

BULLETIN

The Connecticut Association of Schools



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

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*Editor's Note: This is the eighth in a 9-part series on Connecticut's School-to-Career System, **Connecticut Learns**. Each of the previous seven issues has focused on one of the eight "career clusters" around which the program is organized. This issue highlights the **Arts and Media** career cluster.*

CONNECTICUT'S SCHOOL-TO-CAREER SYSTEM

By Ann R. Gaulin
State Department of Education

School-to-Career Systems restructure education so students improve their academic performance and become motivated to learn. Students are exposed to a variety of opportunities and career paths. Every School-to-Career System must include school-based learning, work-based learning, and "connecting activities." For additional information, contact Susan Binkowski, at the State Dept. of Education, (860) 638-4054.

Featured Career Cluster: *Arts and Media*

This career cluster includes jobs in the performing arts—such as theater, dance and music, as well as behind-the-scenes responsibilities such as set design, set lighting and camera work—, the visual arts—such as painting and sculpture and the management of theaters, museums, art galleries and concert halls—, and the media—including radio, television, films, newspapers and magazines. Advertising is also a part of this cluster, as are jobs in commercial art, design and photography. (Educational requirements: high school diploma to a post-graduate degree.)

Please turn to page 6 to learn about Coginchaug H.S.'s School-to-Career program in the Arts and Media.

GOVERNOR ROWLAND SURPRISES YOUNG SCHOLARS By Laura Ferrante Fernandes and Paul G. Miller, Masuk H.S., Monroe

Governor John Rowland took time from a busy schedule to congratulate this year's Governor's Scholars at the Commissioner's Breakfast held in the Old Judiciary Room at the State Capitol in Hartford.

The program featured Commissioner of Education, Dr. Theodore Sergi, who applauded the winners and reminded them that they are the inheritors of "a heavy burden in light of recent events." "With this honor comes the responsibility to be leaders in our communities and to alleviate some of the problems our state faces. [You] have the responsibility of making life better for all of us," Commissioner Sergi told the students.

In addition to Dr. Sergi, Sen. Thomas Gaffey and Rep. Cameron Staples, co-chairpersons of the education committee, Dr. William Breck, superintendent of Region 13, Beverly Greenberg, a member of the State Board of Education, Robert Radar, executive director, Connecticut Association of Boards of Education, and Sharon Palmer, vice president, Connecticut Federation of Teachers, were in attendance.

Each scholar was accompanied by an educator who had had a positive influence on him/her during high school. The scholars had an opportunity to introduce their invited guest and to speak briefly about the educator's impact on their lives. Scholars were also asked to respond to such questions as "Based upon your experience, what are key characteristics needed for good teaching" and "what can the State of Connecticut do to retain your services as a student and future employee of Connecticut upon graduation?"

Scholars responses to these questions were varied and well articulated. Andrew Zaverton, of Oliver Wolcott Regional Technical School in Torrington, stated, "Ms. Avallone, my Geometry teacher, has given us unique experiences by allowing us to teach lessons to the class."

Daniel Osnoss from Danbury High

School noted, "My Spanish teacher is as dedicated to her work as I am to my learning. She makes learning an experience to enjoy." Dan also stated that, "in spite of the fact that Danbury is the largest high school in the state, the school personalizes education. The diversity I have encountered has broadened my education."

Near the conclusion of the program, Governor John Rowland paid a surprise visit and greeted the scholars while posing with them and proud parents and educators.

The Governor's Scholars Awards Program, sponsored by the Connecticut Association of Schools and American Express® Financial Advisors, recognizes twenty (20) Juniors from secondary schools across the state. This is the second year of this program. This year, the Governor's Scholars Committee reviewed one hundred and six (106) applications and selected the twenty (20) young scholars from this pool.

Daniel Hatch, associate principal of Amity Regional High School, chaired the Commissioner's Breakfast Committee. Paul Miller, English teacher/testing coordinator of Masuk High School, Monroe, assisted Mr. Hatch in assembling the program. Many thanks to Henry Cormier, Jack Henehan, Robert Taylor, and James Coleman, representatives of American Express® Financial Advisors, for their attendance at and participation in this prestigious event.

**Celebrate The
Arts!**

**Special Section:
Pgs. 5-6**



cas news & notes

Joseph Guay, asst. principal of Stratford HS, and Dr. Robert Lindgren, superintendent of the Litchfield Public Schools, were recently honored for outstanding service to the New England Association of Schools and Colleges.

Alcohol is the one common factor in the three leading causes of death in teens: drinking and driving accidents, homicide, and suicide.

- alcohol is involved in 50% of all teen pregnancies;
• children in CT start to drink alcohol, on average, around their 11th birthday;
• 13% of 7th graders and 28% of 11th graders in the state reported being drunk

(Source: CT Coalition to Stop Underage Drinking)

Last year, the state provided only 39% of the funds needed to support local education in CT, compared to the U.S. average of 49% and the State Board of Education goal of 50%.

As of April 25th, Connecticut's schools and libraries had submitted a total of 397 applications for telecommunications discounts through the Universal Service Fund.

CAPT Calendar table with columns for 1999 and 2000, and rows for Science Perform. Task, CAPT Administration, Response to Literature, and Interdisciplinary.

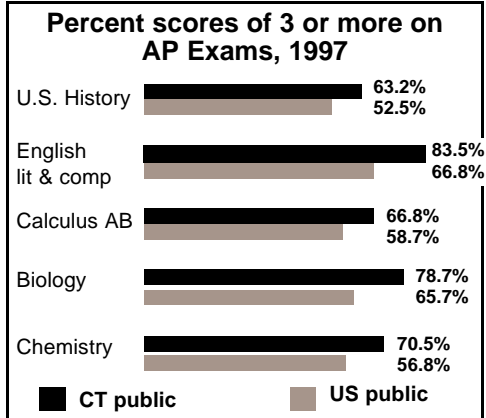
STATE APPROVES NEW CHARTER SCHOOLS

At its March 4, 1998 meeting, the State Board of Education awarded charters to five new schools (three state and two local). Charters were granted conditionally (pending full compliance with all statutory and administrative requirements) to the following:

Table with 4 columns: State, Grades, Proposed Enrollment, and Town/City. Lists schools like Brooklawn Academy, Highville Charter School, and Breakthrough Charter School.

(The board received a total of twelve charter school applications this year.)

1997 AP results showed that Connecticut ranked 2nd in the nation (behind Illinois) in performance of public high school students, and ranked 2nd nationally (behind New Jersey) in participation of public comprehensive high school students.



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Schools Join Forces to Lure Quality Substitute Teachers

How can a school district get a larger, more dependable pool of substitute teachers? One way, school officials in north central CT have found, is to establish a multi-district program that guarantees practically a full year of substitute teaching assignments to a select group of applicants.





national news & notes

According to a recent joint study by the College Board and the Western Interstate Commission for Higher Education, the nation's high schools will graduate a record 3.2 million students by 2008, 26% more than the 2.5 million students who completed high school in 1996. Furthermore, nearly every state will see a change in the ethnic composition of its graduates, with the Hispanic population experiencing the largest growth. The greatest changes will be in the West, which is expected to become "minority majority"—with no single racial or ethnic group constituting a majority—by 2012.

Within recent years, an increasing number of districts around the country are experimenting with delaying the start of the school day. The schedule changes are prompted in part by a growing body of sleep research which indicates that, during puberty, children naturally fall asleep and wake up later, and also need more sleep. The latest research comes from the Center for Applied Research and Educational Improvement. Preliminary data from recent surveys conducted by the center suggest that students at schools with earlier starting times may be more anxious and depressed than the teenagers who are getting the sleep they need. The Minneapolis, MN, district is perhaps the largest school district to experiment with later school openings, having flip-flopped the later start times of elementary schools with earlier ones for middle and high schools. Instead of a 7:15 a.m. first bell for middle and high schoolers, middle school students now get more than two hours extra in the morning before a 9:40 a.m. start.

According to a study released by Policy Analysis for California Education, public school districts are not responding to charter schools with swift, dramatic changes. The study found that, while some districts have responded with new academic efforts and other initiatives to lure charter students back, most districts have "gone about business as usual and responded to charters slowly and in small ways."

A New York lawmaker has introduced legislation that would ask parents to pledge at least one hour a day to help their children with their school work, provide a quiet place to do homework, and require daily quiet time for their children. Under the "Parents' Education Pledge" legislation, the state would give the local school a dollar for every parent who signed the pledge. "You can't legislate morals or parent involvement," said the lawmaker, "but you can give incentives."

A report by the Institute for Higher Education reveals that college graduates are more likely to volunteer, vote, and appreciate a diverse society than individuals without any post-secondary education. Furthermore, the report shows that people with higher levels of education are less likely to commit crimes. The report concludes that the social and economic advantages of supporting higher education extend well beyond better jobs and higher salaries.

The results of the Centers for Disease Control and Prevention's annual study on youth risk behavior showed that smoking rates among high schoolers rose sharply during the 1990's, with the steepest rise among black teenagers. The percentage of students who reported smoking cigarettes increased by nearly 1/3 in this decade, from 21% in 1991 to 36% in 1997. By comparison, the percentage of black students who reported smoking increased by 80%, from 12% in 1991 to 22% last year.

Mississippi legislators voted to expand the state's death-penalty statute to make murder at schools and college campuses a capital

offense. The move followed the shooting spree at Pearl (Miss.) High School last October which left two girls dead. The bill is awaiting the signature of the governor.

The final report of a 3-year study of television violence reveals that many children's programs contain violent portrayals which pose a special risk of promoting aggressive behavior among young children. The report voices special concern about the way violence is depicted in some children's programming, particularly cartoons. Many cartoons, the study says, include violence that poses a high risk of stimulating aggression in children. These "high risk" portrayals include a perpetrator who is attractive, violence that appears justified, and unpunished violence with minimal consequences to the perpetrator. The findings of the National Television Violence Study conflict with a recent study financed by the major broadcast networks that showed a steady decline in violent programming on network television.

The Capistrano Unified district in Southern CA is cracking down on its latest behavior problem: overaggressive grown-ups. Faced with a growing number of incidents in which school staff members have felt threatened by parents or other adults, the school board passed what it says is the state's first "civility policy" targeting adults. The civility policy is essentially a reminder of existing district rules and state laws governing disruptions on school grounds. However, the policy also encourages school employees to warn members of the public to act civilly if they use obscenities or speak in a "demanding, loud, insulting and/or demeaning manner."

HOW TO AVOID SCHOLARSHIP SCAMS

College Parents of America (CPA) and the Federal Trade Commission (FTC) Bureau of Consumer Protection have joined forces to protect students and their parents from college scholarship scams. CPA and the FTC advise parents and students to look for six signs that a scholarship offer is a scam:

- *"The scholarship is guaranteed or your money back."*
- *"You can't get this information anywhere else."*
- *"May I have your credit card or bank account number to hold this scholarship?"*
- *"We'll do all the work for you."*
- *"The scholarship will cost some money."*
- *"You've been selected by a 'national foundation' to receive a scholarship," or "You're a finalist" in a contest you never entered.*

Would You Believe?

A 7th grader in Reston, VA, was convicted of attempted pandering after trying to arrange sexual exchanges between boys and girls at his middle school. The 13-year old boy had collected \$80 from six girls who thought they were joining a club, and then told several boys that he could arrange sexual encounters with the girls. Before any liaisons could be arranged, the student confessed while being interviewed on an unrelated theft charge. He called himself a pimp and referred to the six girls as his 'ho's.'



legal news & notes

■ **Religious Freedom:** The U.S. 10th Circuit Court dismissed a student's lawsuit that her religious freedom had been violated by a high school choir director who had selected mostly Christian songs and venues. The court stated that any choral curriculum can be expected to include a "significant number" of religious songs and that there were "plausible secular reasons" for the public school's choir to perform at churches. "Such venues often are acoustically superior to high school auditoriums or gymnasiums, yet still provide adequate seating capacity," stated the court. The suit was filed by a Jewish girl attending a Salt Lake City high school when she enrolled in the school's a capella choir class. Her suit charged that the choir director, a Mormon, required the choir to sing primarily Christian music, selected religious sites for performances, and ostracized her for disagreeing with his "religious advocacy." The court stated that the U.S. Supreme Court has never specifically addressed the conduct of a public school teacher in choosing "course materials with religious content as part of a broader, secular curriculum." In this case, the judges said that the selections of religious songs and venues are "religiously neutral educational choices." They also stated that the First Amendment doesn't give an individual "the right to dictate a school's curricula to conform to her religion."

■ **Teacher Suspension Upheld:** The Wisconsin Employment Relations Commission recently ruled that a local school district acted within its rights when it suspended a teacher without pay following an incident in which the teacher stayed overnight at a national convention in the same motel room with a student of the opposite sex. The local union grieved the suspension claiming the "cause" standard of the collective bargaining agreement was not met. The arbitrator deciding the case ruled that the "District acted properly by addressing not only the Grievant's lack of professional judgement and inappropriate conduct but also the appearance of even greater impropriety."

■ **No Constitutional Violation:** A lawsuit filed by parents who charged that the school's band director violated their son's First and Fourteenth Amendment rights because he insisted that the boy play only B-flat clarinet was deemed frivolous by the courts. And, instead of damages, the court ordered the parents to pay the school district's legal expenses. The case was of interest because of some of the statements made in the court's ruling: "A constitutional violation does not occur every time someone feels that they have been wronged. There is no constitutional right to be free from emotional distress."

CAS SPONSORS MINI-CONFERENCE ON SCHEDULING

By Boyd Biondino, Asst. Principal, Bristol Eastern H.S.

On Tuesday, March 31, the CAS High School Board of Control conducted a very well attended and successful seminar on a variety of block schedule structures currently in use in Connecticut high schools. Dr. Everett Lyons and Boyd Biondino hosted the event at Bristol Eastern High School.

The event opened with a keynote address by Education Consultant Dr. Henry Traverso. Dr. Traverso stated that all high schools would likely employ some form of block instruction by the year 2000. Additionally, he emphasized the importance of public relations with the school and community during the research and implementation of block scheduling. Following the general session, participants attended break-out sessions on specific block schedules.

Four schools presented information concerning the structures of their block schedules, the preparation prior to implementation, and the pitfalls to avoid to ensure greatest success. Eastern presented its alternating AB Block Schedule; Avon High school explained its Modified Block; Tolland High

School detailed the process of its successful 4 x 4 Block; and Windsor Locks High School presented its 3 Block and "Skinny" Hybrid.

The AB Block at Bristol Eastern has improved attendance and student learning, reduced tardiness and discipline referrals, and produced varied lesson design with greater student involvement in the lesson. The Avon schedule has the following components: a five day cycle (A-E) featuring eight periods; each of the eight periods will have three 42 minute periods and one 88 minute period per cycle. Tolland's 4 x 4 schedule has revealed "no problems" with student retention, an increased number of students on honor roll, and a need for extensive curriculum adjustments. Additionally, study halls and duties are staffed by paraprofessionals. Windsor Locks' schedule features a daily Advisory Period along with three 96 minute blocks and a 47-48 minute class session during lunch. Anyone wishing information on these block schedules and their implementation should contact the respective schools.

ASSISTANT PRINCIPALS MAKE THE DIFFERENCE

By Robert F. Carroll,
Assistant Executive Director

The 21st Annual Assistant Principals' Conference was held on March 24, 1998 at the Marriott Hotel, Rocky Hill. Over 145 assistant principals from throughout the state were in attendance. Mr. David Maloney, assistant principal of Branford High School was honored as Connecticut's Assistant Principal of the Year and was presented with a plaque from CAS.

In keeping with the theme of this year's Assistant Principals' Conference, "We Make the Difference," nationally known speaker, Walter J. Biscardi, spoke on "How Winners Pursue Excellence During the Awesome Challenge of Change."

Biscardi stressed that change is one of the few constants in life. "If change is a constant, then why are so many people and organizations reluctant to accept change?" Biscardi queried. He explained that everyone is usually working or living within a circle of comfort and, once asked to step outside that circle, is faced with two major risks: the risk of failure and the risk of criticism. He then went on to show the positive side of both failure and criticism using illustrations easily understandable and, at times, very humorous.

Conference workshops addressed a number of critical and timely issues, including: police & school partnerships, preparing for the principalship, time management, and discipline of the special education student. Many thanks to this year's presenters: Leon Mackiewicz, Dr. Jerome Auclair, Dr. Allen Fossbender, Philip Morton, Attorney Sue Freedman, John Battista, Gerald Triano, Dr. Robert Carroll, Anne Jarvis, Larry Nocera and Paul Gamache.

Arthur Arpin, Assistant Principal of Seymour High School and Chair of the Conference Committee, is credited with putting together an outstanding and successful program.

Just Kid Inc.



PAUL HOEY NAMED H.S. PRINCIPAL OF THE YEAR



Paul R. Hoey, principal of Newington High School, has been selected as the CAS High School Principal of the Year. Principal at N.H.S. since 1990, Paul has been a strong and influential leader at the school, district and state level.

Paul has been instrumental in implementing a number of new policies to raise academic and behavioral standards at N.H.S. He developed a new attendance policy which has resulted in improved student attendance (97% daily attendance rate); he introduced new academic eligibility requirements for participation in athletics and other extra-curricular activities and designed support services to help students meet these new requirements; and he revamped the Industrial Arts program into an Industrial Technology program that promotes interdisciplinary activities involving Math, Science, and Technology disciplines.

Paul was instrumental in the development of cable connect courses involving interactive TV with neighboring high schools. Through his efforts, students have been exposed to courses in art, criminal justice, foreign languages, music and health — opportunities which would otherwise not have been possible due to financial constraints.

Joann Vasil, a teacher at NHS, offered the following praise. "Since he began at N.H.S., Mr. Hoey has been a visionary and clearly models and articulates the mission of the school. He guides all areas of curriculum to fulfill the needs of today's learners and provides the necessary staff development to implement change efficiently and effectively.

Paul has been an active member of CAS-CIAC for 18 years. He currently serves as Vice Chair of the CIAC Board of Control and Chair of the Girls Swimming Committee; and is a member of several standing committees. Paul has also been nominated by CAS for the National Principal of the Year Award, sponsored annually by NASSP.

Celebrate the ARTS!

THE IMPORTANCE OF ARTS EDUCATION

By Robert F. Carroll, Ed.D.

In 1995, the Connecticut Association of Schools established a Music Committee, comprised of band directors throughout the state, to provide a forum for communication among music educators and to promote music education in the state. That same year, the CAS Music Committee organized its first statewide Outstanding Musician Awards Banquet, which recognized two outstanding senior musicians in each of the state's high schools who excelled in the performing arts. While outstanding musicianship was the primary criterion, students also had to possess qualities of scholarship and leadership.

Seventy schools participated the first year, with 140 students receiving awards for achievement in music. Seven hundred twenty parents and educators attended the banquet to honor these students. The State's Commissioner of Education presented plaques to each of the honorees.

During the 1996-97 school year, the Music Committee decided to expand its focus and transformed itself into the "Arts Committee." The Outstanding Musician Awards Banquet became the Outstanding Arts Awards Banquet.

This year, more than 100 Connecticut high schools participated in Connecticut's Outstanding Arts Awards Banquet. Two hundred twenty-five young people were honored, and more than 1000 parents and educators were in attendance.

The committee has recently been looking for ways to recognize teachers in the arts. Last year, the National Board for Professional Teaching Standards named nine art teachers from Connecticut to receive National Board Certification. These Connecticut teachers were among the first group to receive certification in the area of Art. CAS sent congratulatory letters to each of the nine teachers and publicized their efforts in its monthly BULLETIN. The committee is working with the State Department of Education to petition for legislation that will financially support teachers wishing to pursue national certification.

For the last three years the CAS Bulletin has devoted its May issue to "The Arts". Members of the Arts Committee and other

arts educators from throughout the state are encouraged to submit articles for publication. This has helped tremendously in directing schools to focus on the importance of arts education in our schools. Many programs in the arts were saved because of articles heralding studies which showed that students who study the arts perform better academically, have higher SAT scores, achieve higher grade point averages, are more likely to be accepted to the colleges of their choice, are less likely to abuse drugs or alcohol, and are less likely to be absent from school. Other articles have emphasized the fact that students who study the arts are prepared to lead better and richer lives.

The committee is presently working at lobbying legislators to enact a high school graduation requirement in the arts. While current statutes require that students earn one credit in either the arts OR vocational education, the committee is seeking to mandate a credit requirement specifically in the arts. The committee points out that the average arts course is actually less expensive for a school to offer than other courses because teachers of music ensembles handle much larger groups than other teachers.

Can an arts committee have an important effect on the direction of arts education throughout a state? You bet it can! The Arts Committee of the Connecticut Association of Schools has played an important role in arts education in Connecticut. The value of arts is promoted and publicized on a regular basis. Students and teachers in the arts are recognized for their talents, and legislation beneficial to arts education is being considered. Other states that do not have a statewide Arts Committee should consider following Connecticut's lead.

"With every child who is born, under no matter what circumstances, the potentiality of the human race is born again. And it is through the arts — as a creative act — that this potentiality, if well-guided, can be powerfully revealed."

-- James Agee



Celebrate the ARTS!

CT's STUDENT-ARTISTS HONORED

By Denise Malnati, Windsor H.S.

CAS hosted the Third Annual Arts Awards Banquet on April 7 at the Aqua Turf Club in Southington. The Westfield Corporation sponsored this event. The evening was a celebration of sight and sound as two high school seniors from 78 high schools were honored for their outstanding achievement in the performing or visual arts, scholarship and leadership.

The banquet began with Christopher Herbert, from Weston High School, singing our National Anthem. Tom Chute, program director of WATR radio, once again served as Master of Ceremonies. Dr. Betty Sternberg, Associate Commissioner of Education, congratulated the recipients and helped present the award plaques. Martha Stewart, finding the recognition of students in the arts "a good thing", was this year's keynote speaker. Ms. Stewart challenged students to live life to the fullest, to meet every challenge head on, and to strive to reach their maximum potential.

Highlights of the evening included



Keynote speaker Martha Stewart with Dr. Robert Carroll, CAS Asst. Executive Director

musical performances by the Charter Oak Conference Jazz Band and the University of Connecticut Trumpet Ensemble and an art show, showcasing the work of 56 of the visual arts award recipients. The show was an impressive display of student work, which was admired by all.

Thank you to the Westfield Corporation, for their continued support of the arts in the state by sponsoring this event and inviting art shows and musical performances into their shopping towns: the Connecticut Post Mall, Meriden Square, Trumbull Shopping Park, and Enfield Square.

ARTS OPPORTUNITIES AT COGINCHAUG HIGH SCHOOL

By Carol R. Marinaccio

Coginchaug Regional High School students have a tremendous opportunity to explore careers in various career clusters, including the Arts and Media cluster. "Job shadowing" opportunities and guest speakers play a large role in the school-to-career programs at Coginchaug.

Recently, Matt Peterson, a Coginchaug senior, participated in a job shadow activity by playing an instrument in a musical performance at Haddam-Killingworth High School. Peterson wants to become a professional musician and hopes to enroll at a four-year college this fall to study music.

Coginchaug works closely with the Goodspeed Opera House in East Haddam to provide students with real-world exposure to the Arts. Britt Zumparo, the education director at Goodspeed, visited Coginchaug to discuss with students the different types of career opportunities that are available in the theater. Coginchaug sponsors an annual "Student Stages Day," held in early December, which brings students to the Goodspeed Opera House to experience the behind-the-scenes work of theater.

Students, faculty, and administrators participated in a recent Arts and Media Symposium at Middlesex Community Technical College. This symposium provided valuable insight for students and their teachers to identify resources, opportunities, and educational programs that are available to them in the field of Arts and Media.

Two Florida legislators have proposed requiring state-funded child-care centers to provide daily doses of Beethoven to their young charges.

In recent years, music learning has captured the attention of both researchers and the public. The following are selected studies published over the past 5 years.

| STUDY | RESEARCHERS | RESULTS |
|--|--|---|
| Music & Spatial Task Performance, Published in <i>Nature</i> , 1993 | F. Raushcer & G. Shaw, Univ. of California, Irvine | Listening to 10 minutes of a Mozart piano sonata improved the spatial-reasoning skills of a group of college students |
| Music Training Causes Long-Term Enhancement of Preschoolers' Spatial-Temporal Reasoning, Published in <i>Neurological Research</i> , 1997 | F. Raushcer & G. Shaw, Univ. of Wisconsin-Oshkosh, and Univ. of California, Irvine | Weekly keyboard lessons helped preschoolers improve their performance on tests designed to measure spatial-temporal skills. These children performed 34% better than children who had taken either computer lessons or group singing instead. |
| Increased Corpus Callosum Size in Musicians, Hand Skill Asymmetry in Professional Musicians, and In Vivo Evidence of Structural Brain Asymmetry in Musicians | G. Schlaug and colleagues, Harvard Medical School | Certain regions of the brain are larger in musicians who started musical training before age 7. |

(Source: *Education Week*)

Music has a potent impact on the mind, body and spirit, and it can be used to effect healthful changes. More and more doctors are using music as part of their treatments to help patients stay healthy and recover more quickly from illness. Examples...

- At a Baltimore hospital, heart patients derived the same benefits from listening to 30 minutes of classical music as they did from taking 10 mg of Valium.
- At a Dallas hospital, music and relaxation therapy were used to lower heart rate and blood pressure in patients with heart disease.

- In a California State University study, migraine sufferers were trained to use music, imagery, and relaxation techniques to reduce the frequency, intensity and duration of their headaches.

Music also has an impact on intelligence and productivity. Example...

- In a University of Washington study, people who listened to light classical music for 90 minutes while editing a manuscript increased accuracy by 21%.



middle school news...

RICHARD MILLER OF WESTON IS CAS MIDDLE SCHOOL PRINCIPAL OF THE YEAR

Richard Miller, principal of Weston Middle School, has been selected as this year's CAS Middle School Principal of the Year. Richard has served as principal of W.M.S. since 1986, earning his school national recognition as a Blue Ribbon School in 1988-89. Throughout his tenure, Richard has displayed the courage and confidence of a risk-taker, implementing a number of reforms to improve the overall quality of education at W.M.S. He has established a successful student academic assistance program — designed to keep weaker students in the mainstream — , an after-school and summer enrichment program, and a parent university, which offers evening mini-courses to members of the community.



Richard works diligently to keep pace with new educational reforms and to keep his staff abreast of changing educational philosophies and practices. He works with his staff to set clear and appropriate goals and to ensure that all teaching and learning activities support these goals. He actively involves staff and students in the governance of the school through frequent Faculty Council and SPARC (Students Participating in Active Representative Committee) meetings.

Richard is a respected leader in middle level education. In 1991, he served on the Connecticut State Department of Education Commission on Middle Schools. In 1995, he was appointed to the International Visiting Committee of the New England Association of Schools and Colleges. In that same year, he was selected as a mentor for the UConn Administrative Intern Program. In 1997, he was appointed to the State Board of Education Approvals Council. Richard currently serves as vice chair of the CAS Middle Level Board of Control.

A staff member described Richard in the following way. "Richard F. Miller has a sensitivity to children, a respect for parents, and an educational vision which represent the highest level of excellence...He understands school district policy and has tremendous insight into the educational process with detailed knowledge of technology and fiscal and budgeting issues...He is a natural leader with the gift of bringing together parents, students, and teachers for the benefit of all." Lucille Evans, President of the Weston Teachers Association, described Richard in the following way. "Mr. Miller is an exemplary educational leader. His ability to solve problems, implement school objectives, enlist the enthusiastic support of his staff, and take maximum advantage of the community resources available to him has created a school with high morale and high student achievement."

THE 'NEED' TO CHEAT

Middle school students are more likely to cheat if they believe that their schools stress grades and performance over learning, say researchers from the University of Kentucky. A recent study explored the motivations for cheating of 285 middle school science students. Researchers found that students who reported that they cheated—and who believed that cheating was acceptable—tended to:

- worry about school;
- perceive their schools as focused on grades and ability;
- believe that they will get a reward for doing well in class, such as getting out of homework;
- blame their failures on others or on outside circumstances; and,
- avoid trying different ways to solve a problem.

The researchers suggest that middle schools should focus more on the intrinsic rewards of learning and less on tests, grades, and ability.

(From Education Week, April 8, 1998)

MYTHS ABOUT TEENAGERS

Mike Males, author of *The Scapegoat Generation: America's War on Adolescents*, refutes the following myths about America's teenagers:

Myth: Teens are excessively violent

Fact: Youths have only slightly higher arrest rates than adults. Police officers are often overzealous in arresting minority juveniles.

Myth: American schools are hotbeds of violence.

Fact: Home is a much more dangerous place. For example, from 1992-1994, 60 murders were committed in U.S. schools. During that same period, over 4,000 children and teens were killed at home by parents or guardians.

Myth: Teen birth rates, compared to those of adult women, are skyrocketing.

Fact: Teen birth rates are identical to those of adult women. The same factors that influence adult birth rates also influence teens. The biggest factor is poverty - 6 out of 7 teen mothers were poor before they got pregnant. Seventy-five percent of the babies born to teen mothers are fathered by adult men.

Myth: Teens are in the highest risk group for contracting AIDS.

Fact: Youths ranked 3rd by age group for HIV risk. Almost all teen cases of HIV can be traced to adult partners or exploiters.

Myth: Teens are at extreme risk for suicide.

Fact: The incidence of teen suicide is half that of adults. The alleged "tripling" in youth suicide since the 1950's results from more accurate coroner certification of teens' deaths. Furthermore, self-reports of suicide attempts come predominantly from young women with histories of sexual abuse. (Source: IPS Newsletter, April 1998)

The National Emergency Medicine Association is providing its gun violence prevention video, *In a Flash*, free to middle schools nationwide. To obtain a copy, contact NEMA at (410)494-0300, or visit their website at <http://www.nemahealth.org>.



elementary school news...

MAUREEN FITZPATRICK IS NAMED CAS ELEMENTARY PRINCIPAL OF THE YEAR



Dr. Maureen Fitzpatrick, principal of Killingworth Elem. School, has been named the CAS Elementary Principal of the Year for 1998-99. Maureen assumed the principalship at

K.E.S. in 1993, quickly winning the respect of staff, students, and the community.

A woman of unrivaled spirit and stamina, Maureen has set high standards for both her staff and students and has kept her school on the forefront of educational reform. Maureen has introduced a number of successful initiatives which have improved the quality of education at the school and the level of achievement of its students. She was instrumental in establishing multi-age classrooms in grades 1-2. The success of this initiative forced a lottery system for selection into these classes and led to the expansion of multi-age classrooms into grades 3 and 4.

Maureen has succeeded in implementing innovative programs in areas such as technology and inclusion. Serving as co-chair for the district Technology Committee, she has had a tremendous influence on the use of technology both at K.E.S. and within the district as a whole. She created a technology committee within the school to encourage the integration of technology into the curriculum. Several staff members at K.E.S. now serve as technology trainers both within the district and statewide.

Under Maureen's leadership, K.E.S. was honored for its success in the inclusion

of disabled students in regular education classrooms. In 1995-96, K.E.S. was one of eight recipients of the Promising Practices Award, which is given annually to schools with exemplary inclusion practices. To promote the involvement of disabled students in all areas of school activity, K.E.S. established an in-house Unified Sports® Program, which allows disabled students to participate in sports activities with their non-disabled classmates. More than 100 students are now actively involved in K.E.S. Unified Sports® Program.

Maureen worked aggressively to involve staff in the governance of the school, to increase parent involvement and to engage the community in the life of the school. She developed a strong volunteer program which brings members of the community into the school to help in the library, read to children, serve on school or district committees, and assist in other areas of need. A "Senior Pen Pal" program allows 3rd graders to regularly communicate with and visit senior citizens in the town.

Maureen's former superintendent praised her leadership abilities: "Dr. Fitzpatrick has great abilities in dealing professionally and positively with students, teachers, administrators, the Board of Education, and the public at large. She is truly an excellent educational leader in terms of putting her heart and soul into everything she does. She takes pride in her ability to keep very current on what is happening in the field of education. I, personally, appreciate her style, her constant energy and enthusiasm, and her commitment. The district is fortunate to have someone of Dr. Fitzpatrick's caliber as a key educational leader."

REPORT: HOW TO PREVENT READING DIFFICULTIES AT AN EARLY AGE

"The majority of reading problems faced by today's adolescents and adults could have been avoided or resolved in the early years of childhood," according to a report released March 18, 1998 by the National Research Council. The report, *Preventing Reading Difficulties in Young Children*, calls for widespread reforms to "ensure that all children are equipped with the skills and instruction they need to learn to read."

The report outlines specific instructional components that should be included in a child's education in grades K-3 in order to ensure success in reading. The report underscores the need for proper teacher training in reading development and makes recommendations on how to address the specific needs of students who are at risk of reading difficulties.

According to the report, reading problems are disproportionately high among minorities, non-English-speaking children, and those who grow up in poor or urban environments. The report says that children whose first language is not English should first learn the skills of reading in their initial language -- the language in which they will best be able to discern the meaning of words and of sentences. If such instruction is not feasible in a given school system, the child should not be rushed prematurely into English reading instruction, but should be given an opportunity to develop a reasonable level of oral proficiency in English before learning to read.

The full report can be viewed at: <http://www.ed.gov/inits/americanreads/ReadDiff/index.html>.

Experts Tackle Transition to Kindergarten

A group of about 50 researchers, teachers and parents brought together by the National Center for Early Development and Learning, met last month to discuss the topic of children's transition into kindergarten and the early grades. During the two-day conference, several themes emerged:

- The transition between kindergarten and first grade is more risky for children than the one into kindergarten because of the start of formal reading instruction.
- Transition can create stress for children and their parents, particularly those from poor families. An unfavorable introduction to school can drain children's self-confidence and leave them feeling that school is an unfriendly place.
- Because children entering school come from a wide variety of backgrounds — preschools, child-care centers, and home — standards for young people should encompass a wide range of abilities and recognize that not all children will accomplish them at the same pace.
- Much can be learned about transition from children with disabilities, who usually begin attending public school programs at age 3. Most of these children also make transitions during the school day, from special education classrooms to regular classrooms, and from public schools to private service providers.

(Source: Education Week, 3/4/98)



NEW ELIGIBILITY CODE ADDRESSES 'HARDSHIPS'

At its April meeting, the CIAC Board of Control approved a number of revisions to the CIAC Code of Eligibility. The proposed revisions will be presented to the membership for adoption at the Annual Meeting. The changes involve such issues as residency, transfers, charter/magnet schools and other school choice options, home-schooling, etc. The two most critical changes which deserve attention are:

1. Hardship Exception to the Transfer Rule (Rule IIC#20)

— For the first time in the history of the CIAC, a regulation is being proposed which will allow decisions to be made on a case-by-case basis. A judgement by the Eligibility Committee made on the basis of the evidence presented will permit athletes to participate when the uniqueness of a "hardship" claim meets the objective of the Code of Eligibility. Eligibility under the Hardship exception will be granted to a transfer student who is not in compliance with the Transfer regulation but for whom sufficient evidence is provided to show that it was necessary for the student to transfer because of unforeseen, unavoidable, or unusual circumstances including, but not limited to, broken home conditions, terminal or serious illness of parent or sibling, death of a parent or guardian, abandonment, loss of school accreditation, etc. Hardship is defined as an unforeseeable act, condition or event which may not reasonably and/or practically be avoided or corrected and which causes the imposition of a severe burden upon the student or his/her family. A hardship situation may be a situation which is unique to the student or his/her family which could not have been predicted, which does not apply to others in a similar setting, and over which the family has no control.

2. Due Process Procedures — In response to an overwhelming number of appeals which the Board of Control has had to adjudicate these past few years, it has been difficult to spend the necessary time at monthly meetings to get the important work of the association accomplished. Also, in anticipation of the considerable increase in hearings which will occur as a result of the new HARDSHIP exception,

the Board is recommending, with support from its legal counsel, that a completely new appeal procedure be established.

It is being recommended that a new Eligibility Review Board, consisting of members who have accumulated a wealth of experience with the CIAC governance structure, replace the Board of Control as the body to review and decide all appeals. In keeping with present procedure, all cases will first be heard by and acted on by the existing CIAC Eligibility Committee. A ruling by the Eligibility Committee can then be appealed to the new Eligibility Review Board. Decisions of the CIAC Eligibility Review Board are final. This does NOT, however, prevent the Board of Control from hearing appeals. The CIAC Board of Control reserves the right to hear those cases which it believes involve issues of critical and conflicting opinion among the Eligibility Committee and the CIAC Eligibility Review Board or which, as a result of other compelling reasons, deserve the attention of the CIAC Board of Control.

A copy of the revised Code of Eligibility, containing **all** proposed changes, was sent to member principals last month. If adopted at the Annual Meeting, the new Code of Eligibility will be effective Sept. 2, 1998.

CIAC Adopts Changes to Disqualification/Ejection Rule

At its April meeting, the CIAC Board voted to change the existing Disqualification/Ejection Rule to allow for a more consistent application of penalties at the various levels of play. The new language, printed below, will prevent athletes and coaches participating in sub-varsity contests from incurring more severe penalties than athletes or coaches in varsity contests.

“When an athlete or coach is ejected from a contest for unsportsmanlike conduct or fighting (the first time), the athlete or coach is ineligible for the next contest at the same level of play (even if the next contest at the same level of play is a league or state tournament game or the next season). In addition - if one or more different level contests are scheduled prior to the next contest at the same level of play (in which the athlete or coach was ejected/disqualified), the athlete or coach shall be ineligible for the next (but no more than one) contest at each (different) level of play. (Note: For first time offenses, the most contests that an athlete or coach will be required to miss at each level of play is one.)”

See page 12 for interpretations of this new language.

MOST POPULAR CIAC SPORTS, 1997-98*

| BOYS | |
|---------------|----------------------------|
| Sport | # of Participating Schools |
| Baseball | 171 |
| Basketball | 171 |
| Soccer | 167 |
| Cross Country | 158 |
| Golf | 154 |
| Outdoor Track | 152 |
| Tennis | 142 |
| Football | 123 |
| Indoor Track | 103 |
| Wrestling | 93 |
| Swimming | 87 |
| Ice Hockey | 68 |
| Lacrosse | 31 |

| GIRLS | |
|----------------|----------------------------|
| Sport | # of Participating Schools |
| Softball | 171 |
| Basketball | 170 |
| Cheerleading** | 167 |
| Cross Country | 152 |
| Soccer | 147 |
| Outdoor Track | 144 |
| Tennis | 139 |
| Volleyball | 133 |
| Golf | 154 |
| Indoor Track | 100 |
| Field Hockey | 69 |
| Gymnastics | 39 |

** not an official CIAC sport

* As per Annual Reporting Forms, submitted October, 1997



ciac notes

Congratulations to this year's recipients of the prestigious CT Sports Writers' Alliance gold Key Award: Jack Arute, Paul "Frosty" Francis, Dr. William Moore, and Vito Montelli. Mr. Francis and Dr. Moore were recipients of the CIAC Boys Basketball Merit Award in 1996 and 1997, respectively.

The CIAC Boys and Girls Soccer Committees have voted to implement the following format for quarter final games:

- All quarter final games will be played at the site of the higher-ranked team.
- If the higher-ranked team's home site does not conform to CIAC facility requirements, the game will be played at the site of the lower-ranked team.
- If the lower-ranked team's home site does not conform to CIAC facility requirements, the higher-ranked team shall select a suitable site.

The new format, which has been implemented due to the increased difficulty in securing suitable neutral playing sites, will be in place on a trial basis for the 1998-99 season.

CIAC Cross Country rules for 1998-99:

1. Any runner who uses an illegal aid, such as a heart rate monitor, shall be disqualified from competition.
2. All team members shall wear uniforms (jersey and trunks) of the same color and design. Apparel worn under the jersey by more than one (1) team member must be the same color. Apparel worn under the uniform jersey and shorts must be of a single color. Names on tights, etc., are prohibited.

The National Federation of State High School Associations has released suggested guidelines for dealing with head trauma in high school sports. The guidelines are intended to help coaches, athletic directors and trainers make informed decisions about whether or not to return a concussed athlete to the game. The guidelines will be mailed to all CIAC member schools this month.

In February, a Hew Hampshire high school won a landmark case which was a victory for the New Hampshire Interscholastic Athletic Association's restitution rule. The case involved a student who returned to Moultonborough Academy to complete the 1997-98 school year. In investigating the reason for the return, Moultonborough Academy determined that the student was persuaded to leave his

school in Massachusetts and transfer to Moultonborough for the purpose of participating in athletics. The school refused to sign the transfer affidavit and the student was ruled ineligible by the NHIAA. The student subsequently filed an injunction in Superior Court. The court denied the plaintiff's petition for a preliminary injunction, stating, "[C]onsidering the information relied on by the defendants, the plaintiff's actions could reasonably be determined to be the result of recruitment, although that may not have been the sole purpose in the plaintiff's decision to return to Marlborough. The Court finds that there is substantial risk to the school, its athletic program, and other team members if post season games proceed with the plaintiff as a team member, and the plaintiff is subsequently found to be ineligible. The court refuses to grant injunctive relief if the potential harm to the defendants, if the injunctive relief is granted, is greater than that threatened against the plaintiff if it is not."

Erratum: The statistics on the number of girls participating on boys ice hockey teams were incorrectly reported in last month's issue of the BULLETIN. St. Thomas Aquinas HS and Guilford HS were erroneously listed as having females participating on boys ice hockey teams. (In fact, St. Thomas does not even have an ice hockey team). Hamden HS, which has one female on its ice hockey team, was inadvertently omitted from the list.

Defibrillators Make Their Way to High School Sports Events

Sudden cardiac arrest (SCA) is one of the most common causes of death in the U.S., claiming about 325,000 lives each year. Until recently, treatment for SCA - an electrical shock known as defibrillation - usually was administered in either a hospital or by emergency medical service personnel.

Innovative communities are looking for ways to improve access to defibrillation. They are equipping firefighters, police - and now high school athletic coaches and trainers - with automated external defibrillators (AEDs), allowing them to provide critical treatment before EMS arrives.

Many rural and suburban high schools are following the trend of having AEDs available at sporting events. Although those at greatest risk of SCA are the spectators in the stands, young athletes occasionally suffer SCA, too - caused by a genetic defect or a blow to the chest such as from a baseball or hockey puck.

Simsbury Wins Michaels Cup for 3rd Consecutive Year

Since its inception in 1985, the Michaels Achievement Cup has been awarded to CT high schools for outstanding overall athletic programs. The awards program recognizes the top three athletic programs in each of six divisions and selects one overall winner from the first-place finishers in each division. Congratulations to Simsbury HS and to the top three schools in each division:

- **Class LL** — 1. Simsbury HS
2. Southington HS
3. Trumbull HS
- **Class L** — 1. Staples HS, Westport
2. Ridgefield HS
3. Guilford HS
- **Class MM** — 1. Hand HS, Madison
2. Farmington HS
3. Darien HS
- **Class M** — 1. Tie: Tolland HS & Joel Barlow HS, Redding
2. Avon HS
3. Xavier HS, Middletown
- **Class SS** — 1. Haddam-Killingworth HS
2. Housatonic Valley Reg.
3. Luralton Hall, Milford
- **Class S** — 1. Litchfield HS
2. Weston HS
3. Shepaug Valley HS

The Cost of A High School Football Program

Start-up Costs

| | |
|--|--------------------|
| Equipment and uniforms..... | \$11,663.75 |
| Five-man sled, tackling dummies, and other practice equipment..... | \$3,702.80 |
| Goal posts and pads..... | \$720.00 |
| Yard markers, goal line pylons, sticks & chains..... | \$555.00 |
| One dozen footballs..... | \$456.00 |
| Kicking tees..... | \$21.50 |
| Total..... | \$17,119.05 |

Annual Operating Costs

| | |
|--|--------------------|
| Head coach, three assistants..... | \$11,500.00 |
| Officials, security, ambulance (5 home games)..... | \$1,720.00 |
| Equipment maintenance..... | \$966.00 |
| Transportation (5 away games)..... | \$900.00 |
| Film (10 games)..... | \$250.00 |
| Total..... | \$15,336.00 |

Future Expansion

| | |
|--|-------------|
| Scoreboard..... | \$10,000.00 |
| Press box..... | \$8,000.00 |
| Concession facility..... | \$5,000.00 |
| Portable communication system..... | \$2,500.00 |
| Game announcer, clock operator, ticket takers..... | volunteer |

* estimates based on a 35-member squad
(Source: Rocky Hill football boosters)



1997-98 CIAC WINTER SPORTS — TEAM CHAMPIONS

Boys Basketball

| | | | | |
|----------|-------------------------|----|----------------------|----|
| Class LL | Windsor | 74 | Norwalk | 66 |
| Class L | Crosby, Waterbury | 81 | Notre Dame, W. Haven | 72 |
| Class M | N.W Catholic, W. Htfd. | 85 | Prince RVT, Hartford | 66 |
| Class S | Gilbert School, Winsted | 48 | Tolland | 43 |

Girls Basketball

| | | | | |
|----------|-------------------------|----|----------------------|----|
| Class LL | New Britain | 40 | Fairfield | 37 |
| Class L | Hillhouse, New Haven | 73 | Killingly | 61 |
| Class M | Seymour | 50 | Joel Barlow, Redding | 27 |
| Class S | Wheeler, No. Stonington | 47 | St. Paul, Bristol | 40 |



Waterbury's Crosby High School wins Class L Championships



Boys Indoor Track

| | |
|---------|----------------------|
| Open | Danbury |
| Class L | Xavier, Middletown |
| Class M | Hillhouse, New Haven |
| Class S | Middletown |

Girls Indoor Track

| | |
|---------|------------------------|
| Open | New Canaan |
| Class L | Amity Reg., Woodbridge |
| Class M | New Canaan |
| Class S | RHAM, Hebron |

Ice Hockey

| | | | |
|------------------|---|------------|---|
| Division I: | | | |
| Trinity Catholic | 3 | New Canaan | 1 |
| Division II: | | | |
| East Haven | 7 | Newington | 1 |



Stamford's Trinity Catholic wins Division I Hockey Tournament



Wrestling

| | |
|----------|-----------------|
| Class LL | Danbury |
| Class L | Bristol Central |
| Class M | New Fairfield |
| Class S | Rocky Hill |

Girls Gymnastics

| | |
|---------|----------------------|
| Class L | Norwich Free Academy |
| Class M | Farmington |
| Class S | Daniel Hand, Madison |

Boys Swimming

| | |
|----------|-----------------|
| Open | Fairfield Prep. |
| Class LL | Greenwich |
| Class L | Cheshire |
| Class M | Wilton |
| Class S | Weston |

Cheerleading

| | |
|---------|------------------------------|
| Coed | Wolcott |
| Class L | Sacred Heart Academy, Hamden |
| Class M | Holy Cross, Waterbury |
| Class S | Sacred Heart, Waterbury |





ACADEMY OF WOMEN'S COACHING & OFFICIATING STATEMENT OF BELIEFS

■ We believe sports is a microcosm of society; and, as such, serves as a highly valuable extension of the educational process and a highly visible vehicle to develop, enrich, and enhance the essence of self confidence, self esteem, motivation, teamwork, achievement, the power of role modeling, and preparation for lifeskills in future endeavors.

■ As women in sports has evolved into a national focus via high school, collegiate, Olympic, and professional arenas, opportunities for involvement in sport as an athlete, coach, official, athletic trainer, sport psychologist, administrator of athletics, and various aspects of sports management have surfaced.

■ Through the passage of Title IX and the efforts to create a level playing field for women in sport, we believe women should feel empowered to make choices about the varied levels and opportunities for involvement in sport.

MISSION STATEMENT

The mission of the Academy of Women's Coaching and Officiating of the Connecticut Association of Schools and the Connecticut Interscholastic Athletic Conference is to provide a framework for grassroots efforts to encourage and prepare girls and women to become lifelong participants in sport. These efforts will continue to provide an arena for the enrichment of girl's and women's growth in the world of sport.

DISQUALIFICATION/ EJECTION Q & A's

Q. An athlete is ejected from the last junior varsity football game of the season. There are three varsity games left in the season and the next junior varsity game is not scheduled until after the first varsity game is played the following season. What will be the penalty in this case?

A. The athlete may not play in the next varsity contest as well as the next junior varsity game the following year. The athlete may play in the second and all other varsity games that occur after the ejection.

Q. An athlete is ejected from a freshman basketball game on a day in which junior varsity and varsity games are scheduled to follow. What is the penalty in this case?

A. The athlete must miss the next junior varsity and varsity games but may play in all subsequent junior varsity and varsity games that occur prior to the next freshman game (which the athlete cannot participate).

Q. A cross country runner is ejected from a junior varsity race at the beginning of the season. It is the only junior varsity race scheduled for the season. What is the penalty?

A. The runner is ineligible for the next varsity race but may participate in all other varsity races after that. If and when the next junior varsity race is scheduled, the runner will have to miss that junior varsity race.

HIGHLIGHTS

CIAC Board of Control Meeting April 9, 1998

■ The Board voted to establish an ad hoc committee to examine the appropriateness of developing guidelines for participation in sports that are not currently governed by the CIAC, such as fencing, crew, boys volleyball, girls ice hockey, bowling, girls lacrosse, and skiing.

■ After reviewing data from the CIAC Ice Hockey committee indicating support for the establishment of a third tournament division, the Board voted to retain its existing two-division structure.

■ The following language was adopted into the CIAC Code of Eligibility: "If an athlete violates an eligibility standard which can be directly attributable to an incorrect interpretation or application of a CIAC eligibility rule by school personnel, the CIAC has the discretion to waive or alter the penalty."

■ A member high school was fined \$100 for use of an ineligible player and directed to forfeit all games in which the ineligible player participated.

■ A member school was fined \$500 and its entire athletic program was placed on probation for the 1998-99 school year for violation of the CIAC Recruitment Policy. The violation involved a high school basketball coach who attended a middle school basketball game and distributed literature and spoke to students and parents about playing basketball at his high school.

■ The board imposed the following sanctions on a member school for use of an ineligible player: the school was assessed a \$1,000 fine; its football program was placed on prohibition for the period of one year; its entire athletic program was placed on probation for a one year period; and it was forced to forfeit all games in which the ineligible player participated.

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