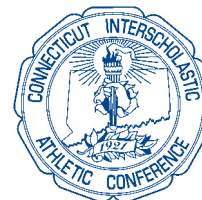


BULLETIN

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. 78 / NO. 8

MAY 2004

ACTOR STEVEN PETRARCA INSPIRES YOUNG ARTISTS

By Robert Carroll, Ed.D., Assistant Executive Director



Dr. Robert Carroll (left) and actor Steven Petrarca at the 9th Annual High School Arts Recognition Banquet

On April 7, 2004, 239 accomplished high school seniors were honored by CAS and Westfield Corporation at the 9th Annual High School Arts Recognition Banquet. This yearly event recognizes two students from each Connecticut high school for achievements in the visual and performing arts. Approximately 1,200 people -- including the honorees, their parents, teachers, principals and superintendents -- attended this gala affair to celebrate the importance of the arts in education. Associate Commissioner of Education Frances Rabinowicz was on hand to present plaques to the state's distinguished artists.

Westfield Corporation, owner of 50 of the largest malls in the world, has been the proud sponsor of this event since its inception in 1996. This year, Westfield presented \$20,000 in scholarships to three outstanding students who will be pursuing a career in the arts. Known as the Bruce Eagleson Memorial Scholarships, the awards were established in honor of Westfield's former regional vice president of management, Bruce Eagleson, who was one of the originators of the annual recognition banquet and who died tragically in the attacks of September 11, 2001.

Westfield was the recipient of CAS' first Community Service Award, selected for its "generosity of spirit, corporate good will, sustained civic involvement, and long-standing contributions to the Connecticut educational community, particularly in the arts." Bill Gioroukos, Executive Vice President for Westfield Corporation, accepted the award on behalf of the company.

The 2004 CAS Celebrity Arts Award went to stage, TV, and screen actor Steven Petrarca, a graduate of Holy Cross High School in Waterbury. This emerging young actor's career is quickly gaining momentum. He most recently starred in the new ABC drama/thriller "Threat Matrix" and can next be seen in Rodrigo Garcia's upcoming film "Fathers and Sons." Petrarca also appeared in such films as "Polish Wedding" with Claire Daines, "Sparkler," playing opposite Jamie Kennedy and Freddie Prinze Jr., and the World War II epic "When Trumpets Fade."

Petrarca served as the keynote speaker for the evening and inspired the honorees to pursue their dreams and aspirations. He shared some personal anecdotes about his experiences in the entertainment business and offered several pieces of advice, some learned first-hand, some borrowed from others. "Your life becomes what you spend your time doing," said Petrarca. "Life is filled with distractions and things that pull us in all different directions.

See "Arts" page 7

FARMINGTON'S MIKE GALLUZZO NAMED CT's 2004 NDP

Congratulations to Michael Galluzzo, principal of East Farms School in Farmington, who was named the 2004 Connecticut National Distinguished Principal! A 30-year veteran educator, Mike has demonstrated a single-minded commitment to high levels of student learning. Says Farmington Assistant Superintendent Dr. Eileen Howley, "Mike is relentless in his pursuit of excellence for all students."



Visitors to East Farms School are greeted with a sign which reads: "Only Kindness is Spoken Here." This message aptly reflects the climate of openness, caring, mutual trust and respect that Mike has fostered there. Highly visible and engaged, Mike is a constant presence in the corridors and classrooms. He is often seen conversing with students in the lunch room, playing cello alongside his students at school concerts, or leading a line-dance at a school fundraiser.

Mike, in his seventeenth year as principal of East Farms, is known for his purposeful leadership and uncompromising dedication to his students and school community. Described as "quietly powerful," Mike is viewed by his staff as a gifted administrator who is able to balance a strong professional focus with a warm personality. He is both a leader and a listener; he supports yet challenges.

Mike has been uniquely successful in raising the academic achievement of his students while at the same time enhancing the social and cultural climate of the school. "His focus is as much on producing well-rounded, responsible citizens as it is on high test scores," says East Farms parent Nancy Carroll.

Dr. Howley attributes Mike's success to his collaborative approach to building leadership, which involves empowering his staff to be partners in the decision-making process and

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CAESP hosts first Marine Science Day

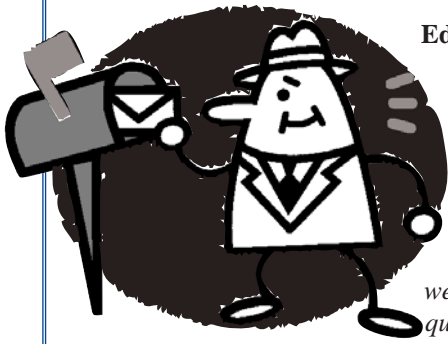
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CIAC hosts first awards banquet for Unified Sports™ participants

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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 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: As the principal of an elementary school, I feel as if I am between a rock and a hard place with students and their parents who push their religious views. The latest is this one kid who ostentatiously reads the Bible during silent reading each day. Every so often, he will clasp his hands in front of himself, crunch his eyes tight and fervently pray, albeit silently. It was creeping his teacher out, but when she told him to knock it off, we got the visit from Mom and her pastor. Things went from bad to worse when I told them that the student's conduct was "weird." Now, they are threatening to sue unless I let the little fanatic pray whenever he wants. *- Apparently Unenlightened*

A. Dear Un: The rule is fairly simple, but applying it can be a challenge. Prayer is personal speech that should be tolerated on the same basis as any other student speech. As with other student speech, however, you have the right to regulate student speech if it disrupts the educational process. Presumably, your teachers limit daydreaming to non-instructional time, and they can impose similar limitations on prayer (except during tests). In other settings, however, you and your teachers have to be careful to treat student religious activities in the same way other private student choices are treated.

Q. Dear Mailbag: Students at our high school are told at the beginning of the year that they will lose credit for a course if they cut five or more times in a semester. One of our lesser lights has already burned up his five cuts, and he will not be able to get credit for the course. Normally, we just move the students into study hall at that point. This one, however, claims to be "intellectually curious" and demands to stay in the class. We suspect that the presence of his girlfriend is the more likely motivation, but now we just don't know

who's right here. We certainly don't want to go through some sort of partial expulsion or something. *- Curious as Well*

A. Dear Curious: You'd think that by now everything would be clear. It's not. Nonetheless, until some court tells us different, the assignment of students is a basic responsibility of school officials. Accordingly, you can continue your practice of reassigning such students to study hall when they cannot earn credit in a course. There is no general right to audit courses. Moreover, without the ability to assign a grade the teacher may have difficulty in controlling your young intellectual.

Q. Dear Mailbag: This due process thing has me a little unsteady. I understand that expulsion hearings are a big deal, and I have heard horror stories about pain-in-the-neck lawyers and their procedural objections. I thought, however, that suspension continued to be a simple process - tell them what they're accused of, listen to their side of the story and then decide whether to suspend. Yesterday, however, a parent was all over me because I denied her daughter a chance to "confront her accuser" (here, the student who saw her steal the hall passes from the teacher's desk). I admit I'd be uncertain if that were the only evidence, but here the student still had the passes on her. Was the suspension OK? *- Protecting My Sources*

A. Dear Protecting: Absolutely. Due process is a flexible concept that depends on the interests involved. The suspension statute establishes the process that is due, and you have described it accurately. With suspensions, there is no right to confront accusers, and in such cases you must decide whether any benefits of such procedures outweigh the potential problems. Here, however, there was no need, and the parent's claim to the contrary is illogical.

ct news & notes

■ Congratulations to Bridge Huysman of Old Saybrook High School and Mary Jane McInnis of Sacred Heart Academy, Connecticut's winners of the 2004 Principal's Leadership Award. These students, members of the Class of 2004, were chosen from among 6,800 nominees and will each receive a \$1,000 scholarship. NASSP and Herff Jones have awarded the PLA scholarships since 1988, providing more than \$2 million in scholarships to outstanding students from across the nation.

SDE releases expenditures report

The State Department of Education has just released the 2003-2003 edition of Connecticut Public School Expenditures, the SDE's annual publication of local school district expenditures and related data. It is intended to assist local and regional school districts in preparing their budgets. Among other statistics contained in the report is the following:

- From 1997-98 to 2002-03, total Connecticut expenditures on elementary and secondary education has increased from approximately \$5.2 billion to nearly \$7.2 billion, an increase of 38%.
- During that same period, the state share of funding has increased by less than half of a percent, while the federal/other share has increased by appx. 1.4%. The local share decreased by 1.6%.
- In 2002-2003*, local districts paid almost 62% of the cost of special education programs, while the state paid 32%.
- Net current expenditures per pupil vary across the state, from a high of \$11,075 in ERG H to a low of \$9,028 in ERG D. The maximum in any one district was \$13,264 (Greenwich); the minimum was \$7,590 (Wolcott).

*The 2002-2003 statistics for special education expenditures reflect unaudited figures

View the report in its entirety at www.state.ct.us/sde/dgm/report1/cpse2003/contents.htm

(Source: CABA Journal, March 2004/State Department of Education)

national news & notes

50 Years after *Brown v. Board of Ed*

■ Nearly 50 years after the U.S. Supreme Court outlawed separate schools for black and white students, most Americans now believe that blacks have better educational opportunities. But fewer than one in three blacks say opportunities for black children are now on par with those of whites, reports Greg Toppo. In a new Gallup poll, 90% of adults agree that black children's educational opportunities have improved since 1954. But only 31% of blacks say black children's options equal those of their white peers; 63% of whites say opportunities are the same. Overall, among those of both races who believe that blacks have fewer opportunities (38%), about one in three say it's due to discrimination; the rest believe it's because of other factors.

■ In light of the 50th anniversary of the landmark *Brown v. Board of Education* ruling, a new report attempts to answer the question: Were efforts to desegregate the public schools worthwhile? Unlike other reports which looked at statistical analyses of test scores or graduation rates, this one focuses on students' actual experiences in desegregated schools and what it meant to them later in life. "How Desegregation Changed Us: The Effects of Racially Mixed Schools on Students and Society" chronicles the experiences of 242 graduates of six public high schools with racially mixed student enrollments. The five-year study concludes that public schools – on their own – could not realize the full potential of the U.S. Supreme Court's 1954 decision in *Brown v. Board of Education*.

The central finding of the report is that school desegregation fundamentally changed the people who lived through it, yet had a more limited impact on the larger society. Public schools faced enormous challenges during the late 1970s as educators tried to facilitate racial integration amid a society that remained segregated in terms of housing, social institutions, and often employment. Nonetheless, desegregation made the vast majority of the students who attended these schools less racially prejudiced and more comfortable around people of different backgrounds. After high school, however, their lives have been far more segregated as they re-entered a more racially divided society. Two additional findings of the report include:

- Racially diverse public schools of the late 1970s were doing more than all other major institutions in our society — except perhaps the military — to bring people of different racial/ethnic backgrounds together and foster equal opportunity. But they could not, on their own, fulfill the promise of *Brown*.
- The vast majority of graduates across racial and ethnic lines greatly valued the daily cross-racial interaction in their high schools. They found it to be one of the most meaningful experiences of their lives, the best — and sometimes the only — opportunity to meet and interact regularly with people of different backgrounds.

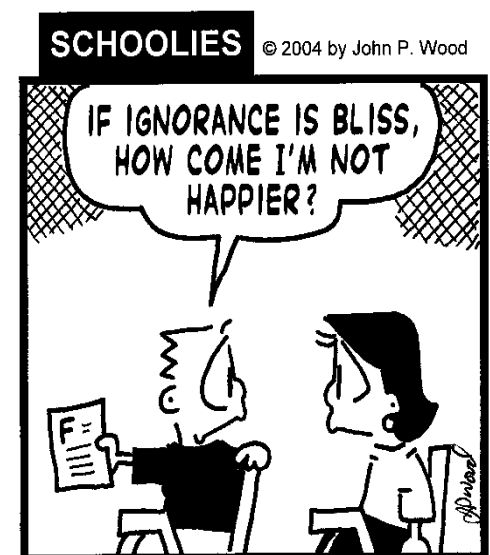
To download the full report, visit www.tc.edu/newsbureau/features/ASWells041504.pdf.

■ Wisconsin has enacted what appears to be the nation's first law requiring students to be tested for HIV if teachers or other school employees can prove they were significantly exposed to the students' blood while on the job. The law, which critics view as an unwarranted intrusion on privacy, gives employees of Wisconsin public and private schools the same rights as emergency personnel, medical workers, correctional officers, and group-home workers to require blood tests under comparable circumstances. The new law does not cover students who have been exposed to the blood of other students and who want to seek blood tests from those students. "It's a sensible protection for the men and women who are responsible for educating our kids, similar to the protections that health-care workers enjoy," said a spokesman for the governor, who signed the measure on April 16.

■ In keeping with the recommendation made by a national commission formed last year to review the future of the 12th grade National Assessment of Educational Progress (NAEP), President Bush has proposed mandatory 12th grade NAEP testing in all states. Often referred to as "the nation's report card," NAEP provides the country's best measure of student achievement in grades 4, 8, and 12. However, while all states must take part in NAEP tests in grades 4 and 8 every two years, participation in the 12th grade test is voluntary. The commission released a report last month recommending mandatory state results on the achievement of 12th graders so as to measure their readiness for college, employment, and the military. Download *12th Grade Student Achievement in America: A New Vision for NAEP* at www.nagb.org/release/12_gr_commission_rpt.pdf.

■ The popular drug Ritalin, best known as a treatment for children with ADHD, is now being used by "healthy" people as a cognitive performance enhancer. In the last five years, there has been a growing incidence of individuals using the drug to boost their mental performance. The phenomenon has been increasingly documented by university researchers and has been fueled by anecdotal evidence from pediatricians, guidance counselors, and heads of test preparation programs. College students, who once relied on caffeine, cigarettes and diet pills to get through exams, call Ritalin a "study aid" and use the stimulant to stay wired for all-nighters. Pressured high-schoolers take Ritalin for sharper focus and concentration before major tests like college entrance exams. The use of so-called "smart pills" raises many questions about fairness, much like the debate about steroids, which boost athletic performance. (Source: Julie Dear-dorff, *Knight Ridder*)

■ The new issue of the American Federation of Teacher's quarterly magazine, *American Educator*, sets forth this hard reality: If students don't do well in high school -- take hard courses, do their homework, get good grades -- they're unlikely to do well in college. Author James Rosenbaum's startling research shows that among students with C averages or lower in high school who go on to college, the overwhelming majority do not earn a degree. About half don't even successfully complete one college-level course because their lack of preparation means they must waste time and money in remedial courses. The full article is online at: www.aft.org/american_educator/spring2004/tellthekids.html.



... more national news & notes

■ With criticism mounting over implementation of *No Child Left Behind* and states scrambling to overhaul their testing systems to comply, Nebraska alone has succeeded in saying no to mandatory statewide tests. The state has persuaded federal education officials to approve its unorthodox assessment system, which allows school districts to use portfolios to measure student progress. Nebraska's 517 school districts design their own assessment systems: a portfolio of teachers' classroom assessments, district tests that measure how well children are meeting locally developed learning standards, a state writing test and at least one nationally standardized test included as a reality check. These are submitted to state education officials and a team of outside testing experts for review, and the districts are rated not just on the proficiency of their students but on the quality and reliability of their testing portfolio. Federal education officials said Nebraska's system passed muster because the state's constitution guarantees local control over school accountability and the state was able to demonstrate that the assessments were valid and reliable. Nebraska Education Commissioner Douglas Christensen said his state's system is unusual because it rests on a revolutionary concept: that teachers know better than tests whether students are learning, and that they can be trusted to make that happen. (Source: *Seattle Times*, 4/12/04)

■ Eleven states will get less federal money under Title I next school year, while the 39 other states and the District of Columbia will get more, new figures show. The dollar changes come about for two reasons: the use of new estimates of where poor students live, and overall spending increases in the federal aid program known as Title I. Connecticut, which is slated to receive \$107,671,278 this year, will receive \$109,742,975 in fiscal year 2005. (The amounts allocated for FY 2004 and 2005 are preliminary estimates. Final allocations for these years may change.) For more information about federal allocations to states, visit www.ed.gov/about/overview/budget/statetables/index.html.

■ The Educational Testing Service (ETS) just released its first in a series of position papers that focus on improving teacher quality. "Where We Stand on Teacher Quality" examines the key elements each new teacher must possess upon entering the classroom, and stresses the importance that teachers grow and improve their practice as they progress in the profession. Visit: <http://www.ets.org/news/04042101.html>.

■ The Alliance for Excellent Education released a policy brief which compares the George Bush and John Kerry's positions on education reform as it impacts America's secondary schools and students. As the country faces the need for an increasingly skilled and educated workforce to remain internationally competitive and productive, it is critical that policymakers at all levels of government concentrate on high schools, which are an important part of that equation. The Alliance's report examines publicly available information on President Bush's and Senator Kerry's proposals (as of April 21, 2002) by topic areas, including Reading and Math; Teachers and Principals; College Preparation; No Child Left Behind; Federal Funding; and School Environment and Facilities. The Alliance will update the brief as new proposals are made by the candidates. Visit www.all4ed.org/publications/ThePresidentialCandidates/index.html

Religion has uniquely positive impact on youth

A commission convened by Dartmouth Medical School to study the effects of religion on children has found that young people who are religious are better off in significant ways than their secular peers. They are less likely than non-believers to smoke and drink and more likely to eat well; less likely to commit crimes and more likely to wear seatbelts; less likely to be depressed and more likely to be satisfied with their families and school. According to one member of the commission, "Religion has a unique net effect on adolescents above and beyond factors like race, parental education and family income." Poor children who are religious will do better than poor children who are not religious and, in some cases, better than non-religious middle-class children. According to the study, while participation in clubs, sports teams and other youth organizations yield similar benefits, what sets religious groups apart, and makes a surprisingly significant difference, is that they promote a "direct personal relationship with the Divine." The commission was comprised of professors and researchers from the medical schools of Harvard and UCLA as well as renowned child-development experts. And while panels of academics and medical practitioners don't usually speak in terms of "the Divine," the experts could not ignore the data which suggested that (1) religion or spirituality may influence young people's brain circuits, reducing their levels of stress hormone cortisol; and (2) personal devotion is twice as likely to protect them from risky behavior as it would adults. (Source: Laura Sessions Stepp, *The Washington Post*)

■ The Northwest Evaluation Association recently completed a research project that confirms that Adequate Yearly Progress (AYP) measures do not provide a complete picture for judging school effectiveness. The study identifies significant academic differences among schools judged to be meeting AYP measures and concludes that academic growth data are essential to give us a complete picture of school success. The U.S. Department of Education uses state test scores at one point in time as a primary measure to determine AYP under the "No Child Left Behind" legislation. To view the full report, visit www.nwea.org/research/growthstudy.html

■ The California Department of Education has incorporated a national educational reform initiative, "Environmental and Spatial Technology" (EAST), which integrates high-end technology and community service projects to promote student achievement. Through participation and presentation of technology-infused community-based service-learning projects, students master academic content standards through motivating, real-world, experiences. Preliminary results from this reform effort, currently in 48 sites throughout the state, have been very positive. Attendance is up, discipline reports are down, students are actively engaged in learning, and the school and local community environments have been positively impacted. A controlled-group study of the EAST Initiative, recently funded by the U.S. Department of Education, will evaluate additional factors that include academic achievement, critical thinking and life skills (such as motivation, teamwork, cooperation, and problem solving). For more information, visit www.cde.ca.gov/ls/et/ft/east.asp.

■ A new public opinion poll reveals a public that wants more math, not less. According to the poll, the pop-culture notion of widespread "math phobia" -- an American public that is largely intimidated by mathematics -- may hold less truth than is generally believed. Only 14% of the 1000 adults surveyed by the study acknowledge having a fear of math, and an overwhelming 85% agree that, because today's economy is more complex and technology-oriented, having math skills is important. The survey, called "More Math, Please," challenges some popular myths and stereotypes surrounding math. For more information, visit http://www.massinsight.org/docs/moremathplease_release.doc (PEN Weekly Newsblast, 4/9/04)

PRINCIPALS' CENTER UPDATE

By Tom Galvin, Director, CT Principals' Center

■ Mentor-Mentee**Program Well Attended:**

More than 80 mentors and mentees enrolled in the fourth and final Principals' Center's Mentor-Mentee program of the year on April 29, 2004 at CAS, and the attendees enthusiastically complimented the many presenters who provided workshops throughout the morning. Cori-Ann Marino of Rocky Hill and Sal Menzo of Wethersfield presented "Survival Tactics for New Administrators." Dr. Gil Rebhun of Hamden discussed "Hiring New Staff – Making the Best Choice." "The Roles and Responsibilities of the Union" were explained by



Bob Hale, principal of Westbrook High School, was one of several presenters at the April 29th mentor-mentee workshop.

Cliff Silvers of the CEA. Dave Maloney of Branford presented a program titled, "Closing the Achievement Gap: Tried and True Strategies that Lead to Improved Learning for Everyone!" Mike Galluzzo reviewed "Developing a School Improvement Plan in Response to NCLB." Dr. Larry Nocera discussed "Implementing Change to Improve Teaching and Learning." "Better School Communication and Public Relations" were explained by Brian Czapla of Glastonbury and Patricia Charles of Plainville. "How to Use Technology to Improve Your Personal Productivity as an Administrator" was presented by Bob Hale of Westbrook, Alan Capasso of Greenwich, Harry Gagliardi of Seymour, and Brian Czapla of Glastonbury. An extended version of the latter program will be presented on June 30th at CAS from 10:00-12:00. (Registration information on the CAS website www.casciac.org)

Letters and other information about the Principals' Center's Mentor-Mentee Program for 2004-2005 will be mailed to superintendents and principals in the near future.

■ Cavaliere Steps Down; Kaprove Steps Up

Longtime chair of the Principals' Center's Mentor-Mentee Committee, Paul Cavaliere, principal of Sage Park Middle School in Windsor, has decided not to continue in this position in order to have time for other activities. Paul has been chair of the committee since its conception over four years ago and has led the program to its current high profile status with close to 200 mentors and mentees involved this year.

Debbie Kaprove, assistant principal of Broad Brook Elementary School in East Windsor and longtime active member of the committee, has agreed to serve as the new chair.

■ Watch For Mail!

Registration information for two summer programs will be mailed to principals in the near future.

- ❖ **Annual Retreat for School Administrators** - July 14-16, 2004 at the Heritage in Southbury.
- ❖ **Better Use of Data for Improved Student Learning through Excel** – July 7, 8 and 9, Smith Middle School, Glastonbury. (Day 1 - only for those inexperienced with Excel to prepare them for Day 2. Day 2 is for all. Day 3 is optional for those who want to use their local data, (e.g. – CMT/CAPT)

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**THE CONNECTICUT EDUCATION
NETWORK**

By 2005, the nation's first all-optical K-20 network – the Connecticut Education Network (CEN) - will be complete, helping educators open new doors for students everywhere. This effort began with a vision and directive in 2000 from the state's top government and education leaders, led by Lt. Governor M. Jodi Rell, to create a state of the art network and technology environment for students. The Department of Information Technology (DOIT) was charged with developing the Connecticut Education Network. Today - less than four years later – the network is now more than 40 percent complete. It extends to almost half of the state's K-12 and higher education students, and 13 library systems.

On January, 19, 2004 the State of Connecticut Department of Information Technology was approved for year 6 federal universal service funds (USF), kicking off Phase IV of the CEN deployment. This phase will expand the CEN leased-fiber backbone from Hartford north through Enfield and west from Milford to Stamford. Other sites in Litchfield County, Tolland County, and New London County will also be added. The deployment adds services to an additional 200,000+ K12 students at 102 sites and also will connect 10 new higher education campuses. That will increase the total students served from the present 42+% to over 80% of Connecticut's public school students. The activation and installation of additional connections to every remaining school district and library in Connecticut should be completed in 2005.

When completed, CEN will be the nation's first all-optical K-20 network. In this kind of network,

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CCSU HOSTS RECEPTION FOR DISTINGUISHED CAS ADMINISTRATORS

On April 19, 2004, CCSU held a reception in honor of eight outstanding CAS administrators. Each of these eight individuals had two things in common: (1) they were all graduates of CCSU (either in an undergraduate or graduate program); and (2) they were all past CAS award recipients. The eight honorees, listed below, have all been recognized by CAS in the past four years, having received either an assistant principal of the year award, a principal of the year award, a national distinguished principal award, or an outstanding first year principal award. Dr. Segun Sogunro, an associate professor in the department of educational leadership, organized the event, with the assistance of Dr. Tony Rigazio-Digilio, chair of the educational leadership department. Congratulations to these distinguished administrators:

- ◆ **Sally Biggs**, Associate Principal, South Windsor High School
CAS 2004 High School Assistant Principal of the Year
- ◆ **Helen Byus**, Assistant Principal, Roaring Brook School, Avon
CAS 2003 Elementary School Assistant Principal of the Year
- ◆ **Brian Czapla**, Assistant Principal, Smith M.S., Glastonbury
CAS 2004 Middle School Asst. Principal of the Year
- ◆ **Jeff Kitching**, Principal, Hopewell School, Glastonbury
2001 William Cieslukowski Outstanding First Year Principal
- ◆ **Dr. V. Everett Lyons, Jr.**, Principal, Bristol Eastern High School
CAS 2000 High School Principal of the Year
- ◆ **Dr. Larry Nocera**, Assistant Principal, Glastonbury High School
CAS 2003 High School Assistant Principal of the Year
- ◆ **Louis Pear**, Principal, West Hill Elementary School, Rocky-Hill
CAS 2003 National Distinguished Principal
- ◆ **Paul Stringer**, Principal, Weaver High School, Hartford
CAS 2003 High School Principal of the Year

Advice from the "Trenches"

The four honorees who were present at the reception were given an opportunity to talk about their experiences in school administration. These decorated administrators offered words of encouragement and inspiration to a crowd of colleagues, family members, and CCSU faculty, staff, and students (see quotes below).

Ev Lyons: "Connecticut, like most of the nation, is facing a leadership crisis. I challenge you all to join us. We need you desperately. Students



Left to right: Brian Czapla, Larry Nocera, Ev Lyons, and Paul Stringer

are coming to school with great needs, greater needs than they have had in the past. We need good leaders, now more than ever."

Brian Czapla: "Technology is the key to reaching all students, even the most at-risk ones. If you are going to transform your schools into 21st century learning communities, you, as the building administrator, must lead the way in embracing technology and bringing it into your buildings."

Paul Stringer: "The most important thing a principal can do is to make students feel connected. I try each day to reach out, to communicate, to listen to and to be accessible to my students. Students need a voice. It is our job to give it to them."

Larry Nocera: "Leadership today requires maintaining a vision. A simple vision helps administrators move beyond the day-to-day operation of the school. In formulating a vision, one should always keep focused on three things: (1) keeping children safe; (2) keeping children connected; and (3) keeping children intellectually challenged."

CEN, continued from page 5

information travels in the form of light, moving at breathtaking speed through hundreds of miles of glass fiber. To state schools and students, it means they have access to a network that is fast and capable of carrying the load of complex, multimedia classroom technology applications available now and being developed for the future. It means access to a network that can help teachers turn classroom field trips into expeditions – cross-town or transcontinent. CEN is a network that fosters collaboration – where one teacher's innovative lesson plans and ideas can be shared with teachers in other schools in an instant. It means the ability to reliably and securely bring remote teachers and outside experts into every Connecticut classroom. And it brings endless possibilities, including sharing obscure learning resources including languages, sciences, and mathematics seamlessly across the State. The CEN connection service is provided free to K-12 schools and libraries.

CEN recently joined an elite group of K-12 network systems invited to connect to the Abilene Network, a leading edge, research and education network developed by a national consortium of 204 universities. The Abilene Network supports the development of applications such as virtual laboratories, digital libraries, distance education and tele-immersion, as well as the advanced networking capabilities. The University of Connecticut and Yale University jointly sponsored the CEN's participation in this international network.

What Does a CEN Connection Mean?

- ✓ No Cost Access to the Internet
- ✓ Dramatic Increase in Speed and Access
- ✓ Ability to Use Mega-Bandwidth Multimedia Applications
- ✓ Access to Internet 2 Educational Resources

For more information, visit the CEN web site at www.ct.gov/cen.

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Karen Packtor.....Editor, Asst. Exec Director

THE BULLETIN

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EDUCATORS' ART EXHIBIT HELD AT STATE CAPITOL

Robert F. Carroll, Ed. D., Asst. Executive Director



Visitors admire one of many works of art created by educators and displayed at the legislative office building last month.

Teachers, administrators and educators from across the state had their art work displayed at the state capitol throughout the month of April. A variety of representational and abstract art went on display that included graphics, acrylics, computer-generated pieces, monotypes, and photography. All entries had to be juried and the selection of the jury was final.

Thousands of people from across the state doing business in and about the capitol or legislative office building viewed the exhibit over the course of the last month. On April 30th, the final day of the exhibit, an artists' reception was held between 6:00 – 8:00 p.m. in the Atrium of the legislative office building. Over two hundred people were in attendance and Dr. Scott Shuler, the state department of education's consultant for the arts, was the keynote speaker. A number of congressional leaders were at the reception and commented that they look forward to this annual CAS event.

This was the second year that CAS coordinated the exhibit. Joanne Hunter, a member of the CAS Arts Committee and owner of the Art Spot in Monroe, was the primary organizer, with assistance from other members of the arts committee including Ann Pingpang, Ray DeAngelis, Hans Strilbyckij, Denise Malnati and Robert Carroll.

All works were original and were for sale. Every entrant was a Connecticut educator. Some entered up to three pieces. A 25% commission was deducted from the purchase price of all sales and the proceeds will be going toward scholarships for seniors going into the field of art as a profession.

Although the number of art pieces has to be limited, it is hoped that more teachers, principals and other school personnel will consider showing their talent next year.

Arts, continued from page 1

It's so easy to get caught up in other work, in other interests, in trying to make a living. And that's okay, that's part of your life. Your life should never be only about your work, but it has to be the focus because it is true that your life will become about what you spend your time doing."

Petrarca cautioned his young audience, "There is only one of you in all the world and in all time. You are unique. And any expression of yourself is unique. If you try to be someone else or something you think is better, then that unique expression of yourself is forever lost. It will never exist. The world will not have it."

He closed his remarks by saying, "The road to the top is steep but the satisfaction of having arrived there makes the effort more than just worthwhile."



Gail Eagleson (center), wife of the late Bruce Eagleson, and Westfield Corp. Executive Vice President Bill Gioroukos present a \$5,000 scholarship to David DeAngelis, a North Haven H.S. senior and accomplished pianist.



Master of ceremonies Tom Chute (left), program director of WATR radio, applauds as SDE Associate Commissioner Frances Rabinowitz presents the CAS Celebrity Arts Award to actor Steven Petrarca.

middle school news

New Middle Level Advocacy Service On-line

Beginning this month, the CAS Middle Level Division inaugurates a new on-line series of articles on "advocacy" that will be available to member schools. With a confusing array of information about test scores, *No Child Left Behind* legislation, and school reform reaching the public, it is important that clear, concise, knowledge about education be available to administrators and teachers for dissemination to the public.

Initially, the articles will focus on middle level issues and be directed toward an audience of parents and other community members. The articles will appear in a PDF format suitable for downloading and reproducing in school or PTO newsletters.

The first article will address "Connecticut Mastery Test Scores (CMTs) and Adequate Yearly Progress (AYP)." It is intended to focus public attention on the positive aspects of the CMTs and dispel some myths and misconceptions about schools in need of improvement, corrective action and restructuring failing schools in the AYP portion of *No Child Left Behind* legislation.

Principals of member schools can access "Advocacy Articles" by going to the "Member Schools" section of the CAS website, www.casciac.org.

Team Leadership: Helping to Make Team Leaders Effective

By Marcia Ross and Robert C. Spear Ed.D.

**"Teamwork remains the ultimate competitive advantage,
because it is so powerful and so rare".**

Patrick Lencioni,
The Five Dysfunctions of a Team

Middle level instructional teams that have a focus on coordinating the curriculum and improving teaching strategies to increase student learning are in the enviable position of being able to harness the power and advantage identified so clearly by Lencioni in his leadership fable. Their ability to succeed in carrying out their multiple tasks hinges on a number of critical factors, not the least of which is ongoing development and support of team leaders.

Together with the principal, team leaders share the responsibility for transforming schools from educational organizations to true learning communities. Through school-wide weekly team leader meetings and at other opportune times, team leaders should be co-leaders of the school, involved in goal setting and decision-making. As learning-centered leaders, they are potentially strong collaborators in the creation of successful schools for young adolescents.

In the day-to-day operation of the teams, team leaders should act as facilitators responsible for maintaining the focus on team and school-level tasks related to the most important goal of improving teaching and learning. Unlike some other school organizational models and because of the nature of teams, their learning-centered leadership must be asserted without compromising the equal status of teachers as colleagues.

Simply put, in addition to subject matter knowledge, knowledge of the learners, and instructional skills, these teacher leaders require expertise in a variety of areas. These include but are not limited to communication, group decision-making, goal setting and evaluation, time management, team building, problem-solving, and use of an inquiry process. Team leaders should also have a working knowledge of group norms and operating procedures that will enhance each team's ability to function effectively.

The ability of team leaders to be effective is determined to a great extent by the opportunities they have given to develop the skills necessary to their school-wide and team specific responsibilities and the support of school and district leaders. Team leader training must be an important part of the professional development plan of middle level schools. The middle school movement is a well-researched reform initiative. We need to continue to develop learning-centered leaders who can help create and sustain successful schools for young adolescents.

.....
Marcia Ross is principal of the award-winning Oyster River Middle School in Durham, New Hampshire.

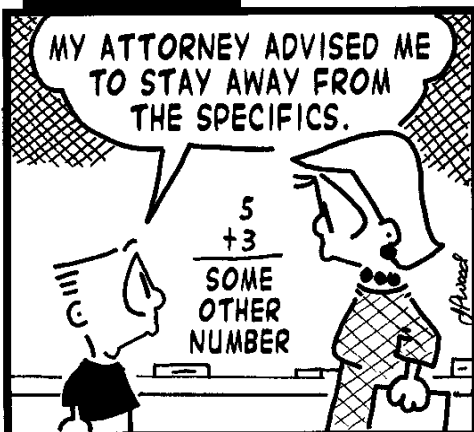
Robert C. Spear is executive director of the New England League of Middle Schools.

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This is another in a series of articles created by the New England League of Middle Schools on a variety of middle level topics. For more information about specific practices and answers to your questions, please contact the New England League of Middle Schools by e-mail at nelms@nelms.org or by telephone at (978) 887-6263. Information is also available on the NELMS Web site at www.nelms.org. We welcome your inquiries!

SCHOOLIES © 2003 by John P. Wood



elementary school news

Environmental Marine Science Day Huge Success

Robert F. Carroll, Ed. D. Assistant Executive Director

Two hundred twenty-nine 5th and 6th grade students from across the state attended Marine Science Day at the University of Connecticut at Avery Point, Groton on April 2, 2004. Each student was individually scheduled in a series of workshops presented by university personnel, graduate students, and environmental educators from a variety of organizations and institutions.

Students attended a number of marine science classes including: Squid Dissection, Moon & Earth's Tides, Plankton Everywhere, Learning about Shellfish, Scientific Diving, Algae Cuisine, What Lives in Long Island Sound?, Watersheds, Discovery of the Specimen, Sharks, Coastal Ecology and Native Americans.

For participating students, the highlight of the day was boarding project oceanography boats, letting nets fall to the ocean floor and bringing up their haul of sea life which they identified, labeled and researched.

Another highlight was being entertained by Tom Callinan of Crackerbarrel Entertainment who played numerous hand-made instruments and sang environmental tunes that fit in perfectly with the theme of the day. It wasn't long before students began singing along with Tom.

If your school did not have the opportunity to send students to this year's Marine Science Day then we suggest you register early for this event next year. It will be held some time in April but the date hasn't been determined yet. CAS in conjunction with the Long Island Sound Foundation co-sponsored this exciting event.



Left to right: CAS Assistant Executive Director Bob Carroll, Arts Committee member Joanne Hunter, and Congressman David Scribner (107th District) enjoy the reception for CT's artist-educators. (See article page 7)

Galluzzo, continued from page 1

working side-by-side with them to develop and implement a vision for improved educational opportunities. "East Farms School is all about collaboration," says Farmington colleague Roberta Kurlantzick, principal of West Woods Upper Elementary School. "Mike respects and dignifies the contributions of all members of the school community – from the head teacher to the cafeteria manager," she adds.

A gifted instructional leader, Mike is actively involved in all aspects of curriculum development at East Farms. He closely monitors the instructional program, reviews and analyzes test data, and works with his staff to make the changes necessary to operate an effective educational program. "Michael Galluzzo's instructional leadership is second to none," says Dr. Howley.

Mike has been at the forefront of a number of district efforts to increase learning opportunities for at-risk students. Under his leadership, East Farms has developed summer remedial programs in reading, writing and mathematics, a "Kindergarten Acceleration" program which provides supplementary reading and writing support for students, and an Early Math Intervention program. Furthermore, Mike has been a driving force behind the district's *Good Start* program, a literacy program for pre-school children and their parents.

Despite the exhaustive demands of the principalship, Mike gives generously of his time and considerable talents to numerous educational and professional associations. A founding member of the Connecticut Principals' Center, he currently serves as chair of the Center's Critical Issues Committee and as a member of the Center's Advisory Board. Says Principals' Center Director Tom Galvin, "As the founding chair of the Center's Critical Issues Committee, Mike has had the opportunity to use his leadership skills to create and develop meaningful activities for the committee on behalf of the state's principals. His calm, thoughtful and persistent leadership has yielded significant results, including a position paper on the "21st-century principal" which has received statewide attention."

Mike was honored by CAS at the Annual Elementary Program Recognition Banquet on May 12th. In October, he will travel to Washington, D.C., to participate in a two-day national recognition event along with National Distinguished Principals from each of the other forty-nine states and the District of Columbia.



Above: Students and chaperones board the boat for a "hands-on" adventure at sea!

Below: Students from Ivy Drive School in Bristol arrive at Avery Point in style! Left to right: Stephanie Vaughn, Heather Madone, Brian Martone, Michael Steck, and John Dauphinee



SPORTS WRITERS RECOGNIZE BEAU DOHERTY

Beau Doherty, executive director of Special Olympics Connecticut, who was one of three recipients of the President's Award at the 63rd Annual Gold Key Dinner on Sunday, April 25th. Sponsored annually by the Connecticut Sports Writers Alliance (CSWA), the Gold Key awards banquet recognizes individuals who have made significant contributions to Connecticut athletics. A long-time friend and supporter of CAS-CIAC, Beau has been serving as executive director of Special Olympics Connecticut since 1993 and is credited with being the "founder" of the Unified Sports™ program model. Beau was instrumental in helping CAS secure seed money from Special Olympics International to establish the CAS-Special Olympics Unified Sports™ Program. Since its inception in 1993, the program has grown to involve 729 athletes in 4 different sports. Beau has been its most loyal supporter. Congratulations Beau!

Congratulations also go to Ethel Maturo, athletic secretary at Guilford High School. Ethel received a John Wentworth Good Sports Award at the Gold Key dinner. The award, given annually by the CSWA, is presented to those individuals who unselfishly devote their time and resources to promoting athletics in their communities.



Special Olympics Connecticut Executive Director Beau Doherty and Unified Sports™ Director Ann Malafronte at the 63rd Annual Gold Key awards banquet.

NCAA TO PENALIZE LOW GRADUATION RATES:

Responding to the often-dismal graduation rate of athletes, on April 29 the NCAA Division I board of directors for the first time in history approved penalties for colleges whose athletes do not get degrees in sufficient numbers. "There have been some Division I schools that haven't graduated a player in 10 years," said University of Kansas chancellor Robert Hemenway, chair of the 16-member board. "That's just unacceptable." The board ordered the following penalties for teams whose graduation rates fall below a certain level:

- Beginning in 2006-7: Schools receive a warning.
- Beginning in 2007-8: Teams lose scholarships.
- Beginning in 2008-9: Teams lose post-season eligibility and revenues from NCAA tournaments, such as football bowls

LOOKING FOR RECONDITIONED LACROSSE HELMETS?:

In response to the increased number of requests for companies that recondition lacrosse helmets, a listing is now available on the Boys Lacrosse page on the NFHS website (www.nfhs.org). In addition, the NFHS staff has been in contact recently with staff at NOCSAE regarding safety standards for lacrosse helmets and we have been assured that there are no proposed changes in lacrosse helmet standards coming in the near future.

Drug Testing: States Take Action

Renewed concerns about the role of performance-enhancing drugs in professional sports have prompted national and state policymakers to focus on the problem of steroid abuse by teenagers. Here are some actions being taken around the country.

- A subcommittee of the Florida House of Representatives has introduced a bill that would require school districts to drug test athletes. The bill would make drug testing a requirement for membership in the Florida High School Activities Association, the state's governing body for interscholastic athletics. The proposed legislation would require all schools to conduct random drug testing of at least 5% of its student-athlete population. If the bill passes, it would become effective on July 1.

- Another state's approach . . . A California lawmaker has introduced a bill that will make it harder for high school student-athletes to begin using steroids and other hazardous substances. The proposed legislation, known as SB 1630, would: 1) require high school coaches to take a course on the dangers of performance-enhancing drugs, 2) create a list of substances banned in interscholastic sports, and 3) institute random drug-testing. The bill, passed the Senate's Education Committee overwhelmingly. [Wire Reports, 4/30]

- In Connecticut . . . During the 2004 legislative session, the Public Health Committee introduced SB 166, AN ACT CONCERNING PERFORMANCE-ENHANCING COMPOUNDS IN SCHOOL, which would prohibit a coach from providing performance-enhancing compounds to students. The bill's fate was unknown at the time of this writing.

Physical Education is Key to Long-Term Health

Childhood obesity has doubled over the past 30 years and some kids are actually developing clogged arteries. The problem is not just all those Cheetos, Ding Dongs and Whoppers, but an idle lifestyle in front of the TV and computer screen.

A new study suggests that, at least for overweight kids, the more time they spend on the playground, the less chance they'll have heart attacks later on.

Daniel Green, of the University of Western Australia, Nedlands, tested 35 children aged 6 to 16 -- all about twice the weight of average kids. He had them exercise regularly for eight weeks. Teens did weight-resistance routines, like those on Nautilus machines. Young children disliked weight resistance, Dr. Green said, so for them exercise "was essentially fun and games."

After eight weeks, blood vessel function had improved in both young children and teens. The teens had also replaced three pounds of fat with lean muscle mass.

There's just one catch. Dr. Green tested them again two months after they had stopped exercising. All the gains had vanished. "You have to keep on doing it," he said.

So how can we keep kids active? The obvious answer is the playground: physical education.

Yet P.E. is fast becoming a mere ornament to the curriculum. Today just half of all students and 25 percent of high schoolers attend P.E., according to the National Association for Sport and Physical Education. And even recess is in danger. Under pressure to meet formalized test requirements, some 40 percent of U.S. school districts either have dropped recess or are contemplating the step, according to the American Association of the Child's Right to Play.

(Source: *Character Counts! Sports e-newsletter*, May 2004)

First Michaels Jewelers Unified Sports™ Cup Award Luncheon a Spectacular Event!

By Ann Malafronte, Director of Unified Sports™

Smiles were the evidence of a very successful event on April 24, 2004 in the CAS Conference Center! It was the occasion of the first-ever Michaels Jewelers Unified Sports™ Cup Award Luncheon and John Michaels was beaming; Ann Malafronte and George Hall were glowing; and, Berlin's Jim Day was grinning. NBC-30's Kevin Nathan was master of ceremonies for the event, which recognized schools and individuals who have built outstanding Unified Sports™ programs in Connecticut.

Jim Schmutz of Special Olympics North America was the keynote speaker at the luncheon. He encouraged the honored special partners to continue their good work and community service while attending college in the future. He spoke of the respect that they had helped to give students with challenges by partnering with them on teams and becoming their friends. Jim also admitted that he would take the idea of holding this wonderful event and share it with people in other states and countries, so that the positive effects from it could be enjoyed by many others.

CAS is indebted to John Michaels for promoting this awards program, which provides a forum for recognizing not only



Jessica Kuropat, a student at Guilford H.S., was selected to read her essay on the benefits of being a special partner.

athletes, but volunteer coaches, our officials and corporate sponsors, without whom the Unified Sports Program could not continue.

Berlin High School was the overall winner of the Michaels Cup, achieving the highest number of total points in all of the categories in which schools were evaluated. Congratulations to Berlin and to the many other schools whose efforts have resulted in outstanding sports opportunities for hundreds of athletes across the state.



Left to right: George Synnott (Berlin H.S. Principal), Carolyn Salerno (Berlin H.S. student), Marie Siegal (Berlin H.S. coach), Jim Day (Berlin H.S. Athletic Director), John Michaels, Unified Sports™ Director Ann Malafronte, Managing Director of Special Olympics North America Jim Schmutz, NBC-30 Sports Anchorman Kevin Nathan, and Unified Sports™ Asst. Director George Hall

2004 NFHS Sports Rules Changes

■ **SWIMMING AND DIVING:** One of the most important changes adopted by the NFHS Swimming and Diving Rules Committee last month impacted Rule 2-7-2. The rule change now requires the minimum water depth (4 feet) for racing starts to be measured from a distance of 3 feet, 3½ inches (1 meter) to 15 feet, 5 inches (5 meters) from the end wall when starting platforms are used. The committee's intent is to ensure that swimmers using a racing start from a starting platform enter the water at a point where it is at least 4 feet deep. In a major rule change pertaining to the individual medley event, Rule 8-2-5 now states that each section of the individual medley must be finished in accordance with the rule which applies to the style concerned. The current rule states that swimmers in the individual medley may complete each section of the race with a turn; however, with this change, swimmers will end that stroke section in the same manner as if it were the end of a race involving that stroke.

■ **WRESTLING:** Beginning with the 2004-05 high school wrestling season, teams will be penalized two team points instead of one when student-athletes or coaches are disqualified for unsportsmanlike conduct. This was one of nine rule changes approved by the NFHS Wrestling Rules Committee last month. "The committee believed that the one-point deduction has not been severe enough to deter unsportsmanlike conduct on the part of athletes and coaches," said Dave Carlsrud, assistant to executive secretary of the North Dakota High School Activities Association and chair of the NFHS Wrestling Rules Committee. "We are hoping the loss of two team points will reduce the number of incidents of unsportsmanlike acts."

Other rules changes approved by the NFHS Wrestling Rules Committee include eliminating the unsportsmanlike penalty that has been charged to the head coach if a competitor reports to the mat not properly attired or ready to wrestle.

Two statistical or scorekeeping changes were approved by the committee. In Rule 6-7-1, if no scoring occurs during the tiebreaker period, the offensive wrestler will be declared the winner and one match point will be added to the offensive wrestler's score. In Rule 9-2-2, when determining the winning team by use of the tiebreaker system, a team point shall be added to the prevailing team. The criterion used to break the tie shall be noted.

■ **BASKETBALL:** Effective with the 2007-08 high school basketball season, home jerseys are to be white, while visiting jerseys will remain a dark color. Rule 3-4-6 previously stated that light-colored home jerseys should be worn. However, as teams have taken greater liberties with this regulation, confusion has surfaced as home jerseys have begun to resemble visiting jerseys.

Another rule change adopted by the NF

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. . . more ciac news

Mr. Jeff Hathaway, Director of Athletics
University of Connecticut
Storrs, CT 06268

April 12, 2004

Dear Mr. Hathaway:

This letter is written at the request of the CIAC Football Committee in response to the recently published UCONN football schedule for the 2004 season. The CIAC Football Committee, which is composed of Connecticut football coaches, high school principals, and athletic directors, has the responsibility of overseeing the sport and directing its 130 teams and 9,074 Connecticut football players.

CIAC Football Committee members, and indeed, the Connecticut football coaches were disturbed when advised of the 2004 UCONN football schedule, which identifies a Friday game and a game on Thanksgiving Day.

For over a century, Friday night and Thanksgiving Day football games have been one of Connecticut's high school sports' traditions. On any given Fall Friday evening, the high school football game becomes the center of activity for the community. Thanksgiving high school football games are the most popular amateur sporting events in Connecticut! These games are a major source of revenue, much of which is programmed to support other non-income producing sports.

By playing and televising college Friday night and Thanksgiving games, fans are forced to choose between attending the local high school game, attending a college game, or simply viewing a college game on TV! Not only are the high schools affected, but the college fan base could also be diminished by people, in these cases, who choose to attend a high school game.

The CIAC Football Committee is certainly mindful of the budgetary pressures, and financial commitments that a major college football program endures, and the perceived potential benefits derived from a decision to play games during conflicting high school times. However, we sincerely hope that the UCONN athletic community will recognize the importance of continuing to respect and reserve for high school teams, the traditional high school football venues of Friday night and Thanksgiving Day.

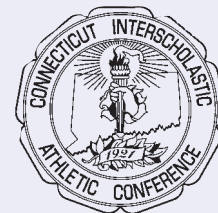
Sincerely,
Anthony C. Mosa
Assistant Executive Director

Rules Changes, continued from page 11

Basketball Rules Committee involves penalties for players who leave the bench during a conflict on the court. Rule 10-4-4 formerly labeled a conflict as a fight only if there were punches involved, whereas the rule now will include any situation in which a fight may occur. Therefore, any person who leaves the bench for a fight or potential fight will be subject to ejection from the game. A change to Rule 10-3-7d was enacted which involves purposely obstructing an opponent's vision by waving or placing one's hands near the eyes. While in the past only the person with the ball could be treated in such a manner, this change prohibits any player from purposely obstructing another player's vision, whether or not he or she has the ball.

For additional rules changes in each of the above sports visit www.nfhs.org and click on the "Sport and Rules Information" link.

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