new Gates Millennium Scholars program will distribute its first round of 1,000 scholarships to college sophomores, juniors and seniors next fall.

The College Board has predicted a 30% increase in early decision admissions for the current school year. It estimates that about 54,000 of the 1.2 million students who will apply to 4-year colleges will lock themselves into a particular school by the middle of their senior year, up from 42,000 in 1997-98.

A massive study of federally funded drop-out prevention programs has identified three promising drop-out prevention models: alternative middle and high schools for students at risk of dropping out, programs aimed at helping older students earn their GED credentials, and efforts aimed at restructuring teaching and learning in the entire school so that fewer students will drop out. Among the less successful efforts, researchers found, were programs designed to build self-esteem or that offered extra help with homework. The most successful programs tended to be those that worked with students individually. The full report, *How Can We Help? What We Have Learned from Evaluations of Federal Dropout-Prevention Programs*, is available at <http://38.150.5.70/dropoutprev.htm>.

legal news & notes

Q. May students be excluded from programs such as athletics, cheerleading, and honor society based solely on grounds of pregnancy?

1. Because only female students would be impacted by exclusion, this question raises legal issues under both Title IX and the Equal Protection Clause of the Fourteenth Amendment.

2. There could also be a Section 504 issue if the school would prevent participation in athletics or cheerleading on grounds of a temporary disability without attempting to make a reasonable accommodation. If the person's performance is negatively affected by the pregnancy condition, reasonable adjustments can be made without implicating Section 504, just as they are for any injury, such as a sprained ankle or twisted knee.

3. The applicable portion of the Title IX regulation reads:

"(b) Pregnancy and related conditions. (1) A recipient shall not discriminate against any student, or exclude any student from its education program or activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient." 34 C.F.R. Sec. 106.40(b)

4. A federal circuit court interpreted the Title IX regulation to mean that a school could legally exclude a female from National Honor Society (NHS) if the reason was not because she was pregnant, but because she participated in premarital sex. (*Pfeiffer v. Marion Ctr. Area Sch. Dist.*, (3rd Cir. 1990)). The court did note, however, that the school would have had to apply the same rule against premarital sex to male students. Interestingly, since there was evidence that the school may have allowed such a male to remain in the NHS, the court remanded the case to the trial court to consider this factor before making a final decision on whether the girl's exclusion violated Title IX.

5. A federal trial court in Kentucky recently ruled that a school violated Title IX when it excluded a female student from NHS due to her pregnancy. (*Chipman v. Grant County Sch. Dist.*, (E.D.Ky. 1998)). The school's carefully drafted NHS policy stated that pregnancy was not a basis for automatic exclusion, but could be considered as a factor in assessing character. It also stated that pregnancy could be taken into account "only if evidence of paternity is similarly regarded." This case presents principals and attorneys with the most challenge because the policy on its face states

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Threat of Lawsuits A Burden on Principals

According to a survey by the American Tort Reform Association, a threat of lawsuits is leading many principals to take radical steps to prevent them from forbidding all physical contact between teachers and students to eliminating gymnastics programs.

The survey of 523 principals also found that 20 percent said they spend five to 10 hours a week in meetings or documenting events to avoid litigation. And 25 percent have been involved in school lawsuits or out-of-court settlements in the past two years.

The survey, which was mailed to 5,000 randomly selected members of two principals associations, found that 65 percent of the respondents had altered or ended school programs because of liability concerns or costs.

The group released the survey at a news conference here along with leaders of the National Association of Elementary School Principals and the National Association of Secondary School Principals. The groups did not offer solutions, but said they wished to draw attention to how a climate of litigation is affecting schools.

- ❖ 78 respondents, or 15%, said they had banned all physical contact between teachers and their pupils.
- ❖ 4% of respondents, or 26 principals, reported ending gymnastics, and 6 percent said their schools had stopped teaching driver's education.

(Source: "Threat of Lawsuits A Burden on Principals, Poll Says," by Mary Ann Zehr, *Education Week*, Sept. 15, 1999)

Legal, Continued

that pregnancy may not be considered in assessing character unless male students who caused pregnancies have their character similarly assessed.

The court found that the policy had a substantially disparate impact on pregnant students, all of whom, of course, are female, and that the school could not justify such impact with its defense of character development because there are many alternate means of assessing a person's character by use of non-discriminatory criteria.

The court also found the existence of disparate treatment, although there was no evidence that a male who had fathered a child had been admitted to the NHS. It reasoned that the female plaintiff met her initial burden by showing that she was a member of a protected class and that she was treated differently because of her gender. The burden then shifted to the school to articulate a legitimate, non-discriminatory reason for its action, and the court found that the school's reasons failed because they were "vague, conclusory, and undocumented," and, also, were not credible.

7. An Illinois school was found to have violated both Title IX and the Fourteenth Amendment's Equal Protection Clause when it excluded a pregnant student from the NHS. (*Wort v Vierling* (7th Cir. 1985)). The trial court found that the reason for exclusion was pregnancy, and not premarital sex, and since only females become pregnant, unlawful unequal treatment existed.

8. An Arizona school violated Title IX and Equal Protection when it denied entry to the NHS to a pregnant student, but allowed a male who had fathered a child out of wedlock to become a member (*Cazares v Barber*, (D.Ariz. 1990)).

(Written by Dave Emmert, General Counsel, Indiana School Boards Association, Reprinted from Indianagram, Summer 1999)

In high school and college math classes, girls typically get better grades than boys, yet males usually outscore females on tests. There has long been conjecture that boys dominate on tests because they have better spatial abilities. Other theories hold that tests are gender-biased or that girls excel in the classroom because they behave better and write more neatly. Now a group of Massachusetts researchers offers another explanation: boys score higher on tests because they are faster at basic split-second calculations. Besides affording more time on tests, researchers suggest, the split-second calculation differential may free up mental capacity for deeper thinking about other kinds of math problems. Researchers hypothesize that boys may be speedier at math calculations because they practice those skills more often outside school. More typically male pastimes such as computing batting averages and comparing statistical data on sports cards, for example, can sharpen such skills.

(Source: Education Week, 9/15/99)

Up-Coming CAS Programs	
Nov. 15th	▶ Dr. Betty Sternberg, Associate Commissioner of Education, will speak to assistant principals on school security and safety at the Assistant Principals' Committee regular meeting.
Nov. 22nd	▶ A Diversity Conference for high school and middle school teams at Wesleyan University. The CAS High School Board of Control and the Anti Defamation League A World of Difference are co-sponsoring this conference.
Jan. 11th	▶ The High School Board of Control is sponsoring a State Department of Education Up- Date for high school administrators from 3:00 to 5:00 at Conard High School in West Hartford. Commissioner Theodore Sergi and SDE staff will be presenters.
March 7th	▶ The Annual Assistant Principals' Conference will be held at the Rocky Hill Marriott. The keynote speaker will be Larry Bell of Multi-Cultural America. The Assistant Principals' Committee Chair is Anne Jarvis of Glastonbury High School.
April 25th	▶ The High School Board of Control will present a program on the cross-over between "Breaking Ranks" and the new NEASC standards. The speaker will be Bob Mackin of the Annenberg Institute

Education Week newspaper has released its third special report on school technology. *Technology Counts '99: Building the Digital Curriculum* is the most comprehensive analysis to date of teachers' use of educational software and Web sites. The 112-page report includes a new, first-of-its-kind survey on the nation's investment in school technology as well as detailed state-by-state and national statistics. The full report is available online at www.edweek.org/sreports/tc99/.

Connecticut Technology Stats, 1999

- ◆ Students per instructional computer: 5.9
- ◆ Students per instructional multimedia computer: 10.7
- ◆ Students per Internet-connected computer: 19.2
- ◆ Students per instructional multimedia computer in high-poverty schools 10.7
- ◆ Students per instructional multimedia computer in all other schools: 11.2
- ◆ Students per Internet-connected computer in high-poverty schools: 20
- ◆ Students per Internet-connected computer in all other schools: 19.4
- ◆ % schools where at least 50% of teachers have school-based e-mail addresses: 50
- ◆ % schools with Internet access: 95
- ◆ % schools with Internet access from one or more classrooms: 60
- ◆ Of those schools with Internet access, the % that connect through...

T1: 34	individual/network modem: 39
cable modem: 11	ISDN: 6
56Kb line: 9	other: 2
- ◆ % school computers connected to a LAN: 34
- ◆ Total E-Rate Funding: \$28,981, 937
- ◆ CT is 1 of only 4 states that requires technology training for teacher recertification.



84th ANNUAL NASSP CONVENTION — LEADING WITH A PURPOSE

Marking over 80 years of service to secondary school leaders, the National Association of Secondary School Principals (NASSP) holds its 84th Annual Convention, February 4-8 in San Antonio, Texas. Whether one's interest is at the high school or middle school level, NASSP's Convention 2000 offers pragmatic and insightful instruction. In a proactive response to the important focus on school climate, this year's convention will deliver a myriad of sessions on this topic, plus a one-day, Pre-Convention Workshop "School Safety and Security: Building a Foundation for Future Success" -- introducing participants to the proven techniques outlined in *Safe Schools: A Handbook for Practitioners*.

Visit the Convention 2000 website at www.NASSP2000.org for more information.



READING THE SIGNS: A TEACHER'S GUIDE TO SPOTTING ABUSE

By Christine Keefe, Marble Falls ISD

(Reprinted from *NHASP Newsnotes*, September 1999)

Twenty-five bright new faces peer up at me. My first year of teaching is officially under way. I excitedly ask myself, "What unexpected joys are waiting ahead?" A better question would be "What unexpected fears are waiting ahead?"

College education courses teach wonderful theories, but they don't teach techniques to deal with the every day drama we confront in life. I was unprepared for the tragic situation unfolding right under my nose. One of those masked a life full with physical abuse.

For the purposes of this article, I will call the student Tommy. I hesitate to assign my characteristics to Tommy for two reasons. First, I want to make sure I protect the identity of this child. The second reason is abused children don't fit a particular description, economic status or even gender. Unfortunately, an abused child could be any child in your classroom.

When I reflect upon the long months that passed before I realized

Tommy was being abused, I feel frustration and anger. These feelings stem from my lack of training in recognizing signs of abuse. Teachers should be well trained in the indications of child abuse and how to respond when signs of abuse appear.

As teachers, we see our students consistently. In some cases, we represent the only stable, trusted adult in the child's life. Our role puts us in the position of a potential confidante for many children, which increases the chances of an abused child coming to us for help.

In my case, my suspicions arose in the fall when I noticed some unusual marks on Tommy's arm. These marks appeared uniform in size. Some were open, and some were scars. I sent Tommy to the nurse thinking that he might have chicken pox. An illness would also explain the dark circles under his eyes, his sagging shoulders, and the way he dropped into his seat as if he couldn't take another step. The nurse said Tommy was not contagious and sent him back to class. We later discussed the possibility of bug bites -- the description

Tommy used -- and went back over the indicators for physical abuse that would have enabled me to intervene much earlier.

The list is quoted from the Children's Aid Society of Metropolitan Toronto Website:

- ◆ Injuries that are not consistent with explanation;
- ◆ Presence of several injuries that are in various stages of healing;
- ◆ Presence of various injuries over a period of time;
- ◆ Facial injuries in infants and preschool children;
- ◆ Injuries inconsistent with a child's age and developmental phase.

As the school year progressed, my suspicions grew. (Reader, I hope you aren't the slow learner that I was!) Tommy displayed off-task behaviors that seemed to be consistent with the appearance of new open "bites" on his arms. These behaviors included picking on students near him, refusing to do work, short attention span, and depression when I reprimanded him.

Tommy usually worked well with others and did his work. I had become extremely watchful of him, so I recognized even the slightest changes in his mood or behavior. Again, a simple list would have confirmed the signs I observed in Tommy and spurred me to action.

My uncertainty continued to hold me back, but not for long. Hopefully, the following list of behavioral indicators quoted from the Children's Aide Society of Metropolitan Toronto Website will convince you to take action as soon as you recognize possible signs:

- ◆ Wary of adults;
- ◆ May cringe or flinch if touched unexpectedly;
- ◆ Extremely aggressive or extremely withdrawn;
- ◆ Infants may display a vacant stare;
- ◆ Indiscriminately seeks affection;
- ◆ Extremely compliant and/or eager to please.

My suspicions plagued me day and night. I thought about abuse. Remembering my old friend had recently been trained as a child advocate in a nearby city, I picked up the phone and called. She asked me a series of questions similar to the above indicators. My doubts quickly disappeared. This child fit much of the profile she described. Together we discovered the "bites" were actually cigarette burns in various stages.

My stomach churned at the injustice of a parent mutilating a child. After calming my volcanic anger, she suggested I report this situation immediately. Delaying the call could put the child in further danger. I cringed at the long months that had already passed because of my uncertainty. She unnecessarily reminded me that reporting any suspected abuse is my professional duty (Reporting 1). She also explained that a person who suspects abuse doesn't need to know for certain that the child is being abused in order to file a report. She gave me a number to call for help: 1-800-4ACHILD (1-800-422-4453), she also mentioned that I could report my suspicions to the school counselor, and the counselor would take the steps to report the incident. The counselor sounded like the best approach.

The counselor took over and reported the incident. Before we left for summer, I asked her what would happen to Tommy. She explained the steps involved starting with an investigation by Child Protective Services. I wish I could tell you the story has a happy ending, but the story hasn't ended. The investigation is ongoing, and the information I receive is limited.

Next week, 25 new faces will peer up at me. Could one of these faces be hiding the terrible secret of abuse? This is possible. Am I prepared to handle the situation? I hope. Will all the preparation in the world ease the pain and frustration of discovering abuse? Never.

References:

- Children's Aid Society of Metropolitan Toronto. *Indicators of Child Abuse* (online). www.casmt.on.ca/abuse4.num. July 19, 1998
- Children's Aid Society of Metropolitan Toronto. *Reporting Suspected Child Abuse and Neglect* (online). www.casmt.on.ca/abuse8.num. July 19, 1998

"When I reflect upon the long months that passed before I realized Tommy was being abused, I feel frustration and anger. Those feelings stem from my lack of training in recognizing signs of abuse...Next week, 25 new faces will peer up at me. Could one of those faces be hiding the terrible secret of abuse?"

middle school news

TWO MIDDLE LEVEL BOARDS TO DEAL WITH HOT TOPICS

In what is becoming the norm for middle level educators (working together toward a common goal), the CAS Association of Middle School Principals (formerly the Middle Level Board of Control) and the Center for Early Adolescent Educators' Board will be combining their efforts to serve the middle schools of CT. Beginning this month, they will be meeting together to clarify their respective roles and develop strategies for dealing with issues of common interest. During these meetings, experts in a variety of fields will provide background on various "hot topics" in middle level education.

Three topics identified for investigation and study are field trips, assessment, and middle level certification. Christine Chinni for the law firm of Shipman and Goodwin will share the latest on a legal battle that is shaping up in an Eastern CT town regarding fees, eligibility, and discipline as they relate to school field trips. The outcome of this case could seriously impact the future of field trips, a vital area of middle level instruction.

Concern over how results from CT's achievement tests are reported in the media is another topic being studied. Dr. Douglas A. Rindone, Chief of the Bureau of Student Assessment and Research for the CT Dept. of Education, will be joining the group in December. Middle level educators who administer the CT Mastery Test and prepare students for the CT Academic Performance Test are troubled that the current methods of reporting may be counterproductive to the primary goals of the testing: improvement of instruction and student achievement.

As the teacher shortage becomes more critical, principals report increasing difficulties in finding teaching candidates with the required certification and skills to work in a team situation, which has long been a staple of middle level education. Dr. Hilary Freedman, Chief of the Bureau of Certification, has been invited to talk to the group about the interpretations of the certification laws and what the future holds.

The combined boards will be investigating these topics, judging if there are problems and determining possible solutions or courses of action. The two middle level boards continue to advocate for and promote quality education for the middle level students of Connecticut.

(written by Earle G. Bidwell, Past President, CAS)

Science Group Finds Middle School Textbooks Inadequate

A recent study suggests that none of the most widely used middle school science textbooks is adequate to teach students fundamental concepts. The review of nine textbooks was conducted by Project 2061, the education improvement initiative of the American Association for the Advancement of Science, and underwritten by the Carnegie Corporation of New York. The textbooks studied--including popular books by the publishers Glencoe/McGraw-Hill and Prentice-Hall--fell short on many counts. The study examined how well textbooks can help students learn central ideas in earth science, life science, and physical science. Reviewers concluded that they covered too many subjects with little depth, didn't develop key ideas well, and included classroom activities that were either irrelevant or failed to help students relate what they were doing to underlying scientific concepts. For further information visit www.project2061.org/newsinfo/press/rl092899.htm.

(Source: Education Week, 10/6/99)

Kids Challenged to Tackle Community Problems

Washington, D.C. -- When kids get involved in their communities, everyone wins. But for middle school students, meaningful opportunities for community service can be few and far between. Enter the Bayer/NSF Award for Community Innovation.

The program takes a unique approach, walking teams of four students, grades 6-8, and an adult coach through the innovation process. They are shown how to use science and technology to identify a problem in their community and develop a solution. In the process, they can get the kind of meaningful community experience experts say kids need.

The program is offered to all U.S. middle school students free of charge by Bayer Corporation, the National Science Foundation and the Christopher Columbus Fellowship Foundation. It is endorsed by the National Middle School Association.

Ten finalist teams and their coaches will win an expense-paid trip to Epcot® at Walt Disney World®, where they will compete for \$61,000 in grants and prizes. Deadline for entries is January 31, 2000. For more information, visit www.nsf.gov/bayer-nsf-award.htm or call 1- 800-291-6020.

This fall, Weekly Reader Corp. and *Newsweek* magazine introduced a new weekly publication for grades 6 through 9. *Teen Newsweek* joins such siblings as *My Weekly Reader*, with editions for pre-K through 3rd grade; *Weekly Reader*, with a 4th grade edition and a 5th and 6th grade edition; and a magazine for middle and high school grades called *Current Events*. *Teen Newsweek*, which has an initial circulation of 130,000, will often mirror the cover stories of its parent magazine, but not always. A recent *Teen Newsweek* cover story was an adaptation of a *Newsweek* article about children in Kosovo who are taught to hate those of other ethnic backgrounds. There was also a story about whether new security measures will make schools safer or turn them into prisons.



Congratulations! to **Tom Dzicek**, Challenge & Enrichment teacher at Capt. Nathan Hale School in Coventry. Tom was a finalist in the 1999 Education's Unsung Heroes Awards program. The Education's Unsung Heroes Awards, sponsored by ReliaStar Financial Group and Northern Life Insurance Co., annually recognize 100 teachers nationwide for their creative and effective approach to education. Tom received a \$2,000 prize.

Anti-Drug Grants Announced

In September, the U.S. Dept. of Education awarded nearly \$35 million in grants to allow districts to recruit, hire, and train middle school drug-abuse-prevention and safety coordinators. Hartford and New Haven were among ninety-seven school districts in thirty-four states to receive a three-year grant. The grantees were either districts or consortia of smaller districts with significant drug, discipline, and violence problems in middle schools.

Textbook Series Reviewed by Project 2061

- ⇒ Glencoe Science, Glencoe/McGraw-Hill
- ⇒ Macmillan/McGraw-Hill Science, Macmillan/McGraw-Hill
- ⇒ Middle School Science and Technology, Kendall/Hunt
- ⇒ Prentice Hall Science, Prentice-Hall
- ⇒ PRIME Science, Kendall/Hunt
- ⇒ Science 2000, Decision Development Corp.
- ⇒ Science Insights, Addison-Wesley
- ⇒ Science Interactions, Glencoe/McGraw-Hill
- ⇒ SciencePlus, Holt Rinehart & Winston

Weekly Reader
CORPORATION

elementary news

'First Class' Teacher Awards

Congratulations to **Nicolle Trow**, a teacher at New Lebanon Elementary School in Greenwich. Nicole was one of 52 first-year teachers from around the country to receive the 1999 Sallie Mae First Class Teacher Award. The awards program is sponsored by Sallie Mae, a national provider of financial services for postsecondary education, and the American Association of School Administrators. Each winner received \$1,500 and a trip to Washington.

DIFFICULT PARENTS: THERE ARE NO EASY ANSWERS

"There is no book on how to deal with difficult parents." That was the message delivered by Tony Arasi at his NAESP Convention session, *Conducting Difficult Parent Conferences*. "Each person and each situation is different," says Arasi.

A former teacher and high school principal, now an asst. superintendent in Georgia, Arasi noted that many of today's parents tend to have less respect for educators and a generally negative perception of public schools.

"They feel they have a right to come in and complain to the principal because [of the 'We're paying your salary' mentality]," says Arasi. "And even when we make an effort to resolve their complaints, they complain that we always support the teachers, or that we go by rules and policies -- or don't go by rules and policies."

"We have to deal with abusive parents, parents who think they know more than the principal, parents who are dysfunctional or mentally ill, and those I would call chronic complainers," said Arasi, who recommends three basic approaches: Don't make promises you can't keep; whenever possible, do more than you promised -- but never less; and be caring but tough.

Based on his own experience, Arasi offered some advice to teachers and principals on conferring with difficult parents:

- ✓ Be punctual.
- ✓ Be a good listener.
- ✓ Attack problems, not individuals.
- ✓ Find opportunities to build people up.
- ✓ Let people know your school's limitations.
- ✓ Apologize when appropriate.
- ✓ Follow up and follow through.

(Written by Lee Greene in *NAESP Convention News*, March 1999. Reprinted from *NHASP Newsnotes*, Sept 1999)

ENROLLMENT INCREASES SPUR NEW SERVICES

By Earle G. Bidwell, Past President, CAS

With an elementary enrollment approaching 500 schools, several new CAS committees have been formed to provide increased services to member schools. Additionally, other standing committees have expanded their membership. Among the new committees are the Urban Schools Committee, the Elementary Catholic School Committee, the Early Childhood Committee and the Elementary Parents Committee.

Urban Schools Committee members, along with the CAS central office, will brainstorm, plan, and execute a variety of activities including mini-workshops, swap-shop, and sharing sessions. They also expect to design resource packets especially for urban educators.

With a Catholic Elementary School membership of 125 schools, the committee of the same name will focus on the unique needs of non-public schools. Some of the issues facing schools and their principals encompass curriculum, funding, communication and certification.

Early childhood is a critical time in the development and learning potential of children. The Early Childhood Committee promotes programs that support chil-

dren in their formative years.

The Elementary Parents Committee will develop strategies to assist parents of elementary children. Two areas of focus will be:

- What parents need to assist their children in being ready for school
- How educators can assist parents in getting children to read before they go to school

With so many new urban and parochial schools on the CAS roster, Assistant Executive Director Bob Carroll is busy recruiting representatives for several standing committees including the Professional Studies Committee, the Environmental Conference Committee and the Elementary Leadership Committee. Urban and parochial school principals, assistant principals, and teachers who have an interest in any of these areas are urged to contact the CAS office. Dr. Carroll hopes to provide increased services through offering additional sites for both the popular Elementary Environmental Conference and the Elementary Leadership Conference for fourth and fifth grade students.

PROVERBS FOR THE MILLENNIUM

1. Home is where you hang your @.
2. The E-mail of the species is more deadly than the mail.
3. A journey of a thousand sites begins with a single click.
4. You can't teach an old mouse new clicks.
5. Great groups from little icons grow.
6. Speak softly and carry a cellular phone.
7. C:\ is the root of all directories.
8. Don't put all your hypes in one home page.
9. Pentium wise; pen and paper foolish.
10. The modem is the message.
11. Too many clicks spoil the browse.
12. The geek shall inherit the earth.
13. A chat has nine lives.
14. Don't byte off more than you can view.
15. Fax is stranger than fiction.
16. What boots up must come down.
17. Windows will never cease.
18. In Gates we trust (and our tender is legal).
19. Virtual reality is its own reward.
20. Modulation in all things.
21. A user and his leisure time are soon parted.
22. Know what to expect before you connect.
23. Oh, what a tangled website we weave when first we practice.
24. Speed thrills.
25. Give a man (or for that matter anyone) a fish and you feed him for a day; teach him to use the Net and he won't bother you for weeks.

ALERT: Seasons Limitations Committee Makes Important Changes to Fall Sports Season

■ In response to requests from several fall sports committees, the CIAC Seasons Limitations Committee has voted to allow teams in the sports of girls and boys soccer, field hockey, and girls swimming to schedule two three-game weeks. (A three game week is currently allowed during the Columbus Day week.) The two three-game weeks must be **non-consecutive** and must take place during weeks two to seven of the fall season. The rationale for the change is that it has become increasingly difficult to schedule 16 contests during the eight week season due to time constraints, the reduction in available play dates due to the scheduling of the larger leagues, and the lack of availability of officials. The Seasons Limitations Committee surveyed all high school principals and athletic directors in the state and found a significant majority in favor of this change. (See survey results printed below.)

■ At the same time, the Seasons Limitations Committee has reduced the maximum season scheduled games from 17 to 16 in the sport of lacrosse. Furthermore, it has allowed the scheduling of two non-consecutive three game weeks during weeks two to seven of the lacrosse season.

SEASONS LIMITATIONS COMMITTEE OPINION SURVEY RESULTS

1. Allow the beginning of the football pre-season conditioning three days earlier than in the past (Thursday, Friday & Saturday of the week before the traditional conditioning week -- 2000 - August 17 instead of August 21), as an option to schools.

Principals: Yes 50 / No **80**

Athletic Directors: Yes 48 / No **85**

2. Begin the fall pre-season for all sports three days earlier than in the past (Wednesday instead of Saturday of the current week. 2000 - August 23 instead of August 26.) This would be combined with the earlier opening option #1 for the football season. All non-football sports seasons would start three days earlier. Football would have the option of opening three (3) days earlier with no change in season opening date.

Principals: Yes 54 / No **79**

Athletic Directors: Yes 51 / No **85**

3. Allow soccer and field hockey to schedule one more three-contest week in addition to the Columbus Day week in weeks 2-7 of the season (in non-consecutive weeks) and do not change the opening date of the fall seasons for these sports.

Principals: Yes **93** / No 39

Athletic Directors: Yes **107** / No 29

4. Keep the current system, allowable contests and dates, in place with no changes.

Principals: Yes 23 / No **106**

Athletic Directors: Yes 15 / No **115**

No Pass, No Play

(Reprinted from the National Association of State Boards of Education Policy Update, July 1999)

A "No Pass, No Play" policy has been adopted in varying forms by 16 states, but the underlying premise is the same: students with failing grades are barred from participating in extracurricular activities for a set period of time (ranging from several weeks to an entire grading period). Proponents argue that this time is needed for students to concentrate on their school work and improve their grades. These supporters maintain that academics should be the students' and the school's highest priority and that the eligibility rules provide a deterrent to student-athletes inclined to ignore their class work. Detractors, however, contend that the punishment is too harsh; that it negatively affects at-risk students by eliminating one of their primary incentives for continuing in school; and that it discourages students, particularly marginal ones, from selecting challenging academic courses.

The issue of eligibility has become more divisive because of the benefits athletics and school activities impart upon students. There are those who believe that academics and activities are intertwined and that neither component should be denied a student. Participation in youth sports, they note, can have many benefits for the individual and for society in general. The evidence is compelling, they point out, that participation in school sports is a protective factor against delinquency, gang membership, and other risk behaviors, particularly among low-income youth. The U.S. Department of Health and Human Services found in 1995 that students who spend no time in extracurricular activities are:

- 57% more likely to have dropped out of school by the time they would have been seniors;
- 49% more likely to have used drugs;
- 37% more likely to have become teen parents;
- 35% more likely to have smoked cigarettes; and
- 27% more likely to have been arrested

than those who spend one to four hours per week in extracurricular activities. In addition, sports participants have better school attendance rates, and they are less likely to carry weapons or attempt suicide.

Amazing additions....

■ A searchable database of CIAC championship results has been added to the CIAC website. Users can now search the website to find past champions and results of championship games in many of the CIAC sports. Information is already in the database for baseball, boy's and girl's basketball, boy's and girl's cross country, field hockey, football, volleyball, golf, ice hockey, lacrosse and softball. The remainder of the sports in which the CIAC sponsors championships will be added shortly.

■ Member schools who wish to submit their game schedules online instead of faxing or mailing the schedule forms in their tournament packets may now do so. To enter a schedule just visit the CIAC main page at www.casciac.org/ciacindex.html and fill out the simple form, or use the "Submit Schedule" option in the CIAC pulldown menu at the top of any page in the website. Disqualification reports may also be submitted online by going to the "Disqualification Report" option in the CIAC pulldown menu.

ciac news

Kansas Experiments with 'Mercy Rule' in Basketball

Kansas high schools are experimenting this basketball season with a new rule that could help "blowout" games go a little more quickly. When the season begins in December, officials will allow the time clock to continue to run if a team takes a 30-point lead in the second half, stopping the clock only for injuries or timeouts.

Though he is not sure just how often games with such a wide disparity in scores occur, Paul Palmer, an assistant executive director of the Kansas State High School Activities Association, estimates that if the rule had been in effect over the past five years, it would have applied to 21 out of 480 Kansas state-championship tournament games.

The rule, which will apply to boys' and girls' teams in grades 7 through 12, has received mixed reactions since it was adopted over the summer. Some coaches have argued that allowing the clock to run out will give their reserve players less time to play. But Mr. Palmer disagrees. "This rule will give reserves more time to play and with better players. That's how kids improve," he said.

Michigan is also experimenting with the rule this year, and if it proves successful, other states may consider it, according to the National Federation of State High School Associations. At the end of the basketball season in February, the Kansas association will report its findings to the national organization, which will then consider whether it should become a permanent rule.

(Source: *Education Week*)

No Pass, *continued*

At their best, sports programs promote responsible social behaviors and greater academic success, confidence in one's physical abilities, an appreciation of personal health and fitness, and strong social bonds with individuals and institutions. Participation in extracurricular activities enhances social bonding by increasing opportunities for students to feel a sense of belonging and attachment.

On the other hand, many educators consider extracurricular activities a privilege and not a right. Along those lines, states have begun looking at linking other adolescent privileges to academic performance. Seventeen states have adopted some form of a "No Pass, No Drive" policy to suspend or refuse a driver's license to any student who drops out of school or is failing.

UNIFIED SPORTS® REPORT, by Ann Malafronte

On October 19, 1999, a beautiful fall afternoon for soccer, 11 teams from across the state competed in the annual Unified Sports® Middle School soccer tournament at Quinnipiac Park in Cheshire. Griswold Middle School of Rocky Hill placed first in the level three competition, followed by McGee of Berlin and Henry James of Simsbury. In the level 2 competition, Henry James placed first and second, followed by Betsy Ross of New Haven and Quirk of Hartford. In the level 3 tournament, all of the teams who compete are awarded the same medal. First time schools Kellogg of Newington and Dodd of Cheshire played against McGee of Berlin.

Unified Sports pairs special athletes with partners who train and compete in modified sporting events. Cheshire High School supplied all of the volunteers who conducted the event.

NEW ENGLAND TOURNAMENT DATES

Cross Country:	
1999-2000	Saturday, November 13, 1999 Wickham Park, East Hartford, CT
2000-2001 (tentative)	Saturday, November 11, 2000 Thetford Academy, Vermont
Wrestling:	
1999-2000	Fri. & Sat., March 3-4, 2000 TBA (MA or RI)
2000-2001 (tentative)	Fri. & Sat., March 2-3, 2001 Pinkerton Academy, NH
Indoor Track:	
1999-2000	Saturday, Feb. 26, 2000 R.Lewis Track, Roxbury, MA
2000-2001 (tentative)	Saturday, March 3, 2000 R. Lewis Track, Roxbury, MA
Gymnastics:	
1999-2000	Saturday, March 11, 2000 Jonathan Law H.S., Milford, CT
2000-2001 (tentative)	Saturday, March 10, 2000 Jonathan Law H.S., Milford, CT
Outdoor Track:	
1999-2000	Saturday, June 10, 2000 Brown University, RI
2000-2001 (tentative)	Saturday, June 9, 2000 TBA
Golf:	
1999-2000	Monday, June 19, 2000 Bretwood Golf Course, Keene, NH
2000-2001 (tentative)	Monday, June 18, 2000 Bretwood Golf Course, Keene, NH
Tennis:	
1999-2000	Saturday, June 17, 2000 Brown University, RI (tentative)
2000-2001 (tentative)	Saturday, June 16, 2000 TBA

The New England High School Championships are now on the World Wide Web!

Visit www.newenglandsports.com for all pre- and post-tournament information and results.



ciac news & notes

The CIAC board has once again approved a request from the Wrestling Committee to allow wrestlers to wrestle back in the tournament from the round of 16. This means that Friday night losers in the round of 16 will wrestle again. (Previously, athletes had to advance to the round of 8 to wrestle back.) The board granted the request last year for a one-year trial period. All reports indicated that the new procedure was successfully implemented, allowing many more athletes additional post-season competition without lengthening the tournament to an unreasonable degree.

The following videotapes are available on loan through the CIAC office:

- "What every kid wishes their parents knew about sportsmanship"
- NCAA/NFHS Clearinghouse Video Conference 1999
- NCAA / NFHS Initial Eligibility Satellite Video Conference 1999
- The Right Spirit
- Soccer Rules Update 1999
- Swimming and Diving Rules Update, 1999
- Drug Testing in School Activities, 1999

Any interested individuals should contact Tony Mosa in the CIAC Office, (203)250-1111.

A high school basketball star in Illinois who was kicked off his team for alcohol-related convictions is suing his school, claiming that, as a recovering alcoholic, he is protected by the Americans with Disabilities Act. A senior at Warren Township High School in Gurnee was convicted of drunk driving in May and was later cited for another alcohol-related offense. He and his mother filed suit this month in federal district court in Chicago against the school. In the lawsuit, the senior asks to be reinstated on the basketball team and awarded \$100,000 in compensatory damages. School officials deny any discrimination against students with disabilities. The lawyer for the 45,000-student Warren Township District No. 121, said he doubted that the ADA was ever intended "to shield people against the consequences of their own illegal actions."

NF Endorses Eating Disorder Prevention Program

In February 1998, nearly 12,000 high school students nationwide were part of the National Eating Disorders Screening Program (NEDSP). The NFHS is encouraging member schools to participate in next year's NEDSP, which will take place February 14-18, 2000. Educators and coaches can register their schools and offer the program through classes, assemblies, and sports team meetings. Special programs also may be held for teachers, coaches, and parents on how to recognize the signs and symptoms of eating disorders and how to approach the student about whom they are concerned.

Along with the NFHS, sponsors of the high school program include the American Alliance for Health, Physical Education, Recreation & Dance; American School Counselor Association; American School Health Association; Body Positive; National Association of School Nurses; National Association of School Psychologists, and the National Education Association.

NEDSP is a public education and screening program aimed at reaching out to those who are suffering from or at risk for an eating disorder. NEDSP is offered free to the public and will be held at more than 1,500 sites in 2000, including 300 high schools. NEDSP provides registered sites with all the materials necessary to implement the program. Materials include a procedure guide, lesson plans, video, publicity materials, a special version of the EAT-26 screening form and referral guidelines, and educational literature.

The high school program provides special versions of these materials for adolescents and their parents, as well as curricula that can be used by teachers in the classroom and by coaches with their teams.

Researchers estimate that 66 percent of high school girls and 17 percent of boys are on diets at any given time. Athletes are a high-risk group for eating disorders; a recent study revealed disturbing trends among college athletes, indicating the outreach to high school athletes may be particularly important. A 1997 study of NCAA athletes found that binge eating occurred at least weekly in 13 percent of male athletes and 10 percent of female athletes. More than 25 percent of males used saunas or steam baths to lose weight at least weekly, and 4.4 percent of females vomited for weight loss.

The 1998 NEDSP follow-up study revealed that the program is successful in addressing and helping to change dangerous food-related behaviors and thoughts. Besides the thousands who sought treatment following NEDSP, nearly 30 percent of those who were screened noted an improvement in their eating attitudes or behaviors following the program.

Registration materials are available from NEDSP, 1 Washington St, #304, Wellesley Hills, MA 02481-1706, 781-239-0071; www.nmisp.org.

Schools that need help staffing a screening may refer to the NEDSP Web site (<http://www.nmisp.org/eat.htm>) to locate local professionals who have volunteered to staff high school screenings.

