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- National Federation of State High School Associations
  - National Association of Secondary School Principals
  - National Middle School Association
  - National Association of Elementary School Principals



MARCH 2010

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CAS partners with BullyingStinks™ - pg 7

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CIAC Adopts New Policy Regarding Coach Conduct - pg 11

## HIGH SCHOOL BANDS: GET READY TO ROCK

### CAS BandJam 2010

Attention all high school students who have a garage band or student run band of any musical style. This may be the opportunity you have been looking for to be discovered and launch your musical career. The Connecticut Association of Schools is sponsoring the ultimate statewide battle of the bands... BandJam 2010.

Bands from around the state will compete in front of highly qualified judges at two separate locations on Friday, May 21 to receive awards, gifts, professional recording studio time and a gig on the main stage at the International Festival of Arts and Ideas in New Haven. This event will be held at two locations. BandJam West will be held at Darien High School and BandJam East will be held at Norwich Free Academy.

The deadline for the submission of registration materials is Friday, April 9, The BandJam playoffs begin on May 21 and all information can be found at [www.casciac.org](http://www.casciac.org) under the Student Activities section or from a music teacher or administrator in your school.

## CAS NAMES 2010 PRINCIPALS OF THE YEAR



**Dr. Stacey Gross**  
Middle School Principal of the Year



**Timothy Sullivan, Jr.**  
High School Principal of the Year

The Connecticut Association of Schools (CAS) is pleased to announce the selection of the *2010 Principals of the Year*! The winners were chosen by the CAS Awards and Recognition Committee, a selection committee consisting of active and retired principals and assistant principals. Congratulations to Middle School Principal of the Year Dr. Stacey Gross, principal of Western Middle School in Greenwich; and High School Principal of the Year Timothy Sullivan, principal of Greater Hartford Classical Magnet School, Hartford.

The 2010 National Distinguished Principal, which is the equivalent of the elementary principal of the year, will be named in April.

### Stacey Gross

Dr. Stacey Gross, principal of Western Middle School (WMS) in Greenwich, has been named the 2010 CAS Middle School Principal of the Year. She was nominated by her assistant principals, Albert Sackey and Jarret Pepe, and selected by her fellow administrators through a statewide search process conducted by the Connecticut Association of Schools. A model of collaborative leadership, Gross has cultivated a collegial learning community which exemplifies the precepts of an effective middle school and celebrates the unique needs of young adolescent learners.

"I am truly honored to receive this award. I am also so grateful to those who have supported me," said Gross upon learning of her selection. "Although this is an individual award, you cannot earn it individually. One can only achieve success in schools through the commitment of the faculty, students, and parents who embrace your educational vision and bring it to life each and every day in the classrooms."

*continued on page 9*

### Timothy Sullivan, Jr.

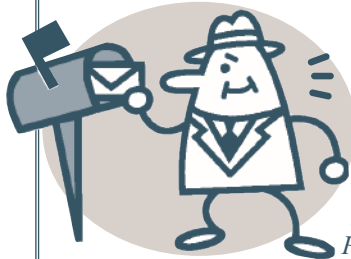
Timothy Sullivan, principal of the Greater Hartford Classical Magnet School (GHCMS) in Hartford, has been named the 2010 CAS High School Principal of the Year. Nominated for the award by Athletic Director Catherine Bernoski, Sullivan was selected for his strong academic leadership skills and his single-minded commitment to high levels of student learning. Says Superintendent of Schools Dr. Steven Adamowski, "Mr. Sullivan has led the creation of an intellectually stimulating environment through an intensive liberal arts curriculum that has been effective in helping all students achieve their full potential."

Upon learning of his award, Sullivan remarked, "Every principal in the state is worthy of this award. As a group we are being asked to multi-task and work like never before. I am humbled by my selection from amongst such a dedicated group of colleagues; and I thank my staff and family for their unwavering support."

*continued on page 6*

# LEGAL MAILBAG

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



**Editor's Note:** *Legal Mailbag is a regular feature in the CAS BULLETIN. We invite readers to submit short, law-related questions of practical concern to school administrators. Each month we will select questions and publish answers. While these answers cannot be considered formal legal advice, they may be of help to you and your colleagues. We may edit your questions, and we will not identify the authors. Please submit your questions to: <legalmailbag@casciac.org>*

**Q. DEAR MAILBAG:** Some of the teachers in the middle school have started posting test grades in their rooms. They tell me that it encourages healthy competition. They don't post the students' names, of course, but rather they have assigned each of the students a code number for his/her reference. Of course, you can't please everyone, and now I have a couple of parents complaining that such postings hurt the students' self-esteem. I understand that they are entitled to their opinion. But one of them is a lawyer (of all things!), and she claims that posting the test results in this way is illegal because the teachers are violating FERPA. I pointed out that we use code numbers, not names, but she is pushing hard. She is wrong, isn't she?

- Pushing Back

**A. DEAR PUSHING:** I must defer to you on this because you know more about the development of middle school children than I do. However, I must express a concern about this practice. The Family Educational Rights and Privacy Act (FERPA) requires that school officials keep personally-identifiable student information confidential. But it is not enough simply not to use names. If we used initials here, for example, it would be clear that students could still be identified. Code numbers are a different story, of course, but an issue remains. Coded systems are only as good as the security of the system. Here, the questions are whether students have been admonished to keep their code number confidential, and whether it is realistic to rely upon middle school children to do so. If you can answer both questions yes, the system in place passes muster under FERPA.

**Q. DEAR MAILBAG:** In our school district, football is king. During the season, we have big crowds at the games, and the parents (some of whom are football alums) take an unhealthy interest in our football team. They are always having fundraisers and offering us money for the program. When I expressed concern about this, they told me that I should just relax and enjoy the generosity of the football supporters. Is it really OK to fly the football team to Florida over spring break for some R and R?

- No Jock Here

**A. DEAR HERE:** Your concern is well-founded. Under Title IX, school districts are required to provide equal educational opportunities for boys and girls. Football is inherently more expensive than other sports, and unequal expenditures for football may be unavoidable. However, special luxuries for boys teams, such as the proposed trip, raise serious questions about gender equity. Significantly, the source of the funds is not important. Donations of funds or provision of in-kind services through booster clubs will be imputed to the school district, and they will be considered a district "expenditure." When such contributions create disparate opportunities for boys and girls, Title IX problems are created.

**Q. DEAR MAILBAG:** As the year winds down, many of our seniors have reached eighteen, and they are rather full of themselves. They will come down to the office and sign themselves out early, and the secretaries don't know what to do. When they ask these "young adults" where they are going, they imperiously tell the secretaries that it is "personal business." Indeed, some students do so in twos and threes and leave school grounds together, and we are concerned that they are just cutting school. But they are adults now, and we feel stuck. After all, if a parent wants to sign a student out of school, who are we to say no? Doesn't the same hold true of these "adults"?

- Reluctantly Respectful

**A. DEAR RESPECTFUL:** These students may be adults, but you have a school to run. I do not suggest that you physically restrain them if they try to leave (what with the state reporting and all), but you can hold them accountable. A basic rule is that students must attend school unless they have a valid excuse. We typically defer to parents in this regard, but we are not required to. Similarly, we need not tolerate students cutting class. You have every right to consider excuses they offer for leaving, if any, and to decide whether the absence is excused or unexcused.

## ct news & notes

■ Connecticut is one of eight states that will be introducing a program next year allowing 10th graders who pass a battery of tests to get a diploma two years early and immediately enroll in community college. Students who pass but aspire to attend a selective college may continue with college preparatory courses in their junior and senior years, organizers of the new effort said. Students who fail the 10th-grade tests, known as board exams, can try again at the end of their 11th and 12th grades. The tests would cover not only English and math but also subjects like science and history. The new system of high school coursework with the accompanying board examinations is modeled largely on systems in high-performing nations including Denmark, England, Finland, France and Singapore. The program is being organized by the National Center on Education and the Economy, and its goals include insuring that students have mastered a set of basic requirements and reducing the numbers of high school graduates who need remedial courses when they enroll in college. The Bill and Melinda Gates Foundation has provided a \$1.5 million planning grant to help the national center work with states and districts to get the program running. The start-up costs for school districts are estimated to be about \$500 a student, to buy courses and tests and to train teachers. To defray those costs, the eight states intend to apply for some of the \$350 million in federal stimulus money designated for improving public school testing. High school students will begin the new coursework in the fall of 2011 in Connecticut, Kentucky, Maine, New Hampshire, New Mexico, Pennsylvania, Rhode Island and Vermont. The education commissioners of those states have pledged to sign up 10 to 20 schools each for the pilot project, and have begun to reach out to district superintendents.

■ The Connecticut Department of Public Health (DPH) is sponsoring a contest for 13-24 year olds across the state to create their own television commercial aimed at preventing their peers from using tobacco. The contest is part of a new, statewide tobacco prevention campaign called "Tobacco. It's a Waste." Through the program, public health officials hope to appeal to today's technology-savvy young people and harness the power of peer influence to

## ... more ct news &amp; notes

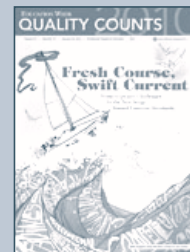
prevent youth and young adults from smoking or chewing tobacco. The contest encourages youth and young adults to develop 25-second videos that demonstrate what a waste tobacco is – a waste of money, time, health and life. The winning spots will air as television commercials in Connecticut over the next one to two years as part of the state's tobacco prevention efforts. In addition to seeing their TV commercials on air, contest winners will also receive prizes including a Blu Ray DVD player and the chance to win the grand prize of tickets and a private meet and greet to this season's American Idol concert. Contest entries are being accepted online at [www.ItsaWaste.org](http://www.ItsaWaste.org) from through April 2, 2010 in the following categories: ages 13 -14; ages 15-17; ages 18-24; Spanish language: ages 13-17; and Spanish language: ages 18-24. The contest is open to all Connecticut residents 13-24 years old with contestants encouraged to submit more than one video.



■ Congratulations to Oliver Pepper of Torrington and Demery Ormrod of Orange who were selected as Connecticut's winners of the 2010 Prudential Spirit of the Community Awards, a nationwide program honoring young people for outstanding acts of volunteerism. The national awards program is sponsored by Prudential Financial and the National Association of Secondary School Principals. Oliver, aged 17 and a senior at Oliver Wolcott Technical High School, has raised nearly \$250,000 over the past decade to help find a cure for cystic fibrosis, and has recruited more than 600 walkers to participate in the Cystic Fibrosis Foundation's annual walkathon. Demery, an eighth-grader at Amity Middle School, has raised more than \$20,000 with a number of fund-raising efforts to provide cleft palate and lip surgeries for 86 children through the charitable organization, Smile Train. Four finalists from Connecticut were also named. For more information on the Prudential Spirit of Community Awards state honorees and distinguished finalists, visit <http://spirit.prudential.com>.

## QUALITY COUNTS 2010

Education Week has released *Quality Counts 2010*, the fourteenth annual report card on public education in the 50 states. In this year's report, states were awarded overall letter grades based on their ratings across six areas of performance and policy: chance-for-success; K-12 achievement; standards, assessments, and accountability; transitions and alignment; the teaching profession; and school finance. Connecticut ranked fourth in the nation and seventh in the nation on the "chance for success" and "school finance" indices, respectively. Connecticut's 2010 report card appears below. Overall, the nation received a C; Maryland ranked highest with a B-plus, followed by New York and Massachusetts, both of which merited a B.



	CT - 2010	CT - 2009	Nation - 2010
<b>Overall:</b>	<b>C (76.4)</b>	<b>C+ (77)</b>	<b>C (75.9)</b>
Chance for success	A- (89.8)	A- (90.7)	C+ (78)
K-12 achievement	D (66.2) (2008)	D (66.2) (2008)	D+ (69.4) (2008)
Standards, assessments, and accountability	C+ (77.4)	C (76.4)	B (84.2)
Transitions and alignment	C- (71.4) (2009)	C- (71.4)	C (75.2)
The teaching profession	D+ (66.9)	C- (70.2)	C (73.3)
School finance	B+ (86.5)	B+ (87.4)	C (75.5)

\* A state's overall grade is the average of the scores for the six graded categories.

## 5th Annual Connecticut Data Conference

*Stories of Success - Closing the Achievement Gap*

*Day 1 - April 28 - District/System Perspective*

*Day 2 - April 29 - School/Instructional Perspective*



*Holiday Inn, Waterbury*

*Keynote Speakers:*

*Day 1 - Doug Reeves - Founder, The Leadership & Learning Center*

*Day 2 - Kati Haycock - President, The Education Trust*

**Sponsored by the Connecticut Association of Schools, CT RESC Alliance/SERC and the Connecticut State Department of Education.**

**Register online at <http://registereastconn.org/ds>**

**Registration questions, please contact the EASTCONN Conference Office at (860)455-1561.**

## national news & notes

■ A recent study by the American Association of School Administrators (AASA) found that, as the recession persists, schools are increasingly responding to budget shortfalls by removing programs, laying off personnel, and instituting other emergency cost-cutting measures that have detrimental effects on student achievement. The AASA study, based on a survey of 836 school administrators, found that the proportion of surveyed schools with larger class sizes rose from 13% in the 2008-09 school year to 44% in the 2009-10 school year. The percentage of surveyed schools that had to lay off personnel increased from 11% in 2008-09 to 44% in 2009-10. The rate of schools cutting academic programs (such as intervention programs and week-end classes) increased from 7% in 2008-09 to 22% in 2009-10. The proportion of schools no longer offering electives rose from 7% in 2008-09 to 27% in 2009-10. The AASA study also revealed that schools are withdrawing extra-curricular activities, with 10% of surveyed schools eliminating extra-curricular activities in 2008-09 and 28% of schools doing so in 2009-10. Technology purchases have also been frozen at a greater rate: 16% of surveyed schools held off on technology purchases in 2008-09 while 32% did so in 2009-10. Whereas 19% of surveyed schools reported reducing instructional materials in 2008-09, 24% reported doing so in 2009-10. (Source: American Association of School Administrators. *Looking Back. Looking Forward: How the Economic Downturn Continues to Impact School Districts*)

■ The National Association of Secondary School Principals is seeking nominations for MetLife Foundation-NASSP Breakthrough Schools grants. This program identifies, recognizes, and showcases middle level and high schools that serve large numbers of students living in poverty and are high achieving or dramatically improving student achievement. NASSP invites middle level and high schools, including K-8 and K-12 schools, that serve economically disadvantaged students to apply for this award. Schools must have 40% or more students eligible for free and reduced-price meals. Nominations must be submitted by May 15, 2010. The nomination form and selection criteria are available at the Breakthrough Schools website at [www.principals.org/breakthrough](http://www.principals.org/breakthrough).

■ Earlier this month, the U.S. Department of Education announced that 15 states and the District of Columbia would advance as finalists for first round funding in the *Race to the Top* competition. *Race to the Top* is the department's \$4.35 billion effort to dramatically re-

shape America's educational system to better engage and prepare students for success in a competitive 21st century economy and workplace. The phase 1 finalists are: Colorado, Delaware, District of Columbia, Florida, Georgia, Illinois, Kentucky, Louisiana, Massachusetts, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina and Tennessee. Applications for phase 2 will be due on June 1 of this year.

■ At a time when the number of students taking Advanced Placement (AP) courses has reached a record high, the percentage that fail the exams, particularly in the South, has also jumped. According to a USA TODAY analysis, more than 41.5 percent of students earned a failing score of 1 or 2, up from 36.5% in 1999. In the South, a census-defined region that spans Texas to Delaware, nearly half of all tests -- 48.4 percent -- earned a 1 or 2, up 7 percentage points from a decade earlier and a significant difference from the rest of the country. These findings raise questions about whether schools are pushing millions of students into AP courses without adequate preparation, and whether schools are training teachers to deliver the high-level material.

■ According to a massive new survey underwritten by the Bill & Melinda Gates Foundation and Scholastic, Inc., American teachers are more interested in school reform and student achievement than their paychecks. The national poll, the largest of teachers ever completed, includes the opinions of teachers in every grade, in every state, and across every demographic, and was conducted to keep teachers' voices in the debate over education reform. Most teachers surveyed said they feel students in their states are doing okay in school, but believe fewer than 75% will graduate from high school ready to succeed in college and work. More value non-monetary rewards like collaboration time with other teachers and a supportive school leadership over higher salaries. Only 28% felt performance pay would have a strong impact, with 30% feeling it would have no impact at all. A majority of teachers said they would like to see tougher academic standards common to every state, despite the extra work these could create for them. Teachers are not opposed to standardized tests, despite union lobbying against them in states like Washington. But instead of yearly tests, teachers would prefer formative, ongoing assessments to help them understand how much their students are learning over time. To view the full survey, visit [www.scholastic.com/primarysources/pdfs/100646\\_ScholasticGates.pdf](http://www.scholastic.com/primarysources/pdfs/100646_ScholasticGates.pdf). (Source: *PEN Weekly NewsBlast*, March 5, 2010)

■ A new report from Public Agenda, financed by the Bill & Melinda Gates Foundation, suggests that high school counselors may be a "weak link in the chain needed to get more students into college," according to Inside Higher Ed. The findings are based on a national survey of 614 individuals aged 22 through 30 who had attended college (although not necessarily for long or long enough to earn a degree). Among the findings were that 48% had felt like "just another face in the crowd" in dealing with their guidance counselors; 67% said they would rank their counselors as fair or poor in helping them find an appropriate college; and 62% said that they would rank their counselors as fair or poor in helping them find ways to pay for college. While the report concedes that tight budgets have resulted in student-to-counselor ratios well beyond those recommended by experts, it also stresses its findings don't merely point to hurt feelings from those who didn't connect with their counselors. Rather, there appears to be a correlation between the degree to which students have a good counseling relationship and whether they make decisions that land them at the right institutions and with a plan to pay for college.

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### THE BULLETIN

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# ***SAVE THE DATE***

## **6<sup>th</sup> Annual Summer Leadership Institute**

**(formerly the Principals' Summer Institute)**

**June 29-30, 2010**  
at the  
**Heritage Hotel, Southbury, CT**

**Transforming Schools: Building Capacity**

**Key Note Speaker: Phil Schlechy**

Sponsored by the  
**Connecticut Association of Schools,**  
with support from the  
**Connecticut State Department of Education,  
Connecticut Association of Supervision & Curriculum Development  
and the  
State Education Resource Center**

### **NEASC RELEASES ECONOMIC IMPACT REPORT**

The New England Association of Schools and Colleges has just released its *2009 NEASC Economic Impact Report*. This report, generated annually since 2005, demonstrates the remarkable impact that schools, colleges and universities have on the regional economy. The latest study, conducted in 2009 and based on financial data from Academic Year (AY) 2006-07 (the latest year for which comprehensive school financial records were available), found that NEASC-accredited schools (K-12), colleges, and universities across the six states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont had a collective economic impact of \$135,209,540,664. The economic impact of these institutions was not only greater than that of most large and for-profit corporations based in the region but, as a cluster, they generated more employment and economic stability than most other industries in the region. The report breaks down the economic impact by state, providing the following statistics about Connecticut:

- As of AY 2006-07, there were 425 NEASC-accredited schools, colleges, and universities in Connecticut, including 179 public and 187 private elementary, middle and secondary schools, 20 technical and career schools, and 39 higher education institutions. Altogether, these educational institutions had an economic impact of \$33,312,315,771.
- The statewide economic impact of NEASC-accredited elementary, middle, and secondary schools (public and private), including technical and career schools, was an estimated \$4,955,537,354 in FY07.
- NEASC-accredited elementary, middle, and secondary schools in Connecticut enrolled 241,662 students in AY 2006-07, including

176,856 students at public schools, 53,294 students at private schools, and 11,512 students at technical and career schools. NEASC-accredited higher education institutions enrolled 170,873 students in AY 2006-07.

- The revenue of NEASC-accredited public elementary, middle, and secondary schools was estimated at \$2,731,524,368 in FY07—greater than the revenues of some of the highest revenue-grossing companies based in the state, such as Silgan Holdings, United Natural Foods, Hubbell, Crane, IMS Health, and Magellan Health Services.
- The economic impact of NEASC-accredited schools, colleges, and universities in Connecticut, totaling over \$33.3 billion in FY07, was greater than the amount of money expended by the State of Connecticut that year (\$22.8 billion).
- In AY 2006-07, NEASC-accredited public elementary, middle, and secondary schools statewide expended an estimated:
  - \$461,313,232 on school operation;
  - \$207,852,429 on capital outlay;
  - \$1,486,600,256 on staff salaries
  - \$533,081,440 on staff benefits;
  - \$125,076,352 on student transportation; and
  - \$64,798,592 on food services.
- Public elementary, middle, and secondary schools in Connecticut (both accredited and non-accredited) employed 39,115 teachers, 13,374 instructional aides, 1,380 guidance counselors, 794 librarians, 3,550 administrators, and 4,773 administrative support staff in AY 2006-07.

### Sullivan, continued from page 1

A 21-year educator, Sullivan has served the Hartford public schools and the greater Hartford community for his entire professional career. After earning both his undergraduate and graduate degrees at Wesleyan University, Sullivan began his career in education in 1989 as a teacher at Weaver High School. In 2001, he was appointed assistant principal of Bulkeley High School where he served for three years before assuming his current position as principal of GHCMS.

Upon his arrival at GHCMS in 2004, Sullivan set about building a cohesive school community guided by one unifying purpose: to prepare each and every student to gain acceptance at a competitive four-year college. "Tim is one of those unique individuals who can take his own personal vision and turn it into a sustainable reality," says parent Martin McMahon.

Principal of an urban school where 52% of students receive free or reduced-price lunches, Sullivan has succeeded in boosting the academic achievement of a diverse student body while at the same time enhancing the social and cultural climate of the school. He has been the driving force behind a number of successful initiatives that have served to improve the school and community in which his students learn and live. Architect of an innovative teacher evaluation instrument, Sullivan spends a significant portion of his time in the classroom conducting informal evaluations of his staff and providing them with constructive feedback. This evaluation system, which has expanded to involve staff in monthly peer review cycles, has been a prototype for other schools in the district and has had a measurable impact on teaching and learning at GHCMS.

In his sixth year as principal of GHCMS, Sullivan is known for his purposeful leadership and uncompromising dedication to his students and school community. He is viewed by his staff as a gifted administrator who is able to balance a strong professional focus with a warm personality. Says School Counselor Susannah McGlamery, "While Tim is intelligent and resourceful beyond measure, he also brings to the table a quick and abundant sense of humor and a down-to-earth nature. He is an open-door principal, one with whom students, teachers and parents feel comfortable talking."

Sullivan's drive for academic excellence and his insistence on both high standards and

imaginative engagement help create a culture of learning that is innovative and supportive and that allows students and staff to fully develop and explore their individual talents. Says McGlamery, "Tim allows his staff and students a great deal of freedom. He encourages individuals to be themselves and nurtures them within the school structure. Staff and students feel free to generate ideas, try new things, and push themselves out of their comfort zone."

Dr. Adamowski attributes Sullivan's successes to his collaborative approach to building leadership, which involves empowering staff, students and parents to be partners in

the decision-making process and working side-by-side with them to develop a vision for improved educational opportunities. Under his leadership, GHCMS created and implemented a school governance system which engages all stakeholders in a united effort to build a high-achieving school. "Sullivan's school governance structure, which includes a parent, staff and student senate, is a model for our district and the nation," says Adamowski.

Sullivan's reform efforts have clearly been successful, as evidenced by his graduating seniors' impressive 83% acceptance rate at four-year colleges.

## CELEBRATE GIRLS BASKETBALL



*Celebrate the 2010 Girls' Basketball Champions  
on Sunday, June 6th at 3 p.m. as the  
Connecticut Sun take on the San Antonio Silver Stars  
in Mohegan Sun Arena.*

**CIAC fans have the opportunity to purchase  
discounted tickets for the game in advance.**

***Tickets that are regularly  
\$21 will be available for \$16.***

**Order your tickets now by calling  
1-877-SUN-TIXX or  
emailing tickets@connecticutsun.com.  
For the discount, reference code  
CIAC10.**

**CONNECTICUTSUN.COM  
1-877-SUN-TIXX**



## CAS PARTNERS WITH BULLYINGSTINKS!™

By Kristine Nathan and Tracy Echikson

"BullyingStinks!™" is a new and innovative fundraising program developed right here in Connecticut. The fundraising products are like none you've seen before...with character-building, positive message that adults appreciate and cute and colorful characters that kids love. "BullyingStinks!™" t-shirts, hats and waterbottles send a message out to the school and community that bullying and meanness won't be tolerated and that we should all be respectful and kind to one another.

CAS and "BullyingStinks!™" recently formed a two-year partnership. CAS has endorsed "BullyingStinks!™" as a fundraiser of choice for its member schools. Through the CAS / "BullyingStinks!™" partnership, a portion of "BullyingStinks!™" fundraising proceeds will be donated back to CAS to develop anti-bullying/character building initiatives that will benefit all member schools.

Why should you consider "BullyingStinks!™" over other fundraisers? Because "BullyingStinks!™" fundraising products are:

- **LASTING:** Unlike other fundraisers which provide "one-time-only-use" products, "BullyingStinks!™" merchandise can be used again and again.
- **MEANINGFUL:** The empowering and positive messages and engaging characters on "BullyingStinks!™" merchandise will benefit your school and community well beyond your fundraising event.
- **GUILT-FREE:** Unlike high-calorie fundraisers, "BullyingStinks!™" products are guilt-free! In addition, they can be enjoyed by both children and adults and make very memorable and unique gifts.
- **KID-FRIENDLY:** Unlike adult-driven fundraising merchandise like wrapping paper and candles, "BullyingStinks!™" products can be enjoyed by even the youngest salesperson. Parents love the messages and kids love the characters!
- **PROFITABLE:** The profit per item sold is typically \$3-\$6 (50-60% margin), on the higher end for fundraising items.
- **PHILANTHROPIC:** A portion of our proceeds will be donated to CAS to support development of anti-bullying/character building programs and efforts.

The co-founders, Kristine Nathan of Glastonbury and Tracy Echikson of Hoboken, NJ are both mothers and sensitive

*continued on page 8*

## CAS PUSHES FOR SCHOOLS TO START ROBOTIC TEAMS *Will Host Workshop for High School Teachers and Principals March 24*

By Susan Glasspiegel, CT FIRST® Regional Director

Only 65 out of the 177 high schools in Connecticut have students who are engaged in FIRST® Robotics, and CAS Assistant Executive Director Dave Maloney would like to mobilize the remaining 112. "FIRST activities answer President Obama's call for programs to improve the participation and performance of America's students in science, technology, engineering, and mathematics (STEM)," says Dave. "I have seen first-hand the positive impact these robotics teams have had on the students-- not just in nurturing their understanding of Science and technology, but also in fostering well-rounded life capabilities like teamwork, sportsmanship, self-confidence, communication, presentation skills, time management, problem-solving, adherence to rules, working under pressure, project management, conflict resolution, leadership and delegation."

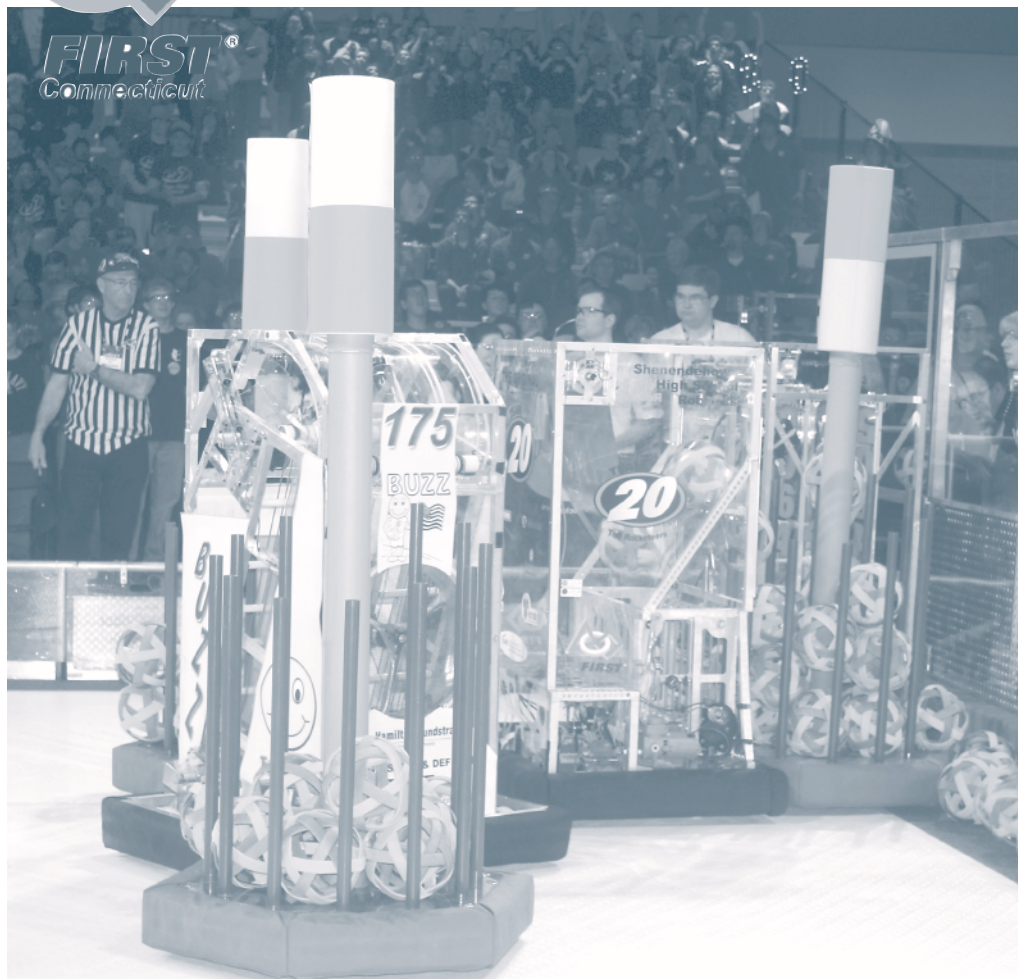
CAS will be hosting a free workshop for teachers and principals to learn more about FIRST®. The workshop will be held at the central office in Cheshire on March 24 from 3:30 to

5:00 p.m. Teams will be demonstrating robots and FIRST® representatives will present information and answer questions about the process of starting robotics teams in your schools. Additionally, John Niski, athletic director of Shelton High School, will be on hand to relate his experiences with the Shelton robotics team. Refreshments will be served and transportation costs will be reimbursed.

To register for the workshop, you can email Dave Maloney at [dmaloney@casciac.org](mailto:dmaloney@casciac.org). If you miss the event, you can still learn about FIRST® by contacting the regional director, Sue Glasspiegel, [sglasspiegel@usfirst.org](mailto:sglasspiegel@usfirst.org).

### Northeast Utilities FIRST Connecticut Regional

April 2-3, 2010 • 9:00 AM • Connecticut Convention Center, Hartford  
*High School student-designed, engineered, machined and programmed automobile-sized robots shoot goals, climb platforms and lift robots on a tennis-court sized soccer-like field.*



The student-designed robot above was one of the entrants in the 2009 regional competition.

## CYBERBULLYING - STRATEGIES FOR EDUCATORS

By Sharon Johnston and Robert C. Spear Ed.D

As we enter 2010, many educators may feel that the greatest threat to their students' safety is something they can't see, touch, or come in contact with. Many of our students are the victims of cyberbullying. This practice comes at a high price and can be an extremely personal violation of individual rights. Cyberbullies thrive on fracturing or even destroying the fragile self-esteem of adolescents.

The definition of cyberbullying is one person targeting another using text messages, email, web sites, social networking sites, instant messaging or any other forms of digital harassment. It can be a hateful message; it can be messages posted on a bashing website where other kids can vote for the ugliest, fattest, most unpopular kid; it can be messages sent from one student to another; or it can be anonymous threats or threatening messages. Cyberbullies log into computers and torment a child by wiping clean a hard drive; they can pretend to be someone the child knows even if they are not; or they can post mean untrue things on line. In short, Cyberbullying is only limited by the imagination of the bully unfortunately an innocent person's reputation can be destroyed.

In a recent teen interview, 81 percent said that they believed that cyberbullies think that cyberbullying is funny. Teens that participate in cyberbullying often don't think that it is a big deal, that everybody does it, or that they won't get caught.

Cyberbullying falls into two categories; direct attacks and cyberbullying by proxy. Direct attacks often take the form of messages sent directly to the victim. Cyberbullying by proxy involves getting others to help cyberbully the victim with or without the accomplice's knowledge. It is not unusual for a cyberbully to steal the online identity of another student they know and to use that identity to harass their victim. When one asks the question why do young people cyberbully each other, often the response is centered on entertainment or boredom. Others do it for laughs or to get a reaction.

Cyberbullies are often motivated by anger, revenge or frustration. Mean girls do it to help bolster or remind people of their own

social standing and others think they are righting wrong and standing up for others.

Education can help considerably in preventing and dealing with the consequences of cyberbullying. The first place to begin an education campaign is with the kids and teens themselves. We need to address ways they can become inadvertent cyberbullies, how to be accountable for their actions and not to stand by and allow bullying to be acceptable. They need to teach them not to ignore the pain of others.

Some workable strategies include, teaching kids to "Take 5!" before responding to something they encounter online is a good place to start. Jokingly suggest that they "Drop the mouse and step away from the computer and no one will get hurt!" Encouraging them to find ways to help with a particular problem appropriately can help. Calming practices including yoga, or deep breathing often helps. Each child can find his/her own way of finding his/her center again. And if he/she does, he/she will often not become a cyberbully, even an inadvertent cyberbully. Teaching and raising awareness of the consequences of their actions is helpful as many forms of hacking or password or identity theft, serious laws are implicated.

Teaching children that silence, when others are being hurt, is not acceptable. If students don't allow the cyberbullies to use them to embarrass or torment others, cyberbullying usually quickly stops. It's a tall task, but a noble goal. And in the end, our children will be safer online and offline. We will have helped create a generation of good cybercitizens, controlling the technology instead of being controlled by it.

### Resources:

- Tolga Aricak, T., Siyahhan, S., Uzunhasanoglu, A., Saribeyoglu, S., Ciplak, S., Yilmaz, N., & Memmedov, C. (2008). Cyberbullying among Turkish Adolescents. *CyberPsychology & Behavior*, 11 (3), 253-261.
- Berson, I. R., Berson, M. J., & Ferron, J. M. (2002). Emerging risks of violence in the digital age: Lessons for educators from an online study of adolescent girls in the United States. *Journal of School Violence*, 1 (2), 51-71.
- Campbell, M. A. (2005). Cyber Bullying: An Old Problem in a New Guise? *Australian Journal*

of Guidance and Computing, 15 (1), 68-76.

- Finn, J. (2004). A survey of online harassment at a university campus. *Journal of Interpersonal Violence*, 19(4), 468-483.
- Juvonen, J. & Gross, E. F. (2008). Extending the School Grounds?-Bullying Experiences in Cyberspace. *Journal of School Health*, 78 (9), 496-505.
- Keith, S. & Martin, M. E. (2005). Cyber-bullying: creating a culture of respect in a cyber world. *Reclaiming Children & Youth*, 13 (4), 224-228.
- Li, Q. (2006). Cyberbullying in schools: A research of gender differences. *School Psychology International*, 27(2), 157-170.
- Li, Q. (2007). New bottle but old wine: A research of cyberbullying in schools. *Computers in Human Behavior*, 23 (4), 1777-1791.
- Shariff, Shaheen. *Cyberbullying Solutions for the School, the Classroom, and Home*. Routledge Taylor & Francis Group.
- Vandebosch, H. & Van Cleemput, K. (2008). *Defining Cyberbullying: A Qualitative Research into the Perceptions of Youngsters*. *CyberPsychology and Behavior*, 11 (4), 499-503.

### Web Sites

- <http://www.cyberbullying.us/resources.php>
- <http://www.mcgruff.org/Advice/cyberbullies.php>
- [http://www.stopcyberbullying.org/how\\_it\\_works/index.html](http://www.stopcyberbullying.org/how_it_works/index.html)
- <http://www.ncpc.org/cyberbullying>
- <http://www.wiredsafety.com/>

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*Sharon Johnston is the Technology Teacher at the Gilmanton School in Gilmanton Iron Works, New Hampshire and is a NELMS Board Member.*

*Robert C. Spear Ed.D. is the Acting Executive Director of the New England League of Middle Schools, Topsfield, Massachusetts.*

**BullyingStinks™, continued from page 7**  
to the needs of children. The idea for the products came from a personal experience in which a close family friend was being bullied at school. Kristine went on-line to try and find a t-shirt that relayed how her young friend was feeling at the time, "Mean People Stink." There was nothing close to being appropriate. This is how "BullyingStinks!™" was born.

If you are interested in having your own "BullyingStinks!™" fundraiser, the time to plan for the fall 2010 season is now! Please contact us at (860) 249-9309 or [info@bullyingstinks.com](mailto:info@bullyingstinks.com). Good luck and remember "Bullying Stinks!"

**Gross, continued from page 1**

Dr. Gross earned her master of science degree, administrative certification and doctor of education from Fordham University (NY). She began serving the Greenwich public schools in 1992 as a special education teacher at Greenwich High School. In 2003, she was promoted to house-master at the high school, a position she held for three years before being appointed principal of WMS.

Upon her arrival at WMS in 2006, Gross worked tirelessly with staff to establish a clear vision for meeting the individual needs of all of her students and she has concerned herself as much with her students' social and emotional welfare as with their academic performance. An intrepid leader, Gross faces the challenges of being principal of a racially and socio-economically diverse middle school with fortitude, enthusiasm, sensitivity, and an insistent belief in the importance of human connections.

During her four years at WMS, Gross has distinguished herself as a reform-minded, progressive and innovative leader. With an ever-present focus on teaching and learning, she has been the driving force behind a number of successful initiatives at WMS. Among her many accomplishments, she is credited with redesigning the school schedule to allow for expanded course offerings and extended learning time for struggling students; coordinating data teams which use assessment data to refine instruction and, ultimately, improve student achievement; establishing an advisory program to provide opportunities for more meaningful connections between students and teachers; and, increasing minority student involvement in extra-curricular activities. She also implemented CLASS (Cooperation, Listen, Ask Questions, Share Responsibility, Serve Community), an initiative which has helped foster a culture of trust and respect at WMS and which has resulted in a 70% decrease in student suspensions within a two-year period.

Gross' personal commitment to continued professional growth sets a powerful example for her staff and has a positive influence on instruction at WMS. She is a wholly unselfish educator who willingly goes out of her way to share her expertise and provide guidance and assistance to her staff and professional colleagues. Despite having transitioned into administration over seven years ago, Gross has never stopped being a teacher. A caring advisor to young leaders, she has mentored six administrative interns during the past seven years. She was recently appointed Lead Principal in the district and, as such, serves as a coach for all new principals during the first three years of their tenure. Notes Assistant Principal Pepe, "I personally have Dr. Stacey Gross to thank for helping me grow into my current role as an assistant principal. She helped me as a teacher, served as my mentor during my educational leadership practicum, and still provides amazing feedback and support during my continuing education."

Gross is a driven and gifted administrator who is always seeking ways to inspire and motivate her teachers and students and who is able to draw from them their best effort. Says Dr. Ellen Flanagan, deputy superintendent, "What is impressive about Dr. Gross' leadership at WMS is that she will not tolerate anything less than continuous improvement. What is even more impressive is that now the staff, parents and students won't either!"

During Gross' tenure, WMS has garnered numerous honors and awards, including the CAS Exemplary School Climate Practices Award and the State Department of Education's Challenge to Educational Citizenship Award.

**CAS ELEMENTARY DIVISION****~ Important Dates ~**

<b>April 9-12</b>	NAESP Convention Houston, TX
<b>April 10</b>	Elementary Unified Sports Day Glastonbury / 10:00 a.m.-12:30 p.m.
<b>April 28-29</b>	5th Annual Data Conference Holiday Inn, Waterbury
<b>April 30</b>	Conference for School Office Personnel Water's Edge Resort, Westbrook
<b>May 1</b>	Elementary Unified Sports Day Conard High School / 10:00 am - 12:30 pm
<b>May 15</b>	Elementary Unified Sports Day, New Haven Field House / 10:00 am - 12:30 pm
<b>May 19</b>	Marine Science Day New Haven, Stamford, Avery Point, Essex
<b>May 22</b>	KiDSMARATHON Celebration Southington High School
<b>June 5</b>	KiDSMARATHON Celebration Norwich Free Academy

**ELEMENTARY AWARDS:**

- Elementary School of the Year Award Application  
DEADLINE: September 11, 2010
- Outstanding First-Year Principal Award Application  
DEADLINE: September 11, 2010
- Elementary School Climate Award Application  
DEADLINE: See website

**For additional award information,  
check the CAS website at [www.casciac.org](http://www.casciac.org)**



A student proudly displays his arts award certificate - article page 10

## CAS RECOGNIZES ITS YOUNG ARTISTS

By Lou Pear, Director of Unified Sports®

On February 1st and 2nd, over 1300 students, teachers, principals and parents formally honored 300 talented art students from 150 elementary schools. These festive evenings included a wide array of art centers where students drew, danced and had their faces painted. They were also treated to a personal caricature portrait and balloon sculptures. Following these art centered activities, representatives from the Connecticut State Department of Education complimented all of the award recipients on their accomplishments. Scott Schuler, Consultant for the Arts, and Harriet Feldlaufer, Deputy Chief for Curriculum and Instruction, emphasized the importance of a well rounded-education and reported that students who excel in the arts usually excel in the academic areas as well.

As a special treat for all in attendance, Blue Jupiter, an a cappella singing group provided an enriching and inspiring performance. Once again students left with a special feeling of success and encouragement to continue to work hard. One student who seemed to be the last to leave was asked how she liked the evening. As she skipped across the bridge at the Aqua Turf with her caricature portrait in one hand and a smile on her face, she said, "Tonight was great; I wish this night would never end."



## ciac news

■ In October 2009, several Connecticut high school schools participated in "Dig Pink" or "Dig for the Cure" events for breast cancer awareness, education and research. In all, Connecticut high schools raised in excess of \$30,000 towards the cause. Darien High School led all high schools in the state raising over \$5,000 towards the national campaign.

■ Separate studies from two economists offer persuasive evidence that team sports can result in lifelong improvements to education, work, and health prospects of women. Title IX of the Education Amendments of 1972 required schools and colleges receiving federal money to furnish the same opportunities for girls as they did for boys. Just six years after its enactment, the percentage of girls playing team sports increased sixfold, from about four percent to 25 percent. In one study, Betsey Stevenson at the Wharton School of the University of Pennsylvania focused on state-by-state trends in girls' sports, "untangling the effects of sports participation from other confounding factors" like school size, climate, and social and personal differences among athletes. She came close to finding a cause-and-effect relationship between high school sports participation and achievement later in life. Robert Kaestner at the University of Illinois at Chicago looked at rates of obesity and physical activity in women who had been in high school in the 1970s as Title IX was taking effect compared with similar women from earlier years. He found the increase in girls' athletic participation caused by Title IX was associated with a seven percent lower risk of obesity 20 to 25 years later, when women were in their late 30s and early 40s. Both reports show that schools have not reached gender parity in terms of sports participation, despite gains. They also have ramifications for impoverished public school systems where comprehensive athletics programs are far less prevalent than in privately funded schools. For more information visit, <http://well.blogs.nytimes.com/2010/02/15/as-girls-become-women-sports-pay-dividends>. (Source: PEN Weekly NewsBlast, February 19, 2010)

## An Idea Worth Sharing:

### HEALTH / PHYS ED PORTFOLIO

The Physical Education Department at Trumbull High School has initiated student portfolios for the 2009-10 second semester. The focus is to assess and improve upon sportsmanship and responsible/safe behavior at THS. Instructors will use these portfolios to analyze, reflect, and make necessary adjustments from year to year. In addition, the P.E. department will work closely with the THS writing specialist on an interdisciplinary writing project related to sportsmanship.

The ideals come from the six pillars of sportsmanship developed by the Josephson Institute. The six pillars of character are trustworthiness, respect, responsibility, fairness, caring, and citizenship. These ideals of character will be used throughout the year in a variety of ways. Some of these capacities are posters, power point presentations, writing assignments, and classroom discussions and will be used to spread the ideals of sportsmanship and character. These ideals are used to improve student awareness and kindness towards other students. Students treating others like they would expect to be treated and placing the feelings and needs of others before their own are some examples of this. Sportsmanship extends past the field of play, into our classrooms and everyday lives. We need to continually teach students about the benefits of sportsmanship and character and how it improves students' lives.

## ... more ciac news

### SPREAD THE WORD TO END THE WORD

By Lou Pear, Director of Unified Sports®

Beginning on March 3, 2010, Unified Sports® Teams are helping to create a more tolerant environment within their schools. Campaigns which will take the form of assemblies, pride day classes and pledge signings will take place throughout the state in our schools. The goal is to encourage students to eliminate the casual usage of the "R" word in schools. Through these school based activities, it is hoped that students will realize the hurt that name calling can cause, especially to our Unified Sports athletes and their partners.

At a recent pride day classroom discussion at Middletown High School, Kelly Griffin and Liz Mancini used the UMASS research for this initiative to develop meaningful discussions among high school students. These two teachers, who coach the Middletown High School Unified Team, developed a user friendly lesson plan and asked students to sign the R-Word pledge. Thirteen hundred students took part in this initiative which was very well received.

If Unified Sports coaches would like a copy of the Middletown lesson plan and UMASS research, please contact Lou Pear at 1-203-250-1111 or [lpear@casciac.org](mailto:lpear@casciac.org). We can also supply your school with posters and wrist bands; together we can make a difference through tolerance and understanding. A special thank you goes out to all of our coaches principals, athletes and partners. Your continued support changes lives everyday.

### ALERT: HECC ANNOUNCES DECERTIFICATION OF ALL WARWICK MASK AND EQUIPMENT INC.'S FACE MASKS AND HELMETS

The Hockey Equipment Certification Council has decertified all face masks and helmets manufactured and sold by Warwick Mask and Equipment Inc. HECC believes that up to 100 face mask/helmet goalie combinations were sold by Warwick placing counterfeit HECC stickers on them and without having submitted the product to HECC certification. Although some helmets were later certified, there is so much confusion in the marketplace about which helmets are truly certified and which are not, that HECC has determined that it must decertify all Warwick equipment.

### CIAC BOARD OF CONTROL IMPOSES SANCTIONS ON COACHES WHO PUBLICLY CRITICIZE GAME OFFICIALS

The CIAC Board of Control, at its February 25th meeting, unanimously passed regulations that sanction a coach who chooses to publicly criticize a game official(s). The board took such action as a result of an increase in the number of incidents where a coach has made negative comments about the game official(s) in a public forum.

The CIAC has worked diligently over the past several years to establish standards of sportsmanship in all schools for players, coaches, spectators and officials among others. Clearly one of the major tenets of the CIAC sportsmanship effort is for everyone to show respect for the game officials and that coaches refrain from criticizing officials in the media or in other public forums. Furthermore, the coaching Code of Ethics clearly states that "public criticism of officials or players is unethical."

Consequently, the CIAC Board of Control has passed the following regulations which goes into effect immediately. Therefore, school officials need to inform their athletic director(s) and coaches of this policy. Member schools are expected to self-report any known or potential violations to the CIAC.

#### Consequences for coaches who criticize game official(s) in a public forum:

Any coach who criticizes a game official(s) in a public forum will be subject to the following:

- First Offense - One game disqualification and the school be fined \$250.
- Second Offense - Two (2) game disqualification and the school be fined \$500.
- Third Offense - Disqualification for the remainder of the season\* and the school be fined \$750.

\* *The coach will be disqualified for a minimum of five (5) games. If the season ends prior to completing the five (5) game disqualification, the remaining days will carry over to the next season.*

Each confirmed incident will be evaluated on a case by case basis by CIAC staff and appropriate action invoked.

Additionally, the school administration will be required to file a report with the CIAC Board of Control delineating the steps the school and athletic administration have taken to address this issue to assure no reoccurrence.

When a coach is disqualified for such actions the following disqualification rules shall apply:

1. The coach will be disqualified from the next contest at the same level of play after notification from CIAC that an infraction has occurred (even if the next contest does not occur until league or CIAC tournament play or next year).
2. Coaches cannot be in attendance at the game(s) for which they are serving their suspension and may not participate in any pre-game warm-up activities at the site.
3. Disqualifications from the last contest of one season carry over to the next season in that sport for coaches.
4. The school's first incident of non-compliance, for reasons other than defiance of the disqualification rules, will result in forfeiture, a \$250 fine and the coach must serve the disqualification penalty; a school's second incident of non-compliance will prohibit the school from entry in the next CIAC tournament for that sport, or from the remainder of the current tournament if the disqualification occurs during a CIAC tournament or during the last regular season contest/day of competition. However, when a school willfully defies this regulation the school and/or coach will be subject to further action by the CIAC Board of Control.

#### Appeals Procedures:

The CIAC will honor appeals of a coach disqualified for criticizing game official(s) in a public forum. Appeals to the CIAC filed by the school administration will be heard by a committee consisting of the following: CIAC chairperson or his/her designee, the CIAC Executive Director or his/her designee, CAAD Executive Director or his/her designee. Appeals will be honored when received in the CIAC office within 48 hours after notification from CIAC of the infraction.

## ... more ciac news

### CONNOLLY SCORES GOAL WITH HELP FROM LAW

By Preetam Dutta, News Editor

*Reprinted from the November 2009 issue of Jonathan Law High School's "The Advocate"*

Some students struggle to play sports due to a lack of knowledge or athletic prowess; however, others find it a challenge for an entirely different set of reasons.

Unified Sports is an organization based on the fundamental principle to allow students with special needs to be able to compete.

A charismatic Law student, freshman Kristin Connolly, previously had difficulties participating in activities such as soccer and basketball. To that end, a group of motivated faculty members and students created an attachment to her wheelchair so she could play as well.

"[I was] excited," Connolly said through a smile.

Mr. Robinson and his robotics class were the ones who physically worked on the first project. It required some trial and error before they were finally able to devise a perfect board that could be used to simulate kicking a soccer ball.

"It's a great opportunity for kids to get involved in helping a student with special needs," Mr. Robinson said.

Physics teacher Mr. Stanton helped make the project a possibility by doing all of the calculations to make sure everything worked properly.

"It's a great endeavor and I'm really proud that Law has taken the initiative," Mr. Stanton said. "The students did a great job and it's nice that she can join in the games now."

The project was primarily completed by the students in Mr. Robinson's robotics class.

"The project may seem simple, but it was a lot more challenging than it looks," senior Paul Mastrianna said. "It worked out great and all of us were really proud when she scored her first goal with it."

For now, Mr. Robinson and Mr. Stanton are now working together on a more complicated endeavor. They are trying to build a "catapult" that can be used to shoot a basketball for Connolly so that she can play Unified Sports basketball this winter.

"I am working on the calculations now," Mr. Stanton said. "It is definitely real life physics at work."



Photo by Pat Daniels

#### Kristin Connolly, Law H.S. Freshman

Students and faculty alike are excited by the progress that has been made thus far and hope to work on many such projects.

"I was really excited when [Mr. Robinson] he mentioned the future project," senior Corey Vienneau said. "I look forward to working on it and hopefully it will be [as] successful as the soccer project."

Robinson hopes that more projects like this catch the attention of Law students. It's a small way for students to shape a "better tomorrow."



### INVESTORS IN CT YOUTH



- ★ Anthem ★
- ★ Baden Sports ★
- ★ Bearingstar™ Insurance ★
- ★ Big Y Supermarkets ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Dick's Sporting Goods ★
- ★ Grynn & Barrett Studios ★
- ★ Horace Mann ★
- ★ IGA / Bozzutos ★
- ★ Jostens ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
- ★ MaxPreps ★
- ★ McDonald's ★
- ★ N.E. Fitness Distributors ★
- ★ PureTech Water ★
- ★ Rawlings ★
- ★ Sodexo ★
- ★ Spalding ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Marine Corp ★
- ★ Wilson Sporting Goods ★