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



NOVEMBER 2009

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## MIDDLE LEVEL MEMBER SURVEY RESULTS RELEASED

By Earle Bidwell, Assistant Executive Director

In his book, "7 Measures of Success: What Remarkable Associations Do That Others Don't," Jim Collins states that good associations make every effort to understand their members' needs and attempt, within the confines of the organization's vision and mission, to meet them. Remarkable associations go one step further and "ask." Following Collins' advice, the CAS Middle Level Division surveyed its membership to determine which of fifty CAS services are considered critical, very important, marginally important and least important. Links to an on-line survey were sent to superintendents, building administrators and teacher representatives in member middle schools; twenty-two percent responded. The fifty services were listed in five categories: student services, professional development, advocacy and professional studies, recognition programs, and other services.

According to the membership, the top two services provided to middle schools are: advocating for middle level education with the state legislature and with congress; and representing Connecticut middle schools regionally and nationally, through collaboration with The New England League of Middle Schools, National Middle School Association and National Association of Secondary School Principals. The next two priorities are: tracking education legislation and testifying with regard to education related bills in the CT state legislature, and providing legal updates

*continued on page 9*



## COMMENTARY: On the Retirement of Mike Savage

By Scott Gray  
Sports Caster,  
WTIC 1080

**"T**he toughest job in Connecticut scholastic academic and athletic administration is about to become available. The job nobody really wants is being the person who replaces the person. Some acts are just tougher to follow than others. Mike Savage is going to be one tough act to follow. Yesterday Savage announced that, thirty years after assuming the post of Assistant Executive Director of the Connecticut Association of Schools and the Connecticut Interscholastic Athletic Association, he will complete his thirtieth year with the organizations at the end of June and step down as the executive director. To say an era comes to an end with the retirement of Mike Savage is to grossly understate a tenure that has been THE era for CAS and the CIAC. I've known Mike Savage almost from the moment he moved into his first position with the two associations and from day one I've found him to be an enigma. A dynamic man who prefers to maintain a low profile. He could have been the prototype for the E.F. Hutton advertising campaign, "When Mike Savage talks,

people listen." He speaks softly, adding one minute of wisdom for every hour spent listening. Five minutes of combined wisdom from Mike Savage is worth more than five hours of wisdom from most people in similar positions. His foresight moved CAS and the CIAC light years ahead of where they were when he came on board. My relationship with Mike was a natural. When he came on the scene CAS and the CIAC were primarily concerned with the governance of high school sports and I conducted the weekly state high school basketball poll. Today they are recognized as powerful forces in Connecticut education, extending their membership beyond the high schools, through the elementary school level, encompassing grades K through 12 statewide. While continuing to govern high school sports and oversee their development, including the expansion of state tournaments in scope and profitability, there is a new emphasis on academics with annual banquets honoring scholar athletes on the high school level and scholar leaders on the middle school level, recognizing the academic achievements of more than two hundred young people at each. My next assignment with Mike comes up

the first week in November at a banquet to recognize school administrators for their progressive approach to education. Mike's announcement of his pending retirement included a statement that, to me, best sums up his approach to leadership. "Our staff is scrupulously dedicated and resourceful", he said, "Our boards are strong and capable, comprised of members with the utmost experience, integrity and humanity. I am fortunate to have been one of the many beneficiaries of their professionalism, competence and good will." What Mike won't say, that any of the people he referred to would gladly add to that statement, is that they, and the entire education community of Connecticut, are fortunate to have been the beneficiaries of Mike Savage's leadership. The only thing that makes me happy about Mike Savage's well deserved retirement after thirty years of remarkable service is that I won't be the guy who replaces the guy. Mike Savage is one tough act to follow. With a comment from the sports world, I'm Scott Gray."

- WTIC 1080 Sports Commentary,  
October 22, 2009

## LEGAL MAILBAG

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



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

**Q. DEAR MAILBAG:** One of the biology teachers in my school was talking about evolution, and a student asked him about alternative theories like creationism. He laughed at the student and asked him if he believed that "superstitious nonsense." Not surprisingly, the student went home and complained to his parents, who were in my office first thing this morning demanding action. I told them that I was sorry that they were offended, but with academic freedom and all, there was nothing I could do. They went away angry, and I am afraid that they will sue. What should I do, if anything, to placate them?

- *Running Scared*

**A. DEAR RUNNING:** Just doing your job would be a good start. Teachers are hired to teach the curriculum, and they don't have academic freedom or other free speech rights when they do so. Here, you had every right to hold the teacher accountable for his statement. Under the Establishment Clause of the First Amendment, teachers may neither advance nor inhibit religion, and this teacher's denigration of "creationism," while understandable in some quarters, was actually a constitutional violation. Teachers must be careful to be neutral in their discussion of religious matters, irrespective of their personal opinions.

**Q. DEAR MAILBAG:** I was walking down the hall the other day, and one of my best teachers was obviously upset. I brought her into my office, and she told me that she was called into a union meeting without warning. The union president then lectured her sternly about the need to follow the contract and leave school as soon as permitted under the contract. I was outraged, and I promptly called the union president into my office and told him how unprofessional he had been. Now, he is trying to turn this whole situation around by accusing me of interfering with union business. Can I tell him to bug off?

- *Righteously Indignant*

**A. DEAR INDIGNANT:** No, but you can apologize. The union has the right to communicate with the members of the bargaining unit without your intruding. The labor laws provide that unions may engage in such activities without restraint or coercion from management. While you did not impose discipline on the union president, you inserted yourself into an internal union issue. The State Labor Board has ruled that such actions may be coercive and, as such, may be an unfair labor practice.

**Q. DEAR MAILBAG:** Based on an eyewitness report, we brought a student down to the office and confronted him with our suspicion that he was in possession of drugs. We politely asked him if we could search his backpack and his person, and he not so politely told us to keep our hands off of him and his stuff. We called his father, who arrived promptly. We asked him whether we could search his son, but the father simply said "no way," and he hustled his son out and took him home. Where did we go wrong?

- *Abundantly Cautious*

**A. DEAR ABUNDANTLY:** Students are subject to your supervision and control in school. Such control includes the right to search students if two conditions are met. First, you must have reasonable suspicion at the inception of the search that the search will yield evidence of a violation of school rules or the law. Second, the search must not be excessively intrusive. If these conditions are met, you can search the student, and you do not need parent permission to do so. Understandably, you will not want to forcibly search a student against his or her will. But you can tell the student that refusal to submit to the search will be considered insubordination as well as an admission that he or she is in possession of the suspected contraband items. Moreover, in a serious case, you can hold the student and call the police and let them deal with the situation.

## ct news & notes

■ Shipman & Goodwin LLP is pleased to announce the launch of a new website, [www.ctschoollaw.com](http://www.ctschoollaw.com), with a unique focus on school law. The new site has been developed by members of Shipman & Goodwin's school law practice group. The [www.ctschoollaw.com](http://www.ctschoollaw.com) site will track emerging school law issues at both the national and local levels and will serve as a convenient resource for school professionals and others who wish to remain informed of the most recent developments in school law. The site will also serve as a central repository for school law related content developed by members of the school law practice group and provide visitors links to useful school law resources.

On a related note, on October 5, 2009, Governor Rell signed into law Public Act 09-6 implementing the state budget provisions concerning education. Among other things, the legislation delays the implementation of the in-school suspension law; establishes a successor program to the Beginning Educator Support and Training (BEST) program; permits, in certain circumstances, school districts to employ substitute teachers who do not possess a bachelor's degree; and changes the law regarding student withdrawal from school and the subsequent readmission of such students. For more information, read the November 4th "Alert" posted on the new school law website at [www.ctschoollaw.com/?entry=47](http://www.ctschoollaw.com/?entry=47).

■ The 2009 National School Conference on International Youth Exchange will be held in Hartford, CT this year. The conference, co-sponsored by the Connecticut State Department of Education and the Capitol Region Education Council, is scheduled February 27-28. For more information, visit [www.csiet.org](http://www.csiet.org).

### SCHOOLIES © 2009 by John P. Wood





## . . . more ct news & notes

■ A report card issued earlier this month on state-level innovation in education found troubling results, with most states earning C's, D's, or even F's in such key areas as technology, high school quality, and removal of ineffective teachers. The report, "Leaders and Laggards," uses state data and existing and original research to assign letter grades to states based on seven indicators of innovation: school management, finance, hiring and evaluation of teachers, removal of ineffective teachers, data, "pipeline to

postsecondary" (or high school quality), and technology. Connecticut received mostly Cs on its report card, with a D in Technology and an F in School Management. According to the report, Connecticut does a dismal job managing its schools in a way that encourages thoughtful innovation. Ninety-one percent of teachers report that routine duties and paperwork interfere with their teaching, and only 29% of teachers like the way things are run at their school. Massachusetts, Colorado, and Rhode Island got gold

stars for their policies to promote extended learning time in schools, while Arizona, Ohio, and Florida got that designation for their aggressive charter school accountability approaches. Both are signals of innovation, according to the report. To access the full report, visit <http://uschamber.com/reportcard/default>.

■ The 2009 National School Conference on International Youth Exchange will be held in Hartford, CT this year. The conference, co-sponsored by the Connecticut State Department of Education and the Capitol Region Education Council, is scheduled February 27-28. For more information, visit [www.csiet.org](http://www.csiet.org).

### IMPORTANT REMINDER To Member School Principals

All member schools were required to update their school information in the online CAS membership database by **October 15th**. To date, only 32% of our members have done so. It is vital that we keep our membership data as current as possible. This allows member schools to take full advantage of the benefits of CAS membership and ensures that our online membership directory information is up-to-date. **Please keep in mind that if we don't have the correct e-mail address on file for the building principal, he/she will miss out on important news and announcements.**

Visiting the on-line membership database also provides principals with an opportunity to review and sign off on the CAS membership agreement for the 2009-2010 year. Acceptance of this agreement is a requirement of CAS membership.

All member school principals should have received an e-mail containing their school number and login ID for accessing the on-line membership database. Principals who did not receive this message should contact Karen Packtor at 203-250-1111, ext. 3910 or [kpacktor@casciac.org](mailto:kpacktor@casciac.org).

### State Ranks High In Youth Alcohol Use

» In 2007, 19.6 percent of Connecticut youths aged 12 to 17 reported using alcohol within the past month. The state ranked fifth in the survey.



SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration Office of Applied Studies.

WES RAND / THE HARTFORD COURANT



University of  
Connecticut

Neag School of Education

### Neag School of Education Seeks Nominations

*The Neag School of Education at the University of Connecticut is accepting nominations for the following alumni awards:*

- ◆ **Outstanding School Administrator** - A principal, assistant principal, central office administrator or director
- ◆ **Outstanding Higher Education Professional** - Faculty member or administrator at a college or university
- ◆ **Outstanding School Superintendent** - Leader of a public or private school system
- ◆ **Outstanding School Educator** - Pre-K through 12th grade teacher, including support service educators
- ◆ **Outstanding Kinesiology Professional** - An educator, researcher, or health/fitness advocate
- ◆ **Outstanding Physical Therapy Professional** - A physical therapist working in a university or clinical setting
- ◆ **Outstanding Professional** - A professional working within the public or private sector

*Nominees should meet these criteria:*

- alumni status from the Neag School of Education;
- demonstrated excellence in the award category;
- significant contributions to her/his educational environment;
- professional and/or community service;
- a minimum of five years of service in the award category.

For more information, visit [www.casciac.org/pdfs/Neag\\_alumni\\_awards\\_10.pdf](http://www.casciac.org/pdfs/Neag_alumni_awards_10.pdf). The deadline for all nominations is December 30, 2009.

## national news & notes

■ The US Department of Education has issued guidance that discusses waivers from federal education requirements that may provide state or local educational institutions with the operational flexibility necessary to efficiently close schools and otherwise respond to the administrative challenges presented by a potential H1N1 outbreak such as: prolonged school closures, excessive absenteeism, or other disruptions in the regular delivery of educational services to students for a prolonged period of time. The document contains advisory information on six sections: elementary and secondary education issues, adult education and career and technology issues, federal student aid and other postsecondary education issues, grant administration requirements, Family Educational Rights and Privacy Act (FERPA) issues, and distribution of flu vaccines at school facilities. This new flexibility may be present in accountability and reporting requirements which are normally required by the US Department of Education. This waiver also allows schools to delay implementing school improvement requirements for a period of one year, and it addresses concerns for IEPs and special education student services which may be disrupted due to closures. The guidance can be accessed at [www.edweek.org/media/swineguidance.pdf](http://www.edweek.org/media/swineguidance.pdf).

■ A recent paper from the Institute for the Study of Labor (IZA) in Bonn, Germany examines individual, performance-related teacher pay in Portugal's public schools, a reform introduced seven years ago. The study analyzed student-school performance on secondary school national exams for two control groups: public schools in autonomous regions exposed to lighter versions

of the reform; and private schools subject to the same national exams but whose teachers were unaffected by the reform. Looking at a reform in its entirety, the IZA research consistently indicates that an increased focus on individual teacher performance caused a significant decline in student achievement in Portugal, particularly with respect to scores on national exams; the study also documents a significant increase in grade inflation.

■ The National Center for Education Statistics, the primary federal entity for collecting, analyzing, and reporting data related to education in the United States, has just released *Projections of Education Statistics to 2018*, the 37th report in a series begun in 1964 and the first to include projections of first-time freshmen in public and private post-secondary institutions. In addition to projections at the national level for key education statistics, including graduates, teachers, and expenditures in elementary and secondary schools, the report includes projections of public elementary and secondary school enrollment and public high school graduates to the year 2018 at the state level. According to the report, total public and private elementary and secondary school enrollment reached a record 55 million in fall 2006, representing a 12 percent increase since fall 1993. Between 2006, the last year of actual public school data, and 2018, an enrollment increase of eight percent is expected, with increases for public schools and decreases for private schools. The number of teachers in elementary and secondary schools is also expected to rise in both public and private schools, with pupil/teacher ratios expected to decrease in both.

■ A new study from the University of Texas finds that only half of newly hired Texas public school principals stay on the job at least three years, with those in high-poverty schools leaving soonest. These data can be extrapolated to other states, and show that principal retention rates are strongly influenced by student achievement during the principal's first year, with the lowest-achieving schools having the highest principal turnover. The number of poorer students in a school is also a major determinant, with more than 20% of principals in the highest-poverty schools leaving after only one year and less than 30% staying at the same school at least five years. Retention is higher in suburban districts where most students are white and affluent, and is highest overall in elementary schools. "What we know about principal retention suggests that school leaders are crucial to the school improvement process and that they must stay in a school a number of consecutive years for the benefits of their leadership to be realized," said Dr. Ed Fuller, a member of the University Council for Educational Administration and a co-author of the study. (PEN Weekly NewsBlast, 10/30/09)

### 5<sup>th</sup> Annual Connecticut Data Showcase

*Stories of Success - Closing the Achievement Gap*

**April 28 & 29, 2010**

*Holiday Inn, Waterbury*

#### Keynote Speakers:

*Doug Reeves, Founder, The Leadership & Learning Center - April 28th*

*Kati Haycock, President, The Education Trust - April 29th*

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

Register online after Feb. 1<sup>st</sup> at <http://registereastconn.org/ds/>

Registration questions should be directed to EASTCONN Conference Office at (860) 455-1561.

#### CAS OFFICERS: 2009-2010

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#### THE BULLETIN

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## CAS AWARDS THREE CITATIONS AT ANNUAL CONFERENCE

Three outstanding administrators were selected to receive the prestigious Connecticut Association of Schools' Citation this year. The honor is bestowed annually upon a few select individuals who have made extraordinary contributions to the association and, by extension, to public education in Connecticut. The CAS Citations were presented at the association's fall conference held at the new Connecticut Science Center last month. The following individuals were honored:

- **FRED BARUZZI**  
Superintendent,  
Mansfield Public Schools
- **MIKE GALLUZZO**  
Assistant Superintendent,  
Farmington Public Schools
- **DONALD MACRINO**  
Principal, Waterford High  
School

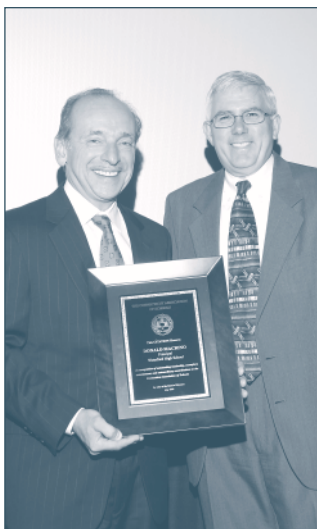
In presenting the awards, CAS President Dr. V. Everett Lyons stated, "Throughout its history, CAS has relied heavily upon the volunteer efforts of its members in the trenches who are willing to add onto their everyday professional responsibilities by serving in key positions within the association. Their efforts are vital to the success of the association and necessary if we are to maintain our standards of excellence. While there are literally hundreds of administrators who devote their time and energy to serving CAS each year, there are always a few outstanding individuals who display an extraordinary level of commitment to and involvement in our work. And we would like to recognize those individuals with a CAS Citation, our highest honor."



CAS President Ev Lyons presents Citation to Fred Baruzzi.



CAS Citation recipient Mike Galluzzo (left)



CAS Citation recipient Don Macrino (left)

## CAS NAMES OUTSTANDING 1ST YEAR PRINCIPALS

By Regina Birdsell, Assistant Executive Director

The Connecticut Association of Schools is pleased to announce that Margaret Zacchei, principal of Alfred W. Hanmer School in Wethersfield, John Fidler, principal of East Hampton Middle School, and Ian Neviasser, principal of Valley Regional High School in Deep River, have been selected as the recipients of this year's William Cieslukowski Outstanding First-Year Principal Awards. These awards recognize first-year school principals from the high, middle and elementary school levels who have had a positive impact on their school and/or district and have demonstrated exemplary instructional and organizational leadership, a willingness to take risks, and the ability to overcome adversity.

### Margaret Zacchei

Elementary award recipient Margaret Zacchei, principal of Alfred W. Hanmer School in Wethersfield, was nominated for the William Cieslukowski award by Michael Kohlhausen, superintendent of schools in Wethersfield. In his nomination, he described Ms. Zacchei's greatest strength as her instructional leadership. "She is totally committed to being ethical and doing the right thing for kids." During her first year, Mrs. Zacchei quickly established a culture of respect and professionalism while embracing the district goals and making them the focal point for the entire Hanmer School community.

Superintendent Kohlhausen added, "Margaret Zacchei took over a position that had gone through a number of administrative changes. She took the risk, rolled up her sleeves and jumped in with her special energy that teachers and parents respect and appreciate." In one short year, Mrs. Zacchei made a tremendous impact on the climate and culture of the school; increased teacher engagement; expanded shared leadership; increased parent involvement in the school community; and improved student achievement.

### John Fidler

East Hampton Middle School Principal John Fidler is the 2009-10 recipient of the William Cieslukowski Outstanding First Year Principal Award at the middle level. According to Superintendent of Schools, Judith Golden, "In East Hampton, the words "professional learning communities" are not buzz words. Mr. Fidler took the importance of the real work of professional learning communities seriously and worked diligently to assist staff in acquiring data, finding time to examine the data, developing common assessments and discussing changes in instruction."



Left to right: Everett Lyons, John Fidler, Margaret Zacchei and Ian Neviasser

Furthermore, he completely changed the climate of the middle school which is now regarded as a positive, engaging school where a sense of pride exists in the faculty, students and families.

Among Mr. Fidler's accomplishments in the first year was the creation of an after-school academic support program for struggling students. What is unique about the program is that virtually all of the funding for the program, including teacher stipends and transportation, were derived from fundraising activities. His efforts in this area, along with his leadership in modifications in the language arts and mathematics programs, have resulted in substantial gains in student success rates.

### Ian Neviasser

Valley Regional High School Principal Ian Neviasser is the 2009-10 recipient of the William Cieslukowski Outstanding First Year High School Principal Award. Associate Principal Kristina Martineau, in her nomination, cited Mr. Neviasser's exceptional instructional leadership; the welcoming environment he has developed at Valley Regional High School; the positive personal relationships he has created; the improvement to school climate; and the determination to create an inclusive school culture. She stated, "It is clear to all who work with Ian Neviasser that his first year as principal at Valley Regional High School was marked by leadership more characteristic of a seasoned and exemplary veteran administrator than a first-year one." His nomination included impressive support from his superintendent, teachers, the board of education, and fellow administrators.

Mr. Neviasser established himself in his first year as an instructional leader by visiting every classroom weekly, creating professional learning communities, increasing academic achievement, and being highly visible at school and community events. "Make education your number one priority" is the message he has modeled and has clearly communicated to all segments of the school community.

## CAS CELEBRATES SCHOOL LEADERS AND LEADERSHIP

On Thursday, November 5th, CAS hosted its eighth annual celebration of educational leadership at Saint Clements Castle in Portland. The event was conceived nine years ago following a resolution by the CAS Board of Directors to find ways to recognize and pay tribute to individual school leaders as well as to "celebrate" the profession of school administration.

Five individuals from the ranks of Connecticut's school administrators were honored at this year's event:

- ★ Tim Breslin - Farmington High School  
*2009 High School Principal of the Year*
- ★ Jeanne Camperchioli - Bristow Middle School, West Hartford (retired)  
*2009 Middle School Principal of the Year*
- ★ Marcia Elliott - West Stafford School  
*2009 National Distinguished Principal*
- ★ Candace Morell - Mansfield M.S.  
*2009 Middle School Assistant Principal of the Year*
- ★ Tim Salem - Danbury High School  
*2009 High School Assistant Principal of the Year*

More than two hundred educators, friends, and family members packed the Waterford Ballroom at Saint Clements to join in honoring CAS' 2009 Distinguished Administrators. Guests were greeted at the door with the harmonious sounds of the Glastonbury High School Resident String Quartet featuring Victoria Hervieux (violin); Jena Mitchell (cello); Bailey Poesnecker (viola); and Tasha Pulvermacher (violin).

Janet Garagliano, principal of Jonathan Law High School in Milford and chair of the "Celebration Committee" which organized the

event, warmly welcomed guests and introduced the evening's master of ceremonies, Mr. Scott Gray, 38-year veteran sports commentator for WTIC AM 1080. In his opening remarks, Mr. Gray paid tribute to CAS-CIAC Executive Director Mike Savage, who recently stunned the Connecticut education community with the announcement of his retirement. Mr. Gray concluded his remarks by praising all the educators in the room. "What you do lives for generations," he said. "You leave your footprints on this earth. No one has a greater impact on mankind than those who teach future generations."

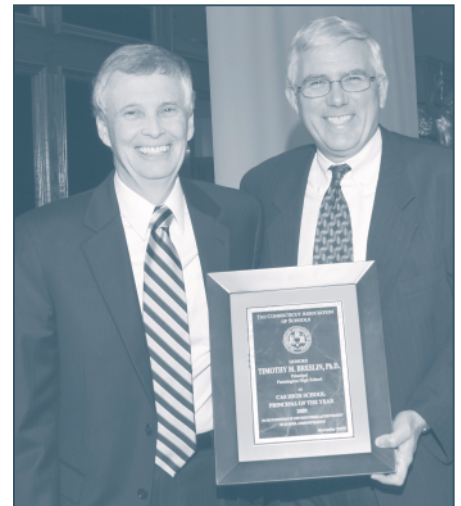
Connecticut Commissioner of Education, Dr. Mark McQuillan, and CAS President, Dr. V. Everett Lyons, extended congratulatory remarks to the honorees prior to the presentation of awards. During the awards presentations, each of the five distinguished administrators was entertained with a short slide-show containing pictures and quotes from friends and colleagues. Each honoree received a plaque, an engraved desk clock, and a copy of *Outliers: The Story of Success*, by Malcolm Gladwell. Thanks to the generosity of Jostens, one of CAS' newest corporate partners, each honoree also received a custom-designed ring to commemorate his/her achievement.

By all accounts, the eighth annual "celebration" was a rousing success! Many thanks to the members of the organizing committee - Janet Garagliano, Ev Lyons, Mike Rafferty, and Andrienne Longobucco - and to our official photographers, Grynn & Barrett.

For more pictures from the  
**Celebration of  
Distinguished  
Administrators, visit:**  
[www.casciac.org/  
celebration09](http://www.casciac.org/celebration09)



Tim Salem receives the *High School Assistant Principal of the Year Award* from CAS President Ev Lyons.



Tim Breslin receives the *High School Principal of the Year Award* from Ev Lyons.



Marcia Elliott receives the *National Distinguished Principal Award* from Celebration Committee Chair Janet Garagliano.



Candace Morell receives the *Middle School Assistant Principal of the Year Award* from Celebration Committee Member Mike Rafferty.



Jeanne Camperchioli receives the *Middle School Principal of the Year Award* from Mike Rafferty.



## STUDENT LEADERSHIP CONFERENCES ARE P.A.C.E. SETTING

By Dave Maloney, Assistant Executive Director



Holy Cross High School students with Jim Fitzgerald (center)

With 150 students from the Berkshire League sitting on the edge of their seats, Dr. James Fitzgerald opened the October 22nd conference stating emphatically " leadership has never been a born trait, it is not a clever speech, it is not 'talk the talk', it is about making a difference in your school with a clearly defined set of skills. Student leaders do not watch the parade, they make the parade! Make no mistake, however, because real student leadership is hard work. At times it may be awkward, frustrating, and slow to take hold, but no matter the question student leadership is the answer!"

Fitzgerald, an author of more than nine books on leadership and participant in two presidential commissions, gave the keynote addresses at the Fall Conference Series, sponsored by the Connecticut Student Activities Conference. In addition to the Berkshire League, he spoke to more than 250 student leaders at the Naugatuck and Central Connecticut Leagues. The series is part of a newly designed leadership curriculum based on 21st century skills. This year the theme is communication with an essential question: "Am I doing all I can to understand everyone's needs?"

All three of the fall conferences stressed the importance of setting a "P.A.C.E." for student leadership programs that can make huge strides in improving the quality of life in high schools. 'P' stands for positive. Fitzgerald noted that student leaders must be a fountain of positive respect with everything they do. "Real leaders do not have titles - we do not define leadership by titles. Rather, you must earn the respect from your peers and teachers by your actions that address critical issues within your schools. Student leaders better not be phony, otherwise they'll stop dead in their own tracks and get nowhere!" 'A' stands for attitude. A key point was made: leaders cannot accomplish anything with poor attitudes. It is too bad that today's world is filled with people who tend to share what's wrong with everything, rather than take a positive stance. Leaders must have a positive attitude and share a 'can do' approach to their initiatives. 'C' means creating. Clubs, class officers and student councils cannot be as successful as they should be by merely doing the same activities year after year. Really prosperous student organizations not only know what they are doing - they know why they are creating positive action plans. 'E' stands for enthusiasm. Fitzgerald underscored the notion that true student leaders have an effect on their audience. They attract a following because they have fun and they are

fun to work with. He challenged the audience by imploring them to think about their goals and expectations; "You want to lead . . . well you have to do something with enthusiasm . . . what results are you after? What are you passionate about?"

Each host school supplied student leaders who led the break-out session - a roundtable discussion - on ways to improve communication at their respective high schools. As ideas were generated, students took notes so they could bring back proven action plans and communication strategies to their respective schools. Some topics that students explored were: "What strategies do you use for information sharing and feedback gathering at your school? How do you advertise to make sure all students are aware of what is going on? What are some of the biggest challenges you face communicating with the rest of the student body?"

Shannon Mainville, State Student Council President, closed the session at Rocky Hill High School by challenging students to take their new found leadership skills and ideas to a new level this year. "Let your voices be heard throughout the student body and make a lasting difference with your projects this year. Most of all be sure to have fun!"

Sarah Jones, executive director of State Student Council and student activity director at Manchester High School noted, " I couldn't be happier with Jim Fitzgerald's message and the positive reception from students. The fact that his approach is skill based is essential for developing student leaders so they can make choices, forge decisions and solve problems in their schools."

The Fall Student Leadership Workshop series continues with half-day conferences at Pomperaug High School on December 1st and Griswold High School on December 8th. Log onto [www.casciac.org/register](http://www.casciac.org/register) for more information.

## DEBATERS TARGET HEALTH CARE IN SEASON OPENER

By Rutan Everett  
Executive Director,  
Connecticut Debate Association

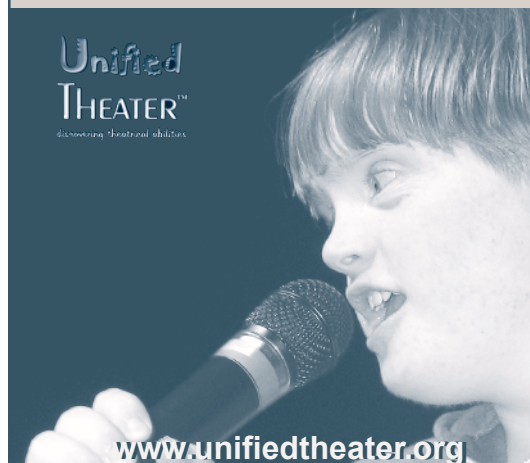
The Connecticut Debate Association (CDA) began its 2009-10 season with the same issue that has been occupying Congress all summer, health care. Over 200 debaters from 20 schools attended tournaments at the Academy of Information Technology & Engineering (AITE) in Stamford and Pomperaug High School in Southbury on October 24 to argue the proposition *Resolved: The US should implement a "public option" as part of comprehensive health care reform.*

The CDA format is a modification of cross-examination policy debate with two students per team. The resolution is announced one hour prior to the first round, and each team must be prepared to uphold the affirmative and negative side of the resolution in alternate rounds. Experienced debaters compete in the varsity division, while beginners face each other in the novice division. A judge determines the winner in each debate and assigns scores based on performance. There are three rounds of debate during the day, after which the top two varsity teams compete in a public final round for the championship. Trophies are awarded to the top finishers in each division on both a team and individual speaker basis. Debaters who win a trophy, and teams who are undefeated in the three rounds qualify to attend the CDA State Finals at the end of the year.

In the final round at AITE, the Darien High School team of Granath and Datta argued in favor of the resolution against the AITE team of Kendall and Kremer. AITE won when they countered Darien's case for the "public option" by proposing tighter regulation of the existing health insurance industry after removal of the insurance anti-trust exemption. Wilton High School closed out the final round at Pomperaug, where their team of Marchi and Marshall won on the negative against their team of Jankowski and Brewer on the affirmative. In addition to AITE, Darien and Wilton, debaters from Fairfield Ludlowe, Stamford, Staples and Westhill won trophies or qualified for state finals.

The CDA holds tournaments once each month from October through March, followed by the state finals. The next tournament will be held on November 14. For more information visit the CDA website at <http://ctdebate.org>.

**Watch for an exciting new student activity coming to Connecticut! In the December issue, learn about UNIFIED THEATER™ - a program that brings students with and without special needs together in a student-led theatrical production.**



Unified  
THEATER™  
discovering theatrical abilities

[www.unifiedtheater.org](http://www.unifiedtheater.org)



Pictured above are John Winthrop Middle School students along with Middle Level Honors and Awards Committee Chair Norma Posocco (second from right) and John Winthrop Principal Dave Russell (right).

## JOHN WINTHROP M.S. CELEBRATES BEING NAMED CAS MIDDLE SCHOOL OF THE YEAR

By Stephanie Ford, Director of Marketing

It wasn't your typical "Back-to-School Night" at John Winthrop Middle School recently. Along with the traditional activities of meet and greet among students, parents and faculty, there was a very important celebration taking place. John Winthrop had been selected as the 2009-2010 Connecticut Association of Schools (CAS) Middle School of the Year, and the entire school community came out to celebrate.

As he addressed the audience, Principal David Russell proudly acknowledged, "We are extremely honored to have obtained this recognition for our school. It certainly has been a journey, with many individuals making numerous contributions along the way."

Principal Russell went on to say, "We as a staff talk informally about what we call "The Winthrop Family". It is a belief and a feeling that all staff have about our school and the respect we share with staff and our students. The feeling of a family is important for students to experience as a way of encouragement, support and comfort as they deal with some of the difficulties of the middle years."

The words family and community resonated throughout the evening. Marge Doolittle, who has taught at John Winthrop for 30 years, stated, "No school becomes a Middle School of the Year in one year. This award has been in the making for at least 30 years. It involved years of vision, commitment, and innovation by the administration, faculty and community."

Chosen from among 150 eligible Connecticut middle schools, Winthrop clearly distinguished itself as a consummate middle school. Last year, after completing a detailed application process that included attention to curriculum, instructional practices, school climate and safety, community involvement, and student success, two schools were selected as finalists. These schools were then visited by a trained CAS committee that included veteran principals, teachers, and the CAS Assistant Director for Middle Level Education, Earle Bidwell. During the site visits, interviews were held with faculty, administration, parents and students. Classes were observed and scores of documents were examined. At the conclusion of the visits, the committee deliberated over their findings and declared John Winthrop the winning recipient of the title of CAS Middle School of the year.

Superintendent Dr. Ruth Levy, in her address, described John Winthrop as, "...a place where all are welcome, where students can be safe to learn and try new things, where children are accepted for who they are and the gifts they bring, where students are challenged to achieve more than they already have, and where social development and friendship matter. Together the teachers, staff, and administrators share this field of dreams. They share ideas, they problem solve, they delight in successes and work through challenges. Together they didn't just build the field of dreams, but a family."



In the photo above are students from North Haven M.S. along with - from left to right - Arthur Director, David Director, and North Haven Middle School Principal Phillip Piazza.

## NORTH HAVEN MIDDLE SCHOOL AWARDED ARTHUR DIRECTOR LEADERSHIP AWARD

By Stephanie Ford, Director of Marketing

At an assembly at North Haven Middle School on October 23, 2009, a student leadership team was presented with the 2009 Arthur Director Student Leadership Award for outstanding application of the themes of the CAS Middle Level Student Leadership Conference. The title for this past year's conference was "Making Acceptance Acceptable." The conference, attended by over 400 students and 100 advisors, focused on creating climates of acceptance and inclusion for all students in all schools.

The leadership award was created by David Director to honor his father, Arthur Director. Arthur Director is the founder of the Connecticut Lighting Centers, corporate partners with CAS in sponsoring the annual student leadership conference. It is due to their generosity that all students in all middle schools, regardless of their circumstance, can attend the CAS leadership conference. CAS is proud of its association with the Director family and it is most fitting that the award is named for a man who symbolizes civic responsibility and philanthropic endeavors.

North Haven was chosen as the recipient of this year's award for many reasons. To start, last year the school introduced "Rachel's Challenge". Rachel Scott was the first person killed in the Columbine High School Shooting. Her random acts of kindness and compassion are her legacy. In one of the many journals that she left behind, Rachel wrote, "I have this theory that if one person can go out of their way to show compassion then it will start a chain reaction of the same."

With this as its inspiration, North Haven Middle School implemented "Rachel's Club" where the main purpose is to initiate activities within the school community that relate to compassion, acts of kindness, and putting others first. Other initiatives at North Haven include Best Buddies, which promotes accepting differences and helping others; Peer Mediation, where students work with and resolve conflicts between various students in the school; the Dreamsack Community Project where students donated new pillowcases and filled them with new pajamas and stuffed animals for children entering into foster care; and A.S.A.P. - Assertive Students Against Prejudice.

As Karen Spencer, North Haven Middle School's Student Council Advisor, proudly stated, "There is a climate building of mutual respect in our school. We are conscious of helping others and giving back to our community. Rachel Scott's motto was "pay it forward". Through our various clubs, organizations, and activities, the students, faculty, staff and administration have created a caring environment, one that recognizes "accepting is acceptable."

The 2010 CAS Middle Level Student Leadership Conference will take place on January 11, 2010 at Quinnipiac University.

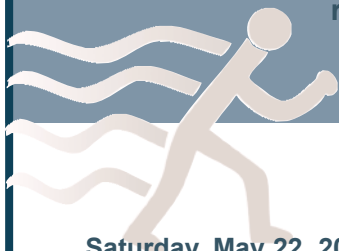


## SAVE THE DATE

### KIDSMARATHON

*KIDSMARATHON is an 8-week training program that enables kids to complete a full marathon by running incremental distances each week leading up to the finish in front of hundreds of fans. The program is for elementary students, ages 7 to 12, and encourages development of life-long fitness skills along with social and emotional learning.*

... an amazing life-changing fitness program resulting in a tremendous feeling of accomplishment and self-confidence. ...



**JOIN THE CELEBRATION**  
as our runners complete the last leg of their marathon on

**Saturday, May 22, 2010** (Southington High School)  
**AND Saturday, June 5, 2010** (Norwich Free Academy)

For details and more information, contact **Dave Maloney**, Assistant Executive Director, at [dmaloney@casciac.org](mailto:dmaloney@casciac.org).

*Special thanks to Rod Dixon, Olympian and World-Class Runner, Author of KIDSMARATHON*

## Do you know an outstanding elementary school principal?

The Connecticut Association of Schools - in partnership with the National Association of Elementary School Principals - has opened nominations for the **2010 National Distinguished Principal Award**. The program is designed to recognize outstanding elementary school principals who have demonstrated extraordinary leadership, a passion for educational excellence, a commitment to their students and staff, and service to their communities.

If you know an elementary principal who may be eligible for and worthy of this honor, please complete a nomination form or have it completed by someone in his/her district by **December 18, 2009**. Two one-page letters of recommendation and a copy of the nominee's resume must be submitted with the nomination form. Specific award criteria, program guidelines, and procedures for submitting a nomination can be found at: [www.casciac.org/pdfs/announcement\\_letter\\_ndp\\_2010.pdf](http://www.casciac.org/pdfs/announcement_letter_ndp_2010.pdf).

**NOTE: All nominees must be members of CAS; have at least five years of experience as a school principal; and be in active service in a position of school leadership during the 2010-2011 school year.**



Please contact **Karen Packtor** (203-250-1111, x. 3910 or [kpactor@casciac.org](mailto:kpactor@casciac.org)) if you have any questions.

### Survey, continued from page 1

workshops with Attorney Tom Mooney. Rounding out the top ten are:

- representing middle level education in major planning and policy initiatives with the Connecticut State Department of Education;
- professional development on "hot topics," such as in-school suspension and anti-bullying workshops;
- positive school climate training;
- teacher evaluation workshops for administrators;
- Exemplary Practice designations for schools;
- professional development for career administrators.

Reflecting on the top ten items, it is fair to say that a significant amount of resources is devoted to providing these services through committee work at CAS and staff presence on national, regional and state committees. The next ten most important services include:

- athletic guidelines for middle schools;
- Scholar/Leader Banquet;
- networking opportunities through CAS committee work;
- Unified Sports;
- mentor-mentee program for new administrators;
- Center for Adolescent Educator activities;
- aspiring administrator programs;
- member surveys;
- UCAPP principal preparation program;
- online calendar.

The Middle Level Board of Control, along with the Center for Early Adolescent Educators' Advisory Board will be paying close attention to the results of the survey as they plan activities, initiatives and professional development programs for the next couple of years.

Complete survey results are available at <http://casciac.org/go?209>

## REGISTER NOW!

**The 17th Annual  
Elementary Level Student Leadership  
Training Conferences  
For Students in Grades 4 through 6**

**January 11, 2010: Naugatuck Community College**  
**January 13, 2010: Asnuntuck Community College**  
**January 14, 2010: Three-Rivers Community College**



For more information, visit <http://casciac.org/go?208>

## HIGH SCHOOL SPORTS PARTICIPATION INCREASES FOR 20TH CONSECUTIVE YEAR

INDIANAPOLIS, IN - Despite cutbacks in funding in many high schools across the country, participation in high school sports has never been higher - increasing for the 20th consecutive year and establishing records for both girls and boys participants. Based on figures from the 50 state high school athletic/activity associations, plus the District of Columbia, that are members of the National Federation of State High School Associations (NFHS), participation for the 2008-09 school year set an all-time high of 7,536,753, according to the 2008-09 High School Athletics Participation Survey conducted by the NFHS. Based on the survey, it was also determined that 55.2 percent of students enrolled in high schools participate in athletics - a slight increase from last year's 54.8 percent.

Swimming and diving gained the most combined participants in 2008-09, with an increase of 29,967, followed by outdoor track and field with 19,396 and cross country with an additional 18,193 participants. Lacrosse, one of the emerging sports in recent years, had an additional 9,579 participants in 2008-09.

With an increase of 4,017 participants, 11-player football again was No. 1 for boys this year with 1,112,303 participants, followed by track and field (558,007), basketball (545,145), baseball (473,184), soccer (383,824), wrestling (267,378), cross country (231,452), tennis (157,165), golf (157,062) and swimming and diving (130,182).

Outdoor track and field supplanted basketball as the most popular girls sport with 457,732 participants. Basketball was in second place with 444,809 participants, followed by volleyball (404,243), fast pitch softball (368,921), soccer (344,534), cross country (198,199), tennis (177,593), swimming and diving (158,878), competitive spirit squads (117,793) and golf (69,223).

Texas remained the state with the most participants with a combined total of 781,000. California was second with 771,465 participants, followed by New York (380,870), Illinois (341,763), Ohio (330,056), Pennsylvania (321,324), Michigan (311,277), New Jersey (257,798), Florida (242,356) and Minnesota (242,220).

## KIDS NEED MORE THAN SPORTS FOR POSITIVE GROWTH

WEDNESDAY, Sept. 2 (HealthDay News) -- If you want your children to flourish, get them involved in extracurricular activities other than sports, new research suggests.

Children in fifth, sixth and seventh grades who took part in both sports and after-school activities such as Boys & Girls Clubs, 4-H or Scouts had the highest scores for "positive development" and the lowest scores for risky and problem behavior, according to a study from Tufts University, published recently in *Developmental Psychology*.

"Positive development" includes measures of competence, confidence, character, connection and caring, the study authors explained. About 60% of U.S. children participate in at least one sport, making sports the most common after-school activity, according to information in a news release from Tufts.

Although a large body of research suggests that sports participation is associated with psychological well-being, positive social development and higher academic and professional achievement, some research has shown that participation in sports may be linked to some risky behaviors.

The new study, which looked at data on 1,357 adolescents who took part in the 4-H Study of Positive Youth Development, found that those students who only took part in sports had lower scores on characteristics of "positive development" and higher scores on bullying, substance use and depression than students who also took part in youth development activities.

"Parents should be certain that their teens balance participation in sports and in youth development programs," said Richard Lerner, professor of child development at Tufts University School of Arts and Sciences in Boston. "Participation in even one youth development program may counteract possibly detrimental influences of sport participation on teen emotional and behavioral health, while also enhancing the health and well-being of their sons and daughters."

Youth development programs are after-school activities that involve adult mentorship, life skills training and opportunities for leadership, according to the study.

-- Jennifer Thomas

(SOURCE: Tufts University, Aug. 12, 2009)

### 5 MOST POPULAR BOYS' SPORTS: 2008-2009

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Football (11-player)	1,112,303	1. Football	10,644
2. Outdoor Track	558,007	2. Outdoor Track	7,219
3. Basketball	545,145	3. Soccer	6,990
4. Baseball	473,184	4. Baseball	6,176
5. Soccer	383,824	5. Indoor Track	5,219

(Source: National Federation)

### 5 MOST POPULAR GIRLS' SPORTS: 2008-2009

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Outdoor Track	457,732	1. Outdoor Track	6,316
2. Basketball	444,809	2. Soccer	5,821
3. Volleyball	404,243	3. Softball	4,610
4. Softball (fast-pitch)	368,921	4. Indoor Track	4,601
5. Soccer	344,534	5. Volleyball	4,306

(Source: National Federation)



## ciac news



### CCEP WINTER WORKSHOPS

The Connecticut Coaching Education Program is flourishing under the leadership of Director Fred Balsamo. Now in its third year, the CCEP continues to expand its program offerings to meet the changing and growing needs of Connecticut's coaches. Take a look at what is on the horizon!

#### WINTER 2009-10

**Coaching Certification Course: Session I**  
Wednesday nights from Dec 2, 2009- March 3, 2010 / 6:30-10pm / CIAC Office  
(no class on traditional school vacation weeks)

**CEU Modules**  
January 21, 22, 23, 2010

Visit [www.ctcoachinged.org](http://www.ctcoachinged.org) for more information.

From: Fredricksen, Wendy  
Date: Mon, Sep 14, 2009 at 12:27 PM  
Subject: Thanks  
To: Fred Balsamo <fbalsamo@casciac.org>

>Hi Fred!

>

>I have been wanting to contact you since  
>our last class to tell you how much I  
>enjoyed taking the course. I learned a  
>tremendous amount that will be helpful  
>to me not only as a potential coach, but  
>as a teacher and parent of athletes as  
>well. I particularly liked the fact that  
>you stressed good character, abiding by  
>the rules, and looking out for our athletes  
>first as people, then as players. These  
>were the foundations of my thinking  
>before taking the course, but having you  
>support them was refreshing and inspir-  
>ing in this era of win, win, win. I enjoyed  
>every minute spent in class and appreciate  
>the time and dedication shown by both  
>you and Dave Johnson to provide the  
>course.

>

>My thanks again,  
>Wendy Fredricksen

### "IT'S NOT JUST LOVE"

By Bob Deasy, Assistant Director, Unified Sports

I wrote the first version of this article on Monday evening, October 19, 2009. The next morning, Tuesday, October 20, I read Susan Campbell's column in the Hartford Courant, "It's For Them the Bells Toll." I immediately trashed my initial article or, better said, I re-wrote the article to include proper reference to Ms. Campbell and her story about Deb Kelleher, a mom who adopted three boys with special needs.



"It's not just love," Ms. Kelleher tells prospective foster and adoptive parents. "It's love, and it's commitment, and it's patience, and it's an ability to see that there is light even on dark days." And, she adds, "it's probably the most satisfying thing I've ever done in my life."

It is now Tuesday evening, October 20, and I just returned from our third Unified Sports Soccer Tournament of this school year held at Avon Old Farms School (AOF). I'm re-writing the article again! Really, I can make a decision and stick to it. You ought to see me in action in a restaurant!

While preparing for the AOF tournament, I read a letter from a Unified Sports coach. She went out of the way to find extra funding to rent a lift van for one of her special needs student-athletes. The coach said, "I wish you could have seen Raphael's face when I told him he could come!" It's not just love.

I spoke to an assistant coach at the AOF tournament who told me that she and her team were so overwhelmed by the beautiful facilities at AOF and the great AOF student volunteers. "They were so polite and offered to help in any way possible." It's not just love.

A parent came up to me at the same tournament and thanked us for allowing her son to participate. She thanked us for our caring and our willingness to help her son in a special way. It's not just love.

There are so many more stories to tell. But rather than read about my experiences, experience them yourself. Please go to our CAS website and look up our Unified Sports tournament schedule. Pick out a tournament to attend. Witness first hand what your CAS/Special Olympics CT Unified Sports staff experience every day. Then you can say with every emotion, "You had to be there!"

### Suit says Indiana district's girls basketball schedule violates IX

The *Palladium-Item* reports that former Franklin County High School girls basketball coach Amber Parker filed a suit in federal court, on behalf of her daughters, alleging that it is discrimination to schedule boys basketball games on weekend nights and make girls play half of their games on school nights. The Title IX suit names Richmond Community Schools, Franklin, Union and Fayette County schools and the Indiana High School Athletic Association (IHSAA) among 15 defendants in the Title IX lawsuit. The list of defendants includes all the schools that play Franklin County in girls basketball. Title IX prohibits discrimination on the basis of gender by institutions that receive federal money. Parker's attorney, William R. Groth of Indianapolis, said she wants young women to have the chance to compete on an equal footing with boys for class rankings and athletic scholarships. "I feel strongly that the girls suffer a huge disadvantage by playing mostly weeknights," Parker said in the statement. "There's the obvious issue of not being able to draw the same size crowds as the boys can having weekend nights, but the biggest injustice comes academically," Parker said, referring to playing games on school nights when homework is due the next day. The suit claims schools discriminate against girls and girls basketball programs because they are scheduled for significantly fewer preferred game days and times than are boys who are involved with basketball programs, the lawsuit said. "In the scheduling of basketball game days and times, the defendants have failed to provide equal athletic opportunity for members of both sexes to compete before audiences," the suit said. (Source: *Palladium-Item*, 9/14/09, By Pam Tharp)

## ... more ciac news

### COACHES' CORNER

*News from the National Federation of High School Associations*



■ **Basketball Rules Changes:** Replay equipment may be used in state high school basketball championships next year to determine the final outcome of games. The NFHS Basketball Rules Committee voted to permit state high school associations to use a replay monitor to review field-goal attempts at the expiration of time in the fourth quarter or any overtime period, but only in games when the last-second attempt would affect the outcome of the game. This addition to Rule 2-2-1 was one of two major rules changes and five major editorial revisions approved by the committee. Although not directly linked to the replay change, the other rule change approved by the committee could enhance the reviews of end-of-game situations. Beginning with the 2009-10 season, if a red light behind the backboard or an LED light on the backboard is present, it is permitted to signal the expiration of time in the quarter/extra period. If no red light/LED light is present, the audible timer's signal will continue to signal the expiration of time. In the past, use of the red light/LED light was not permitted even in those facilities that had one. Visit [www.nfhs.org/basketball.aspx](http://www.nfhs.org/basketball.aspx) for more information.

■ **Wrestling Rules Changes:** Five new rules changes for the 2009-10 wrestling season were approved by the NFHS Wrestling Rules Committee. "The main focus of the changes was clarifying some rules dealing with tournaments," said Bob Colgate, NFHS assistant director and liaison to the Wrestling Rules Committee. "One of the changes also dealt with improving sportsmanship, which is always a high priority with all NFHS rules." Two steps were added in Rule 5-20-5 Note to clarify the offensive starting position. As a part of the steps to assume the offensive starting position, the offensive wrestler's head must be on or above the opponent's spinal column, and both wrestlers must become stationary. The referee still must pause momentarily before blowing the whistle. In Rule 9-2-2b and c, two new tie-breaker options for

dual-meet competitions have been added as well. First, "The team whose opposing wrestlers or team personnel have been penalized the greater number of team point deductions shall be declared the winner." Second, "The team whose opposing wrestlers were penalized the greater number of match points for unsportsmanlike conduct during a match shall be declared the winner." In Rule 1-2-1, the committee added: "In individually bracketed tournaments, the contestant representing a school shall be named by weight class prior to the conclusion of the weigh-in and no substitution is allowed after the conclusion of the weigh-in." The rule previously contradicted two other rules (4-5-6 and 10-2-1), but now all three guidelines are in concurrence. For additional information, visit [www.nfhs.org/content.aspx?id=3470](http://www.nfhs.org/content.aspx?id=3470).

■ **Ice Hockey Rules Changes:** In an effort to simplify the game for coaches, players and officials, four rules addressing faceoffs were among nine changes approved by the NFHS Ice Hockey Rules Committee. Rule 6-12-1 now begins with the sentence "All faceoffs must be conducted on one of the nine (9) faceoff spots located on the rink." Under Rule 6-12 as previously written, faceoffs could have occurred "...at many locations on the ice 15 feet from the boards, along an imaginary line between the end zone faceoff spots." "The committee felt that this revision will help simplify the game for everyone," said Rick Majerus, chairperson of the NFHS Ice Hockey Rules Committee. "By making this change, the rule is now very specific regarding where faceoffs can occur." Furthermore, the committee felt that penalties for puck-handling should be consistent with those for high-sticking. As such, the penalties for Rules 6-17-1 and 6-17-3 have been changed from "Faceoff" to "Faceoff at the defensive zone faceoff spot of the offending team." For additional rules changes, visit <http://www.nfhs.org/icehockey.aspx>.



### INVESTORS IN CT YOUTH



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- ★ Liberty Mutual ★
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- ★ McDonald's ★
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- ★ N.E. Fitness Distributors ★
- ★ PureTech Water ★
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- ★ Spalding ★
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- ★ U.S. Marine Corp ★
- ★ Westfield Corporation ★
- ★ Wilson Sporting Goods ★