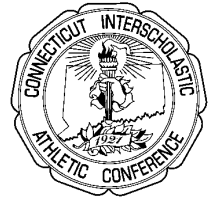


BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

VOL. 74 / NO. 1

OCTOBER 1999

A Word to Our Membership...

By Alan B. Bookman, CAS President

During the summer, all CAS and EMSPAC member schools received a letter from the president of EMSPAC and me about the ongoing negotiations between the two organizations. In that letter, we wrote how the two organizations have been "engaged in conversations about the possible unification of our two organizations ..."

These conversations began in June with a meeting of nine CAS and nine EMSPAC representatives, with Commissioner Sergi acting as facilitator. After a second meeting facilitated by NEAS&C Executive Director Jake Ludes, a transition team was formed. This transition team consisted of five members of each organization and the executive director of each. The meetings of the transition team have been most fruitful. The following are key components of agreements made:

1. The formal merger will occur on July 1, 2000. During the 1999-2000 year, several steps will be taken to start the merger.
2. A new organizational chart was developed (*see page 5*). The name of the organization will be CAS. The tag line will be "Serving Schools and Principals."
3. The names of the high school board, middle school board, and elementary board will become the Connecticut Association of High School Principals (CAHSP), Connecticut Association of Middle School Principals (CAMSP), and Connecticut Association of Elementary School Principals (CAESP).
4. The Connecticut Principals' Center's Board will consist of two members from CAHSP, two members from CAMSP, and two members from CAESP. The vice president of CAS will serve as chair of the board. The center will allocate funds for programs, conferences, and training for aspiring principals.
5. CAS and EMSPAC will work together to hire a new director of the Connecticut Principals' Center. The Principals' Center will begin when the new director is hired.

6. EMSPAC will move its office and rent space in the CAS building as of January 1, 2000.
7. For the 1999-2000 school year, schools/principals will pay the previously determined dues to CAS or EMSPAC. For the 2000-2001 school year, the CAS Board of Directors will determine one dues structure for all.
8. Elementary schools/principals will have the option of paying dues and becoming members of National Association of Elementary School Principals (NAESP). Advantages of joining NAESP include attending the national conference and purchasing insurance provided by NAESP.
9. CAS will hire someone to rewrite the by-laws to place members of the EMSPAC Board of Directors on either the CAS Board of Directors or CAESP. This will take place as of January 1, 2000, six months before the official merger.
10. The CAS Board of Directors and the nominating committee will add additional elementary school principals, better representing the larger elementary school membership.
11. Membership on the Student Activity Board of Control will include three high school principals, one middle school principal, one elementary school principal and five at-large positions.
12. Membership on CIAC will remain unchanged.

Continued on page 5



Dr. Alan B. Bookman is principal of Glastonbury High School. He is serving his 2nd year as CAS President.



Commissioner Sergi delivers Back-To-School Address at CAS/CAPSS Convocation.

SERGI HONORED AT FIRST ANNUAL CAS/CAPSS CONVOCATION

The 1st Annual Fall Convocation co-sponsored by the Connecticut Association of Public School Superintendents (CAPSS) and the Connecticut Association of Schools (CAS) was held on September 21st. More than 500 superintendents, principals, district administrators, guidance counselors, and teachers gathered at the Aqua Turf Club in Southington to "kick-off" the new school year. Following a keynote address by Dr. Howard Spivak, Education Commissioner Theodore Sergi delivered his 1999-2000 Back-to School Message to a crowd of enthusiastic educators.

Dr. Sergi distributed copies of his 4-page back-to-school message — entitled "Closing the Achievement Gap by Relentlessly Pursuing Success for Each Student" — and then advised educators to "do everything on pages 2 & 3!" He encouraged educators to reach out to each student with a greater sense of urgency. "I see a world where every administrator goes back to school and reaches out to those kids who are not connected. Come back next year with at least one success story," Dr. Sergi urged.

The evening also included a keynote address by Dr. Howard Spivak, Chief of the Division of General Pediatrics and Vice President for Community Health Programs at the New England Medical Center (Boston) and Associate Professor of Pedi-

Continued on page 5

connecticut news & notes

CAS is pleased to announce that Don Gates, principal of Portland High School, and Albert Cormier, Guidance Director at Woodstock Academy, have been re-appointed as executive directors of the Connecticut Association of National Honor Societies and the Connecticut Association of Student Councils, respectively. Many thanks to both these gentlemen whose efforts have helped to promote student activities in CT's schools.

The Office of Legislative Research (OLR) has published summary reports of the Public Acts passed by the 1999 CT General Assembly. The reports, which are organized by category, can be accessed at <http://www.cga.state.ct.us/olr/>. To view summaries of legislation affecting education, visit <http://www.cga.state.ct.us/olr/EXTRA/aaedht0613.htm>.

The 6,800-student Wallingford (CT) school district hardly seems the sort of place to be the center of anything. Yet during the current school year, the district has assumed an unusual importance in the educational administration field. Wallingford is home to the elected leadership of both American Association of School Administrators (AASA) and the Association for Supervision and Curriculum Development (ASCD). Joseph Cirusuolo, Wallingford's superintendent, assumed the presidency of AASA on July 1. One of his assistant superintendents, LeRoy Hay, was installed as ASCD's president in March. Hay is a former superintendent and former National teacher of the Year. (Source: The School Administrator, May 1999)

CT's 1999 SAT scores were unchanged from last year's record performance and represent:

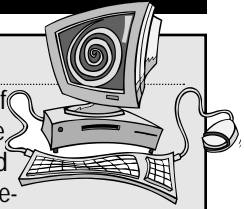
- a continued 27-year high in state average math scores
- a continued 10-year high in average verbal scores
- an increase 1,100 test-takers over 1998.

With over 28,000 of CT's 34,989 public and nonpublic 1999 graduates—more than eight in ten—taking the SAT this year, CT ranked 1st among the states in participation rate. CT reported an average recentered total of 1019, unchanged from last year's average and three points above this year's national average.

“If you want to inspire confidence, give plenty of statistics. It does not matter that they should be accurate, or even intelligible, as long as there is enough of them.”

Lewis Carroll

TECHNOLOGY IN CT'S SCHOOLS



1. More than half of CT's school districts use computers with outdated operating systems. Three in four districts report inadequate classroom access to electric outlets, and four in five report inadequate classroom access to telephone lines. No more than a third have local or wide area networks. Although the 1995 CT Statewide Plan for Educational Technology called for an investment of some \$300 million to make our K-12 educational system competitive in technology use for instruction and administration, the state has appropriated only about 10% of this amount over these past 4 years.
2. While some school districts have several professionals managing information technology in their K-12 systems, 30% do not have even a three-quarter position to do this.
3. While three-quarters of CT's K-12 school administrators report using technology in their administrative work every day, only 14% of our middle and high school teachers report using technology for even 20% to 40% of their instructional time. CT does not have a specif-

ic plan to assure that all of our educators have achieved some specified level of technology competence by a certain date. Connecticut relies on federal Technology Literacy Challenge Fund dollars (presently about \$3.4 million) for teacher training. While Connecticut has a set of voluntary teacher technology competency guidelines, it does not yet assess or even quantify who has learned what.

4. We have not established competency standards and evaluation mechanisms to assure that all our young people are technologically competent by a certain age or grade. 78 of 166 school districts (47%) report having established student technology benchmarks. However, only 58 districts (35%) report that their benchmarks conform to state guidelines, only 40 (24%) report assessing student technology competence, and just 23 districts (14%) require demonstrated technology competence as a high school graduation requirement.

Source: CABE's third annual survey of technology in Connecticut public schools (Jan 1999) & CT Voices for Children's Special Report on Technology and K-12 Education in (March 1999)

CT Youth Violence Update

Top five causes of violence reported in 1998:

- | | |
|--|-----|
| 1. Changing family situations | 80% |
| 2. Youth lack skills to manage conflict | 69% |
| 3. Increased tolerance for violence by parents & society | 63% |
| 4. Abusive / violent family model | 61% |
| 5. Increased violence in the media | 58% |

Top five priorities for action:

- | | |
|-------------------------------------|-----|
| 1. Fund prevention / youth programs | 58% |
| 2. Fund community organizations | 44% |
| 3. Fund family support services | 43% |
| 4. Fund peer mediation | 38% |
| 5. Teach conflict resolution | 33% |

(Source: Safe Schools & Communities Coalition)

!!! REMINDER !!!

Superintendents and principals are reminded to send in their nominations for Assistant Principals of the Year by October 20th. Assistant principals who are nominated will be sent application forms which they will be asked to complete and return to CAS by November 19th. The AP of the Year Program is open to elementary, middle and high school applicants.

SAVE THE DATES!!!

■ The High School Board of Control is sponsoring a conference on the topic of diversity in our schools at Wesleyan University on Monday, November 21st. The Anti-Defamation League A World of Difference is providing resources for the program. This conference is designed as a follow-up opportunity for those who attended the program last May and a new program for those who have not attended in the past.

■ The Assistant Principals' Committee is planning the annual CAS Assistant Principals' Conference for March 7, 2000 at the Rocky Hill Marriott. Nationally acclaimed Larry Bell of Multi-cultural America will be the keynote speaker.



national news & notes

■ The Federal Trade Commission has announced Operation Trip Trap, a joint law enforcement and consumer education effort targeting companies that misrepresent vacation packages through fraudulent practices. Many schools and students have been swindled by companies offering vacation/break trips that promise more than they deliver. For information on how to protect your school and students from such scams, visit www.ftc.gov/opa/1999/9908/triptrap.htm.

■ NASSP has announced the newly-created Burger King/McLaMore North American Scholarship Program which gives recognition to those dedicated and hard-working students who often go unrecognized because they are not at the top of their class. A minimum of 269 \$1,000 scholarships will be awarded to high school seniors who have demonstrated an ability to strike a balance between school, work, and community service. In order to be eligible, students must be nominated by their principals and must demonstrate financial need. Scholarship packets were sent to all high school principals this month. Application deadline is January 31, 2000.

■ The U.S. Department of Education has released a guidebook designed to help schools end social promotion. *Taking Responsibility for Ending Social Promotion: Strategies for State and Local Leaders* suggests that effective classroom instruction is the key to avoiding advancing students not yet academically ready to move to the next grade. The report also recommends the following strategies: reducing

Economy's Rising Tide Lets Kids Sink

Consider these statistics...

- By next year, the current economic expansion will be the longest in U.S. history.
- There are more U.S. millionaires and billionaires than ever.
- Unemployment is at a 29-year low.
- The federal government has a record \$64.7 billion budget surplus.

And yet...

- **Twenty-two percent of American children under the age of 6 are living in poverty.**

Source: Youth Today, July 1999

class sizes, setting clear performance objectives and communicating those objectives to students and parents, providing professional development that focuses on deepening teachers' knowledge of academic content, and providing better instructional strategies. The report is available at <http://www.ed.gov/pubs/socialpromotion/title.html>

■ A new report shows that while boys and girls experience similar levels of stress, different factors appear to cause stress in each. Researchers at the University of Illinois studied a group of 88 boys and girls ages 8-18 who had been referred to outpatient clinics for various behavioral or emotional problems. They found that while girls did not experience more stress overall, they did report higher levels of interpersonal stress, such as that generated by relationships with family members or peers. Boys, on the other hand, were found to experience higher levels of non- interpersonal stress, such as that associated with academic performance or as a result of trouble with law-enforcement officers. The researchers also found that stress was associated with depressive symptoms in girls but not in boys.

■ According to a recent report, *Making the Grade: A Guide to School Drug Prevention Programs*, school-based drug prevention programs have improved in the past three years. The report gave 53% of the 50 evaluated programs a grade of A or B, up 17% since the original 1996 report. The report, which describes and grades 50 nationally recognized drug prevention programs, can be ordered at www.drugstrategies.org.

■ The Department of Education has created a new website to help educators better communicate and share ideas with one another. The AskEDInfo service provides a place for educators to discuss 22 current topics, such as char-

ter schools, after-school programs, and parent involvement. The site is located at <http://oeri3.ed.gov:8000/AskEDInfo/>.

■ The second annual report on the implementation of the Gun-Free Schools Act has found a drop of nearly 1/3 in the number of students expelled for bringing guns to school. In the 1997-98 year, the number of expulsions nationwide for carrying a firearm to school dropped 31% from the previous year (3,930 in 97-98 versus 5,724 in 96-97) The report, which was released by the Department of Education, found that 57% of the expulsions occurred in high schools, 33% in middle schools, and 10% in elementary schools.

■ According to a new Department of Education report, teachers' aides hired with federal Title I dollars spend more than half their time teaching or helping to teach students. The "Study of Education Resources and Federal Funding: Preliminary Report" says that paraprofessionals hired under Title I spent 60% of their time teaching or helping to teach students during the 1997-98 school year. And, 41% of Title I aides spent half or more of their time on those activities without a teacher present. Restricting Title I aides to non-instructional activity is expected to become a point of debate during this year's efforts to reauthorize the Elementary and Secondary Education Act.

■ The Educational Testing Service is creating an index that would compare students' SAT scores against the averages of other test-takers with similar racial and demographic back-

CAS OFFICERS: 1999-2000

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

CENTRAL OFFICE STAFF

Michael H. Savage.....Executive Director
 Robert Carroll.....Asst. Executive Director
 Timothy Doyle.....Asst. Executive Director
 Thomas Galvin.....Asst. Executive Director
 Anthony Mosa.....Asst. Executive Director
 Karen Nastri.....Editor, Asst. Exec Director
 Ann Malafronte.....Director of Unified Sports
 J. Robert Ford.....Director of Development

THE BULLETIN

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More students...Enrollment in public and private high schools reached a new all-time high this year, and the growth is expected to continue. According to annual statistics released by the U.S. Department of Education, the number of students is predicted to rise from this year's record 53.2 million to 54.2 million in 10 years. Most of the increase will be among high school students. Elementary enrollment may decrease slightly during the next decade. Increases are being attributed to the "baby boom echo," immigration, higher birthrates, and expanding pre-school enrollment.

Fewer teachers...As more and more teachers retire or leave the profession, the nation will be faced with 2.2 million teacher vacancies within the next ten years. Most common reasons teachers quit:

Retirement	27%
Dissatisfaction	25%
Another career	24%

Source: National Center for Education Statistics

...more national news & notes

grounds. Those students who outscored their demographic peers would be dubbed "Strivers" because they surpassed the expectations of young men and women of similar race, poverty, family, and educational backgrounds. The tool is intended to help admissions officers identify disadvantaged and minority students who were able to study independently and to overcome difficult circumstances.

■ Both American high school students and their parents believe that the best career prospects in the 21st century will be found in computers, telecommunications and health care. In a recent survey of high school students and their parents, 64% of respondents indicated that "computer/Internet specialist" was their top career choice; 38% picked the "entre-

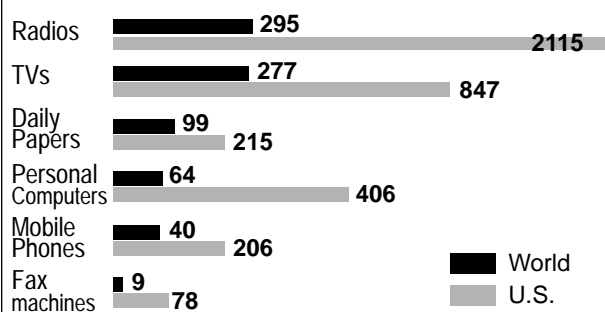
preneur/inventor" category, making it the second most popular choice. Far behind, pulling up the rear, were conventional professions such as teaching, medicine, journalism, law and banking.

■ Technology advances may be improving life for many people, but they are also widening the gap between rich and poor. A United Nations report released in July shows that an international effort is needed to meet the needs of poor people in the areas of medical research, communications and information technology. Researchers found that a computer would cost the average Bangladeshi eight year's income, while the average American would pay one month's wage. And, while 80% of websites are in English, only one in 10 speaks English.

■ According to a recent survey by the federal Substance Abuse and Mental Health Services Administration, drug use by youths is on the decline. In 1998, 9.9% of 12- to 17-year-olds reported current drug use. That number represents a significant decrease from 11.4% who reported such behavior in 1997. Marijuana was the illicit drug of choice, with more than 8% of youths reporting current use, slipping from 9.4% in 1997.

Access to Information Resources

For every 1,000 people there are...



Source: 1998 World Bank Indicators

With dramatic teacher shortages looming closely on the horizon, creative incentive programs to lure (and retain) teachers are popping up around the country:

■ The Buford (GA) school system has established an on-site child care center for its 250 employees. The center, which cost the district \$42,000 to equip, will operate year-round. Weekly fees for the service range from \$70 to \$90, with infant care running as high as \$150.

■ In August, the federal government launched the "Teacher Next Door" program, which allows educators to buy houses from the U.S. Dept. of Housing and Urban Development at 50% of their appraised value if they are located in a HUD-designated "revitalization area" — urban neighborhoods with high crime and many low-to-moderate-income families. To take advantage of the initiative, teachers must work in the school district served by the revitalization area and agree to live in the house for at least 3 years.

■ This summer, South Carolina adopted a new law that allows retired educators in "critical need areas" to return to work at full salary while continuing to collect their entire

pension payments.

■ Missouri passed new legislation which forgives loans taken out by undergraduate and graduate students who go on to teach in an area that is considered critical by the state board of education. Additional consideration is given to students who opt to work in an urban or rural school district. Lawmakers project that 2,500-3,000 students will be eligible for the program each year.

The other side of the coin... Georgia teachers who fail to pay back their state-guaranteed student loans now risk losing their teaching certificates. A new policy set by the Georgia Student Finance Commission and the state's Professional Standards Commission mandates that teachers who are sixty days or more behind in their loan payments will be notified that they have thirty days to begin repayment and that if they fail to do so, their teaching certificates may be suspended indefinitely.

Wake-up Call to America's Dads:

A recent survey by the National Center on Addiction and Substance Abuse at Columbia University found that teenagers' relationships with their fathers play a significant role in whether or not they will smoke, drink or abuse drugs. The survey showed that adolescents living in two-parent families who have a fair or poor relationship with their fathers are at a 68% higher risk of using tobacco, alcohol or drugs. Young people living in a home headed by a single mother are at a 30% higher risk. The safest teenagers are those who live in two-parent families and have a positive relationship with both parents. The survey is available on the Web at www.casacolumbia.org.

■ The Digital Divide: A report from the United States Department of Congress shows that despite significant growth in computer ownership and overall usage in the U.S., African Americans and Hispanics are falling further behind. The report found that the gap between computer ownership in African American households increased from 17 percentage points in 1994 to 21 percentage points in 1997. The gap between computer ownership in Hispanic households increased from 15 percentage points in 1994 to 21 percentage points in 1997.

legal news & notes

■ Vernon's juvenile curfew ordinance survived a court test when a federal district judge ruled the town could limit youth activities in the interest of public safety. However, Judge Alan Nevas' ruling also suggested that the CT Supreme Court take a look at the curfew law. Vernon adopted the ordinance a few years ago in an effort to combat street violence. The law requires youths under 18 years of age to be off town streets from 11 p.m. to 5 a.m. — with some exceptions. The lawsuit was spurred by several Vernon High School students and their parents who charged that the curfew violated their rights to free speech and movement. Nevas cited U.S. Supreme Court rulings, stating that the government's authority to protect public safety was greater than a minor's constitutional rights. However, he added that the Connecticut Constitution may provide greater protection of minor's rights. He ordered attorneys for the town and the plaintiffs to submit a request to the State Supreme Court to examine the issue.

Convocation, continued from page 1



CAS Executive Director Mike Savage honors Dr. Sergi for his work as Commissioner

atics and Community Health at Tuft's University School of Medicine. An internationally renowned expert in the area of youth violence, Dr. Spivak has been invited to participate in violence prevention efforts in communities around the country. In the wake of the Jonesboro, Arkansas, tragedy, he was invited to Jonesboro to consult with school and community leaders to develop strategies for anger management and for dealing with violent behavior in our schools.

At the close of the convocation, Dr. Sergi was honored with the *CAS Distinguished Educational Leader Award*. In presenting the award, CAS Executive Director Mike Savage praised Dr. Sergi for his progressive and influential contributions to the lives of Connecticut's young people. "Ted, you have been first and foremost a man of COURAGE. Certainly your efforts in the wake of the *Sheff vs. O'Neill* ruling and the legislature's school choice initiatives give great evidence of that fact. Few matters have been so compelling and so challenging as those concerning access to educational opportunity. But you stepped forward and showed us that our state need not choose between excellence, on the one hand, and fairness and equity on the other," said Savage.

A copy of Commissioner Sergi's Back-To-School Message can be viewed at <http://www.state.ct.us/sde/commish/bkschool.htm>.

Many thanks to out event sponsors:

- ◆ American Express Financial Advisors
- ◆ USA TODAY
- ◆ Kaestle Boos
- ◆ Shipman & Goodwin.

SAVE THE DATE: Next year's convocation is sched-

Highlights from Dr. Spivak's address on youth violence:

- ◆ If current trends continue, by the year 2004, more children will die from guns than from auto accidents, the current leading cause of death among adolescents.
- ◆ Economic development amounts to violence prevention. Poverty is a critical factor surrounding youth violence. Violent deaths occur more frequently in poverty-stricken areas.
- ◆ Children are not born violent; they LEARN to be violent. Violence in a child's family is a risk factor, one that most accurately predicts whether or not that child will engage in violent behavior.
- ◆ Children learn violence from the media. There is twice as much violence in children's programming as in adult's. Of particular importance is the fact that when children witness violence that goes unpunished, they are more likely to imitate that violent behavior.
- ◆ 80% of homicides are committed by hand-

"We could whine about it; we could complain about it. We could wish for the good old days when children developed their moral and social foundation at home. But those days are not coming back. So schools need to fill in the gaps."

Dr. Howard Spivak

guns. There are more gun dealers than gas stations in the U.S.

◆ Adolescents are particularly at risk of violent behavior because they are at an age where they are more vulnerable to insults, more susceptible to peer pressure, and more prone to conflict.

◆ Despite the recent wave of school shootings, schools are actually the safest places for children to be.

◆ Do NOT make your school a fortress. Metal detectors and security guards are ineffective violence prevention tactics.

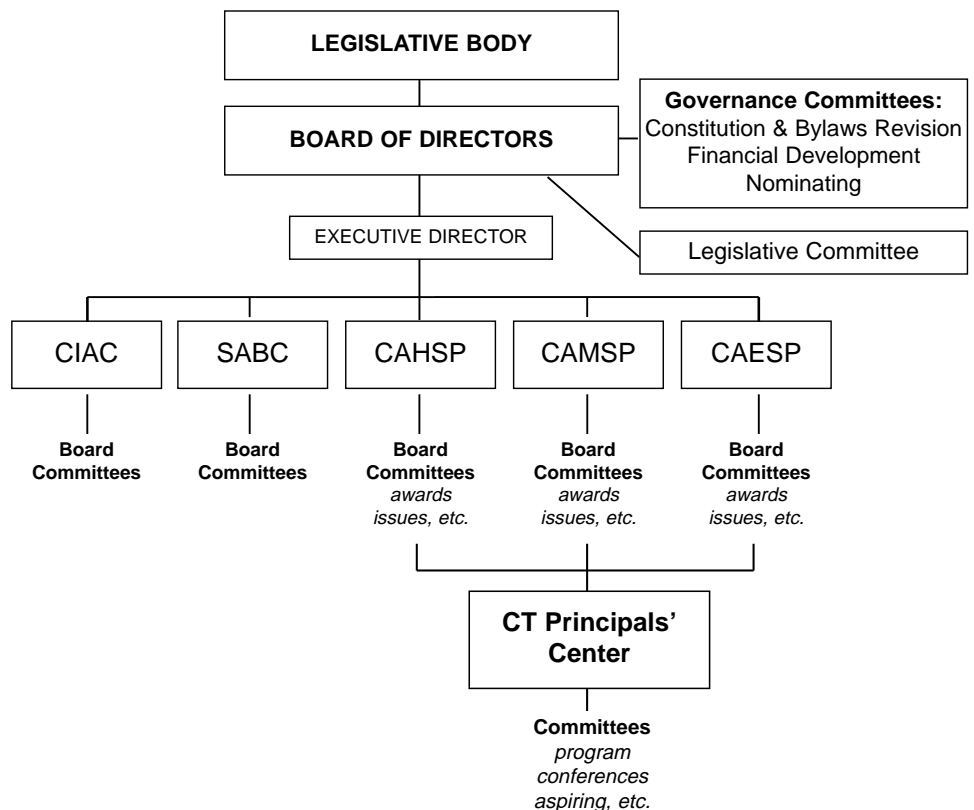
- ◆ Violence prevention strategies that work:
 - smaller class sizes
 - early identification of at-risk kids
 - teaching conflict resolution and good interpersonal/social skills
- ◆ Expulsion should NOT be an option when dealing with violent youths. Do not take away their access to education, their opportunity to feel connected to something.

President, continued from Page 1

The hope of the transition team and the CAS Board of Directors is that one unified organization will be able to speak for all schools and all school principals and assistant principals in the state. With increased member-

ship, more programs and services will be made available. In addition, the voice of CAS will be one that will be of greater importance in all educational matters in Connecticut.

CAS/EMSPAC MERGER: Proposed Organizational Structure



CANHS HOLDS FIRST STATE CONFERENCE

By Don Gates, Principal, Portland High School

The Connecticut Association of National Honor Societies (CANHS) launched its first annual state conference this spring at the Radisson Hotel in Cromwell, CT. Donald Gates, executive director of CANHS, reported that over 270 students, advisors, and guests attended the conference. The program included remarks from Connecticut's Commissioner of Education, Theodore Sergi, and CAS Assistant Executive Director Thomas F. Galvin. The keynote speaker for the conference was David Cordts, Associate Director, Division of Student Activities, NASSP.

Throughout the day, conference attendees attended various workshops that focused on a variety of topics, including stress relief-time management; scholarships and application process for scholarships, Prudential Spirit of Awards - Connecticut Winners, publicity for NHS chapters, transition from middle/junior high school to high school, and balancing social time, school work, and services.

In addition to keynote speakers and workshop presentations, plaques were presented to charter chapters with representatives attending the conference. Also, elections were held for state officers and members of the state executive advisory board.

As of July 1, sixty-six high and ten middle schools have joined CANHS. Plans for the 1999-2000 school year include: having state representation at the National Confer-

ence for Honor Societies being held in Washington, D.C. November 12-14th; formalizing plans for the 2nd annual state conference scheduled for May 22, 2000; printing a semi-annual newsletter; developing statewide goals for local chapters; and organizing a statewide effort to provide volunteerism to non-profit organizations. Schools are encouraged to join CANHS as charter members. The fee for a charter membership is \$100 and checks should be sent to the CAS office.

CANHS Steering Committee

Robert Krom, Kennedy MS, Plantsville
 Maria Colacrai, Kennedy HS, Waterbury
 Mary Ann McDonald, Dodd MS, Cheshire
 Sally Lawrence, Lyman Memorial HS, Lebanon
 Mary Ann Maloney, Platt HS, Meriden
 Gerald Dondonci, Wilby HS, Waterbury
 Bianca Daniels, Notre Dame HS, Fairfield
 Cherie Marceau, Mercy HS, Middletown
 Paulette Zyko, West Side MS, Groton
 Gigi Tacinelli, Hamden HS
 Mary Beth Jordan, Wethersfield HS
 Lorraine Dixon, Swift Jr. HS, Watertown
 Anne Marie Chuckery, John Read MS, Redding
 Ilene Gannon, Lyme-Old Lyme HS
 Bill Toscano, Ledyard HS

The Leader

If only they knew how hard it is for me.
 I'm turning 16, the world I begin to see.
 My friends begin to change, right before my eyes,
 and now they seem to laugh, and tell all sorts of lies.
 They hang around together in groups of 3 or 4;
 the language they use...it isn't gentle anymore.
 The kids that seem most lonely wind up in their pack,
 and those that stand alone, they talk behind their back.
 Somehow I feel rejected because I don't conform.
 Those that step to their own beat don't seem to be the norm.
 I've watched a few just fade away, with drugs and alcohol;
 and many more have given up, too many to recall.
 Alcohol is an option for everyone in my school.
 I've lost a friend to booze again; I will not be a fool.
 And sex, it seems so open, for everyone to explore.
 Three girls I know that came to school don't come here anymore.
 If only I could make a difference, what could I do or say?
 I would go to school and try my best each and every day.
 There is one thing I'd like to do before I graduate.
 I'd like to touch them one by one before it's too late.

By Tony Overman, from Chicken Soup for the Teenage Soul

UPDATE ON CAS-CIAC CORPORATE SPONSORSHIPS...By J. Robert Ford

■ Coca-Cola Bottling Co. has signed a two year extension of their current agreement to co-sponsor the Scholar-Athlete and Scholar-Leader programs. The new agreement will cover the academic years 1999-2000 and 2000-2001. Coke also provides funding for the publication of the annual CIAC calendar which is distributed to all principals and athletic directors in the state. Jay Margnelli, Coca-Cola's educational sales manager said, "We are very proud of the role we play in recognizing Connecticut's outstanding scholar-athletes and scholar-leaders. We look forward to a long association with both programs."

■ The CIAC is pleased to announce its partnership with Eastern Rehabilitation Network for the 1999-2000 academic year. Through the sponsorship agreement, ERN will provide medical coverage for five CIAC championship events, as well as financial support for a variety of CIAC programs. In addition, ERN will make resources available to CIAC members for support of local sports medicine and athletic training programs. Ms. Rita Parisi, President and CEO of ERN, said of the agreement, "Through this sponsorship we are demonstrating our commitment to supporting high school athletic programs throughout the state of Connecticut." Mr. Jeff Sargent, ERN Director of Sports Medicine, said, "We are excited about the opportunities this agreement presents for the promotion of the health and safety of CT's high school athletes."

■ Jostens was the recent sponsor of the middle level Summer Institute

held at Quinnipiac College on August 9-11. CAS Assistant Executive Director Tim Doyle said, "Jostens' sponsorship allowed us to attract several speakers from the national community whose experience added a great deal to the success of the seminar. Our well-attended program will be continued in 2000." Jostens' Renaissance Program has become a prominent part of schools' programming throughout the country. Jostens' representatives will be in attendance at several CAS programs throughout the 1999-2000 school year.

■ Paul Hackley, regional sales manager for Liberty Mutual, recently announced plans to offer a special 10% discount on auto and home-owner insurance to all individuals associated with CAS-CIAC. Details of the discount program will be sent to all member schools. Liberty Mutual has for the past three years sponsored the annual CAS Leadership Conference for elementary and middle schools of our state. Paul Hackley may be contacted at 800-328-7607.

■ Prentice Hall publishing has agreed to sponsor the middle level recognition program scheduled for November 5, 1999 at the Hilton Hotel in Southbury. Prentice Hall New England Regional Director, Robert Gokey said, "We are pleased to become a part of the CAS partnership program. We hope that this will be a beginning to a long relationship with the CAS middle level educational community." The sponsorship agreement covers the 1999-2000 academic year.

Profile of a Student Killer...Based on data from shooting incidents at 12 middle and high schools between 1993-98, two Baltimore researchers developed a profile of the "classroom avenger" — an individual with above average potential to engage in lethally violent behavior in a classroom or school setting. According to "The Classroom Avenger" by James McGee and Caren DeBernardo, the classroom avenger is typically white and physically healthy, living in a rural area or small city. Adults think of him as looking perfectly normal, but he has a negative body image and views himself as physically unattractive. The classroom avenger is usually perceived by his peers as a "geek" or "nerd" and is frequently a "friendless, immature, and socially inadequate loner." He generally spends time with other outsiders whose common bond is that they have been rejected by mainstream teenagers, and/or they share a common interest in a nihilistic world view. He is not interested in usual teen preoccupations such as cars, dating and mainstream popular music, but may be fascinated by guns, bomb-making, assassinations, media violence and violent Internet websites. Anger and hostility are prevailing emotions in his family, with parent-child power struggles. Discipline is harsh and inconsistent. One or more close relatives may be mentally ill or a substance abuser. The family usually owns weapons, and the weapon used in the shooting spree almost always comes from the home. Academic performance is usually normal or somewhat above average, although grades tend to decline in the weeks or months before the shooting. Vandalism, dishonesty, and excessive secrecy are common, but there is rarely a history of extensive delinquency. Shortly before the "incident," the classroom avenger has been exposed to stress, such as real or imagined losses or rejections, or experiences of frustration. Verbal expressions of intent to kill and/or commit suicide or do something highly dramatic often precede the attack. The authors caution that this profile is a first step, not a definitive portrait. A free copy of the report can be obtained by calling (410)938-3000.

"Blaming Will Accomplish Nothing"

By Scott Campbell

Scott Campbell was a senior at Canton High School when he wrote this article for the website newsletter of the International Student Activism Alliance (www.avonct.com/isaa/).

WARNING. *A potential killer has written the article you are now reading. He has multiple piercings; spends time on the Internet; owns and has played Doom and Quake; listens to hardcore and metal; owns black items of clothing; and has views that are not "mainstream." But most likely he's not in this boat by himself. Chances are that a majority of you reading this article by a potential killer are potential killers yourselves. At least, that's what the media would have you believe.*

By now we've all had our fill of Columbine. We've cried, been left speechless, and shared the aghast looks of incredulity. We've also had our fill of blame. Left and right, anyone who doesn't fit the fifties version of the clean-cut, all-American high schooler is being pointed out as a possible suspect. As Time magazine put it, we're the "Monsters Next Door."

This has all gone too far and needs to stop. The public must understand that clothes, music, games and the media do not make people kill. We've not yet been brainwashed entirely. You and I have the capacity to understand right from wrong, and we both know that killing one's peers is not an acceptable way of dealing with one's problems. These teenagers obviously had severe, severe problems. If we must blame, blame these two, blame their parents who didn't know their children were making propane bombs in their garage.

Regardless, it is most important to realize that blaming will accomplish nothing. Instead of muckraking, what we need is action. In Britain, it took only one incident such as this to get much stricter gun laws passed. Here, after eight shootings, there are still no laws, still no action. Still, the National Rifle Association has the gall to hold a convention in Denver only days after the massacre. Still, in the Colorado State Legislature sits a bill legalizing the carrying of concealed handguns, a bill that will be voted on and most likely passed "after the smoke clears."

What we need now is one voice, in unity and solidarity, saying "Enough is enough; the blame stops here, and the action begins."

(Reprinted from **Primarily Prevention**, Summer 1999)

Deadly violence at schools declining...Despite last year's killings in Colorado, deadly violence in U.S. schools has decreased in recent years, and 1998-99 was one of the safest school years this decade. Data from the Department of Justice and the National School Safety Center reveal that schools remain among the safest places for children. Chances are roughly 2 in a million that someone will die violently at school. There have been 24 violent deaths on American school grounds this year, including the 15 fatalities at Columbine High School. By contrast, there were 53 deaths during the 1992-93 school year.

RED FLAGS: Kids who kills share many common characteristics that can serve as early warning signals to parents, peers, and teachers, according to the National School Safety Center. The center tracked school-associated violent deaths in the U.S. from 1992 to the present, and found that the youngsters who caused these deaths:

- * Had a history of tantrums and uncontrollable angry outbursts.
- * Characteristically resorted to curses, abusive language, name-calling.
- * Habitually made violent threats when angry.
- * Had previously brought a weapon to school.
- * Had a history of serious discipline problems in school/community.
- * Had a history of drug, alcohol, or other substance abuse/dependency.
- * Had a history of school truancy, suspension, or expulsion.
- * Were on the fringe of their peer groups with few or no close friends.
- * Were preoccupied with weapons, explosives, or other incendiary devices.
- * Displayed cruelty to animals.
- * Had little or no supervision and support from caring adults.
- * Had witnessed or been a victim of abuse or neglect at home.
- * Had been bullied and/or bullied/intimidated peers or younger children.
- * Blamed others for difficulties and problems they caused themselves.
- * Consistently preferred TV, movies, and music featuring violent themes and actions.
- * Preferred reading materials dealing with violence, rituals and abuse.
- * Reflected anger, frustration and the dark side of life in school essays or writing projects.
- * Were involved with a gang or antisocial group on the fringe of peer acceptance.
- * Were often depressed and/or had significant mood swings.
- * Had threatened or attempted suicide.

Source: *Primarily Prevention -- Summer 1999*

CT State Board of Education Examines Looming Teacher and Administrator Shortages

At its May meeting, the SBE discussed a report on the 1998 teacher marketplace and the prospective marketplace through 2003. The report, Public School Educator Supply and Demand in Connecticut: A Look Toward the 21st Century, projects the statewide annual demand for new teachers in 18 subject areas and identifies areas of potential shortages. Shortage areas include mathematics, reading, applied education, world languages, physical sciences, the arts, library/media specialist, health/physical education and special education, including speech and language. There will be a projected need for approximately 48,600 teachers in 2003, compared to today's 46,566 teachers. Moreover, approximately 15 percent of the current staff is projected to retire in the next five years. While there appears to be a sufficient number of teachers who hold the administrator endorsement to meet demand (approximately 30 applicants per position), this represents a 50 percent reduction in the applicant pool based on past data. In addition, school officials report that they are having great difficulty in filling admin-

istrative positions, which they attribute to job stress, salary compression, increased accountability, and a reduction in the number of applicants who have related experience.

The board discussed several potential strategies designed to monitor educator supply and demand and to offset potential teacher and administrator shortages. Strategies for dealing with teacher shortages include:

- improving communication with higher education institutions and high school students about future teaching positions;
- encouraging elementary teachers to gain middle or high school certification;
- expanding the alternate route to certification programs to address shortage areas;
- enhancing public relations and advertising initiatives to attract teachers to Connecticut;
- expanding the Teaching Opportunities for Paraprofessionals Program;
- promoting the development of aspirant programs for prospective administrators;
- using the Internet to advertise career opportunities in Connecticut; and,

- supporting a new initiative by the regional educational service centers that uses a statewide website to post school district vacancies and enables candidates to apply for jobs on line.

Proposed methods for addressing the anticipated administrator shortage include:

- provide a comprehensive statewide process to recruit and support school leaders;
- convene a blue-ribbon committee to examine and make recommendations about recruitment and support of school leaders, including minority leaders; internship programs; beginning principal mentorship, support and induction; school-leader evaluation and professional development; the changing nature of administrators' jobs and levels of compensation; and alternate routes to certification;
- adopt the Connecticut School Leader Standards; and,
- conduct a pilot test of the Connecticut Administrator Test as a requirement for all instate candidates seeking an initial intermediate administrator license.

STUDENT-TO-STUDENT SEXUAL HARASSMENT IN SCHOOLS

On May 24, 1999, the reality regarding liability for student-to-student sexual harassment under Title IX was decided by the United States Supreme Court's ruling in *Davis v. Monroe County Board of Education*. The court held a school could be responsible for damages to a victim if:

- 1) students harass other students;
- 2) the school has actual knowledge of the harassment; and
- 3) the school is deliberately indifferent to the harassment.

Harassment

To be actionable under Title IX, the harassment must be so severe, pervasive, and objectively offensive that it deprives the victim of access to the educational opportunities and benefits provided by the school. Damages are not available for simple acts of teasing and name-calling among school children, even where these comments target differences in gender.

Actual Knowledge

A victim can notify any agent or other responsible employee of a school district through a formal or informal complaint, a third party, or by contacting other appropriate personnel (i.e., principal, assistant principal, counselor, etc.) Therefore, school administrators need to have policies that clearly define what staff, students, and parents are required to do if they have knowl-

edge of any type of harassment occurring at school or at school events.

Deliberately Indifferent

Schools may be liable for subjecting their students to discrimination where the school is deliberately indifferent to known acts of student-on-student sexual harassment and the harasser is under the school's disciplinary authority. Because schools may be liable for their deliberate indifference to known acts of peer sexual harassment - does not mean that they can avoid liability simply by purging their schools of actionable peer harassment or that administrators must engage in particular disciplinary action. School administrators will continue to enjoy the flexibility they require to discipline students. Schools could be seen as "deliberately indifferent" to acts of student-on-student harassment only where the school's response to the harassment or lack thereof is clearly unreasonable in light of the known circumstances.

What should principals do -- the best weapon is prevention. A comprehensive policy against sexual harassment and discrimination can be an invaluable preventive tool. In fact, federal law requires that at least a non-discrimination policy is in place, and the Office for Civil Rights (OCR) strongly suggests that a separate mechanism be in place for resolving peer sexual harassment complaints.

On Rising Special Ed Costs

In July, The CT Association of Boards of Education (CABE) and the CT Association of Public School Superintendents (CAPSS) released a report identifying sources of the ever-increasing cost of delivering special education services to Connecticut's public school students. The report was based on a survey of the states' superintendents (survey response rate: 26.5%). Highlights include:

- ⇒ 54% of respondents cited DCF out-of-district placements, including costs related to transportation, as reasons special education costs have escalated.
- ⇒ 48% cited the paperwork burden including reporting on IEP goals and objectives as one of the most onerous mandates associated with the special education law.
- ⇒ 27% cited costs of health-related services (non-instructional costs such as wheelchairs, eyeglasses, etc.) including assistive technology (hi-tech equipment used for students with disabilities).
- ⇒ 20% cited costs related to increased staffing required to comply with the law.
- ⇒ 20% cited attorneys' fees and due process requirements as high-cost mandates.

middle school news

■ Congratulations to *Mary Childress, Linda Hahn, Brett Kustigian, Frank Newman, Anne Stawiarski, and Julianna Wyland*. The team of teachers from **Tolland Middle School** was the 1998-99 winner of the New England League of Middle Schools' Beane-Brodhagen Award, an annual teacher recognition program which honors educators who develop quality middle level curricula. They were honored for their outstanding unit "Out of this World."

A special feature of this year's "Month of the Young Adolescent" (October 1999) — sponsored annually by the National Middle School Association (NMSA) to promote the development of young adolescents — is an October 26th television program entitled "Opening the Door to Diversity: Voices from the Middle School." The show explores the issues of tolerance and diversity as they affect young adolescents in their classrooms and communities. Aired live from Denver, CO, middle level students will be part of an interactive classroom and will have an opportunity to speak on this very important topic. "Opening the Door to Diversity" has an accompanying resource guide with suggested lesson plans and resources to aid teachers in addressing diversity and tolerance. Resource guides and videos will be mailed to middle schools throughout the country and can be obtained via the Internet at www.courttv.com/choices. The October 26th broadcast will be available to all middle schools at 12 noon and 7 p.m. ET through their local cable system. School administrators and teachers should contact their local cable provider for channel information. For further assistance, contact Cable in the Classroom at (703)845-1400.

Of the 500 teachers and administrators surveyed at the 1998 National Middle School Association annual conference,

- ◆ 52% reported their school had an average class size of 26-30 students; and 34% reported 16-25 students.
- ◆ 50% selected "reduced class size" as the single resource that would help teachers become more effective, while 16% indicated more planning time, and 13% sought more training.
- ◆ 68% reported that they had not been threatened by a student during the past year. One-quarter of the respondents said they had been threatened between one and three times.
- ◆ 29% said time was the biggest challenge to implementing a quality middle level program. (62% of the respondents were teachers and 20% were principals or vice principals.)

WHAT WORKS IN THE MIDDLE

After an in-depth, two-year study, National Staff Development Council has identified 26 staff development programs that boost student learning in the middle grades. These programs have demonstrated improved student achievement in the core content areas of language arts, mathematics, science, and social studies by increasing teachers' knowledge and skills.

The results of this work have been published in a new "consumer's guide," called *What Works in the Middle: Results-Based Staff Development for the Middle Grades*.

The programs listed below were selected from among 500 programs nominated for consideration.

The project's national advisory panel included experts in the content areas, evaluation, information management and technology, and staff development. The panel identified criteria for program consideration and also worked with six partner associations -- the National Association of Secondary School Principals, National Council of Social Studies, National Council of Teachers of English, National Middle Schools Association, National Council of Teachers of Mathematics and the National Science Teachers Associations -- the regional educational laboratories, and ERIC.

The guide, which includes a description of each program, can be accessed at <http://www.nsd.org/educatorindex.htm>.

Language arts

- ⇒ Junior Great Books Curriculum / The Great Books Foundation, Chicago, IL
- ⇒ Student Team Literature Program / Center for Research on the Education of Students Placed at Risk, Baltimore, MD
- ⇒ Exemplary Center for Reading Instruction / Reid Foundation, Salt Lake City, UT
- ⇒ National Writing Project / National Writing Project, Berkeley, CA
- ⇒ Profile Approach to Writing / Profile Writing Program, Inc., College Station, TX
- ⇒ Project Success Enrichment / Creative Child Concepts, Seattle, WA
- ⇒ Six Trait +1 Writing Assessment / NW Regional Educational Lab., Portland, OR

Mathematics

- ⇒ Hawaii Algebra Learning Project / Curriculum R & D Group, Honolulu, HA
- ⇒ Introducing Math Teachers to Inquiry / University of Rochester, Rochester, NY
- ⇒ Mathematics Renaissance Calif. / Alliance for Math and Science, Camarillo, CA
- ⇒ Peoria Urban Mathematics Plan (PUMP) / Illinois State University, Normal, IL
- ⇒ Powerful Connections / University of Massachusetts-Lowell, MA
- ⇒ Rice University School Mathematics Project / Rice University, Houston, TX
- ⇒ All Learn Mathematics / University of Illinois at Chicago

Science

- ⇒ EarthStorm Oklahoma Climatological Survey / Univ. of Oklahoma, Norman, OK
- ⇒ Foundational Approaches in Science Teaching (FAST) / Curriculum Research and Development Group, Honolulu, HA
- ⇒ Iowa Chautauqua Program / University of Iowa, Iowa City, IA
- ⇒ Science Partnerships for Articulation and Networking (SPAN) / Univ. of California, Irvine
- ⇒ Student Watershed Research Project Saturday Academy / Oregon Graduate Institute of Science and Technology, Portland, OR

Social Studies

- ⇒ Project LEGAL / Syracuse University, Syracuse, NY
- ⇒ We the People...The Citizen & the Constitution / Center for Civic Educ., Calabasas, CA
- ⇒ We the People...Project Citizen / Center for Civic Education, Calabasas, CA

Interdisciplinary

- ⇒ Expeditionary Learning Outward Bound / Outward Bound USA, Cambridge, MA
- ⇒ Fernwood Project: HIV Prevention for America's Youth / Redefining Actions and Decisions, Carbondale, CO
- ⇒ Project CRISS (Reading, Writing, and Studying Strategies for Literature and Content) / Project CRISS, Kalispell, MT
- ⇒ Reading Power in the Content Areas / CB Consulting Services, Plymouth, MN

elementary news

IN MEMORIAM...



Marjorie Bradley (back row, right) celebrates with a staff member and students at a CAS Unified Sports® event in 1993.

It is with great sadness that we acknowledge the untimely death of Dr. Marjorie Bradley, principal of Fawn Hollow Elementary School, Monroe. Marjorie died in a tragic scuba diving accident while vacationing in Australia this summer.

Marjorie joined the Association in 1990 as a founding member of the Elementary Schools Board of Control. Having come from an already distinguished career of leadership in the State Department of Education, she brought to this association a wealth of knowledge, experience, and talent. From her first moment of membership, she gave generously of her time, her exceptional background, and her extensive expertise. She emerged swiftly as one of the most forthright and influential leaders in CAS's history, becoming a prominent motivator, not only within the elementary leadership but within the Association as a whole. Her selection as CAS Elementary Principal of the Year in 1997 gave testimony to the value of her work and to the respect and acceptance she gained among your peers.

CAS Executive Director Mike Savage said of Marjorie, "She always displayed the courage and confidence of a risk-taker, with the can-do attitude that embraced challenge and opportunity. One could only marvel at her creativity and spirit, her boundless energy and enthusiasm, and her deep love for her students, her colleagues, and her profession. Marjorie's death is a tremendous loss to CAS and, more importantly, to the students of Connecticut."

Beverly Miller, a first grade teacher at Nathan Hale School in Meriden, was named **1999-2000 CAS Elementary Teacher of the Year**. "Miss Miller is a teacher who helps each child become an achiever," said Janet Vanags, reading consultant for the Meriden Public School System. "Children become responsible learners in Beverly's classroom because of the high expectations she holds for each and every child. She teaches children and then allows them opportunities to become independent readers, writers and problem-solvers."

The **Emma Hart Willard School** in Berlin was selected as the **1999-2000 CAS Outstanding Elementary School of the Year**. As visitors enter the Willard School, they are greeted by a message board that announces the date, planned school activities, and upcoming events.

A curriculum showcase, designed and changed monthly by the teachers, adorns the main lobby. The showcase spotlights the many interactive learning activities in which Willard students are engaged.

Approximately 79% of Willard staff have earned master's degrees and 28% have been trained as mentors, assessors, or cooperating teachers.

The Willard mission statement is proudly displayed: "We accept all children and believe that all students learn to their maximum potential when supported in a collaborative learning environment involving parents/guardians and the professional staff. The mission at Willard is reflected in its name:

Willard Individuals Love Learning & Respect Differences

IT'S NEVER TOO EARLY TO START!

Program Teaches Elementary Students Importance of Donating Blood

The American Red Cross Blood Services of the Connecticut Region recently launched an education program where elementary school children are educated about the importance of donating blood. The program teaches young children how the blood is separated into different components and then used to save lives. They learn how one donation can save as many as four people.

The program consists of either a free field trip to the blood center with a tour of the facility or a free visit to the requesting school. Students in upper elementary and middle school compete against each other in games such as "Blood Jeopardy" and the components matching game. For smaller sized classes, there is a lab experiment where students, while wearing lab coats, become doctors and perform blood typing experiments to see if they can save their patients! Children in pre-school and lower elementary grades learn about how to keep their bodies healthy through activities such as drawing, read-alouds and hands-on games. "It's a great program; the children have a lot fun while learning something new. I really feel that having the children tour the blood center is really important. Seeing what happens to the blood after the donation, how much we have (or don't have) on our shelves really impacts them," says Carol O'Hala, Marketing Communications Education Coordinator of the Red Cross in Farmington.

"This year, a truly exceptional teacher stepped forward to help with the program," says Carol. "This teacher is not only dedicated to helping others who need blood and blood products, but is also admired by both young and old alike for the enthusiasm he

brings to everything he does." This truly exceptional teacher is Steve Socolosky of East Hartford. Steve began donating blood 19 years ago and, as of today, he has donated more than 12 gallons of blood which have helped to touch numerous lives.

What makes him truly exceptional is the fact that he is passing on his legacy to his sixth grade students at Mayberry School in East Hartford. When it came time to educate his students about the circulatory system, he thought about visiting the Red Cross. "I want them to have a real world connection — I don't want them to just look at a book." So in December, he brought in 65 sixth grade students for a tour. But it didn't stop there! Because of his enthusiasm, the school decided to sponsor a blood drive and dedicate it to the memory of a fifth grade student who lost the battle to leukemia in the fall. His students wrote a play and designed props. The week before the drive, Steve's students presented it to the younger students to educate them about the importance of donating blood. Despite the bad weather that day, many came out to donate. But, what is most important is that he, Mr. Socolosky — the teacher, donated blood in front of all his students. He is an example of a true legacy. Not only is Steve a great supporter of the blood program today, but he is also contributing to the blood program tomorrow by passing down his legacy to every child he knows.

For more information on the education program, contact Carol O'Hala at (860) 678-5483 or e-mail at ohalac@usa.redcross.org. For more information on sponsoring a blood drive, contact Kathy Flaherty at (860) 678-2890.

ciac news

NEW IMPORT FEATURE ADDED TO CIAC ON-LINE ELIGIBILITY SYSTEM

GOOD NEWS!!! Due to numerous requests from member schools, the CIAC added a data import feature to its on-line eligibility system. The new feature allows users to create eligibility lists by exporting data from an existing database or spreadsheet program. Therefore, those schools that maintain student records in a database/spreadsheet program will no longer be required to manually enter all eligibility data into the system. A "Quick Reference Guide" containing instructions on how to use the new import feature was mailed to all schools in early September.

A number of other new features were added to the on-line eligibility system. With the click of a mouse, users can now access a status report which lists all the teams that are on file for their school.

The Central Office is pleased to report that the CIAC's on-line eligibility system had a winning first season! Out of more than seventy-five calls fielded about the system, fewer than a dozen reported problems or registered complaints. As of the time of this printing, 113 schools had entered 720 teams (23,926 athletes!) into the system. A BIG thank-you to the principals, athletic directors and secretaries for their patience and cooperation.



Five Year Renewable Coaching Permit

Highlights of Changes to CT's Certification Regulations for Coaching Permits

Effective July 1, 1999 all certified teachers who serve as coaches must hold a "Five Year Renewable Coaching Permit."

Effective July 1, 1999 all coaches who hold the permanent coaching permit must convert their permits to the "Five Year Renewable Coaching Permit."

In order to receive the new permits, the district must submit the "Coaching Conversion Form" and valid first aid and CPR cards for all coaches.

The standard first aid course must have been completed within three years of the application date and the CPR course must have been completed within one year of the application date.

If a certified teacher or holder of a permanent coaching permit is hired after the initial conversion, you will need to have the individual submit an application and appropriate verification. It is the district's responsibility to ensure that all coaches hold a valid permit.

Individuals who are applying for a coaching permit for the first time (i.e.: they are not certified teachers, nor do they hold the permanent coaching permit) must submit:

1. Application ED 185;
2. A photocopy of a high school diploma or its equivalent;
3. Photocopies of valid first aid and CPR cards (standard first aid must have been completed within three years of the application and the CPR course must have been completed within one year of the applica-

tion); and

4. An official transcript of an approved coaching course.

The coaching permit must be renewed every five years upon completion of not less than 15 clock hours of seminars, course work and workshops providing information on safe and healthful coaching practices and understanding child and adolescent development.

Temporary Emergency Coaching Permit

In order to be eligible for a Temporary Emergency Coaching Permit the district submits an ED 186 and:

1. A photocopy of the candidate's high school diploma or its equivalent; and
2. Photocopies of the candidate's first aid and CPR cards which verify that both courses were completed within one year of the application.

The Temporary Emergency Coaching Permit may be reissued once, provided that the district submits a new application and:

1. Photocopies of the candidate's new first aid and CPR cards which verify that both courses were completed within one year of the new application; and
2. Verification that the individual has enrolled in or completed successfully at least two credits or 30 clock hours of instruction in an approved coaching course.

NFHS/NCAA Announce National Online Job-listing Services

The National Federation of State High School Associations (NFHS) and the National Collegiate Athletic Association (NCAA) have announced a joint effort to provide their members with the opportunity to advertise job openings nationally.

As of September 1, individuals within the high school community are able to advertise job openings on the NCAA's online classified advertising site (www.ncaa.org), which is linked to the NFHS Web site (www.nfhs.org). This joint effort potentially could be the largest job-placement service of its kind in the United States.

There is no charge for an individual to look at the site on the Internet for potential job openings. Those interested in placing an advertisement can access the classified site and call up a template that permits them to submit the copy for the ad, along with billing

information. The cost is 75 cents per word, and the ad is effective for one week. Billing is done by the NCAA through e-mail.

Those interested in reading the advertisements are able to access them in two ways. The first is by position, which is how the NCAA site has been structured since it was established last fall. Readers may click on a directory of administrative and coaching positions to access whatever advertisements have been posted in that area.

The site also lists the advertisements state-by-state for both high schools and colleges. This feature may be especially helpful for those seeking high school jobs since some of those positions may be more likely to be filled regionally rather than nationally.

Visit www.ncaa.org/nfhs/market/ads. Or, go to the NFHS home page at www.nfhs.org and click on "The Market" icon.

ciac news

CIAC Golf Tournament a Success: The 7th Annual CIAC Golf Benefit held on June 28, 1999 was a huge success. This year's event raised \$20,000 for the benefit of the CIAC Endowment Fund. Major sponsors of this increasingly popular tournament were Roosevelt & Cross Bond Securities Co. of Hartford and New York, the Aqua Turf Club of Southington and the Mashantucket Pequot Tribal Nation. Thanks go out to a committee made up of prominent Connecticut business people and educators.

Football Rule Clarification: A question has been raised concerning a jersey that comes to the top of the pants, therefore meeting the rule but hanging below the jersey is an undershirt. The rule states in part "...which shall be long enough to reach the top of the pants and shall be tucked in if longer." The interpretation is that the undershirt is considered in the same vein as the jersey. Therefore, a shirt extending below the jersey shall be tucked in.

Change in Bat Rule Proposed: The National Federation Baseball Rules Committee has proposed a change in the specifications for non-wood bats. The new rule, if adopted by the NF Board of Directors, would require that non-wood bats have a 2 5/8-inch maximum barrel diameter, a minus-3 unit maximum differential (measured without the grip) and a minimum moment of inertia of 9,000 oz-in² measured at the 6-inch point from the knob. The committee noted that it intends to adopt a maximum exit ball speed as well. The NFHS board postponed action on the proposed change to await further testing developments from the scientific community and further comments from the public at large. The board will revisit the issue at its meeting this month.

1999-2000 New England tournament schedule:

- Cross Country - Saturday, November 13, 1999 / Wickham Park, Manchester, CT
■ Indoor Track - Friday, November 26, 1999 / Reggie Lewis, Boston, MA
■ Wrestling - Friday, March 3 and Saturday, March 4, 2000 / Site TBA
■ Swimming - Saturday, March 4, 2000 / Brown University, RI (ME, RI and NH will participate)
■ Gymnastics - Saturday, March 11, 2000 / Jonathan Law HS, Milford, CT

Sports Committee Notices...

INDOOR TRACK: 1999-2000

The 1999-00 tournament packet was completed with the following major changes:

Dates/sites:

- L - February 12, 2000 -- Yale University, 6:00 p.m. / Bill Baron, Meet Director
M - February 11, 2000 -- Yale University, 6:30 p.m. / Dave Tetlow, Meet Director
S - February 12, 2000 -- Yale University, 12:30 p.m. / Tom Haley, Meet Director
Open - February 19, 2000 -- Yale University, 12:30 p.m.

Bill Baron and Dave Tetlow, Meet Directors

New England - February 26, 2000 -- Reggie Lewis Center, Boston, 11:30 a.m.

Divisions -- Boys

- L - 449 and over
M - 327 to 448
S - Up to 326

Divisions -- Girls

- L - 431 and over
M - 323 to 430
S - Up to 322

GIRLS GYMNASTICS: 1999-2000

Tournament Dates / Sites:

- S Division Saturday, February 26, 2000 / Snow date -- February 27 @ Norwich Free Academy / 10:30 a.m. start Meet Director - Pat Simon
M Division Friday, February 25, 2000 / Snow date -- February 28 @ Norwich Free Academy / 4:00 p.m. start Meet Director - Sue Terrell
L Division Saturday, February 26, 2000 / Snow date -- February 28 @ Norwich Free Academy / 4:00 p.m. start Meet Director - Rich Arachambault
Open Division Saturday, March 4, 2000 / Snow date - March 5 @ Simsbury High School / Meet Director - Chuck Ford
New England Saturday, March 11, 2000 @ Jonathan Law High School, Milford Meet Director - Pat Simon

BOYS BASKETBALL: 1999-2000

- Divisions: LL - 390 and above L - 290 to 389
M - 201 to 289 S - Up to 200

- Playing dates: Qualifying, Saturday, March 4
First Round - S & L -- March 6; M & LL -- March 7
Second Round - S & L -- March 8; M & LL -- March 9
Quarter-finals - S & L -- March 10; M & LL -- March 13
Semi-finals - S & L -- March 14; M & LL -- March 15
Finals - March 18 @ CCSU -- Times TBA

Single games will be played at 7:00 p.m. Double headers will be played at 6:00 p.m. and 7:45 p.m. Higher ranked team plays first in double headers

Schedule form is due on December 13, 1999. Site availability form is due January 10, 2000. Entry form is due February 24, 2000.

WRESTLING: 1999-2000

- Divisions: LL - 450 and above L - 364 to 449
M - 284 to 363 S - up to 283
Sites: LL - Bristol Central HS L - Enrico Fermi HS, Enfield
M - Wilton HS S - Waterford HS
Open - Glastonbury HS

CIA chief George Tenet visited his old high school in New York City and let slip a couple of secrets about his past. Tenet, who graduated from the school in 1970 and was named head of the intelligence agency in 1997, credited his high school soccer coach, Ed Tatarian, as an important influence whose wisdom still helps him when he's in a jam -- and who he says taught him how to run an organization. "My high school soccer coach taught me more about how to run a big organization of people, as I look back on it, than anybody ever taught me for the rest of my life," said Tenet. "He really taught me a lot about values, how to conduct yourself, sticking by your guns. He was a really giant figure in my life."

Subject: Honor in Today's Schools
Date: Mon, 28 Jun 1999 10:23:28 -0400
From: jseymour@wavegate.com
To: mail@casciac.org

A member of my sailboat usergroup posted a news item that gave me a good feeling in these bad times in our public schools. The posting was atypical because it concerned not sailboats but a girls' track team in Connecticut. It appears that the E.O. Smith track coach discovered on the bus ride home that the team winning scores at a meet were in error, and the coach immediately took the steps to correct the error even though it was at the expense of his team's loss of the victory trophy.

Now that was the smart thing to do. But I suspect that the coach probably did what he did simply because it was the right thing to do. He apparently didn't take the time to think about how smart it was. By his prompt actions Coach George Guerra brought honor to his team. By association, he also brought honor to E.O. Smith and even to the Connecticut Association of Schools. To a person outside your state looking in, let me say that I think he even brought a bit of honor to the state of Connecticut. But let me definitely say that he brought honor to me, just a guy who lives on the side of a mountain in NW Georgia, a man who values honor.

Yes, a trophy was lost, but look at how much this man won for us all! Although this may be somewhat belated, please convey my thanks to George Guerra. He teaches what all men should teach.

John Seymour

EXPANSION FUNDS FOR UNIFIED SPORTS®

By Ann Malafronte, Director of Unified Sports®

The Connecticut Association of Schools is pleased to announce funding that is available for Priority School Districts to initiate or expand Unified Sports® programs. The State Department of Education has provided CAS with a grant to be disbursed to the thirteen Priority Districts to fund a Unified Sports® Coordinator's position for each. (Hartford, New Haven and Bridgeport already have funded positions through the Special Olympics). Transportation funds will also be available for these districts to send student athletes to regional Unified Sports® events.

Selected school principals within the districts will receive notification of the opportunity to participate in the grant. To qualify, the principal must return the application form to the Connecticut Association of Schools and designate the Unified Sports® Coordinator. This person will then receive training in the duties and responsibilities of the position.

In announcing the grant, George Coleman, Associate Director for Educational Programs and Services for the SDE remarked, "The department believes that such an activity can enhance the potential of children and youths with special needs to maximize their potential and stimulate the general community to be more inclusive of people with disabilities. It is hoped that these funds will supplement local and other funds to enhance opportunities for eligible students to participate in integrated community activities such as those provided by Unified Sports®."

Ann Malafronte, Unified Sports® Director for Connecticut remarked, "There are currently 825 youngsters in 76 Connecticut schools that are active in Unified Sports®. Through this grant, we hope to involve and enhance the lives of at least another 200 - 300 students." Persons interested in obtaining additional information may contact Ann at (203) 250-1111.

Update on NF Authenticating Mark Program...In October of 1998, the NFHS Board of Directors adopted the following statement:

"The NFHS recognizes that circumstances will inevitably come to light that cannot be rectified within the established time frame for implementation of the NFHS Authenticating Mark Program...In the event a properly marked ball or puck is not available for use in a given contest, the NFHS recommends that the contest be played, and that the game officials send a report to the applicable state association for such action, if any, that the state association deems appropriate."

Although not delaying the implementation of the program, the statement will help state associations, manufacturers, dealers and schools phase into the program as smoothly as possible.

Sports Med Update...

By Tony Mosa, Assistant Executive Director

I am pleased to report on the April meeting conducted by the National Federation Sports Medicine Advisory Committee. This committee is charged with the responsibility of providing recommendations to member state organizations on health and safety issues in interscholastic athletics.

The committee is presently in the process of collecting appropriate sports information and other data for the purpose of generating a "Sports medicine Handbook" for high schools. The handbook will include information on a wide range of current sports medicine issues, including:

- The purpose of pre-participatory physicals, forms used with evaluation frequencies, and personnel performing the physicals.
- Environmental issues; policies and recommendations regarding heat related issues such as heat stroke, dehydration, the effect of humidity on athletes, hypothermia, and wind chill.

continued on next page

HIGHLIGHTS—CIAC BOARD OF CONTROL MEETING

May 20, 1999

- The board approved the proposed budget which included a \$100 dues increase for high schools and no major adjustments in sports accounts.
- A member school was fined \$300 for violation of the Three-Season Rule.
- A member school was fined \$300 for use of an ineligible baseball player. The probation placed on its baseball team last year was extended to the 1999-2000 year.
- A member school was assessed a \$100 fine and its wrestling program was placed on a one year probation (1999-2000), for a violation of the CIAC out-of-season regulation.
- The Board took no action on a request from the football committee to change the conditioning practice to permit "the fourth and fifth days of football conditioning week in helmets and shoulder pads."
- The Board reaffirmed its position in not permitting member schools to participate in national championship contests, including the football championships attempting to be sponsored by Fox Network.
- A proposal which would require sport committees requests for changes which require CIAC action, to be presented a minimum of 60 days prior to the start of the official sport season was discussed with no formal action taken.

Sports Med, *continued*

- Procedures for terminating contests due to lighting.
- Concussions; Standards used for proper evaluation, treatment, and return to play policies.
- Supplements; the most recent research on performance enhancing drugs, including creatine, androstenedione, growth hormones, and anabolic steroids.
- Skin disorders; prevention of contamination, medical return to participation forms, types of conditions, herpes, staph and fungal infections, and other skin lesions.
- Weight control and eating disorders; signs and symptoms of eating disorders, evaluation of body composition, weigh-in policies for wrestlers, and athlete profiles exhibiting disorders.
- Emergency planning; medical coverage and pre-planning policies for athletic events, availability of communication equipment, on-site personnel responsibility, parental consent to treat athletes, and catastrophic insurance coverage.
- Mouth guards for practice and games, and enforcement for specified sports.
- Helmets; information regarding the use of helmets in soccer, field hockey, pole vault, ice hockey and lacrosse, and procedures for proper removal of helmets during injury.
- Coaches training, policies and recommendations by various agencies regarding coaching requirements.

The Handbook is projected to be in publication by the school year 2000-2001. All state associations will be encouraged to submit to the Sports Medicine Committee documents and other relevant information on the listed topics. All materials will be evaluated by the Committee for inclusion into the final manuscript. Tony Mosa is the Section I representative to the NF Sports Medicine Advisory Committee.

Building Bridges

By Ann Malafronte

The Connecticut Association of Schools has formed a partnership with the five other New England states to build a network among and throughout our member states to recruit, train, employ and mentor female basketball officials. This project was recently awarded a grant of \$50,000 from the New England Women's Fund (NewFund).

Each New England state will send women basketball officials to a regional training session to become trainers of new officials. These trainers will then work with their respective state associations to partner with local officiating boards and colleges to train and rate new officials. New officials will be assigned a mentor to assist them in their development.

The grant is for one year but the state associations are each forming a project management team who will serve for a minimum of three calendar years in order to insure the continuation and expansion of the efforts. We hope to expand this training protocol to encompass other girls' sports in future years.

A Letter To My Parents...

Dear Mom and Dad:

Thank you for spending so much of your time, love and money in your efforts to make a caring, responsible adult out of me. I really appreciate that. You have taught me so many things -- love, responsibility, kindness, respect for others' opinions, beliefs, property and feelings. You have taught me the value of good manners. And all through this you have been excellent role models -- almost.

Why don't the rules seem to apply when you come to watch me play sports? The same people who taught me all these wonderful things yell at the team for making mistakes, and worse yet, yell out the names or the numbers of the people who made them. They scream at the refs, pound on the bench, shriek at the coach, and crush me with remarks like, "Get your head in the game!"

My head is in the game folks. I want to win more than you want me to. I want you to be proud of me and I want to be proud of you. Why can't you encourage me with remarks like, "That's okay! Good try! You'll get 'em next time!"

Better yet, why don't you sit quietly and clap and cheer when the team does something right? Why do you feel you must cup your hands and screech out orders so loudly that we can't even hear what the coach has to say? Even when you yell praises, you bark them out so loudly it's embarrassing. Do you realize that the other parents don't even want to sit near you? You are not only an embarrassment to me, but to our team, our school and our fans.

Please remember, you are part of a cheering section -- not a jeering section.

Love always,

Your Child

(Reprinted from the WIAA Bulletin, September 3, 1999)

FIELD HOCKEY ALERT

It has been brought to the attention of the National Federation field hockey rules committee that changes in the rules to accommodate penalty corners called as time expired for a game conflicts with an old rule. The rules committee has been polled, and all but one of the committee believes it would be best to resolve the conflict prior to next year's rules book.

In writing up the new rule, the rules committee referred to the FIH rules book. Until someone began conducting rules clinics, the conflict was not discovered. The main reason there is a conflict is that FIH rules require that the ball be controlled OUTSIDE the circle on a penalty corner before it can be played back into the circle for a shot on goal. The NFHS rule has always allowed the ball to be controlled outside OR inside the circle before the shot on goal.

Rule 10-1-6 refers to the ball having "left the circle" whereas 10-1-9 refers to the ball traveling 5 yards from the circle; therefore Rule 10-1-6 should read,

"No shot on goal shall be made by an attacker from the penalty corner hit or from a deflection by a teammate unless the ball is first controlled, deflected off a defender's stick/person, has traveled 5 yards from the circle or has ceased to move on its own."

Rule 10-1-8e should be changed to read:

"The ball is played out of the circle over the end line by an attacker or unintentionally by a defender after the initial hit from the end line."

Everyone should be reminded that on a penalty corner, the ball may be controlled inside or outside the circle before the shot is taken. If the ball is controlled inside the circle, the penalty corner will be considered ended if the ball is then played outside the circle.

caad news

From the President's Desk...

"As the new school year begins and the fields and gyms fill with young people, CAAD is renewing its commitment to supporting athletic directors by providing quality athletic programs. The leadership training courses (LTC) will be offered in the fall and spring. This year we have added the citizenship course, an interactive program that provides the necessary tools to implement a citizenship initiative within your own school and community. CAAD will reteach Modular I of the coaching competencies for those athletic administrators who missed last year's state conference. Modular II will be presented at our March conference.

This year's primary focus will be on the development of standards for a quality athletic program. With the assistance of our accomplished retired athletic directors, the CAAD Executive Board will review current models and standards for athletic programs along with state materials, such as The Connecticut's Common Core of Learning and The Connecticut Common Core of Teaching. Our ultimate goal is the development of athletic standards with an evaluation instrument to be administered by trained staff to any member schools interested in examining their current athletic programs.

Last year CAAD was contacted on numerous occasions by member schools that were in the process of hiring a new athletic director. These schools asked CAAD to elaborate on the actual responsibilities of the athletic director. In order to assist schools in clarifying that role CAAD will survey the state and create a list of descriptors to help administrators clarify the various athletic personnel positions within their schools, i.e. athletic administrators, coaches, athletic trainers, et al. It is CAAD's goal to help schools understand the scope of these positions when hiring new personnel, entering salary negotiations, writing job descriptions, or performing evaluations of staff and programs.

CAAD is an organization that is willing to assist our member schools and should be viewed as a resource to the building administrators and athletic directors. I encourage your athletic director to attend our LTC courses, the National Conference in New Orleans, December 15-19, and the state conference on March 23-24. Join CAAD's efforts in raising the expectations of Connecticut's athletic programs."

Pamela Goodpaster, President, CAAD

CAAD GOALS 1999-2000

- Assist athletic directors in implementing the CAAD developed coaching modules.
- Provide opportunities for members to become certified in the NIAAA Leadership Training Courses.
- Develop a schedule of the specific tasks performed by CAAD's five officers (President, President-elect, Secretary, Treasurer, Past President).
- Continue a close affiliation with other state organizations.
- Encourage women to pursue opportunities in the field of athletics.
- Collect data and report on the various approaches and formulas used in the state for determining salaries for athletic directors and coaches.
- Continue to explore the use of technology within the CAAD organization.

Daniel B. Switchenko, Ph.D., Exercise Physiologist, and Former Head Basketball Coach at Eastern Connecticut State University, will be the guest speaker at the fall CAAD Meeting on October 6 at the Cromwell Holiday Inn. Dan will share his passion for the values of athletics in the academic environment. You won't want to miss this motivational presentation.

NEW ORLEANS TO HOST 1999 CONFERENCE

The NFHS 30th National Conference of High School Directors of Athletics will be held December 15-19 in New Orleans, Louisiana. Most conference functions will be held at the Hilton Hotel Riverside & Towers, with exhibits and some meetings scheduled for the Ernest N. Morial Convention Center, located near the hotel. The conference once again will be the site of the 23rd Annual Meeting of the National Interscholastic Athletic Administrators Association.

The conference registration booklet will be available online in late August, and all current NIAAA members will automatically receive registration materials during the month of September 1999 by US mail.

HIGH SCHOOL CONFERENCE ON WOMEN'S SPORTS CAREERS

Athletic directors are asked to save the date of Wednesday, January 5, 2000, for the 3rd annual CIAC Women's Sports Conference. Fairfield University is the proud host this year. Amy Love, editor of Real Sports, and Donna Lopiano, Executive Director of the Women's Sports Foundation, head the list of top name speakers to inspire our young high school women.

Athletic directors will be sent registration materials in late October which will allow them to invite three to four individuals from their school to participate. Panels will include topics such as sports medicine, coaching and officiating, sports agents, journalism, sports law, administration, professional athletes and sports marketing. We are encouraging schools to bring junior or sophomore students to this event.

For additional information, please contact Ann Malafronte at (203) 250-1111.

Visit CAAD
on-line at:
www.caadinc.org

Testifying 101

How to act as a witness was never an undergraduate course for athletic administrators. Today's litigious climate requires the dissemination of a few points -- just in case. My hope is that you will never need this information.

1. Always tell the truth.
2. Listen and follow the directions of your school's attorney. You know sports -- the attorney knows law. The attorney is your coach. One question you should ask is what materials, if any, you should bring with you to the deposition or trials.
3. Look and speak like the professional you are.
4. Be polite; never lose your temper.
5. Listen to the question, and answer it only after thinking about it.
6. Complete your answer. Take your time.
7. Speak clearly and directly.
8. Do not guess. It is normal not to remember and to say so.
9. If you do not understand the question, ask to have it repeated.
10. If you make a mistake, correct it. You are human.
11. Understand that you are part of a "legal game." The bottom line is winning and money. Realizing this will help you avoid losing your temper and purpose. One attorney wants to make you look like a professional while the opposing attorney wants to discredit you.
12. If you are asked to look at or read something, take your time and study it before giving an answer.
13. Having to testify is not fun, but it is a duty. Understand that and meet it as a professional.
14. Always tell the truth (I know, I said it before).

INJURY AFTERMATH, By Richard P. Borkowski, EdD, CAA, Sports Safety Consultant

*(Reprinted from Athletic Management
Aug/Sept 1999)*

After an athlete is injured, there are steps you should take to help the athlete -- and steps you should take to avoid a lawsuit.

For the past several years, this column has dealt with ways to lower the chances of injuries to players (and lawsuits to administrators and coaches). This one is about what to do after an injury occurs.

This article is not about the medical issues that arise when a player goes down. It is about what a coach should do to lower the chance of future litigation.

Years back, one of my coaches did everything that a caring adult should do for an injured player, except for one thing: In trying to comfort the athlete, the coach said that a certain piece of equipment caused the injury; but it wasn't true. The equipment actually performed properly and decreased the seriousness of the injury.

The next day, the athlete's parents called to complain and hint at possible litigation. Fortunately, the athlete knew better and it ended there.

Immediate Care

Here is a thorough list of all that should be done when an injury occurs:

1. Implement your emergency plan. Have one

and know it!

2. Stop, think, and help the player. The injured athlete takes priority over everything.

3. Maintain control of the situation. Ask someone to keep non-related people from the area.

4. Keep the player still, comfortable, and reassured. Give immediate first-aid care. Be courteous and caring in your efforts to help the injured athlete.

5. Do not offer any information, whatsoever, to others.

6. Send a reliable person to get the athletic trainer or other higher level of medical care. Make sure the person(s) you are sending for help knows where to find help.

7. If you do not have a cellular phone and need to call for emergency help, send two people rather than one. That way, one can remain at the phone, while the other reports to the scene and/or directs the emergency vehicle. Be sure your messenger(s): knows the location of a phone; has change if a pay phone must be used; knows the number to call; knows the location and the name of the school/stadium; can clearly state the problem; can give directions on how to get to the specific site; stays on the line to answer all questions.

Keeping Records

After the injured player's immediate

needs have been taken care of, there is more that should be done. Here's the rundown:

1. Record your observations and all information as soon as possible. Do not rely on your memory at a later date. The following information should be included:

- * A description of the accident.
- * The first-aid measures that were taken.
- * The date, time, and place of the accident.
- * Name of the injured player.
- * Names of other players involved.
- * Names, addresses, and phone numbers of witnesses, and their comments.
- * A diagram and/or photo of the area.

2. Maintain general records, such as your practice plan and information about the injured player (e.g., his or her experience, attendance, permission to play, and physical exam form).

3. Make a list of all the things you and the school do to promote sport safety. You'll be surprised how good you are. Some examples include conditioning, instruction, drills, equipment, playing by appropriate rules, the athletic training room, and your own training.

4. Report all information to your supervisor.
5. Make sure all information is sent to your insurance company.

6. Complete an accident report. Be as accurate as possible. Give only the facts. Collect and store all related equipment.