



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 first in an on-going series of features on **Connecticut Learns**, Connecticut's School-to-Career System. This issue provides a general overview of the **Connecticut Learns** program. Each subsequent issue will focus on one of the eight "career clusters" around which the program is organized.*

CONNECTICUT'S SCHOOL-TO-CAREER SYSTEM

Ann R. Gaulin, Associate Education Consultant, State Dept. of Education

What is School-to-Career?

A comprehensive system of education that allows all students the opportunity to connect the learning in the classroom to the needs and demands of higher education and the workplace. Every School-to-Career system must contain three core elements known as school-based learning, work-based learning and connecting activities as well as be organized around industry-developed career clusters. School-to-Career systems show students from elementary school through post secondary how school-based academic knowledge applies to life outside the classroom and how it links to a variety of career paths.

Connecticut's Vision

Today's global technology-driven marketplace demands that all high school graduates have basic academic knowledge, workplace skills, and technical training. It requires a new kind of worker: one who excels at thinking critically, working in teams, solving and learning continually. Education needs to play a part in creating a new vision for the future. Schools and businesses must work together in preparing students for their future careers and roles in the workplace.

"Connecticut Learns provides all students in the state with the opportunity to connect the learning that takes place
(cont'd on page 5)

CAS POISED FOR 21st CENTURY WITH NEW SITE ON WWW

CAS-CIAC went "on-line" this summer with the introduction of its new site on the World Wide Web. The CAS-CIAC home page, at <http://www.casciac.org>, allows member schools instant access to information about Association-related events and activities as well as general information about education in Connecticut and nationwide. The web page, which posts notices, mailings, and many of the Association's frequently requested documents, will provide a new, more efficient means of communicating with member schools. The site is organized into two separate links — one for CAS and one for CIAC — each offering a number of features that hopefully will benefit our members.

The CAS site contains:

- | a 1997-98 Calendar of Events;
- | the monthly BULLETIN;
- | a month-by-month listing of SABC-approved activities;
- | a "State Legislation Report" which will provide updates and summaries of pending education-related legislation;
- | an on-line school directory which contains direct links to the e-mail addresses and web sites of member schools;
- | recent survey results and report findings involving Connecticut students and schools;
- | announcements about upcoming workshops and conferences; and,
- | information about the Association's history, mission, organizational structure, publications, services, and, central office staff.

The CIAC site offers:

- | the CIAC Eligibility Rules, printed in their entirety;
- | Fall Tournament Information;

- | recently enacted changes to the CIAC By-Laws;
- | new policies and procedures;
- | 1997-98 Game Limitations and Practice Dates;
- | all CIAC sports committees;
- | a message board where coaches can post "games wanted;"
- | a Unified Sports® link; and,
- | a CAIO Page which allows individuals to register for CAIO on-line.

The site provides access to all Central Office staff via e-mail (see addresses below).

Executive Director Mike Savage commented, "This is an important step forward for the Association, one which we believe will not only better serve our member schools, but will facilitate the operations of the Central Office. While our web page is not intended to replace traditional paper communication -- at least not at this stage! -- we hope that, in certain areas of operation, communication with the Central Office will be faster, easier, and less expensive. We expect that our new web site will be a powerful public relations tool which will open up lines of communication not only with member schools, but with the media and the general public as well."

We encourage members to browse the web site and offer feedback on ways it might be improved or expanded. Please direct your comments to knastri@casciac.org.

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CAS News & Notes:

■ Following a nationwide trend, Connecticut has experienced an increase in student enrollment this school year. Student enrollment for 1997-98 is estimated at 535,800, which means that Connecticut schools have absorbed approximately 7,700 additional students this year.

■ In response to large-scale requests from educators for copies of student writing samples from the CMT and CAPT, the State Department has announced that student responses to the 1997 CMT writing samples in grades 4, 6, & 8 will be made available to all districts on a compact disc in February, 1998. Furthermore, beginning with the May, 1998 administration of the CAPT, the state department will return the Interdisciplinary and Response to Literature sections to school districts. This information is expected to be distributed on disks in October of 1998. School districts and schools should be able to make use of these discs with existing computer hardware equipped with a CD Rom. Further information will be forthcoming as final specifications become available.

■ According to a recent Hartford Courant poll, 63% of Connecticut residents rated the quality of public education in their town as either "excellent" or "good." Only 8% of respondents gave a rating of "poor." The poll involved 500 randomly selected residents, 28% of whom had children in school. The poll also found that: 51% of residents favor lengthening the school year; 47% support lengthening the school day; and 58% felt that parents should be able to decide which public schools their children attend.

■ After 13 years of work, Simsbury High School's longest running student project finally took off. The student-built Starduster II, a single-engine, twin cockpit, open-air biplane, flew for the first time over the school's graduation ceremony. The idea to build the plane came from Richard Jablonski, head of the technology and education department. The plane weighs 1,700 pounds and can go as fast as 100 mph. It has been licensed for recreational use by the Federal Aviation Administration.

■ According to a U.S. Commerce Department survey, Connecticut is among the nation's biggest spenders when it comes to public education. Connecticut ranked fourth in the nation -- after New Jersey, New York, and Alaska -- in average per pupil expenditures. The rankings, which were based on 1994 U.S. Census Bureau data, the most recent available, showed that Connecticut spent an average of \$7,890 on each K-12 student, while New Jersey, which topped the list, spent \$8,902 per pupil, and Utah, at the bottom of the list, spent \$3,280. The national average per pupil expenditure was \$5,363.

■ In July, the Connecticut Academy for Education in Mathematics, Science & Technology released the results of the 3rd Annual Survey on the Use of Educational Time in Connecticut Schools. According to the 1996-97 survey results, 24 high schools are currently implementing some form of block scheduling, as are 21 middle and 6 elementary schools. Thirty-three middle and 18 high schools are implementing either flexible scheduling or some form of interdisciplinary study. Several districts have documented student performance improvements resulting from the new schedules. The report results can be accessed through the Academy's web site at: <http://www.ctacad.org>.

■ At its August meeting, the State Board of Education reviewed and discussed drafts of *The Common Core of Learning* and the long-awaited *Connecticut Frameworks: K-12 Curriculum Goals and Standards*. The resources are intended to assist local school districts in raising expectations and improving local curricula. The board, which called for revisions in the Language Arts Framework, was expected to give final approval to these documents at this month's board meeting.

■ According to the latest edition of *The Connecticut Economy*, the state can boast solid growth in new jobs and healthy consumer confidence. In the quarter that ended June 30, 1997, Connecticut recorded 26,500 new jobs, a 1.7% increase over last year. Furthermore, the state's consumer confidence index reached an all time high, rising 20%.

■ In January, 1998, as per the regulations set down by the Federal Communications Commission in May, public schools and libraries will be eligible to receive deep

discounts on all commercially available telecommunications services, Internet access, and building wiring. The level of discount afforded a school district will be based on the percentage of students eligible for free or reduced price lunch and the cost of service as determined by geographic region. In June, the State Department of Education sponsored the PBS teleconference *Maximizing Your E-Rate*. The broadcast provides guidance on the procedures for applying for the telecommunications discounts. A videotape copy of the broadcast is available on loan from the CAS office. (Contact Karen Nastri.)

■ The AT&T Technology for Education Grant administered by Citizens for Connecticut's Children & Youth is open to all accredited public and private elementary and secondary schools in Connecticut. Students, teachers and school districts are eligible to apply. Application deadline is October 31st. To request additional information and application form, please call CCCY at (203)498-4240.

■ According to a report by the New England Board of Higher Education, Connecticut loses more college-bound students to other states than it gains. Connecticut, which lost 1,201 students in 1992 (most recent data available), has been a net exporter of students for at least 40 years.

Where CT Students Are Going?

Here are the out-of-state colleges that enrolled at least 100 freshmen from Connecticut. These 1992 figures are the most recent available.

University of Rhode Island	224
Boston College	199
Boston University	194
Northeastern University	186
Keene State College (NH)	160
Providence College	156
Johnson & Wales (RI)	154
Marist College (NY)	154
University of Vermont	139
Syracuse University (NY)	138
Ithaca College (NY)	138
UMass at Amherst	137
Univ. Of New Hampshire	133
Western New England College	128
Rogers Williams Univ. (RI)	127
Bryant College (RI)	124
Springfield College (MA)	117
Dean Jr College (MA)	105

National News & Notes:

■ In July, in honor of the 25th Anniversary of Title IX, the U.S. Department of Education released Title IX: 25 Years of Progress, a report that traces the legislative road to Title IX and the progress made towards equal educational opportunity. The report can be accessed at <http://www.ed.gov/pubs/TitleIX/>.

■ A new report, published by United States Department of Education, reveals that charter schools are generally smaller than traditional public schools, enroll roughly the same proportion of minority and low income students, and, on average, serve slightly lower proportions of students with disabilities and limited English proficiency. Based on a four-year study of the charter school movement, A National Study of Charter Schools also reveals that: in the beginning of 1996, 252 charter schools were operating in 10 states, and 15 other states has passed charter legislation; approximately 60% of charter schools enroll fewer than 200 students, compared with 16% of public schools with enrollments of fewer than 200 students; about 1/10 of existing charter schools were previously private schools; and, most charter schools are eligible for Title I funding.

Only 37% of Americans believe today's children, once they've grown, will make the United States a better place.

-- A study by *Public Agenda*

■ The National Center for Fair & Open Testing, FairTest, recently conducted an evaluation of the quality of assessment practices in nearly all of the nation's states. The study concluded that about one-third of the states need "a complete overhaul" of their testing systems, and another 17 states need "many major improvements." Connecticut, however, was deemed to need only "modest improvements" and was one of only six states assigned a Level 4 rating (Level 5 being the best). Vermont was the only state to garner a Level 5 rating -- a "model system" -- in part because its assessments were based on state standards, relied little on multiple-choice questions, and included portfolios in two subject areas.

■ Two recent studies on drug use among adolescents offered both good news and bad. One federal government study showed that fewer teenagers were sampling marijuana and other illegal drugs, while a separate report indicated that adolescents were trying harder drugs at younger ages. The "National Household Survey on Drug Abuse" revealed that use of marijuana, alcohol, and smokeless tobacco among 12- to 17-year-olds declined from 1995 to 1996. On the other hand, according to a new study by the National Center on Addiction and Substance Abuse at Columbia University, the proportion of 12-year-olds who reported having a friend or classmate who uses LSD, cocaine, or heroine more than doubled in the past year.

■ Students from 28 schools in 10 states took their places at their computers last month as part of the first nationwide "Virtual High School." This groundbreaking program, established by the Hudson (Mass) Public Schools and the Concord Consortium, uses the Internet to turn students nationwide into classmates and to connect students with teachers a continent away. High school students from Hudson are taking microbiology from an instructor in Pennsylvania; students in Fremont, California, are studying statistics with a North Carolina teacher; and, seniors in Lumberton, NC, are taking a bioethics symposium from teachers in Ohio. The "Virtual High School" is being financed with a five-year, \$7.5 million grant from the U.S. Department of

Education's technology-innovation challenge-grant program.

■ Certain children with attention-deficit/hyperactivity disorder are more likely than children without ADHD to commit crimes as adults, according to a University of Berkeley study. Researchers found that children who were hyperactive and impulsive two subgroups of the behavior were four times more likely to be arrested as adults than children without ADHD. By comparison, children with ADHD who were categorized as inattentive were twice as likely to be arrested as children without the disorder. The National Attention Deficit Disorder Association has issued new guidelines to assist physicians and school authorities in accurate diagnosis of attention deficit/hyperactivity disorder. The guidelines, which draw on findings of practicing professionals who have extensive experience with ADHD patients, come at a time when over-diagnosis has become a rising concern for schools. Call 1-800-487-2282 for a **free** copy of the guidelines (or visit the ADDA web site: <http://www.add.org>.)

■ Each year, schools demonstrate a great deal of creativity, and sometimes a bit of desperation, in their efforts to encourage students to show up for the first day of school. This year, the St. Louis Public Schools launched a particularly innovative incentive program. Students who attended the first day of classes became eligible to win one of five large-screen televisions in a sweepstakes drawing to be held later in the year. All those who attended the first four days of school got a 12-inch ruler.

■ New research, based on three U.S. Department of Education surveys, shows that parochial schools in the United States now serve a population that is more racially diverse, less Catholic, wealthier, and more suburban. Fewer than 20% of all Catholic school-age children attend a Catholic school, down from 50% in 1962. Furthermore, from 1972 to 1992, the portion of Catholic high school students whose family incomes were in the top fourth of all Americans rose from 30% to 46%. Researchers speculate that many of these trends are driven by rising costs. Annual tuition now averages about \$1,300 at Catholic elementary schools and about \$3,100 at high schools.

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THE BULLETIN

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■ The Frederick D. Patterson Research Institute has released the second of three volumes of statistical findings on the education of black students. The most recent findings suggest that performance differences between African-American and white students seem to emerge in the later school years. In fact, black students come to preschool with verbal, memory, social, and motor skills that are on par with those of their white classmates. Vocabulary is the one area in which black preschoolers perform considerably below the levels of their white peers. The report also shows that a higher percentage of black students attend preschool - 53%, as compared with 44% of white children.

■ According to a new Bureau of Census report, Hispanic students are dropping out of high school at the highest rate in more than a decade and at more than twice the rate of the national average. Even more troubling is the fact that Hispanic dropouts typically have completed fewer years of schooling than dropouts from other racial or ethnic groups, suggesting that they have farther to go to "catch up."

■ Anti-tobacco campaigns may need to focus on a new threat to young people's health: cigar smoking. A recent national survey by the Centers for Disease Control found that 27% of 14- to 19- year-olds reported smoking at least one cigar within the past year.

■ A comprehensive new report from the National Research Council concludes that, despite the strains immigrants place on education budgets, immigration creates a net gain for the U.S. economy. The report says that, in the short term, immigrants generally receive more in services than they pay in taxes because their households tend to have more school-aged children than natives do, and they are likely to make less money and have less property. Therefore, they pay less in taxes. However, when examined over time, the benefits to the economy outweigh the costs. As immigrants leave school and become productive workers, they repay most or all of the cost of those services in the form of taxes. However, that payoff does not always go to the same state or town that paid to educate them. According to the study, an immigrant with less than a high school education costs the economy about \$13,000 over his life span. However, an immigrant with more than a

high school education produces a net gain of about \$198,000.

■ For the first time, IBM is requesting school transcripts from all applicants who have completed high school coursework within the past five years. IBM's new hiring policy comes a year after educators at a national education summit asked business leaders to reinforce the message that high school academic performance is important when seeking a job.

■ Technology is an issue that continues to gain favor among educators, legislators, governors, and corporate leaders, as evidenced by the number of technology initiatives enacted during this year's legislative season and by the amount of money projected to be spent on technology in the coming year. The nation's schools are expected to spend appx. \$5.2 billion on educational technology this school year, up 21% from 1996-97 spending. New technology, some officials are claiming, is as important a component of education as tougher academic standards and assessments. The general public seems to have rallied in support of technology as well. A recent poll revealed that 61% of Americans would support a federal tax increase if it were earmarked for computers and other technology in the nation's schools. However, many recent reports warn that technology will not improve schools unless there is adequate training and support for the teachers who will be using it.

■ In May, the Educational Testing Service released *When Money Matters: How Educational Expenditures Improve Student Performance and How They Don't*, an analysis of the role resources play in affecting student achievement. According to the study, school districts that put more money into instruction and central office administration end up with smaller classes. Smaller classes, in turn, are linked to higher achievement. The study suggests that spending targeted directly to reduce class size may be the best investment of educational dollars.

■ The prospect of an impending teacher shortage continues to be a matter of considerable concern for school officials nationwide. With one-quarter of all public school teachers at an age of 50 or older, a massive teacher retirement "wave" is expected within the next several years. The problem is compounded by a projected increase in enrollment and a current

rise in the teacher attrition rate. More than 6 of every 100 teachers nationwide are leaving the profession each year. Many of those are retirees, but one in five is a teacher who simply quits.

■ Three of 4 U.S. children now receive a full series of recommended immunization shots by age 2, a significant improvement from 4 years ago. In 1992, the immunization rate for children was 55%; last year, the rate reached 78%, an all-time high.

■ Students at Gates Elem. School in Los Angeles do monthly "drop drills" to prepare for the threat of stray bullets. Starting at the age of 5, children in the school district are taught to lie flat on the ground next to their desks when their teachers yell, "Drop!" The drills are held regularly, just like fire and earthquake drills.

■ Starting next fall, all Milwaukee public high schools will be allowed to set admissions standards and choose among students based on their academic records, attendance, behavior, and compatibility with the school's academic focus.

■ The Grapevine-Colleyville (Texas) school district is "open for business." For \$1,000, a company can put its name on a 2-by-5 sign in a district gym and advertise daily on a schoolwide television station. For \$4,000 more, it can hang additional signs on outdoor stadiums and the district's buses. And, \$15,000 can buy a deluxe advertising package that includes recognition on the district's voicemail system and signage rights to the roof of a school building visible to planes flying into the nearby airport.

■ The Los Angeles school board recently voted to offer health benefits to live-in, unmarried partners of its employees. Los Angeles is one of only a handful of school districts to offer health insurance benefits to "domestic partners." The district estimates that the extra benefits will cost \$3.1 million for the second half of the 1997-98 school year.

■ A high school math department head and 5 teachers in Lancaster, TX, have been suspended without pay for using a work sheet that framed word problems around minority stereotypes, drugs, guns, and sex. The math problems asked students to calculate percentages involving drug sales, drive-by-shootings, and teenage pregnancies.

Legal News & Notes:

■ On June 23, 1997, the U.S. Supreme Court issued its much-anticipated decision in the matter of *Agostini v. Felton*, ruling that supplementary instructional services under the Elementary and Secondary Education Act (Title I) can be provided in religiously-affiliated private schools without violating the constitution. In so doing, the court overruled its 1985 decision in *Aguilar v. Felton*, the case in which it ruled that programs in New York and other cities which sent public school teachers to help needy students in religious schools provided government support for religion and, hence, were unconstitutional. This decision will have a positive impact on Title I services for both public and private schools. Effective immediately, local and regional boards of education may provide Title I services to private school students on the premises of religious private schools. Districts are no longer required to provide these services at a "neutral site." The U.S. Dept. of Education has issued a policy guidance to assist state and local education agencies in interpreting and implementing the court ruling. A copy of the guidance can be accessed at <http://www.ed.gov/legislation/ESEA/feltguid.html>. Or, contact the Central Office for a written copy.

■ In July, the U.S. Supreme Court struck down provisions of the Federal Communications Decency Act that barred the transmission of indecent material to minors over the Internet. The law, which was enacted in February, made it a crime to make "indecent" or "patently offensive" material available to children via the Internet. The court's opinion in *Reno v. American Civil Liberties Union* rejected an argument from the Clinton administration that the availability of indecent material would hamper the Internet's growth as an educational resource for parents and children. The ruling is considered both good news and bad news for schools. Some officials speculate that unless steps are taken to prevent indecent material from reaching children, schools will be hesitant to permit children to use interactive computer services. Other officials see the ruling as a relief in that it removes the potential liability of school officials in the event that a computer savvy student posts "indecent" materials on a district-maintained home page.

Connecticut Learns, *cont'd*

within the school walls to the needs and demands of higher education and of the full range of careers offered by the Connecticut economy."

The goals of Connecticut's School-to-Career system are to improve the quality and relevance of education for all students and to improve a student's knowledge and access to career opportunities. Connecting the classroom to the workplace will assist students in making better educated and more informed career decisions.

The Elements of School-to-Career

- School-based learning is classroom instruction based on high academic and occupational skill standards. It is learning that relates academic subjects to the world of work.
- Work-based learning is learning that takes place in the workplace. Work-based learning will vary from short term, introductory types of experiences to longer term, more intensive workplace preparation.
- Connecting activities are ways in which education and business work together to implement activities that integrate school-based and work-based learning.

Connecticut's Career Clusters

Connecticut's School-to-Career System is organized around eight industry-developed career clusters:

- Arts and Media
- Business and Finance
- Health and Biosciences
- Environmental, Natural Resources and Agriculture
- Retail, Tourism, Recreation and Entrepreneurship
- Technologies: Manufacturing, Communications and Repair
- Govt., Education and Human Services
- Construction: Technologies and Design



To learn more about School-to-Career, contact Susan Binkowski, Connecticut Learns Program Manager at the State Department of Education (860) 638-4054.

SAT Test Dates	Registration Deadlines	Tests Offered
Oct 4, 1997	Sept 9	SAT I & II
Nov 1, 1997	Sept 26	SAT I & II
Dec 6, 1997	Oct 30	SAT I & II
Jan 24, 1998	Dec 19	SAT I & II
Mar 28, 1998	Feb 20	SAT I only
May 2, 1998	Mar 26	SAT I & II
June 6, 1998	April 30	SAT I & II

CAS HOSTS PICNIC/ LEGAL UPDATE FOR ADMINISTRATORS

Despite torrential rains, thirty-six administrators ventured to the CAS office on September 21st for the *1st Annual CAS Administrators Picnic and Legal Update*. The event, organized by the Middle Level Program Committee, was both a social and professional gathering. The featured guest was Thomas Mooney, attorney for Shipman and Goodwin, who provided participants with a glimpse of how newly enacted legislation will affect educators in Connecticut. Below is a summary of comments made by Mr. Mooney regarding new education-related statutes.

P.A. 97-290, An Act Concerning Educational Choices and Opportunities:

- Allocates additional funding to create more magnet and charter schools and to expand Project Concern to include Bridgeport and New Haven students.
- Establishes a statewide interdistrict public school choice program which will be phased in and operate in every school district in the state beginning with the 1999-2000 school year. The program will begin in the 1998-99 year for students in Hartford, Bridgeport, and New Haven. All districts must participate in the school choice program on a space available basis.
- Requires each school district to provide means for students to interact with students and teachers from different racial, cultural, religious, and economic backgrounds and to report to the state (by October 1, 1998, and biennially thereafter) on the steps that have been taken to achieve racial integration.
- Requires each school district to adopt and implement written policies and procedures to improve parent-teacher communication (deadline: September 1, 1998).

P.A. 97-259, An Act Concerning School Readiness and Child Day Care:

- Designates the Department of Education as the lead agency for school readiness and expands preschool programs for children in priority school districts by offering grants to create new spaces in approved preschools & school readiness programs.
- Provides grants for day care centers and preschools to train teachers and improve their programs.

Child Abuse Reporting:

- Mandated reporters are required to pro-

(*cont'd*)

Legal Update, *cont'd*

vide an oral report of the suspected child abuse and MUST follow-up with a written report within 48 hours.

- After an investigation of an alleged incidence of child abuse has been completed, the Department of Children and Families must share all reports and information with the Superintendent of Schools.

Curriculum Issues:

- The State Board of Education is now required to assist and encourage school districts to include the following in their programs of instruction and in-service training: the historical events surrounding the Great Famine in Ireland, African-American history, Puerto-Rican history, Native American history, and personal finance management.

Miscellaneous Issues:

- Police are now required to notify superintendents of any student arrests (felony or misdemeanor), even if they occur during the summer. Previously, notification was only required during the school year. Furthermore, police may now participate in and provide testimony at any expulsion hearing, including those for students under 16 years of age.

- Teachers who have not attained tenure are entitled to a non-renewal hearing, except if the reason for non-renewal is either elimination of position or loss of position to another teacher. Furthermore, a local school board shall rescind a nonrenewal decision only if the board finds such decision to be arbitrary or capricious.

- A child residing in a dwelling located in more than one town is now considered a resident of each town and may attend school in any one of such towns. Formerly, the child was considered a resident of the town which received the greatest percentage of property taxes for the dwelling.

- The scope of provisions regulating athlete agents has been extended to include student-athletes in grades 11 & 12.

- Discrimination based on sexual orientation has been added to the list of kinds of discrimination prohibited in the public schools.

- P.A. 97-39 requires school districts to provide an opportunity for the recruitment of students by regional vocational-technical schools, regional vocational agriculture centers, interdistrict magnet schools, charter schools, and interdistrict school choice programs, provided such recruitment is not for the purpose of athletics.

STATE RELEASES DRAFT REPORT ON SPECIAL EDUCATION

At the September 4th meeting of the State Board of Education, Commissioner Sergi released the now controversial Draft Report on Special Education in Connecticut. The report, which has been called a "scathing study," has prompted questions and concerns among the state's education community.

The report is a comprehensive look at special education in Connecticut. It provides useful information on the history of state and federal legislative mandates that have shaped the development of special education in the state. The report identifies and discusses six specific areas of special education that need to be addressed -- prevalence rates, legislative mandates, litigation, out-of-district placements, costs, and instruction. It also presents recommendations on what actions can be taken at both the state and local level to rehabilitate special education processes and programs.

One of the main focuses of the report is the problem of overidentification in certain disability categories (e.g. learning disabilities). The report suggests that many students end up in special education classes when all they need is specialized instruction in reading. "[T]here is a body of new research that suggests that, at least for the population of children with learning disabilities and speech/language development problems, proper instruction in literacy, using a combination of language development approaches, would have provided the child with the necessary intervention to benefit from their instruction without the need for identification," the report states.

Among the report's findings:

In the 1995-96 school year, special education students represented 13.9% (71,315 students) of Connecticut's total school enrollment (511,595).

In 1995-96, 17.8% of local expenditures were spent on special education.

More than 91% of special education students are educated in their home districts; furthermore, two-thirds spend most of their school week with non-disabled peers and receive less than 10 hours of special education instruction per week.

Of the 71,315 students identified as spe-

PREVALENCE RATES BY DISABILITY, 1995-96

Disability	Number	Percent	Prevalence
Learning Disabled	34,050	47.7%	6.7%
Mentally Retarded	3,838	5.4%	0.8%
Socially-Emotionally Maladjusted	11,213	15.7%	2.2%
Speech Impaired	12,671	17.8%	2.5%
Other	9,543	13.4%	1.9%
Total	71,315	100.0%	13.9%

cial education in 1995-96, 34,050 were learning disabled.

The percentage of students with disabilities is growing at a disproportionate rate to the general student population (11% increase in special education versus 7.4% increase in K-12 enrollments).

During the 1995-96 school year, just 3% of the special education population returned to regular education classrooms.

In a letter introducing the report, Commissioner Sergi asks school officials to make local efforts to provide:

- greater focus on and success in early reading for all students;
- greater use of specialized and accommodated instruction, without identification as special education;
- greater assessment and a better record of special education students' achievement;
- greater use of parent conferences and local mediation;
- greater training for and support of general and special education teachers.

In response to the report's findings, the State Department has pledged to (1) work on revising certification regulations to ensure that **all** new teachers are trained to teach children with a variety of learning needs; (2) provide focused in-service training programs for current teachers in areas of behavior management, curriculum modification, alternative instructional practices, and special education laws; and (3) develop and implement a training protocol for all kindergarten, 1st, 2nd, and 3rd grade teachers in the area of reading instruction.

The State Department has solicited feedback on the draft report and expects to present a final report for board adoption at its November meeting.

IKON
Office Solutions

BATTLE FOR NATIONAL TESTS HEATS UP

Despite waves of opposition from Congress and the educational community, President Clinton remains steadfast in his mission to implement voluntary national tests in 4th grade reading and 8th grade math. Since he announced his plan for national tests back in February, Clinton has set about on a vigorous campaign to find support for his initiative and, in so doing, has fueled a contentious nationwide debate over the federal government's infringement on state and local decision-making. The president has faced bitter resistance from members of both houses of Congress. In fact, Rep. Bill Goodling, chairman of the House Education and Workforce Committee, has introduced an amendment to the House Appropriations bill that will prohibit use of fiscal 1998 Education Department funds for the testing program.

Undaunted by the opposition, Clinton is on the "fast track" to develop and implement the national tests by the spring of 1999. Not only have test blueprints been drafted, 7 states and 15 urban districts have signed on to participate in the voluntary testing program in 1999. The content of both tests is based on frameworks developed by the National Assessment of Educational Progress (NAEP). The tests will be made available to states in the spring of each year. Use of the tests will be strictly voluntary and participation (or failure to participate) will not affect continuing involvement in other federal programs.

At its May meeting, the Connecticut State Board of Education discussed the potential advantages and disadvantages of Connecticut's participation in the voluntary national assessment. While the board's discussion was generally supportive of the USDE proposal, the board did not take a formal position on the matter. Board members felt that additional information (e.g., impact on student achievement, relationship to state assessments, projected costs, etc) was needed prior to rendering a final decision.

According to the 1997 Gallup/Phi Delta Kappa Poll on the Public's Attitude Toward Public Schools, 57% of the public supports the President's national testing initiatives. For further information regarding the national tests, please visit the U.S. Department of Education's web site at: www.ed.gov/nationaltests/.

Editor's Note: *Scott Gray, Sports Commentator for WTIC AM 1080, served as Master of Ceremonies at this year's Scholar-Leader Banquet on June 2nd. The evening inspired him to write the following commentary the next morning.*

COMMENTARY: June 3, 1997 By Scott Gray

When Laurel, my wife, comes home from a tough day of dealing with 7th and 8th graders, wondering if she's getting through, or if what she does is really worth it, I remind her that I go to work, do what I do, and ten minutes later it's forgotten. She goes to work, does what she does, and a hundred years from now her legacy will live on. She is leaving her footprints on the earth. How I envy her. Last night I brought home a program from a dinner I attended, the CAS Scholar-Leader Banquet. The program included 265 names as further evidence of the importance of her work. I had the distinct honor of being asked by the Connecticut Association of Schools to M.C. their annual Middle School Scholar Leader dinner, honoring the boy and girl who top their ranks in the 8th grades of every middle school in the state. One of those honored, Justin Farr of RHAM Middle School in Hebron, is one of Laurel's students. Every student honored deserves to be congratulated for the effort they put forth, but CAS also deserves our congratulations. Two weeks ago they honored another group, their scholar athletes. To me there is nothing more important the people who oversee high school athletic competition can do than honor those who excel at academics. And they honor them so well. Two hundred and sixty five students last night, two hundred and sixty five others two weeks ago. The message is a strong one, a message that impacts like no other. A message best related in the words of a song written and performed by Seymour public schools music teacher Steve Ernst, who sang, "If you're going to be a leader, rise above the crowd. If you set a fine example you will earn your due respect. Overcome obstacles with a vision of success. I'm a leader in my school, using learning as a tool. In the crown of excellence, I will be the jewel." For these young people the message presented by CAS, the educators and parents in attendance, is the future is a great adventure. As guest speaker Dr. Sherrell Bergman pointed out, 60% of the jobs these students will face in their future haven't been invented yet. Last night my friends at the

CIAC afforded me an opportunity to see the future. It's in good hands. It is marked with the footprints of teachers who need not wonder if they make a difference.

Editor's Note: *Printed below are the remarks made by Stacey Truta, recent graduate of East Hampton H.S., when she accepted the Stewart Elliott Memorial Scholarship Award at the CAS Annual Meeting in May. Her message is a powerful one, delivered with levels of insight and experience that belie her young age.*

A Tribute to Stewart Elliott By Stacey Truta

I'd like to begin by thanking the Connecticut Association of Schools for this award. I feel very honored to be receiving this scholarship, not only because it's from CAS, but because it's given in the name of STU ELLIOTT, a man whose beliefs I admire and support. Mr. Elliott believed that a positive, "can do" attitude is the driving force behind success. It is often more important than the physical or mental aptitude that seems necessary to solve a problem. A positive outlook can help us overcome even the most arduous of challenges. In the essay I submitted as part of the award application, I related a personal experience which exemplified Mr. Elliott's words. For several years since I was diagnosed with bone cancer, I have attended *The Hole in the Wall Gang Camp* as a camper and now a Leader. *The Hole in the Wall* is a camp for children and teenagers who are living with or have survived life threatening illnesses. This camp is a place full of hope and motivation. Campers are encouraged to try anything their hearts desire, despite physical or mental handicaps. Optimism is abundant and its results are astounding. I have seen wheelchair-bound children ride horses and a boy with one arm perform a drum solo. I have seen a boy with one leg walk a tightrope and mentally challenged children write touching poetry. Through sheer desire to accomplish a goal, they achieved the unimaginable. The incredible power of the mind and its influence over physical performances is now being recognized in areas including sports, business and medicine. Many doctors advocate mental imagery to help in the treatment of illnesses such as cancer and immune deficiency diseases.

Mr. Elliott's philosophy is one that I firmly believe can be applied to all aspects of life.

Middle School News....

MIDDLE LEVEL UPDATE

By Tim Doyle, Asst. Executive Director

With the BULLETIN on "haitus" for three months, this is my first opportunity to update you on the many middle level events and activities that took place in the months of June, July, and August. It was a busy three months, beginning with a successful Scholar-Leader Banquet on June 2nd.

Scholar-Leader Banquet

Scott Gray, Sports Commentator for WTIC 1080, was an artful master of ceremonies, offering earnest praise and eloquent challenges to the 260 award recipients. Dr. Sherryl Bergmann delivered a powerful and inspiring keynote address, reminding all those in attendance of the tremendous talent and capabilities of today's young leaders. "If we simply drive you where you want to go and then get out of your way, you will likely be able to solve many of the problems that plague us today," she told the students. Perhaps the highlight of the evening was the moving performance by Mr. Steve Ernst, a music teacher from Seymour, who performed a custom-written song about leadership. The event was undoubtedly one of our finest banquets to date.

"It is not an easy lot for those who stand out among their peers. On them falls the mantle of leadership. The person who is stronger, faster, quicker of wit, or, just wiser, shoulders the burden of responsibility that comes with that which sets them apart."

-- Scott Gray, 1997
Scholar-Leader Banquet

NMSA Affiliation

Good News! Since we have brought the Center for Early Adolescent Educators under the CAS umbrella, we have been working to become the Connecticut affiliate to the National Middle School Association. With the approval of our application at the June meeting of the NMSA Board of Directors this is now a

Don't miss.....

Sponsored by:

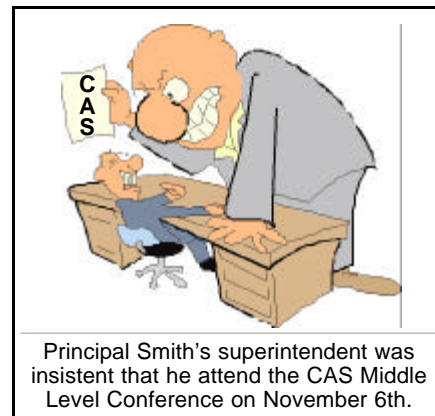
The Hartford

The 15th Annual CAS Middle Level Conference

Keynote Address by:

J. Howard Johnston

November 6, 1997
Rocky Hill Marriott



Principal Smith's superintendent was insistent that he attend the CAS Middle Level Conference on November 6th.

Workshops include:

- "Selling Your Middle School"
 - Dr. Robert Spear, Executive Director, NELMS
- "Raising Achievement Scores: A School-Wide Plan"
 - Lucinda Johnston, Director of the Center for High Achieving Schools
- "Making Inclusion Work in the Middle School"
 - Laura Boutilier, Principal, Griswold Middle School, Rocky Hill
- "Legal Update on Educational Issues"
 - Thomas Mooney, Esq., Shipman & Goodwin
- "Exploring Student Work Through Professional Dialogue"
 - Staff from Reade School, Bridgeport
- "Ten Tactics That Can Turn Parents from Critics to Allies"
 - Charlene Gianetti and Margaret Sagarese, authors of *The Roller Coaster Years*.
- "CAPT-CMT Testing and Its Implications for Middle Level Curriculum"
 - Dr. Doug Rindone, State Department of Education
- "Block Scheduling in the Middle Schools"
 - Jerome Belair, Principal, East Lyme Middle School
- "Alternative Education Programs That Work at the Middle Level"
 - Staff from Sage Park M.S., Windsor, and Pulaski M.S., New Britain

Registration Fee: \$45/person for CAS or Center Members
\$40/person for schools with 3 or more in attendance / \$75/person for non-members

For registration information, contact Sue Kogelis at (203)250-1111.

reality. I spent about three days at the NMSA headquarters in Columbus, OH this summer, participating in the NMSA State Affiliate Leaders Summit. In addition to the intensive workshops, it was also an invaluable experience in terms of networking with leaders from 49 states, Canada, Europe, and Guam.

CAS is also eager to continue in its role as state affiliate to NASSP. In that I have just been designated as the NASSP middle-level liaison for the state of Connecticut, CAS can now be of service in helping you to fill your needs through both of these national organizations.

Summer Institute

The *Second Annual Summer Institute* took place August 11-13 at Quinnipiac

College in Hamden. Nationally recognized speakers J. Howard Johnston and Ronald Williamson, in their second appearance at the Institute, offered a new vision for school learning, providing dozens of practical strategies for promoting achievement in diverse settings. This year's Institute welcomed newcomers Dr. Joseph Hoff, president of Encounters for Excellence, Inc., Lucinda Johnston, director of the Center for High Achieving Schools, and Charlene Gianetti and Margaret Sagarese, authors of the newly published *The Roller Coaster Years*.

The positive feedback from this year's participants has encouraged us to continue the Institute in 1998.

Elementary School News....

A WORD FROM THE CHAIR

...The Elementary Board of Control is currently developing plans for a number of activities that will take place over the course of the 1997-98 school year. As always, it is the Board's goal to develop programs that are meaningful to students, teachers, and administrators. Three elementary committees are responsible for planning most of our major events and activities, including the Student Leadership Conference, the Environmental Conference, the Spring Elementary Level Conference and the Elementary Program Recognition Banquet. The individuals who serve on these committees -- administrators and teachers -- work very hard to put these activities together. We strongly encourage all elementary schools to participate in these programs and to become active members of CAS.

...HELP WANTED: The position of Assistant Executive Director for the Elementary Level remains open. Thankfully Armand Regalbuti has graciously offered to help the Elementary Level so that the year's activities can begin. Should you know someone who you believe would be a qualified candidate for this position, please contact the CAS office.

...SAVE THE DATE: The Annual Elementary Recognition Banquet is scheduled for Monday, May 18, 1998, at the Aqua Turf Club in Southington. Mr. Norm Bossio, a nationally recognized speaker on educational leadership, will be our guest speaker for the evening.

Anthony G. Molinaro
Chairman

Weekly Reader
FOR GRADUATION

SOME THOUGHTS AS SCHOOL BEGINS

*By Marjorie Bradley, Ph.D., J.D.
Principal, Fawn Hollow Elementary School, Monroe*

Taylor goes to school this September — and there are times I wish she didn't.

She is not exceptional, certainly not gifted nor possessing great talent in the performing arts. And she is not handicapped; neither blind, deaf, retarded or suffering an identifiable learning disability. She will fall under no provisions of the I.D.E.A.

And still there are moments when I regret that she will start school at all. School is the place to be, we tell her, and we assure her of the fun and the wonderful teachers and the other children and the games and learning to read and write her own name, and, oh, she is bursting to go, all the Taylors and the Jimmys and the Juans.

Well, she will learn to read! And that will separate her from someone she likes but who reads less well, or reads faster, or better, or taller, or something. She will learn and, in learning, will note that Jimmy is slow or Juan talks funny. She will be tested and labeled and grouped, and so will Jimmy and so will Juan, and they will see through the Blue Birds and the Red Birds and Track I and Track II, those little corruptions we call reality or individualized instruction.

"Know how I know I'm dumb," said Paul. "I look and see if Peter is in my group and if he is, I know I'm dumb."

In my few, very close conversations with parents of mentally challenged children,

I see and understand how they communicate better with each other than with educators. They know, so much better than we educators. School is very expensive; the system exacts high payment. Hurt is the rate of exchange for many children. And every time I hear a parent of a challenged child praise a teacher, it is always because the teacher was kind or compassionate or included the child in some extra activities. It is always that the child was less hurt. Seldom that the teacher was an expert in the field!

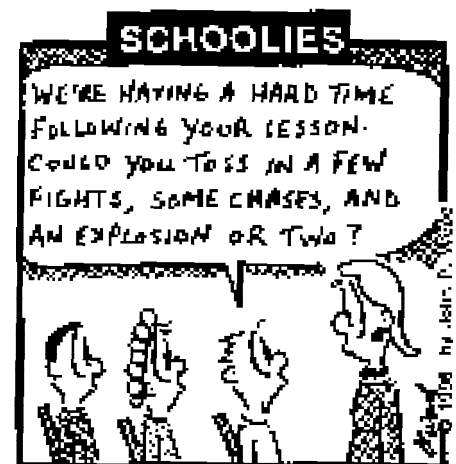
And yet, there are efforts being made, I remind myself. There are teachers and others in the school systems who are not satisfied with things as they are. Dedicated teachers who will not label, who will not stigmatize, who find the strengths that each child has and play upon the strength and not the weakness. There are teachers who scoff at I.Q. scores and refuse, rightly so, to use them. There are teachers who vow as they face a class, each child here will have his or her chance and dedicate themselves to assuring such chances. There are teachers trapped in archaic meaningless structures who break out of the structure and teach with all their might.

So I remind myself, an ordinary grandparent with an ordinary grandchild. Taylor goes to school in September, and so does Jimmy and so does Juan.

(Dr. Bradley is the 1997 CAS Elementary Principal of the Year)

ELEMENTARY BOARD OF CONTROL: 1997-98

Anthony Molinaro, King St. Inter., Danbury
Edie Franzi, Griswold School, Kensington
Maureen Fitzpatrick, Killingworth E. S.
Patricia Charles, Farm Hill, Middletown
Ann Rash, Goodwin School, Storrs
Andrienne Longobucco, Center School, Litchfield
Nena Nanfeldt, Nathan Hale School, Meriden
Charlotte Nelson, Melissa Jones School, Guilford
Gary Rosato, Great Plains School, Danbury
Marie Richard, Emerson-Williams School, Wethersfield



CIAC



NEWS

Editorial - On 25 years of Title IX

By Mike Savage, Executive Director

June, 1997, marked the 25th anniversary of Title IX of the Education Amendments, prompting a wave of reports and studies on the progress, or lack thereof, of women's sports programs in the nation. There are those who tout Title IX as the cure-all for gender inequity in sports, pointing to the dramatic increase in the number of women's athletic programs as evidence of Title IX's success. There are others who denounce Title IX, citing broad inadequacies in the law and, perhaps more so, in the agency charged with enforcing it. And there are still others who, like myself, fall somewhere in the middle, recognizing that considerable progress has been made, but there is still much work to be done.

Title IX has been a matter of growing national interest, in large measure due to recent high profile lawsuits that have surfaced around the issue. Based on anecdotal information, it would appear that there is a growing number of savvy parents who are jumping on the "Title IX bandwagon," threatening legal action to leverage more athletic opportunities for female students. While most suits have been brought at the college level, the Women's Law Center in Washington warns that the amount of litigation involving secondary schools is on the rise. And, so, I will issue a gentle caution to athletic administrators and school officials in Connecticut....

Consider that, at least according to Title IX advocates, the number of schools not in compliance with the law is in the thousands. Consider that, to date, according to the Women's Sports Foundation, plaintiffs have prevailed -- either in court or through out-of-court settlements -- in every Title IX lawsuit. If you have not done so already, I encourage you to take a close look at your athletic programs: are male and female students afforded comparable athletic opportunities? If not, perhaps it is time to take action. But do not do so simply to comply with the law. Do so because equality of opportunity in high school sports is a goal that we should all strive voluntarily to achieve.

Printed below is a synopsis of what has become known as the "three-pronged" test used by the U.S. Department of Education's office of civil rights to determine a school's compliance with Title IX provisions. A school need only satisfy one of the three parts of the test. (Copies of the full text, entitled "Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test," are available in the Central Office.)

Testing Title IX

- Demonstrate that sports participation opportunities for each gender are substantially proportionate to enrollment. The percentage of female athletes in the athletic program needs to match the percentage of girls in the student body.

- Demonstrate a history and continuing practice of expansion in the girls' athletic program. The OCR considers efforts taken in the most recent three years as evidence of program expansion.

- Demonstrate that the interests and abilities of members of the underrepresented sex have been fully accommodated. If there is sufficient interest and ability among the underrepresented sex to play a particular sport, and that interest is not accommodated by the school administration, the school fails this prong of the test.

Source: Education Week, 6/18/97

CPR CERTIFICATION REMINDER:

Those coaches who are coaching under a temporary emergency permit must show proof of a current first aid course and an ANNUAL CPR course. The CPR certification MUST be updated each year under the TEP. Those coaches with coaching permits must renew their CPR certification every two years. There is no requirement to update the CPR on a per-year basis.

SPORTS PARTICIPATION INCREASES IN STATE AND NATION

For the eighth consecutive year, participation in high school athletic programs increased during the 1996-97 school year. A total of 6,195,247 athletes participated in high school athletics last year, an increase of 175,358 from the previous year. The 1996-97 figure is the second-highest mark in the 27 years that the survey has been conducted. Girls participation was at a record setting level, with 2,472,043 female athletes -- 104,107 more than in the 1995-96 school year.

The table below lists national and state participation rates for women's high school sports beginning in 1988, illustrating a pattern of steady gains for women's high school sports programs both nationwide and in Connecticut.

HISTORY of PARTICIPATION IN GIRLS H.S. SPORTS

Year	# athletes Nation	# athletes CT
1988-89	1,839,352	27,217
1989-90	1,858,659	27,993
1990-91	1,892,316	29,059
1991-92	1,940,801	30,929
1992-93	1,997,489	30,742
1993-94	2,130,315	30,611
1994-95	2,240,461	32,174
1995-96	2,367,936	33,405
1996-97	2,472,043	34,320

FOREIGN EXCHANGE STUDENTS

This information should be shared with coaches and guidance counselors.

Only students who are enrolled in your school under CSIET-approved programs may participate in your high school athletic programs without a waiver. *If students are in a CSIET-approved program, they must also meet all other CIAC standards relative to age, seasons, graduation, etc.*

CSIET program certifications change from year to year. If you do not have a current list of approved programs or if you have a question regarding the eligibility of a foreign student, please call the CIAC office.

CIAC News & Notes:

■ **REMINDER** to field hockey coaches and athletic directors: The following rule change will be in effect for all CIAC field hockey contests, including tournament games, this season:

Rule 4; Section 2; Article-2g: "To have the clock stopped after every goal scored and resume play on the center pass." The National Federation granted the CIAC permission to experiment with this rule change for the 1997 season. The Federation will require data from officials and coaches on the results of this rule experiment at the close of the season.

■ Two legendary figures in Connecticut high school sports have recently garnered national honors. On June 26th, Bristol's Tom Monahan and Middletown's Larry McHugh on June 26th were inducted into the National High School Coaches Hall of Fame in Sioux Falls, South Dakota.

■ The Cheshire H.S. Girls Swimming 200 Yard Freestyle Relay Team ranked first in the country in 1996 with a time of 1:36:18. Congratulations to national champions Jessica LaSalle, Patty Eng, Sarah Bowman, and Kristen Iorio.

■ The National Federation Interscholastic Spirit Association has released the results of its recent cheerleading coaches survey. Of the 2,061 coaches surveyed, 1,379 worked in some capacity in their school systems; 868 had a bachelor's degree; 493 had a graduate degree; 751 were teacher certified; 530 had a coaching certificate; and, 906 were licensed in first aid. Only 111 schools did not require pre-participation physicals for cheerleading. In 1,472 cases, eligibility requirements were the same as those for varsity athletes. Only 307 coaches reported full funding by the school; 1,572 coaches reported sending cheerleaders to camps on an annual basis; 959 reported participation in spirit team competition. The average length of practice was 5-10 hours per week.

■ The National Women's Law Center has filed complaints with the Department of Education's office of civil rights charging that twenty-five colleges and universities are violating Title IX by failing to award female athletes equitable amounts of scholarship dollars. According to the Washington-based group, female athletes

receive only one-third of the scholarship dollars available nationwide.

■ In June the NCAA announced that the deadline for high schools to submit descriptions of courses they want declared core courses for NCAA initial eligibility certification purposes has been extended indefinitely. Information packets were mailed to 24,000 high schools in late February containing a detailed 48H form for requesting core course changes. Schools were originally given until May 31st to return the form. The deadline has been extended indefinitely to allow more high schools an opportunity to submit changes. Although decisions used to be based on course titles, the NCAA will now look at course content when determining whether or not a course can count towards incoming freshmen's eligibility. As of June, the clearinghouse had received information on more than 13,000 courses from nearly 6,000 high schools.

■ In July, the Carolina Hurricanes, a/k/a the former Hartford Whalers, announced that they have ended their affiliation with the Enfield-based Junior Whalers Hockey Club. The Junior Whalers will operate for the 1997-98, but the fate of the club beyond the coming year remains to be decided.

■ Voters in Chazy, New York rejected a \$13.50 tax increase per household, thus forcing Chazy Central Rural High School to drop its baseball, basketball, soccer and softball programs.

NEW ENGLAND TOURNAMENT DATES 1997-1998

Cross Country: November 8, 1997
Rhode Island

Wrestling: March 6 & 7, 1998
Massachusetts

Indoor Track: March 7, 1998
Massachusetts

Girls Gymnastics: March 14, 1998
New Hampshire

Outdoor Track: June 13, 1998
Rhode Island

Tennis: June 20, 1998
Brown University, Providence, RI

Golf: June 15, 1998
Connecticut

NOTICES TO PRINCIPALS & ATHLETIC DIRECTORS...

Disqualification/Ejection Rule:

The newly revised CIAC Disqualification/Ejection Rule went into effect July 1. Please keep in mind the following change concerning the reporting of ejections:

Immediately following a game in which a player or coach has been disqualified/ejected, the game official must notify his or her assigner of the disqualification/ejection. The assigner is then responsible for reporting the incident to the CIAC office. (A voice mailbox has been set up to receive disqualification/ejection reports after-hours.) The following day, two contacts will be made with the "offending" school: the CIAC will communicate with the school's administration while the game assigner will notify the school's athletic director. The athletic director or principal is then responsible for notifying its next opponent.

Out-Of-Season Violations:

Phone calls to the Central Office suggest that school leaders need to focus as much on the spirit of out-of-season limitations as they do on the letter of the rule. Out-of-season activities that are supported by the school or any individual affiliated with the school represent violations of CIAC regulations. High school coaches should not organize out-of-season activities. Neither should high school coaches imply (subtly or otherwise) that there is an expectation for students to be engaged in out-of-season, sport-specific activities.

Students Have a Right to Know:

Students competing in interscholastic athletics must meet the eligibility rules adopted and put in place by the membership. Hence, it is only reasonable that they be fully informed of these requirements. Every school administrator should work with his/her coaches and athletic director to make sure that the Eligibility Rules are available to all students and that students understand them. The Central Office suggests that schools consider having parents and athletes formally acknowledge or "certify" their understanding of the CIAC Code of Eligibility and pledge compliance with it.



MONTANA PREVAILS IN SPECIAL ED CASE

The Montana High School Association has secured an important legal victory in a case involving a high school student with attention deficit disorder. Under the association's age rule, students who turn 19 on or before Aug. 31 of any given year cannot participate in sports for that year. Under an association by-law called "IDEA/Section 504 Age Rule Appeals," "special education" students can appeal an eligibility decision based on the age rule.

From freshman through junior year, the plaintiff, a Butte High School student, participated in both wrestling and football. In May 1995, shortly before he turned 19, an evaluation team determined he qualified as a Section 504 student; he did not, however, qualify as an IDEA student.

A school administrator wrote a one-page letter stating his recommendations for the student. The administrator wrote that, to ensure academic success, the student should participate in wrestling during his senior year. The administrator claimed that the letter was an "Individualized Education Plan" (IEP) developed under the state's Section 504 guidelines. The administrator admitted that the letter would not have met IDEA's requirements for IEPs.

When his request for a waiver of the association's age rule was denied by the association, the plaintiff appealed under the age rule's appeal procedure. After his appeal was unsuccessful, the plaintiff then sued the association, claiming it violated Section 504 of the federal Rehabilitation Act. He also asked the court for a temporary order that would allow him to wrestle while awaiting the results of his lawsuit. The court granted his request for a temporary injunction and ordered the association to allow him to wrestle pending the adjudication of the case. In its decision, the court ruled that the plaintiff had a federally protected right to participate in wrestling for the 1995-96 school year based on the recommendations in the one-page "IEP." It also found that the plaintiff would likely prove at trial that the association violated that right, and that he would suffer irreparable injury if he weren't allowed to wrestle.

Upon appeal, the court ruling was reversed and the temporary order denied. The appeals court found that the one-page letter did not give the plaintiff a federally protected right to wrestle. According to

the ruling, the differences between an IDEA IEP and a Section 504 IEP were substantial. An IEP developed under IDEA had to meet extensive requirements. Once developed, the recommendations in an IDEA IEP established the "appropriate education" to which a student was entitled. In contrast, Section 504 didn't even require IEPs. They could be informal — even verbal — and did not necessarily meet IDEA standards. Therefore, federal law did not entitle the plaintiff to the recommendations in the administrator's brief, informal letter. Moreover, Section 504 protected against discrimination based solely on disability. The plaintiff wasn't ineligible because of his disability, but because of his age.

(From The School Law Bulletin, June, 1997)

CIAC BY-LAW CHANGES

The following changes to the CIAC By-Laws were adopted by the membership at its Annual Meeting on May 29th. All changes became effective on July 1, 1997.

Change #1: The following language has been added to Rule I.A. (Scholarship) of the Code of Eligibility:

Through the PPT process or Section 504 meeting, the principal will make a determination on what constitutes an identified student's equivalent of four (4) Carnegie units of credit for athletic purposes. To this end, the principal shall rely on the student's most recent IEP or Section 504 Plan to make the determination.

Rationale: (1) The CIAC is including in its eligibility rules language which makes reference to special education students and the laws which protect them. If the CIAC is brought to court, it will be able to show a judge that its regulations are written with special education students in mind and are consistent with special education state and federal statutes; (2) the CIAC is attempting to provide local school administrators greater latitude in determining the academic eligibility of special education students while, at the same time, not compromising the basic intent of the regulation.

Change #2: In Rule II.B. of the Eligibility Code, which is more commonly known as the 19-Year-Old Rule, the "cut-off date" has been changed from September 1 to July 1. The rule now reads as follows:

The pupil shall not have reached his/her nineteenth (19) birthday, except that a player who reaches his/her nineteenth (19) birthday on or after July 1 shall be eligible

to compete during the ensuing school year if he/she is otherwise eligible.

Rationale: There remains strong support from member schools and the Board of Control to keep the 19-year-old rule intact. However, it was felt that moving the cut-off date back by two months would not only make more athletes eligible, it would also dispel criticism that students are rendered ineligible by a day or two prior to the start of a new school year.

Change #3: In Rule II.C. of the Code of Eligibility, known as the Transfer Rule, the words "in the school from which he or she transferred" have been deleted. The new rule reads as follows:

A pupil who transfers from any school to a CIAC member school during grade 10, 11 or 12 without at the same time changing legal residence to another school district or school service area, or satisfying at least one of the following requirements must complete at least one year (365 days) of approved membership before being eligible for interscholastic competition in any sport in which he or she was a participant in the present or preceding season during grades 10, 11 or 12 on the junior varsity or varsity team;....

Rationale: This change was made in an effort to "close" a well-known "loophole" in the current Transfer Rule. Because our regulation stated that the athlete must have played a sport in his/her previous school on the varsity of junior varsity team, students were transferring to a high school for a very brief time, perhaps even as little as 2 or 3 days, and then transferring again to the school of their choice, upon which time they were immediately eligible. These "double transfers" were occurring with greater frequency.

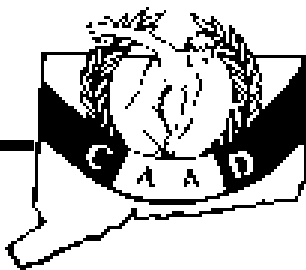
Change #4: The following language has been added to Exception #4 of Rule II.C, the Transfer Rule:

If a foreign student has participated in an organized sports program, equivalent to or on a higher level than high school programs, he/she is ineligible to participate in that sport for one year (365 days).

Rationale: In most foreign countries, secondary school sports programs do not exist. Programs of a similar nature are run by community-based organizations. This change will establish a regulation whereby foreign students will be held to standards equivalent to those in existence for non-foreign students. The CIAC Board has received from OCR in Boston assurances that the revised regulation will comply with OCR regulations.

(cont'd on page 16)

CAAD



NEWS

President's Corner...

It is hard to believe that it's again time to start another school year. Let's hope we all begin with and maintain the same zest and enthusiasm that we possessed as beginning teachers.

We need to look forward to and be ready to accept the many challenges ahead of us, some of which will include home schooling, special education laws, charter schools and *Sheff v O'Neill*; all these issues may impact our athletic program.

C.A.A.D. will continue to look at ways to encourage female involvement in the field of athletics and to provide additional services for our membership. We encourage all Athletic Directors to take an active role in the organization by attending the general meetings and especially the C.A.A.D. Conference. Best wishes for a prosperous year.

Barbara Startup

C.A.A.D. Notes....

From Joe DiChiara, Executive Director

Reminder: C.A.A.D. has its own phone line -- 203-272-7830. Messages can be left for Joe after hours at ext. 3021.

Newly Retired AD's: C.A.A.D. members who have recently retired should contact Joe to obtain lifetime membership.

C.A.A.D. Library: The 1996 Orlando Conference tapes are now available on loan from the C.A.A.D. library. Contact Joe for any library needs.

Highlights of May 7th C.A.A.D. Executive Board Meeting:

- Members discussed Bill 5212 and passed a motion to submit legislation requiring teaching certification as a mandatory qualification for athletic directors. President Startup appointed a committee of three - Chip Dorwin, Pam Goodpaster, and John Novakowski - to pursue this matter.
- Dave Johnson informed the board of the progress of a proposal to eliminate the 65% rule in Boys Basketball.
- The following motion was passed: "In concurrence with present policy, certified officials should be admitted at no charge to contests in the sports in which they are certified."

Spring General Meeting: Thirty athletic directors and 18 retired AD's attended the May 7th general membership breakfast meeting. The highlight of the meeting was the presentation of the lifetime C.A.A.D. "gold cards" to the retired AD's. (Those not in attendance should have received their cards in the mail.) The 1997-98 slate of officers was presented and passed, and the 1997-98 meeting dates were accepted by the membership. Members applauded the announcement that Joe Tonelli will receive the NIAAA Tom Frederick Award in recognition of his leadership in the field of athletic administration.

Retirement Party: Please join us for Art Kohs' retirement party on Sunday, Nov. 9th at Xavier H.S., Middletown. For details, contact Tony Jaskot, 860-347-7060.

New AD's: C.A.A.D. extends a warm welcome to the 14 new athletic directors who have joined our ranks this year...

Richard Katz, Platt H.S., Meriden
Jack Longo, South Windsor H.S.
Mary Martinik, Staples H.S., Westport
Joseph Cattone, Wethersfield H.S.
Ed MacDowell, Wilton High School
Dave Johnson, Windsor High School
Tony Jaskot, Xavier H.S., Middletown
Larry Finucane, Stonington H.S.
Fred Briger, Academy of the Holy Family, Baltic
Henry Koritkoski, Middletown H.S.
Carlo Pascuzzi, Immaculate H.S. Danbury
David Putnam, East Hampton H.S.
Ray Ezell, Daniel Hand H.S., Madison
Patrick Sellers, St. Thomas Aquinas, New Britain

First Meeting Sets Tone for New Year: Fourteen members attended the C.A.A.D. Executive Board's first meeting of the 1997-98 school year, which was held on August 21 at the Cromwell Holiday Inn. Among the meeting highlights:

- Barbara Startup presented the proposed budget; it was discussed and will be reviewed and voted on at the next meeting.
- Information was presented by Fred Balsamo on transportation arrangements for National Conference.
- Discussion took place regarding guest speaker and agenda items for October 8

General Meeting.

- Proposed C.A.A.D. 1997-98 goals were discussed and will be finalized at next meeting.
- Discussion took place regarding coaching certification and C.E.U.'s.
- We were reminded that this is our 20th anniversary year and we will add a 20th year logo to C.A.A.D. stationery.

NASHVILLE TO HOST 1997 NF/NIAAA CONFERENCE

The National Federation's 28th National Conference of High School Directors of Athletics will be held December 17-21 in Nashville, Tennessee. All conference functions will be held at the beautiful Opryland Hotel. The conference once again will be the site of the 21st Annual Meeting of the NIAAA.

These annual conferences offer outstanding educational in-service programs, featuring professional speakers, as well as authoritative athletic administrators who willingly share their ideas on workshop topics selected by past attendees.

In addition to a first-class professional meeting, the Tennessee Host Committee, comprised of area athletic administrators, has offered assistance in arranging wonderful entertainment activities, such as pre-meeting tours and dinner functions (including the popular "Country Christmas" dinner show held at the hotel).

The conference registration fee, which will include the registration gift, one luncheon ticket, and one banquet ticket, will be \$155 for NIAAA members and state high school association staff and \$192 for non-members, who register before Nov. 14, 1997. Those who register after Nov. 14 will not receive a discount.

Conference room rates at the Opryland Hotel will be \$103 single occupancy and \$115 double occupancy, plus tax. This special rate will be honored 3 days before conference to 3 days following. Look for registration materials in the mail.

Flight information: 15 seats have been secured at \$268 (plus PFC) on U.S. Air to Nashville. These will be issued on a first come, first-served basis. If interested please call Brenda at Reney Tours 1-800-423-6146. Departure is on Tuesday, Dec. 17 from Hartford. Return is on Sunday, Dec. 21 from Nashville.

**1997-1998 C.A.A.D MEETING SCHEDULE**

Nov. 5, 1997: Executive Board / CIAC Office/ 12:00 noon
Jan. 7, 1998: Executive Board / CIAC Office/ 12:00 noon
March 4, 1997: Executive Board / Holiday Inn, Cromwell / 4:00
May 6, 1997: Executive Board / CIAC Office/ 12:00 noon

C.A.A.D. General Membership Meetings

Oct. 8, 1997: General Meeting / Holiday Inn, Cromwell / 4:00
May 13, 1997: General Meeting / Holiday Inn, Cromwell / 8:30 a.m.

1998 Statewide Conference

March 27 - 28, 1997: CAAD Conference / Holiday Inn, Cromwell

1997 National Conference: Dec. 17 - 21, 1997: National Conference / Nashville, Tenn.

C.A.A.D. NOMINATION FORM FOR STATE AND NATIONAL RECOGNITION

Please fill in form and return to: Robert J. Broderick
Simsbury High School
34 Farms Village Road
Simsbury, CT 06070

Your Name _____

Address _____

Please nominate an individual of whom you have had personal knowledge. UNDER SEPARATE PAPER, INCLUDE CRITERIA TO SUPPORT YOUR NOMINEE, i.e., length of service in athletic administration, activities and offices held at local, state and/or national levels. Special contributions and accomplishments in athletic administration, as well as ancillary work with youth programs, church, public office, etc., which will help support your nominee:

1. Connecticut's Distinguished Service Award (Inside the Field of Athletic Administration)

Nominee's Name: _____

2. Connecticut's Distinguished Service Award (Outside the Field of Athletic Administration)

Nominee's Name: _____

3. N.I.A.A.A. Distinguished Service Award for Interscholastic Athletic Administrators

Nominee's Name: _____

4. N.I.A.A.A. Distinguished Service Award for Individuals Outside Athletic Administration

Nominee's Name: _____

5. N.I.A.A.A. State Award of Merit

Nominee's Name: _____

6. The National Council of Secondary School Athletic Directors Award (AAHPERD)

Nominee's Name: _____

7. The Connecticut High School Coaches Association's A.D. of the Year Award

Nominee's Name: _____

8. The National High School Athletic Coaches Association A.D. of the Year Award

Nominee's Name: _____

9. The N.C.S.S.A.D. Presidential Hall of Fame

Nominee's Name: _____

10. Certificates of Merit and Lapel Pins from N.I.A.A.A.

Name _____

Title _____

School _____

Circle Years of Service: 15 20 25

CAIO



NEWS

CAIO Notes*From George Ford, Secretary***Standard for Annual Rate Increase:**

As reported in the June issue of the BULLETIN, CAIO and CIAC are working to develop a set formula for determining annual fee increases for all officials. If the formula is agreed upon by all fourteen officials' groups and given full compliance by all parties, this standard method of increase should prevent future strikes by officials. Furthermore, it will eliminate the need for annual or bi-annual contract negotiations between officials' groups and the CIAC Officials Committee.

The formula, or method, will be used to determine a fixed dollar amount by which to increase game fees. That amount will then be applied uniformly to all officials' groups. However, in the event that there are changes in contest format or structure for a given sport, those changes will be taken into consideration when determining the annual increase.

The CIAC Board of Control has accepted this policy in principal.

Officials' Fees Are Taxable Income:

Now that progress has been made in securing "independent contractor" status for officials in the state, it is important to remind officials that all fees collected by self-employed parties are taxable, both by the state and federal governments. The fees must be reported on IRS form "C" and appropriate deductions may be taken as specified.

Schools paying fees to officials are required by law to send each individual an Internal Revenue Form 1099 (similar to forms you get for interest, etc., from banks). Officials should be looking for this form prior to preparing their 1997 federal and state tax returns.

CAIO and CAAD Reach Agreement: The Executive Board of

the Connecticut Association of Athletic Directors (CAAD), has approved a motion which allows certified officials to be admitted free of charge to contests in the sports in which they are certified. The current CAIO membership cards will be recognized by CAAD member schools as a "free pass" to attend their home team athletic events in the sports in which they officiate.

Because of unique circumstances that may prevail for certain home-events, the school may announce in advance that NO PASSES will be recognized for that event only. Officials having any questions about a certain event should contact the athletic director of the school involved, or contact the CAAD President, Barbara Startup, at Avon High School. She, in turn, will contact the CAIO on any unresolved matters.

Blood and the Control of Blood:

National Federation Rules governing sports and the instructions from the medical advisors are very specific concerning possible infection and/or contamination from blood. The National Federation has established specific guidelines outlining what equipment must be used and what procedures must be followed if blood is present. All officials should acquaint themselves with these important requirements. It is not only imperative to the health of the team members involved but also to that of the officials involved.

There are professional blood treatment kits that schools can purchase which puts all necessary items together in a package. At the very least, rubber gloves, some kind of a cleaning agent (like chlorox), wood

treatment products, an adequate on-site disposal container (like plastic bag), and a separate disposal source from general trash should be readily available.

Officials should not start an event until it is confirmed that these materials are on site and readily available.

Additional information will be provided to you through the chairman of each of the sport official's groups.

NEW DISQUALIFICATION/EJECTION RULE IN PLACE

Officials should be reminded that the CIAC's new Disqualification/Ejection Policy went into effect on July 1. The new policy imposes tougher penalties for violations of the Disqualification/Ejection Policy. Furthermore, it establishes a procedure for reporting disqualifications/ejections to the CIAC office.

As set forth in the original policy, a player or coach ejected from a game for unsportsmanlike conduct (including taunting) must be excluded from participation in the next contest (at the same level of play -- i.e., Varsity, Junior Varsity). In the event that an ejected player or coach does not "sit out" the next game, the new policy forces a school to forfeit all athletic contests in which the ejected player or coach participated following the game in which he/she was disqualified until compliance with the rule is achieved. Upon a school's second failure to enforce this regulation (in the same sport during the same season), the school will be prohibited from entry in the next CIAC tournament for that sport, or from the remainder of the current tournament if the disqualification occurs during a CIAC tournament or during the last regular season contest/day of competition.

The following is the new procedure for reporting disqualifications/ejections to the CIAC office:

(cont'd)

Immediately following a game in which a player or coach has been disqualified/ejected, the game official must notify his or her assigner of the disqualification/ejection. The assigner is then responsible for reporting the incident to the CIAC office. The following day, two contacts will be made with the "offending" school: the CIAC will communicate with the school's administration while the game assigner will notify the school's athletic director. The athletic director or principal of the "offending" school is responsible for notifying its next opponent.

Note to Game Assigners: To report a disqualification/ejection after hours, call the CIAC's main number, (203-250-1111) and listen to the instructions given by the auto-attendant/answering system. You will be directed to push #2. At the tone, leave the following information: the name of the player/coach disqualified, the name of school, the date of ejection, the sport, and the name and phone number of game official involved.

Best wishes to Ed Schullery, well-known and much-celebrated softball umpire, who has retired from officiating at the age of 61. A legend within both CIAC and ASA circles, Ed retires from the ranks after 30 years and nearly 4,500 games.



CIAC By-Laws, *cont'd from page 12*

Change #5: Two new exceptions have been added to the Transfer Rule. The first exception, #14, pertains to special education students and reads as follows:

A special needs student, as identified by an IEP or 504 Plan, may transfer without loss of eligibility if the principal of the sending school attests in writing that the school is unable to provide the support services necessary for the student's academic success. Such transfer will be permitted once per high school career and must be approved by the CIAC Eligibility Committee.

Rationale: As mentioned in the rationale for Change #1, the CIAC Board is trying to provide principals with greater latitude when serving the needs of special education students. This rule gives further evidence of the CIAC's effort to address the specific needs of special education students as identified under 504 or ADA.

The second exception, #15, is as follows:

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

Rationale: This exception was developed in response to recent legislative initiatives to implement a school choice plan in Connecticut. The language of the new exception was drafted in a pointed effort to maintain, as much as possible, the existing transfer rule and, at the same time, to provide windows of opportunity for students to transfer to new schools without loss of eligibility.

The Eligibility Committee and the CIAC Board of Control have provided the following interpretation relative to Rule II.C., #15:

Exception #15 applies only to athletes who transfer under a public school choice plan as those plans take effect under PA 97-290 and subsequent legislation.

Change #6: The CIAC has adopted a new Recruitment Policy (see Section 7.0, pgs. 6-8 of the CIAC Handbook). The new policy is simply an expanded and more elaborate version of the CIAC's existing recruitment regulation. There are no substantive changes to the regulation.

Rationale: Based on growing concern over recruitment issues, the CIAC has adopted, on the advice of legal counsel, a policy which contains more definitive language.

Change #7: The following language has been added to the Out-Of-Season Regulation (Article XII of the CIAC By-Laws):

For purposes of this regulation, an individual officially becomes a coach and thus must abide by all CIAC rules and regulations, upon written or verbal acceptance of an offer of employment by a board of education or its designated agent(s). Also for purposes of this regulation, a coach remains a coach in the position for which he/she was hired until a formal resignation by the coach is received by the proper school authority or he/she is officially notified of termination by the superintendent or his/her designated agent. Yearly expiration of contracts do not constitute "official notification" under the definition of this regulation.

Rationale: This definition was added because the regulation had not specifically delineated the point in the hiring process at which an individual officially becomes a coach and, thus, is responsible for complying with the Out-of-Season rule. The definition makes it clear that the yearly expiration of a coaching contract does not release a coach from his/her obligation to comply with the Out-of-Season regulation.