

BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

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JUNE 2000

MEMBERSHIP ADOPTS NEW CONSTITUTION AT 48TH ANNUAL MEETING

The 48th Annual Meeting of the Connecticut Association of Schools was held on June 8, 2000 at the Hawthorne Inn in Berlin. The over one hundred administrators in attendance—predominantly from member high schools—adopted a new CAS Constitution, elected a new slate of officers, and approved a nominal dues increase for middle and high school members only.

Old Business

Outgoing President Alan Bookman reflected on the association's growth and successes during the 1999-00 school year. He reviewed each of the association's nine goals and discussed the progress that had been made toward achieving them. The first and most important goal of the 1999-00 year was the CAS-EMSPAC merger, which was approved by the membership at a special meeting in October. Ongoing transition efforts have been made throughout the year to ensure that the joint organization will run smoothly when the merger becomes official on July 1. Other goals that were completed this year include the establishment of a standing Public Relations Committee, whose purpose is to expand and improve the Association's efforts in the area of public relations, and the development of a comprehensive CAS Handbook, which will be published in the 2000-2001 school year. Significant efforts have been made toward accomplishing the goal of improving the central office facilities to accommodate the increased membership and to allow for the expansion of CAS services. An additional parking lot is currently being constructed and plans for an addition to the building have been drafted. Building expansion



Outgoing President Dr. Alan Bookman receives a standing ovation after being awarded the President's Gavel from President-Elect Tony Molinaro. Dr. Jerry Auclair (l), chair of the CAS Citation Committee, looks on.

projects should be completed in the upcoming year.

Treasurer Allen Fossbender reviewed the Association's financial activities during the 1998-99 year. Reporting a net gain of \$152,717.00, Dr. Fossbender explained that a significant decrease in legal fees and a grant from the State Department of Education contributed to CAS' extremely favorable financial year. He reported that money from the CIAC Endowment Account, which has experienced significant growth over the last five years, was used to retire the mortgage on the CAS-CIAC headquarters this year. Furthermore, he explained that beginning June 30 of this year, and each year thereafter, 5% of the balance of the Endowment Account will be

returned to member high schools in equal shares. As the Endowment Account continues to grow, so will the amount of money returned to schools each year, eventually offsetting any future dues increases.

New Business

The membership unanimously adopted a new CAS Constitution which was revised to reflect the new governance structure which resulted from the CAS-EMSPAC merger. Specifically, the revised Constitution contains new language (Article IV Section F) which outlines the renaming and restructuring of the three divisions of CAS—elementary, middle and high—to reflect a stronger focus on principals. The Elementary Board of Control has become the Connecticut Association of Elementary School Principals (CAESP); the Middle Level Board of Control has become the Connecticut Association of Middle School Principals (CAMSP); and, the High School Board of Control has become the Connecticut Association of High School Principals (CAESP). Furthermore, Article IV Section G has been added to define the role, purpose and governance of the newly-established CT Principals' Center.

Officers of the Connecticut Association of Schools: 2000-2001

President:	Tony Molinaro, King Street Intermediate, Danbury
Vice President:	Allen Fossbender, Joel Barlow High School, Redding
Secretary:	Donald Gates, Portland High School
Treasurer:	Dr. Elaine Bessette, Greenwich High School
Past President:	Alan B. Bookman, Glastonbury High School

continued on page 6

■ The CAS High School Professional Studies Committee has released its 2000 monograph entitled *Connections: Programs that Help Students Connect to their High School Communities*. The monograph features programs that provide opportunities for students to feel connected to their school community. A complimentary copy of "Connections" has been mailed to all middle and high schools as well as to all individuals who attended the Assistant Principals Conference in March. The monograph is also available on the CAS website at <http://www.casciac.org/connectivity.pdf>.

■ **Young People from Across the State Receive Youth Spirit Award.** . . Lt. Governor Jodi Rell, Connecticut Voices for Children and The Connecticut Association of Boards of Education honored young people from across the state for their leadership and service to their communities on April 11.

The award winners were:

- **Sachin Bansal** from Glastonbury High School built the school website that has had 310,000 "hits" in its first year.
- **Leigh Buckley** from Farmington High School overcame a significant learning disability to excel in athletics, academics and service and who will become a special education teacher.
- **Dan Cayer** from Shelton High School created Youths Organized to Deliver (YODA) that helps to feed the hungry.
- **Emily Choromanski** from Shelton High School is an extraordinary athlete who also works with nursing home patients to brighten their days.
- **Karen O'Konis** from Stafford High School in Stafford Springs created the Stafford "Service Corps" in which 68% of the student body participated.
- **Tiffany Reed** from Cooperative Arts and Humanities Magnet High School in New Haven gives urban elementary girls a new view of the future.
- **David Snyder** from Brookfield High School counsels peers and young students through the arts and drama.
- **Sally Thompson** from Farmington High School is involved in the Walk for Hunger, Race for the Cure, and Walk for Diabetes.
- **Kristen Watson** from Lewis Mills High School in Burlington, is a female fire fighter and one of the youngest fire fighters in the state. (Reprinted from the *CABE Journal*, May 2000)



Notes from the State Department of Education. . .

⇒ The SDE has released *Public School Educator Supply and Demand in Connecticut: A Look Toward the 21st Century*. The report summarizes the results of a comprehensive study of public school educator supply and demand that the state department has conducted over the course of the last year. The report provides a synopsis of the study's findings regarding the demand for and supply of educators over the next five years and offers a set of recommendations to address possible shortages. The report also provides details of the 1998-99 status of Connecticut's public schools and its workforce, and discussions of the factors that contribute to demand and supply estimates. The report can be accessed at <http://www.state.ct.us/sde/research/demand.pdf>.

⇒ Each year, the SDE releases a *Condition of Education* report which provides school and district summary data, and assesses the condition of education as required under Section 10-4(b) of the Connecticut General Statutes. According to this year's report, *Profile of our Schools: Condition of Education in Connecticut 1998-99*, CT's public schools had:

- an increase in the number of academic computers as measured by the number of students per academic computer;
- an increase in the average number of instructional hours;
- a reduction in class sizes;
- steady improvement in achievement; and,
- a narrowing of the gap between urban schools (Education Reference Group I) and all other schools (Education Reference Groups A-H).

⇒ **NOTICE:** Effective May 29, 2000, Connecticut's law governing high school graduation requirements has been revised to allow local and regional boards of education to award high school diplomas to veterans of World War II. Section 10-221a of the Connecticut General Statutes has been amended by P.A. 00-124 to add the following language:

(b) A local or regional board of education may award a diploma to a veteran of World War II, pursuant to section 27-1-3, as amended, who left high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

P.O. 00-124 is designed to recognize the sacrifices made by our World War II veterans by granting them diplomas not received as a direct result of their military service. Other states have developed similar statutes in response to a national campaign called "Operation Recognition" which is sponsored by veterans' groups throughout the country.

EDITORIAL: School is in the Money

You can't beat East Hartford High School's decision to start a student-run branch of the American Eagle Federal Credit Union as an educational experience. The credit union, which is slated for a fall opening, will allow students to participate in rather than observe the adult world of finance as consumers and as future money managers. Students joining the credit union will be able to open savings accounts, cash checks, borrow money and seek help with financial planning. Although an American Eagle manager will supervise the credit union, those enrolled in the high school's two year Academy of Finance business education program will be trained and paid to run it. Student members should feel comfortable knowing that peers will run the operation and speak in terms that will be easy to understand. The credit union, moreover, will be conveniently located in a renovated room in the high school's first floor, eliminating the need to leave the school grounds to conduct a transaction. The benefits of developing good financial habits can't be overstated. The true value of consumer items will suddenly seem more apparent to students as they develop the habit of saving up for the purchases. In addition to its educational value, opening a savings institution in a school makes good business sense. Officials at American Eagle acknowledge that part of their reason for partnering with the high school is to attract new members who will remain loyal to the credit union beyond their graduation date and to groom future employees. Experience is the greatest teacher of all. Concepts that at first seem difficult for a young person to grasp become eminently clear when applying them is essential for everyday survival. Unfortunately, educators often cannot create real-life situations that enhance the learning process. American Eagle and administrators at East Hartford High School should be commended for coming up with such a great idea. (Reprinted from *The Hartford Courant*, 5/19/00)

national news & notes

■ About 15.6% of the juvenile delinquency observed among youth can be attributed to lead exposure, according to a new study by Dr. Herbert Needleman from the University of Pittsburgh. The researcher measured the lead exposure of 216 youths arrested and adjudicated as delinquent by the local juvenile court and of 201 nondelinquent high school students. He found that, overall, the delinquents had significantly higher bone lead levels compared with nondelinquents. Dr. Needleman said his group also found that higher lead levels were associated with delinquency even when race, parental education, the number of siblings, the presence of two biological parents in the home, the parent's marital status, and the neighborhood crime rate were taken into account. Lead exposure is more common among African Americans than among whites, and it is more common in unclean and disorganized homes, researchers noted. In work published in 1996, Dr. Needleman and colleagues showed that as bone levels of lead increase, the rate of attention disturbance and aggression also increase in children. "Lead exposure is probably the most preventable cause of antisocial behavior," he said.

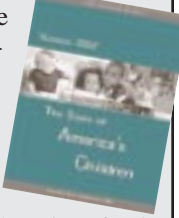
■ Findings of a recent study revealed that adolescents who say they were sexually abused are more likely to drink, smoke, use illegal drugs, exhibit eating disorders or report that they have contemplated suicide than other teens. The study showed that sexual abuse places children at a greater risk for mental health problems than even financial status, physical abuse, or age. The data came from a 1997 survey of 5,760 students in the 5th through 12th grades who responded to the question, "Have you ever been sexually abused?" Ten percent of girls and 4% of boys reported sexual abuse on the questionnaire.

■ Adolescent girls who are iron deficient are more than twice as likely to score below average in mathematics achievement tests than similar girls with normal iron status. This finding holds up when race, poverty, ethnic background, possible lead poisoning and caretaker education are taken into account, and even if the girls have no obvious signs of anemia, according to Dr. Jill S. Halterman from the University of Rochester's Children's Hospital. Iron deficiency is relatively uncommon among children between the ages of 6 and 11, with less than 3% being iron deficient, according to the study's findings. But starting at age 12, when many girls begin to menstruate, iron deficiency becomes much more common. Dr. Halterman found that 8.7% of adolescent girls

were iron deficient, and 1.5% would be considered anemic. Dr. Halterman reported that the more deficient the iron level, the lower the mathematics scores. She failed to detect a relationship between iron levels and performance on tests for reading or general intelligence, however. "That adolescent girls show a lack of interest in math is always attributed to social and cultural factors," Dr. Halterman commented. "Those may be important, but iron deficiency may have a role in this."

■ With the use of firearms responsible for 60% of all suicides in the US, just having a gun in the home is a risk factor for suicide, especially in the case of teenagers. "There is a 30-fold increase in risk for suicide in adolescents if there is a gun in the home," the University of Pittsburgh's Dr. David A. Brent said at the Foundation for Suicide Prevention symposium held here this week. Dr. Brent is co-founder and director of services for Teens at Risk in Pennsylvania, a suicide prevention program. The risk exists for both male and female teens, he said. Dr. Brent noted that the increases in the rates of youth suicide and suicide among young African-American men in recent years are primarily due to an increase in the rate of suicide by firearms. (Source: Presence of Gun in the Home Increases Risk of Teen Suicide, By Vicki Brower, May 11, Reuters Health)

■ Only 19 states have laws that strongly support the growth and independence of charter schools, according to the Center for Education Reform's fourth annual analysis of charter legislation. Of the 37 states that have laws authorizing charter schools, just over half received grades of A or B. The center defines a "strong" charter law as one that fosters the development of "numerous, genuinely independent" schools, while a "weak" law, on the other hand,



The Children's Defense Fund has released its annual "yearbook" which compiles the most current data on the nation's children and reviews the developments in child health, child care, child poverty, education, family income, child welfare, violence, juvenile justice, youth development, and families in crisis. There are graphs, charts and the latest and most compelling statistics that clarify what is happening with children in each state. While the report contains some negative findings — everyday, two children under five are murdered 399 children are arrested for drug abuse and 17,297 public school students are suspended; almost 12 million children have no health insurance; one in five children is poor— it also makes some positive statements about the status of U.S. children today. To view the report visit www.childrensdefense.org/greenbook00.html.

provides few opportunities or incentives for charter schools. Among the states deemed to have the "strongest" laws is Minnesota, where the nation's first charter law was enacted in 1991. Connecticut, in comparison, earned a C from the center because its law restricts the number of charters permitted, and because state and local mandates strongly influence the schools' funding and autonomy.

■ Eligible high school students wishing to vote in the fall elections can now register online. Students who will be 18 or older by Nov. 7 can visit www.BeAVoter.org and fill in an online form for their states. Within five to 10 days, a paper copy requiring their signatures will be sent to them.

Minority Youth Punished More Often: A new report based on data from the U.S. Department of Justice shows that minority youth get unequal treatment in the criminal justice system. Among the findings of "And Justice for Some: Differential Treatment of Minority Youth in the Justice System" are:

- African-American youth represent 15 percent of the nation's youth population, and 26 percent of the youths arrested.
- When white youth and minority youth were charged with the same offenses, African-American youth with no prior admissions were six times more likely to be incarcerated in public facilities than white youth with the same background. Latino youth were three times more likely than white youth to be incarcerated.
- National custody rates were five times greater for African-American youth than for white youth. Custody rates for Latino and

Native American youth were twice the rate for white youth.

- Among the 7,400 youths admitted to adult prisons in 1997, 3 out of 4 were minorities.
- For drug offenses, African-American youths are 48 times more likely to be sentenced to juvenile prison than are white youths.
- In 1993, African-American youths were confined an average of 61 days more than white youths. Latino youths were confined an average of 112 days more. The report can be viewed online at www.buildingbloc_ksforyouth.org/justiceforsome/jfs.html.

... more national news & notes

■ Cigarette smoking among youths in Florida dropped significantly following the creation two years ago of a statewide anti-smoking program, according to a recent study by the Florida Department of Health. Current cigarette use—meaning within the past 30 days—declined 54 percent among middle school students and 24 percent among high school students since implementation of the Florida Tobacco Pilot Program. The anti-smoking media messages and prevention activities began in 1998 with money from a 1997 settlement with tobacco companies.

■ A new report, "School House Hype: Two Years Later," shows that public fear has not abated despite statistics showing a decrease in the incidence of violent crimes on school campuses. The report charges that schools' fear of lawsuits has driven up the number of student suspensions and prompted schools to buy high-tech security devices that are only marginally effective in reducing crime. The report shows that the number of school-associated violent deaths has decreased 40 percent, from 43 in 1998 to 26 last year, in a population of 52 million U.S. students. In addition, a 1998 study by the U.S. Centers for Disease Control and Prevention found that between 1993 and 1997, reports of physical fights fell 14 percent, reports of students being injured in fights dropped 20 percent, and the number of students who reported having carried a weapon in the past 30 days decreased by 30 percent. Meanwhile, suspensions and expulsions are at an all-time high, rising from 1.7 million to 3.1 million—or 6.8 percent of all students—in 1997. Although the number of suspensions has increased for all students, expulsions in general have disproportionately been issued to African-American and special education students. To address their fears of school shootings, the report says, schools are increasingly turning to elaborate security measures. The authors point out one school system that hired SWAT teams to practice emergency evacuation drills in which "wounded" students were airlifted to safety by helicopter. The full report can be viewed at <http://www.cjck.org/school-househype/>.

■ A new study suggests the practice of "red-shirting" gives students no real advantages. Researchers from the University of Wisconsin-Madison and Lehigh University examined the academic records of 8,500 Wisconsin students moving from kindergarten to 3rd grade during the 1990s. Seven percent of the students had been redshirted, and 3 percent had repeated a grade. By 3rd grade, the redshirted

children performed on a par with—but not better than—their classmates. The retained children, on the other hand, continued to lag behind. More troubling, however, was the researchers' finding that the late starters were 1.89 times more likely than other 3rd graders to need special help. The researchers concluded that delaying entry into kindergarten also delayed early intervention.

■ According to the first comprehensive survey and report card on firearm laws in all 50 states, a total of 42 states — more than four out of five — lack even basic gun control laws and fall below minimum standards for public safety. The study, "Gun Control in the United States: A Comparative Survey of State Firearm Laws," profiles each state's laws and rates each state based on 30 gun control measures. Only seven states scored above 30%. The average state score was only 9%. The seven top-rated states in the study were: Massachusetts (76%), Hawaii (71%), California (53%), Connecticut (50%), Maryland (43%), New Jersey (35%), and Illinois (35%). Other major findings include: only two states— CA and CT— have banned private sales of assault weapons; 18 states have no minimum age for possession of a rifle or shotgun; 6 states have no minimum age for a child to possess a handgun; and 46 states have no limit on gun purchases, making it easy for traffickers to buy guns in volume. The full report can be viewed at www.soros.org/crime/guncontrol.htm.

■ Many more students are using Ritalin, or methylphenidate, to alleviate symptoms of attention deficit hyperactivity disorder. But more students are also abusing the drug by popping extra pills or trading the stimulants among classmates who want a fix to stay awake during exams. According to officials at the Drug Enforcement Agency, anecdotal reports and various surveys reveal that some adolescents are selling their medications to friends and classmates who are frequently crushing the tablets and snorting the powder like cocaine. In 1990, methylphenidate was involved in 271 emergency-room visits for 10- to 17-year-olds. By 1998, the drug was involved in 1,727 emergency-room visits. A 1998 survey from Indiana University showed that 7% of the 44,000 high school students surveyed reported using Ritalin without a prescription "at least once," and that 2.5% took it at least every month.

■ The Florida High School is a different kind of alternative high school — no lockers, no chatter between classes, and no school build-

ing. The school exists almost entirely in cyberspace. In a short time it has attracted thousands of students. Two principals, one for curriculum and one for administration, oversee the school's operation. The Florida High School employs a 15-teacher faculty who develop the courses and then present them to students on-line. Three technical specialists, a research and resource specialist, a counselor, and three secretaries round out the school's staff. Students e-mail or call teachers with questions and periodically teachers meet face-to-face with students. Funding for the school is provided primarily by the State of Florida, but the school has also received financial support from IBM, World Book Encyclopedia, and Prentice Hall. In 1999 FHS students took first place in several statewide academic competitions. The school can be found at <http://fhs.net>. (Source: Connecticut Town and City, March-April 2000)

■ The Massachusetts state school board last week declared that math teachers in schools where students repeatedly fail state tests will be required to take tests themselves. The board unanimously approved regulations that will force secondary school mathematics teachers to take exams as part of their recertification process if more than 30 percent of regular education students in their school fail the Massachusetts Comprehensive Assessment System and if the school is not meeting its goals for lowering the failure rate. The policy is believed to be the first of its kind to target teachers for a single subject.

CAS OFFICERS: 1999-2000

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

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Earle Bidwell.....Asst. Executive Director
Robert Carroll.....Asst. Executive Director
Timothy Doyle.....Dir. of Principals' Center
Thomas Galvin.....Asst. Executive Director
Anthony Mosa.....Asst. Executive Director
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Ann Malafrente.....Director of Unified Sports

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Twenty of Connecticut's Best Receive Governor's Award

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

Twenty of Connecticut's finest students received the highest academic distinction in our State, that of being named a Governor's Scholar. Approximately 138 high schools from a total of 176 schools statewide participated in this year's Governor's Scholars Program, co-sponsored by the Connecticut Association of Schools (CAS) and American Express Financial Advisors. This is the fourth year of the program.

Each Governor's Scholar applicant must be a high school junior ranking in the top 2% of his/her class. Each nominee earns a composite score based on five criteria — grade point average, rank in class, level of program difficulty, PSAT scores, and a student essay. The committee then uses those scores to determine the top 20 brightest students in the state. The selection committee is made up of principals, assistant principals, guidance counselors and teachers.

In addition to the prestige of the award, there are a number of benefits accorded to the 20 Governor's Scholars. Thirty-three of Connecticut's colleges and universities make college level courses available to the 20 honorees free of charge. Furthermore, the University of Connecticut gives its Achievement Scholarship to all Governor's Scholars who are admitted and enrolled at the university. The scholarship is valued at one half of full tuition.

The program is the brain child of Theodore Sergi, Commissioner of Education, who approached the Connecticut Association of Schools (CAS) to develop the program. CAS engaged in a sponsorship agreement with American Express Financial Advisors, an internationally renowned financial investment company, and has worked with Mr. Henry Cormier, Group Vice President, to create this very unique program.

An awards ceremony was held at the Hartford Club on May 25th. In addressing the awardees, Lt. Governor M. Jodi Rell, standing in for the Governor, told the honorees, "The Governor and I are proud of what you have accomplished thus far. Your academic records indicate a strong commitment to learning and to furthering your education. We are confident that this is but one of many honors that you will receive as you pursue a successful life and career. Please know that you have my best wishes for every success in the years ahead."

Speaking on behalf of American Express Financial Advisors, Mr. Cormier said, "One of American Express Financial Advisors' corporate values is 'Being good citizens in the communities in which we live and work.' We are proud and honored to be able to partner with CAS in recognizing the top high school scholars in Connecticut. These students have shown that through hard work and dedication they can achieve great things in their schools and in their communities."

Commissioner Sergi closed his remarks to the honorees by saying, "We in the State Department of Education are proud of the academic accomplishments which have earned you this distinction. I have every expectation that you will go forward to lead lives which will continue to bring pride to your families, your schools, and your communities."

Each scholar received a Governor's Scholar pin, a plaque, a certificate of recognition, and a \$500.00 check from American Express Financial Advisors. The luncheon was attended by the honorees, their parents, teachers, principals and superintendents.

Ms. Laura Fernandes, Assistant Principal of Masuk High School in Monroe and Chair of the Governor's Scholar Committee was the emcee for the event.



From left, American Express® Financial Advisors' Group Vice President Henry Cormier, Commissioner Ted Sergi, Lt. Governor Jodi Rell, and Seymour H.S.'s Erika Avery.

2000 GOVERNOR'S SCHOLARS

- ★ Shalini Ananth, Hamden High School
- ★ Erika Avery, Seymour High School
- ★ Eleni Marie Benson, Edwin O. Smith H.S.
- ★ Matthew Brown, Daniel Hand High School
- ★ Erin Comer, Simsbury High School
- ★ Brian Corridan, New Milford High School
- ★ Erica Crane, Thomaston High School
- ★ Steven Cranston, Windsor High School
- ★ Kaitlin Dow, Southington High School
- ★ Robert Hodgson, Fairfield High School
- ★ Sarah Kaczor, Mercy High School
- ★ Patrick Lane, Jonathan Law High School
- ★ Mariangela Lisanti, Staples High School
- ★ Dung Nguyen, New Britain High School
- ★ Jennifer O' Brien, Francis T. Maloney H.S.
- ★ Nicole Perrin, Brien McMahon H.S.
- ★ James Scott, Conard High School
- ★ Alexis Teagarden, Immaculate H.S.
- ★ Jared Thompson, William Hall H.S.
- ★ Jonathan Wakely, Woodstock Academy

GIVING AN UNFORGETTABLE GRADUATION GIFT

Submitted by Jack Henehan, MBA, CFP, American Express Financial Advisors

Graduation season is just around the corner. If you have grandkids who are about to graduate, you may be thinking about a significant gift you'd like to give them. Instead of clothes that will soon be out of fashion or a computer they'd rather pick out themselves, why not help them invest in their own future? Here are some ways you can help with their college education fund.

Cash gifts — Although it's natural to think more about wills and legacies, what better way to give than when we can still see the

benefits of our generosity? In 1999, any one person can give up to \$10,000 each year to any number of receivers. The gift is not taxable to the receiver and is not subject to federal gift taxation. Cash gift-giving is also a useful way for grandparents to reduce the size of an estate. Remember, estates of more than \$650,000 (inherited by someone other than a spouse) may be subject to considerable estate taxation. Assets that are considered part of your estate will include all of the funds within your retirement plans -- not just ready cash and the market value of your home.

Tuition gifts — If you are affluent, and your grandchild's college costs are high, you may want to give a more generous gift than \$10,000 each year. Payments to a college for tuition are not subject to gift taxes, no matter what the amount. You will need to make your check out directly to the college or university, rather than your grandchild. This saves your grandchild the burden of student loan repayments after graduation.

Securities as gifts — If you own a stock or mutual fund that has appreciated in value, *continued on page 8*

ANNUAL MEETING, *continued from page 1*

In other action, the membership elected a new slate of officers and board members and approved a budget which called for a \$100 dues increase for high schools and a \$50 dues increase for middle schools. Elementary school dues will remain the same in the coming year. See box below for the individuals who will serve as CAS officers for the 2000-2001 school year.

Award Presentations

At about 10:30 a.m., business was suspended temporarily in order to present the 2000 Flanagan Mini-Grant Awards. (See list of winning schools below.) For the 4th consecutive year, **Big Y World Class Markets** has sponsored this important program, which provides funding for outstanding student activity programs in CAS member schools. Dr. Elaine Bessette, principal of Greenwich High School and chair of the Student Activities Board of Control, presented checks to this year's recipients. Representatives from each of thirteen schools were provided an opportunity to comment briefly on their programs. **Big Y** representatives Jim O'Toole and Mary Ann Grenata were on hand for the award presentations.

The annual awards luncheon began with the presentation of life memberships to retiring administrators. The following individuals were in attendance to accept their life membership cards:

- Dr. James Aseltine, Principal, Irving Robbins Middle School
- Daniel Bugnacki, Principal, New Britain High School
- Jerry Copsinis, Principal, William Hall High School
- Ann Mirizzi, Principal, Litchfield Intermediate School
- Anthony Mirizzi, Principal, Washington Primary School

Distinguished Friend of Education Awards

Tara Rickert, a math teacher from Nonnewaug High School, presented the Distinguished Friend of Education (Corporate) Award to **Mr. Edward Gilchrest** of **9th Wave, Inc.** Over the past three years, **9th Wave, Inc.**, a small engineering firm in Southbury, has worked with Nonnewaug students to design and build a robot that competes regionally and nationally in an annual contest. "The firm is a small one so it could not donate significant sums of money but it could donate the time of its employees. The firm has a huge heart and what it provided to the students far surpasses what money can," said Ms. Rickert.

Dr. Alice Carolan, superintendent of the Naugatuck Public Schools, presented the Distinguished Friend of Education (Individual) Award to **Mrs. Loraine Dibble** of Naugatuck. A 20-year veteran board of education member, Mrs. Dibble has devoted her life to the Naugatuck schools. She makes frequent visits to all of the district's schools,



Students from Groton's West Side M.S. receive a Flanagan Mini-Grant



Distinguished Friend of Education Loraine Dibble of Naugatuck

reading to students, telling them about her travels to far-off places and listening to their hopes and dreams. "She is a gutsy person and is often the love board member to make the difficult, unpopular motions," said Dr. Carolan. "In all my years of education, I have never encountered such a remarkable person. She is highly educated, well-traveled, yet has not lost the ability to delight in the simple pleasures of life that occur each day in our schools."

Additional Awards

Dr. Jerry Auclair, principal of Southington H.S. and chair of the CAS Nominating Committee made the following award presentations.

- Assistant Principal of the Year —
Gary Field, New Canaan High School
- Principal of the Year:
Elementary — *Andrienne Longobucco*, Litchfield Center School
Middle — *Mike Rafferty*, Old Saybrook Middle School
High — *Dr. Everett Lyons, Jr.*, Bristol Eastern High School
- Letters of Commendation:
Laura Ferrante Fernandes, Asst. Principal, Masuk H.S., Monroe
Robert Hale, Principal, Westbrook High School
Richard Huelsmann, Principal, East Hampton Middle School
Dr. Lawrence Nocera, Asst. Principal, Glastonbury HS
Marie Richard, Principal, Emerson-Williams, Wethersfield
John Voss, Principal, Pomperaug High School
- Citations:
Joe Guay, Principal, Stratford High School
Pat Llodra, Principal, Northwestern Regional H.S.
Tony Molinaro, Principal, King St. Intermediate, Danbury
Joe Tonelli, Athletic Director, Notre Dame H.S., West Haven

BIG Y SPONSORS 2000 FLANAGAN GRANTS

The CAS Student Activities Board of Control (SABC) congratulates the recipients of the 2000 Thomas R. Flanagan Memorial Grants Awards. Thanks to the generosity of Big Y World Class Markets, thirteen outstanding student activities programs were awarded grants totaling \$6,000. The following programs were selected from among 74 applicants.

- **West Middle Elem. School, Hartford**—Children make puppets and write stories/skits for the puppet characters
- **Jennings Elem. School, Fairfield**—Students write, perform, compose music, build sets and other activities to create their own opera.
- **Maple Hill and Andrew Ave. Schools, Naugatuck**—Fifth grade students participate in the full process of producing an opera.
- **St. Joseph School, Rockville**—Grade Seven Drama Club Production: "Snow White & the Seven Dwarfs."
- **St. Gabriel School, Windsor**—Participation in Connecticut River Salmon Association School Program
- **West Side Middle School, Groton**—Development of a garden as an interdisciplinary teaching tool.
- **Griswold Intermediate School, Jewett City**—Grade 5

Theater Activity. (Full process from script to acting)

- **Griswold M.S., Jewett City**—Cooperative Spanish language activity with the Centro de La Comunidad in New London
- **Washington Middle School, Meriden**—Bread and Broth Community Dinner. A focus on Latino Culture
- **Litchfield High School, Litchfield**—Peer Educator mentor program with teen moms at Crosby High School, Waterbury
- **Emmett O'Brien RVTS, Ansonia**—A video of how a drunk driving accident affects the students and parents of those involved
- **Torrington High School, Torrington**—"Project Warm and Fuzzy." A Student Council program to address diversity issues
- **East Hartford High School, East Hartford**—START Retreat, a retreat to help bring together a diverse community

Tim Doyle, Director of the CT Principals' Center made a special presentation to **Laraine Scherban**, teacher at Jared Eliot Middle School in Clinton. Laraine was recognized for her extraordinary efforts in helping to expand the role of teachers within CAS.

The awards luncheon concluded with the presentation of the "President's Gavel" to outgoing CAS President Dr. Alan Bookman. In making the presentation, President-Elect Tony Molinaro remarked, "You have led the association through its historic merger with the Elementary and Middle School Principals Association of Connecticut. Surely, in the years to come, this will be regarded as one of the most important milestones in the history of the association. You have demonstrated an unwavering belief in the individual and collective strengths of Connecticut's administrators and an earnest desire to build a single organization which brings together all of the state's administrators with one unifying purpose: to improve the educational opportunities for Connecticut's students. It is largely due to your intrepid and purposeful leadership that we sit here today as a unified organization with a single voice for K-12 education in Connecticut."



Pat Llodra (left), principal of Northwestern Regional H.S. in Winsted, and Joe Tonelli (above), athletic director at Notre Dame High School in West Haven, are honored with a CAS Citation, the Association's highest honor.



The following is an excerpt from the Executive Director's Report given by Mike Savage at the Annual Meeting on June 8th.

After working with literally hundreds of principals this year, some very closely because of the leadership roles they play in CAS or CIAC, others because of professionally sensitive situations they have found themselves in with superintendents or boards of education or teachers or their community, or simply those of you that were looking for opportunities to improve professionally or looking for a system of networking which would assist you through the burdens of your work, I cannot but feel that there is a real sense of uneasiness, discomfort, even discouragement. Also there is a certain sense of frustration, loneliness and a feeling of helplessness that seems to hang over most of you. It is certainly understandable in light of the necessity to do more with less; the need to add programs and staff while facing budget cuts; the need to promote opportunities for racial integration and opportunities for the more disadvantaged students in our state; and the pressure to fill teaching vacancies when the talent you need is not available. There is all this and more, including being called upon to make your schools a secure fortress against crime, parental neglect, and all the other social ills that beset the kids who attend your schools. In addition you are expected to increase the level of student achievement through all the high stakes testing initiatives mandated by the all-knowing state legislature. You have a right to sense feelings of frustration, even feelings of despair and sometimes anger; but I also truly, truly believe you are finally at the threshold for making great progress in your roles as principals and assistant principals --- so don't despair! Never have I seen, at least not in the past 30 years, such a resurgence of the importance in the principalship. Never have I seen such public acknowledgment from superintendents and board of education members of the importance of the building level leaders. Never have I seen the state department of education pay so much attention to the realization that schools will only be as good as the principals who run them. We are about to realize a life's dream that finally the principalship is getting the public recognition it deserves in our society. Our educational leaders and the public are beginning to realize everything that NASSP and NAESP and CAS have been saying - backed up by research - that it is the building principal who makes the difference. And why is this all happening? Simple! No one wants the job anymore. It's too demanding. No one was willing to acknowledge the need for major reform on what the role of the principal should be - that of instructional leader, a curriculum expert, not a policeman, not a politician, not an attendance officer, not a social worker or health care provider but an expert in educational leadership. Now they are beginning to understand and take action."

Advanced Placement Programs in CT: Connecticut Students Continue to Make Gains in AP Courses

According to the 1999 Advanced Placement report released by the State Department of Education, Connecticut's participation in the Advanced Placement (AP) Program has increased over the past several years. Report highlights include:

- ★ CT ranked second nationally in participation of comprehensive public high schools. Students from 138 of 143 comprehensive high schools (96.5%) took an AP exam in 1999.
- ★ CT ranked seventh in the nation, behind Illinois, Montana, North Dakota, Missouri, Iowa, and New Jersey, in the average performance of public high school students.
- ★ CT non-public school students have scored slightly better than public school students since the reporting of data began in 1983-84. However, in 2 of the past 5 years, CT public school students had a higher percentage of scores of 3 or better than their non-public school peers.
- ★ Wm. Hall HS, Conard HS, Farmington HS, Staples HS and Joel Barlow HS had the top participation rates among public schools.
- ★ Four comprehensive public high schools, 14 of 17 regional vocational-technical schools, one of two charter high schools with students in grade 12, 25 smaller non-public high schools and all 12 alternative high schools had no students who took an AP exam.
- ★ The number of public school minority students taking an AP exam increased significantly in the past 10 years from 282 to 1,086. However, minorities represented 23.4 percent of 11th and 12th graders in 1998-99, but only 14.0 percent of AP test takers.
- ★ A total of 16,042 students were enrolled in AP courses in 1998-99. This was an increase of almost 6,500 students (68%) from five years ago. High schools in small districts (ERGs C, G) showed the greatest percentage growth in enrollment in AP courses.
- ★ In 1999, students took an average of 7.5 different AP exams per school, compared to 5.3 in 1994.

The Connecticut Principals' Center

The Advisory Board for the Connecticut Principals' Center has been meeting regularly since January to develop initiatives and programs to support practicing and aspiring school administrators. Four strands have been identified and form the basis for the mission statement that will guide programming. The mission statement is reprinted here.

The Principals' Center is committed to supporting the principals' efforts to enhance teaching, learning and leading in the schools of Connecticut by:

- developing and implementing quality principal aspirant programs;
- developing and implementing quality induction/mentor programs for new principals;
- providing quality professional development opportunities for career principals; &
- advancing the understanding of issues critical to the role of the principal.

The Center Board is comprised of representative administrators from all levels of CAS and distinguished consultants from other areas of the profession. Sub-committees from this group will be developing programs for each strand.

Center Advisory Board

Members:

- Tony Molinaro, Chair, King St. Intermediate
- Irvin Guidicelli, Domenic Burns E.S.
- Edie Franzi, Mary E. Griswold School
- Dr. John H. Voss, Pomperaug High School
- Eugene M. Horrigan, Shepaug Valley H.S.
- Paul Cavaliere, Sage Park Middle School
- Richard Huelsmann, East Hampton M.S.
- Kathleen Higgins, John B. Sliney School
- Mike Galluzzo, East Farms School

Consultants:

- Gordon Bruno, Executive Director
CT Center for School Change
- John Onofrio, Southern CT State University
- Jim Ritchie, Dean, School of Education
University of Bridgeport
- George Goens, Associate Professor
University of Hartford
- Ed Iwanicki, Chair, Educational Leadership
Neag School of Education, UCONN
- Tony Rigazio-Digilio, Interim Chair
Educational Leadership, Central CT State
University

Webhelp.com to Sponsor Connecticut Association of Schools' Summer Institute "School Safety and Violence Prevention"

Webhelp.com, a provider of real-time, person-to-person (P2P) services over the Internet, has signed an agreement to be the lead corporate sponsor of the Connecticut Association of Schools 5th Annual Summer Institute focusing this year on "School Safety and Violence Prevention: Challenges for the New Millennium."

For the second consecutive year, the summer institute will focus on the theme of violence prevention, a topic that is still timely and critical — perhaps even more so in the wake of last year's tragedy at Columbine (CO) H.S. The summer institute, which will be held August 14-16 at Quinnipiac College, is designed to help principals, school administrators, teachers, community leaders, and parents address safety and violence issues in their schools and communities.

This summer, Webhelp.com plans to launch its WebHelpMeLearn service, offering students real-time, person-to-person (P2P) online tutoring from a qualified educator. Tutoring would be delivered through one-to-one text based chat between the student and the WebHelpMeLearn tutor. Registered students would receive the service by visiting the WebHelpMeLearn site accessible from <http://www.webhelp.com/>, and selecting their Grade level and the subject matter for which they require assistance. A text chat box will appear in on the student's computer where the tutor introduces him- or herself and offers to help the student with the student's specific problem. The service would be available on a monthly subscription or an hourly fee basis.

"Through our upcoming WebHelpMeLearn service, we are committed to building an online learning community built on the principles of community participation, respect and responsibility - the same values central to nurturing a healthy learning environment in schools," said Kerry Adler, President and CEO of Webhelp.com. "As we build better learning environments for our children, those of us who share those values must work collaboratively, sharing our knowledge and ideas. We're excited to participate in this collaboration by sponsoring this Summer Institute."

"We are particularly impressed with the unique contribution that Webhelp.com brings to the Internet. The quality of their service and the commitment they are bringing to the educational community is most impressive! We are convinced that our membership will find their service to be of great value!," said CT Principals' Center Director Tim Doyle. For additional information about the summer institute, contact Tim at (203)250-1111.

Gift, continued

you can give it to a grandchild, who may be able to sell it and pay less in capital gains taxes than if you had sold it. The new capital gains rate for the 15 percent federal tax bracket has been reduced to 10 percent, although high-end income tax bracket investors may face a 20 percent rate. Before gifting the security, you may have held it for a year or more. The recipient, in this scenario, must be at least 14 years old to be taxed at their own lower tax rate.

Education IRA — This type of account can be arranged for a grandchild under 18, even if you already contribute to an IRA. Contributions aren't deductible, but any earnings are protected from on-going taxes. The advantage of this IRA is that your grandchild can take out the funds tax-free if the money is used for educational purposes such as tuition, fees, books and room and board. The disadvantage is that the maximum contribution is \$500 a year, which won't go far if college is just around the corner. To avoid tax penalties, a student must use the money before turning 30, or the beneficiary can be changed to another child in the same family. This IRA isn't available if your adjusted gross income is above \$110,000 for single filers and \$160,000 for joint filers.

Pre-paid tuition plans —

Many states offer pre-paid tuition programs in which a parent or grandparent can buy a year's worth of tuition when a child is young, with guaranteed tuition for college later. Some states' pre-paid plans will cover tuition at any public college or university in the state; some will even cover tuition or partial tuition at an out-of-state college. Some states also offer college savings accounts. These come without guarantees, but earnings are tax-deferred. There may be residence and age requirements for these plans, and they may affect student aid eligibility. Contact the College Savings Plan Network at 606-244-8175 for more details.

Support and encouragement — Even if you can't afford big price-tag gifts, you can still give gifts of great value: information, encouragement and support. Congress recently provided education tax breaks, including the Hope Credit, up to \$1,500 a year for the first 2 years of college and the Lifetime Learning Credit of up to \$1,000 a year for remaining years.

Taking an interest in your grandchildren by encouraging them to seek higher education and referring their parents to a financial advisor may be the best gift you can give.



LEGISLATION COMMITTEE KEPT BUSY DESPITE SHORT SESSION

By Tom Galvin, Asst. Executive Director

This may have been the "short session year" for the Connecticut Legislature, but the activity in both the House and Senate provided many opportunities for involvement by the CAS Legislative Committee. Led by Glastonbury Assistant Principal Dr. Lawrence Nocera, chair of the Committee, and guided by CAS/CIAC lobbyist, Attorney Marshall Collins, the members of the committee conducted a membership survey earlier this year. From the survey results, members established four areas of legislative concerns: the need to fund technology; before, after and summer school programs; the teacher/administrator shortage; and alternative transitional programs. These concerns were communicated to legislative leaders in writing and in person and will continue to be raised by the committee during the 2000-2001 session.

The committee had several meetings throughout the year to discuss bills and take positions. These, along with the above concerns, became the bases for position papers, meetings with legislators (including representatives Brian Mattiello and Cameron Staples and senators Tom Gaffey and Judith Freedman), and testimony at Legislative Education Committee hearings.

By the end of the session, several bills affecting our membership had been passed into law. These include: Educational Technology Grants (automatic \$10,000 for every district with the opportunity to write a competitive grant for additional funds); revisions to the Education Accountability Act (for schools in need of improvement); expansion of the School Choice Program to New London, New Britain, Waterbury and Windham; the requirement of a one-half credit course in civics for graduation (class of 2004); a teacher competency bill (clarifying the definition of incompetence); raising the mandatory school age to 18 (parents may personally withdraw their 16 and 17 year old children); and requiring a 5-day turn-around for records of transferring students.

Some of the bills not passed include: tax credits for educational expenses; funding for full day kindergartens for priority school districts; adding to the grade 6 CMT's; a task force to study health and physical education; requiring high school exit exams; and a bill to address the teacher shortage.

The Committee appreciates the participation of the following members at legislative hearings or meetings: Wilhemenia Christon, principal of Ansonia H.S., Judith Golden, principal of Oswegatchie Elem. School in Waterford, Thad Hasbrouck, asst. principal of Watertown H.S., Dr. Larry Nocera, asst. principal of Glastonbury H.S., and Dr. Tom Reale, principal of Windsor H.S.

A summary of the most significant legislative initiatives affecting education can be viewed on the SDE's website at www.state.ct.us/sde/circ/circ9900/c17.pdf

KING URGES SCHOLAR-ATHLETES TO KEEP UP THEIR EFFORTS

By Tom Galvin, Assistant Executive Director

Peter King, senior writer for Sports Illustrated, delivered a stirring address to this year's Connecticut High School Scholar-Athletes, drawing from his wealth of experiences with notable sports personalities such as Dennis Byrd and John Madden. The scholar-athletes were complimented for their accomplishments and encouraged to pursue a variety of interests and to not give up on their ambitions.

Three hundred twenty-three scholar-athletes from 166 high schools were honored at the seventeenth annual CAS/CIAC Scholar-Athletes Awards Program at Aqua Turf in Southington. A record 1,624 guests attended this year's event. The students were congratulated by Dr. Alan Bookman, president of CAS and principal of Glastonbury High School, Mr. Paul Hoey, chair of the CIAC Board of Control and principal of Newington High School, Mr. Robert Lanz, representing Coca-Cola and Ms. Michelle Rohe, representing McDonald's. Bob Picozzi served as master of ceremonies and Arnold Dean introduced the keynote speaker, Peter King.

Many thanks to McDonald's Owner Operators and Coca-Cola, co-sponsors of this annual recognition program.



"If I leave you with anything this evening, it's that one of the best things you can do is fail. It will teach you that you've got to keep going. You have worked for the things you have gotten so far. And you will have to continue to work."

Peter King, Senior Writer
Sports Illustrated

Irving A. Robbins Middle School

20 WOLF PIT ROAD • FARMINGTON, CONNECTICUT 06034-1127

MAIN OFFICE: 860-677-2683
GUIDANCE: 860-677-4363
FAX: 860-676-0697

Principal
JAMES M. ASELTINE, Ph.D.
Assistant Principal
KEVIN M. RYAN
Assistant Principal
ERIN W. MURRAY

Mr. Michael Savage, Executive Director
Connecticut Association of Schools
30 Realty Drive, Cheshire, CT 06410

Dear Mike:

I write this letter to you, my good friend and professional colleague, to say thank you to C.A.S. (And before that C.A.S.S.) For affording me countless, wonderful professional opportunities over these past nearly 30 years. As I prepare to transition to retirement in June, I am reflective about those things which have most contributed to the richness of my professional life as an educator. None of my reflections, spanning 40 years as a teacher and administrator working in Connecticut and Massachusetts, exceeds in value, my experiences with the state association.

Certainly I have shared in the same benefits as any active C.A.S. member would -- the rewards of doing important work for kids through committees and boards, and the invaluable collegial associations with other administrators. However, I also believe I was afforded other exceptional opportunities which essentially represent the highlights of my C.A.S. experiences. Having the opportunity to lead the Middle Level Board of Control at a time when we truly defined middle level education's role in the state; being a leader-force behind the origination of the first Scholar Leader Banquet; providing leadership to the think-tank which engineered the expansion of C.A.S.S. to include elementary schools, and which evolved into the newly organized C.A.S.; having multiple opportunities to serve on the C.A.S. Board of Directors and as an officer; and most recently, representing C.A.S. and New England on the NASSP Board of Directors -- all of these opportunities which few are afforded in their professional life. And further, I never undervalue my C.A.S. involvement as that which gave me the exposure to be considered for the Principal of the Year and Milken Educator Awards.

As any retiree will probably acknowledge, we can with limited "pain and suffering," leave the professional activities behind. Our time for those things comes and goes. However, it is much more difficult to contemplate distancing ourselves from so many people who have meant so much to us. Thanks for everything over these many years, and I look forward to my remaining time as an active member of C.A.S., and to those times when I will continue to be in your company.

Jim Aseltine

middle school news

Newsletter Notes . . .

■ Eliot Cleans Up

On a Saturday in April, the Annual Eliot Spring Clean-up Day was held. Over sixty-five students, parents and teachers turned up to take on the daunting task of beautifying the front yard and courtyard at Eliot. Everyone took on the tasks of raking, edging, trimming, weeding and spreading twelve yards of mulch with enthusiasm and joy. Parents and teachers set a powerful example regarding the importance and the true meaning of giving service to help the community at large.

Jared Eliot Middle School Newsletter

■ Police/Youth Initiative

The Police Department and Human Services recently received a grant to enhance police/youth relations through the Newington Adventure-Based Challenge Course. The program will offer 60 youth and 12 police officers the opportunity to spend a day in small groups using low and high elements to teach skills in decision-making, problem solving, leadership and team cooperation.

John W. Wallace Middle School

■ Online Databases

Sometimes online databases are better and safer alternatives to the Internet. They allow students to search for current articles on their topics. Students can locate articles, read them on the computer screen or print out parts that are relevant to their topics for later note taking. The articles are written by qualified authorities on the topics and are frequently updated. Pictures and graphics are also available through many databases today.

Students may access the Gale databases, which cover U.S. History, Science and Biography by going to <http://galenet.gale.com/>. There they will be asked to enter a user name and password. From there will be four databases to select. Students may enter whichever one is most appropriate for their needs. The information they find will be accurate and authoritative.

MSP Newsletter, Middle School of Plainville

NMSA Research

Evaluating the Effectiveness of Programs

Program evaluation is important as a basis for change to further improve learning. Effective schools are in a process of continually evaluating themselves and making improvements. It is necessary to involve the people that have the largest stake in the program and to use a variety of methods to collect data. Data collection methods could include questionnaires, focus groups, interviews, case studies and existing school records. A school must first decide the purpose of the evaluation to determine the most appropriate methods of data collection. In some cases, an informal interview or group discussion might be what is needed; while for other studies a comprehensive, statistical analysis might be required.

Six Steps of Program Evaluation:

1. Determine the best practices, identify program goals, and specify outcomes, processes, and inputs. Establish measurable outcomes to determine the program's effectiveness.
2. Establish baseline by designing assessment measures to capture current practice. Often two types of evaluation are combined for assessment. An internal self-evaluation might use dialogues, journals, and informal performance measures while an external evaluation could use outside evaluators and their own assessment tools. Each school is unique and good evaluations involve many people and a variety of information gathering methods.
3. Collect data of current practice. Those educators doing the eval-

China Gates-Dillon: Middle Level Teacher of the Year

By: Earle G. Bidwell, Assistant Executive Director

China Gates-Dillon is one of those rare individuals whose strong convictions are evenly balanced by a respect for other viewpoints which makes her a valuable member of the sixth grade team. She is a strong proponent of integrated learning and helping students to make meaningful connections with the world around them." These are but a few of the accolades contained in the nomination package for the 2000 Connecticut Association of Schools Middle Level Teacher of the Year. A sixth grade math teacher from Timothy Edwards Middle School in South Windsor, Mrs. Gates-Dillon epitomizes the qualities possessed by the many great teachers in Connecticut, a student center approach coupled with high expectations and a sound academic background.



China Gates-Dillon

According to her colleagues, China Gates-Dillon is a leader in school reform, in addition to being a superb teacher of mathematics. She was a key figure in influencing an entire faculty to use the research to create instructional programs for all disciplines and to implement them. Among her strategies is a method whereby students use their personal experiences and imaginations in stories pertaining to mathematics. She is also in the forefront in integrated learning across grade levels.

Outside the classroom, this Teacher of the Year has been instrumental in creating a sister school program with Carmen Arace Middle School in Bloomfield, cultural activities to promote diversity among students and staff, and service learning projects in the community. With all of these responsibilities, she still finds time to train colleagues on the National Council Teachers of Mathematics (NCTM) standards and to pursue a sixth year graduate program at the University of Connecticut.

The selection committee considered many fine teachers from around Connecticut and interviewed three outstanding finalists. China Gates-Dillon is to be congratulated for her commitment and her service. She exemplifies the best of middle level instruction in Connecticut.

uating have to determine who will be sampled, how the collection process will be set up, and how each piece of information will be analyzed.

4. Compare data of current practices with best practices baseline data. A program's effectiveness will be determined by comparing goals to outcomes. Is there a match? How close are the two?
5. Prioritize and develop plans to address discrepancies. How will objectives be stated and what action plans will accomplish them?
6. Report and maintain assessment data for continuous program improvement and compiling trend data. Continue to look at the program's effectiveness and for ways to improve it.

elementary school news

CAS RECOGNIZES EXEMPLARY PROGRAMS

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

Nearly one thousand teachers and school administrators were in attendance to honor the state's outstanding elementary programs at the Seventh Annual Connecticut Elementary Schools Program Recognition Banquet. Sponsored annually by Weekly Reader, the banquet recognizes unique programs in elementary schools statewide. One hundred eight Connecticut elementary schools were honored at this year's event, the largest one to date. Education Commissioner Dr. Theodore Sergi personally presented the awards to each of the 108 recipients. Mr. Geoff Fox, Action News 8 Weather Center Director, was a spirited master of ceremonies for the event.

Bill Halloran, a nationally known educator, consultant, and presenter on language arts in the elementary classroom, gave a lively and entertaining keynote address. A former teacher, Bill was drawn out of the classroom to work with educators across the country because of his first-hand experience in motivating students to read and write. He has a best selling book entitled, "Proud To Be A Teacher." Bill also headed up Barbara Bush's Literacy Program during the Bush presidency.

In addressing the awardees, Halloran encouraged his audience to always challenge themselves, to be constantly curious and deeply inquisitive, to work hard, and to avoid letting failure or dissatisfaction set them back. Halloran concluded his talk by saying, "Unfortunately, the education pendulum always swings from one extreme to the other with disastrous results for many of our older students." He then reminded the teachers in the audience that they have the power and the responsibility to make a difference.

Many thanks to Weekly Reader Corporation, which has sponsored this important program since its inception in 1994. Mr. Peter Bergen, President of the Weekly Reader Corporation, remarked, "We at Weekly Reader view our relationship with both parents and teachers as a real partnership. When we began, the mission was: "To awaken children's interest in the great world in which they live ... give them a broader view of life, ... prepare them for good citizenship, ... and help equip them for success." That mission statement is as relevant today as when Weekly Reader was first published in 1928."



Bill Halloran delivered a keynote address filled with humor and inspiration.

FIRST TIME EXPERIENCE

By Ann Malafronte,
Director of Unified Sports®

On Saturday, May 6, 2000, Windham Center School experienced a Unified Sports® Day for the first time. When Bridget Gordon-Hickey accepted a teaching position in Willimantic, she was determined to have her special students get involved in Special Olympics through the Unified Sports® program. Bridget had been a Special Olympics coach in the New London area prior to moving to Willimantic.

After contacting Ann Malafronte at CAS/CIAC, Bridget found that her team was eligible for a state department grant which would provide a coordinator stipend and transportation funds. With the event being scheduled in her own town, the transportation dollars were not needed and so she used the funds to purchase team tee shirts.

On May 6, the Windham Center team arrived at Windham High to join 80 other youngsters in the Opening Ceremonies. Windham Center was the "home team" and as such, had the honor of carrying the torch and leading the Oath of the Athletes.

Each team then went to one of four assigned stations to participate in sport skill activities, which were led by student volunteers from Windham Technical School's VICA Club. Track, baseball, volleyball and basketball activities were the highlight of the morning! The athletes proudly displayed their talents in each area! All activities are modified for success and each athlete participates on his/her own level.

Each participant received a Special Olympic medal and a stopwatch. Spectrum Entertainment provided a person to make balloon animals for each of the children. A tired but happy group left for home at the end of the day!

Once Upon A Time. . .

Jack Jackter Elementary School in Colchester is giving new meaning to the term "preschool." Colchester children are "enrolled" in school shortly after birth and invited, along with their families and other toddlers in town, to participate in monthly activities at the school.

The "Enrollment at Birth" project, funded by CCSC School Improvement Grants, is designed to connect children and families in this rapidly growing town with the school and other resources in the community. Parents of newborns in Colchester receive a book, "You Will be Love," written and illustrated by Jackter kindergartners. The book tells preschoolers and parents what to expect when they officially enter Jackter in kindergarten.

Once a month, the school invites preschoolers in for a story hour, in which kindergarten teachers and other staff members read to the children. Jackter also holds monthly parties for all of the children celebrating birthdays that month. The parties feature clowns, musicians and other performers, and, of course, cake and ice cream.

Reprinted from the newsletter of the CT Center for School Change

★ SAVE THE DATE ★

Announcing. . .

The 1st Annual Statewide Elementary Parents Recognition Program

March 28, 2001 
Aqua Turf Club, Southington

Look for details in the October BULLETIN

★ SAVE THE DATE ★

ciac news

IN MEMORIAM: A. Merton "Ozzie" Bozoian, teacher, coach, principal, and friend, died on June 8 at the age of 89, leaving behind an exceptional and distinguished record of service to CT high school athletics. Prior to his retirement, Ozzie was a school teacher and principal of Middletown and Cromwell High Schools. While at Middletown, where he worked from 1950 to 1970, he was a track and cross country coach. In 8 years, his track teams won 4 consecutive indoor Class M titles and 2 outdoor Class M titles. His teams were undefeated in 1953 and 1954, winning 20 consecutive meets. He was appointed to the CIAC Track Committee in 1963 and, 2 years later, became chair of that committee, a position he would hold for 10 years. Ozzie was elected as chair of the CIAC Board of Control in 1971.

In a letter to Mike Savage, his wife Arline wrote, "He so enjoyed all of his work on the CIAC Board of Control and his involvement with the track and cross country committees. He began with Alice Dowling in her little house office so many years ago. . ."

Upon learning of Ozzie's death, Executive Director Mike Savage commented, "There are but a handful of administrators whose impact on high school sports was as commanding or abiding. Although Ozzie has not been active in the CIAC for many years, his legacy of commitment and his love of sports are evident in many of the traditions and practices in which the CIAC continues to engage."

News & Notes...

■ The CIAC Outdoor Track Committee honored Mr. Joseph McCluskey at its Open championship meet on June 6 at Willowbrook Park, New Britain. A CIAC Lifetime Achievement Award was presented to Mr. McCluskey at the start of the mile run event. Joe was the winner of the first CIAC mile event held at Yale in 1929, competing for Manchester High School. He later went on to star at Fordham University, and then ran and coached for the New York Athletic Club for many years. He competed in the 1932 Olympics finishing third in the steeplechase. He also ran in the 1936 Berlin Olympics. During his career, Joe won 27 AAU championships, a record that remains to this day. He is a past winner of the Manchester Road Race. He coached track at Guilford High School. He is retired and presently resides in Madison with his wife.

■ Bill Fortin has successfully completed the soccer Train the Trainer (TTT) course presented by the National Intercollegiate Soccer Officials Association.

■ The First Annual Connecticut Field Hockey Hall of Fame Induction Ceremony will be held on September 24, 2000 at the Aqua Turf in Southington. The CT Field Hockey Hall of Fame was founded in 1999 to establish a venue to recognize, honor and perpetuate the memory of those who have contributed to the enhancement of field hockey in Connecticut. For information about the event call Terri Ziemnicki at (860)65305127.

■ Effective with the 2000-01 high school basketball season, 20-second timeouts will be increased to 30-seconds. This change in Rule 5-12-1 results in three full and two 30-second time outs.

■ A new guide published by the National Association of State Boards of Education is designed to assist schools in establishing effective policies that help students achieve academically and adopt lifelong healthy habits. Fit, Healthy, and Ready to Learn: A School Health Policy Guide provides specific policies to promote physical activity and healthy eating and to discourage tobacco use. The guide is available at <http://www.nasbe.org/healthyschools/fithealthy.html>.

SPORTS CAREER SYMPOSIUM

The Third Annual Women in Sports Conference will be held at the Waterbury Sheraton on Monday, November 13, 2000. Every CIAC member high school in CT will be invited to send up to three sophomore or junior students. Registration forms will be sent to athletic directors in September. Panel discussions will address such topics as sports medicine, journalism, coaching and officiating, sports marketing, sport psychology, law, athletic administration and event management. The welcome address will be given by Danielle Henderson, USA Olympic Softball Team pitcher.

CT spirit coaches receive national recognition

★ Congratulations to Beth Sarnacki who was selected by the NFISA (National Federation Interscholastic Spirit Association) as the "National Spirit Coach of the Year." Beth, who is currently the head cheerleading coach at Cromwell High School, has led the varsity basketball cheerleading squad since 1982 and the varsity soccer cheerleading squad since 1995. Under her direction, the 1991 squad won the Class "S" state cheerleading competition, and the 1995, 1996 and 1997 squads appeared in American Cheerleading articles. Beth was also featured in the Connecticut article, "Who's Who of High School Cheerleading Coaches," published in American Cheerleading (1998 and 1999). In 1989, Beth was a co-founder of the Charter Oak Conference (COC) Cheerleading Committee, a group in which she continues to be involved. Additionally, Beth is a member of the Connecticut Association of Schools / Connecticut Interscholastic Athletic Conference (CAS-CIAC) Cheerleading Committee, and assists in the running of the state competition and conference. She also attends the Cheerleading Forum of America. Beth also shares her cheerleading experience with the community. From 1987 to 1998, she directed a one-week cheerleading program for youth in grades four through eight. She also choreographed a routine for the Middletown (CT) St. Mary's Elementary School cheerleading squad. Beth is also a member of the CIAC Outdoor Track Committee. Beth was recognized at the annual National Federation Leadership Conference Awards Banquet, held in Indianapolis.

★ Congratulations also go out to Robin Coe-Guarino for her selection as the NFISA Section I "Contributor" to cheerleading. She was also honored at the Leadership Conference Awards Banquet.

Oregon Program Shows Success in Preventing Steroid Use

A drug-abuse-prevention program created by sports doctors in Oregon is the first to show success in deterring student athletes from starting to use steroids, according to a study published in the Archives of Adolescent and Pediatric Medicine. For the study of male athletes, a total of 3,207 football players in 31 high schools in Oregon and Washington state learned about nutrition and strength training and other alternatives to taking the dangerous athletic-enhancing substances. The early-morning course was led by coaches, and included exercises in which athletes would quiz each other, as they worked out, on medical facts such as, "Why does steroid use stunt growth?" The study found that the athletes who had participated in the program were 50% less likely to start using steroids than were athletes in the control group. The proportion of new steroid users in the control group doubled, from 1.7% to 3.4%, over the course of the study. (Source: *Education Week*, 5/3/00)

CIAC releases sportsmanship survey results

By Bill Barney, Principal, Morgan School

Earlier this year, a sub-committee of the CIAC board surveyed member schools on the topic of sportsmanship. The results of the survey indicate that the vast majority of member schools have had to address acts of unsportsmanlike conduct in the previous year. In half of the cases reported, the acts of unsportsmanlike conduct were caused by spectators, followed closely by athletes, with coaches and cheerleaders farther behind. Eighty-five percent of the responding schools said that their conference had a sportsmanship code. Eighty-one percent of the responding schools reported that in addition to a conference sportsmanship code, they had a local sportsmanship code of conduct. The survey indicates that schools use a wide variety of methods to inform their constituents about their sportsmanship expectations. Such methods include: team meetings; parent meetings; having athletes sign a code of conduct; having athletes and parents sign a code of conduct; publishing the sportsmanship code in the student handbook, school newspaper, parent newsletter, local newspaper; signage at sport venues; and announcements at games.

The survey was undertaken as a preliminary effort in determining what role the CIAC should play in promoting and maintaining good sportsmanship at all athletic contests conducted by CIAC member schools.

CIAC MEMBERSHIP ADOPTS TRANSFER RULE CHANGES AT ANNUAL MEETING

At its annual meeting on June 8, the CIAC membership adopted a significant change in the Transfer Rule. Member school principals unanimously approved proposed changes to exception #16 of the Transfer Rule, the exception which addresses the eligibility of athletes who participate in school choice programs. The changes allow students greater freedom to take advantage of school choice options without loss of eligibility.

New regulation

The language of the new Exception #16 is printed below.

Athletes will be permitted to transfer once they enter grade 10 to participate in any public school open choice plan enacted by the State Legislature or any state-authorized charter, regional, cooperative, inter-district satellite, magnet or other public school choice options. Transfers may take place only once during grades 10, 11, and 12 except that (a) students who choose to return to the school to which they would have been normally assigned by the board of education or would have been able to attend through established procedures will retain their eligibility, (b) if a new charter, regional cooperative, inter-district satellite, magnet or other public school open choice option receives state approval subsequent to the year of a transfer, the athlete may transfer to that school without loss of eligibility.

(Note: Because of other changes in the Transfer Rule, the above exception is now #14.)

Other Business

The membership had a lengthy and productive discussion on proposed Exception #19, which would allow the Eligibility Committee and the Eligibility Review Board greater latitude to grant eligibility to students who are clearly not transferring for athletic reasons and yet who do not meet any of the existing criteria for an exception. While a number of principals pointed out perceived weaknesses in the exception, there was considerable support for the exception as presented. At its meeting this month, the CIAC board will consider a proposal based on the feedback received from the membership at the annual meeting. The board intends to adopt a final proposal to be put in place in time for the winter 2000-2001 sports season.

See page 16 for other bylaw changes enacted at the annual meeting.

NEW COALITION TACKLES HAZING ISSUE

Led by Education Commissioner Theodore Sergi, a coalition of coaches, athletic directors, principals, and superintendents is tackling the problem of hazing and initiation rites in Connecticut schools. Representatives from the State Department of Education, CAAD, CHSCA, CAPSS, and the CIAC — all of whom have a vested interest in the proper management of CT's schools — have met on two occasions and agreed on the fact that initiation rites and hazing are problems which need to be addressed. The coalition determined that its first course of action was to formally and officially define what constitutes inappropriate behavior, such as that which humiliates, degrades, abuses, or endangers the mental and physical well-being of a student. At its meeting on June 12, the coalition endorsed a document drafted by Dr. Sergi's staff which sets standards of appropriate behavior. Member schools will be kept apprised of the coalition's efforts.



At their second meeting on June 12, members of the newly-appointed coalition tackle the issue of hazing.

COALITION MEMBERS:

SDE: Ted Sergi, Commissioner of Education

Principals:

Alan Bookman, Glastonbury H.S.
Allen Fossbender, Joel Barlow H.S.
Paul Hoey, Newington H.S.
Joe Flemming, Bolton H.S.
Bill Barney, Morgan School
Patricia Llodra, Northwestern Reg.

Superintendents: David Cressy, Cheshire

Carol Harrington, Fairfield
Elizabeth Ruocco, Meriden
Randall Collins, Waterford
David Clune, Wilton
Paul Gagliarducci, Somers
David Larson, Middletown
Joseph Castagnola, Portland

Athletic Directors: Bob Lehr, Southington H.S.

Pam Goodpaster, Joel Barlow H.S.
Fred Balsamo, East Haven H.S.

Coaches: John O'Connor, Branford H.S.

Robert Szymaszek, Maloney H.S.

Executive Staffs: Frank Yulo (CAPSS)

Mike Savage (CIAC)
John Fontana (CHSCA)

SPRING 2000 CIAC SPORTS CHAMPIONS

CHAMPION

RUNNER-UP

■ **BASEBALL**

- LL Notre Dame, W. Haven
- L Rockville
- M Waterford
- S Trinity Catholic

- Cheshire
- Berlin
- Norwich Tech
- Cromwell

■ **GOLF**

- I Simsbury
- II Berlin
- III Waterford
- IV Northwest Catholic

- Glastonbury
- New Canaan
- Darien
- Weston

■ **LACROSSE**

- I Darien
- II McMahon

- Wilton
- Guilford

■ **OUTDOOR TRACK (Boy's)**

- Open Bloomfield
- LL Amity
- L McMahon
- MM Middletown
- M Bloomfield
- S Coginchaug

- McMahon
- Trumbull
- Fitch
- Hillhouse
- Sheehan
- Old Saybrook

■ **OUTDOOR TRACK (Girl's)**

- Open Hillhouse
- LL NFA
- L East Lyme
- MM Hillhouse
- M Suffield
- S Coginchaug

- Conard
- Conard
- Rockville
- Middletown
- Joel Barlow
- Old Saybrook

■ **SOFTBALL:**

- LL Stamford
- L Seymour
- M Brookfield
- S Hale Ray

- Amity
- Amity
- Lauralton Hall
- Coginchaug

■ **TENNIS (Boy's)**

- LL Greenwich
- L Staples
- M NewCanaan
- S Northwestern Regional

- Fairfield
- Hall
- Darien/Wethersfield
- East Catholic

■ **TENNIS (Girl's)**

- L Ridgefield
- M New Canaan
- S Darien

- Fairfield
- Staples
- Joel Barlow



Darien triumphed over Wilton in the Division I championship held at Wilton.



A competitor clears the bar at the state open in New Britain.



A serve goes up at the Class L finals at Cheshire Academy.

caad news

Retired AD's Corner

By Ed Tyburski

■ At the annual CAAD breakfast meeting on May 10, 2000, eleven athletic directors received their Gold Life Membership cards.

- Joanne Galati, Bristol / 1978-1983
- Thomas Hunt, West Haven High School / 1982-1999
- Mary Kehoe, Brien McMahon H.S., Norwalk / 1973-1999
- Mel Kleckner, East Windsor High School / 1961-1992
- Reginald LaCasse, Old Lyme High School / 1979-1996
- Paul Maskery, Farmington High School / 1983-1999
- Michael Mudry, Seymour High School / 1986-1999
- Marilyn Munchak, Norwalk High School / 1980-1999
- Vivien Novicki, Waterford High School / 1996-1999
- Gene E. Pehota, Woodrow Wilson H.S., Middletown / 1963-1970
- Michael Simmons, Manchester High School / 1984-1999

■ **Milestones.** The following AD's have announced their retirements.

- Robert Broderick, Simsbury High School, after 37 years; served as athletic director from 1969 to 2000; was a charter member and a founding father of CAAD, serving as the second President in 1980-81; was the recipient of CAAD's Distinguished Service Award in 1989 and the NIAAA State Award of Merit in 1999.
- Robert Summers, an athletic director for 43 years, served at Avon High School for 38 years and Terryville for 5 years; was CAAD President 1991-92 and was the recipient of CAAD's Distinguished Service Award in 1984; was CIAC Wrestling Tournament Coordinator for 25 years.
- William Lesinski, New Britain High School, after 36 years; served as athletic director at Windsor High School for 13 years and New Britain High School for 7 years; this year he received the National Council of Secondary Schools Eastern Regional Athletic Director of the Year Award; at Windsor H.S. he was a successful head football coach for 16 years and track coach for 11 years.
- Robert Keller, served as athletic director at Enfield High School for 10 years and most recently at Somers for 10 years; was the recipient of CAAD's Distinguished Service Award in 1990 and was Treasurer of CAAD in the 1980's.
- Eugene Riley, Portland High School, after 31 years; served as athletic director from 1980 to 2000; was a successful head coach in boys basketball for 28 years and baseball for 13 years.
- Peter Barbarito, after 35 years in education, 18 of those as athletic director in New Haven Schools; was head football coach at Wilbur Cross H.S. for 20 years and head track coach at Hillhouse H.S. for 5 years.
- Michael Landolphi, Bolton High School, after 36 years; served as athletic director from 1964 to 1985; was head coach in boys soccer for 14 years, girls soccer for 15 years, baseball for 12 years and softball for 12 years.
- Alan Lussier, East Hartford H.S., after 35 years; served as athletic director from 1994 to 2000; was a successful head baseball coach for 28 years.

PRESIDENT'S MESSAGE

The following are some areas that I would like to see CAAD explore during the next year. This list is preliminary in nature and will be adjusted as necessary:

1. **The Out-of-Season Rule** -- Is this rule as presently constructed appropriate for today's Connecticut high school athletics programs? Could it be adjusted to better serve our membership or should we leave well-enough alone?
2. **Middle School Athletics** -- Presently many students on middle school athletics teams also participate on travel teams, premier level teams, etc. in the same sport during the same season. It is not unusual for a middle school youngster to leave a school practice to go to practice with one of those teams. Sport for the middle school youngster often involves practices or competitions seven days a week. This area should be explored.
3. **Increased input from athletics directors throughout the state** -- There is a wealth of talent throughout our state and we need to develop better communication with each one. Athletics directors from technical schools, large schools, small school, all regions of the state must see CAAD as an organization that wants to hear what they have to say.
4. Technology, increased interest in the continuing development of women's sports, the transfer regulation, etc. are a few of the previously discussed items that will need further study.
5. CAAD must also consider taking a greater role in the development of state legislation related to areas of direct interest to our programs. For example, the sale or distribution of harmful substances to student-athletes by coaches, related staff members or others is an area of important to the welfare of our youngsters. Also, the increasing number of assaults on officials, coaches, etc. is an area in which many states have proposed legislation. CAAD should take a leadership role in those areas.

These areas are but a few of the ones to be considered during the next year.

Robert Lehr, President-elect

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ADDITIONAL BYLAW CHANGES ADOPTED AT ANNUAL MEETING

The following changes, adopted by the CIAC membership on June 8, will be effective on July 1, 2000.

■ **Article X, Section G.2 (Recruitment Regulation)**

Language in bold italics to be added

If a charge of recruiting is brought against a member school, the CIAC Board of Control shall appoint from among the CIAC membership a principal who shall serve as investigating officer, whose duty it shall be to determine the facts in the case. This person shall be empowered to summon representatives of both the complainant and the school accused of recruiting to an informal fact-finding meeting which shall be held within fifteen (15) days of receipt of the complaint. No parties may at this time be represented by counsel. The investigating officer shall attempt to resolve the matter at issue between the two schools. ***Where the findings of violation of the recruitment rule have been determined following the investigation, the investigating officer may rule in his/her discretion that the offending school (a) be fined in a definite amount; (b) be placed on probation pending future conduct for a time definite; (c) be prohibited from participation in CIAC-sponsored meets or tournaments for a time definite; (d) be suspended from the CIAC for a time definite; or, (e) be penalized by any combination of the above.*** If the schools accept the investigating officer's decision, it shall be so reported in writing to the CIAC Board, ***along with the investigating officer's findings of fact***, the report shall be entered in the minutes of the Board, and the matter declared adjudicated and closed.

Explanation of change: The additional language clarifies the role of the investigating officer and the CIAC board in resolving recruitment allegations.

Reasons for change: The new language accomplishes two objectives: (1) it grants the investigating officer the authority to levy sanctions against schools who are found to be in violation of the Recruitment Rule; and (2) it gives the CIAC board some control over the resolution of recruitment complaints.

■ **Article IX, Section II.C (Transfer Rule)**

Exceptions #1, #3, #8, #10, #13

Language in brackets [] to be deleted / Language in bold italics to be added

1. A student who moves into another school district or school service area with the persons with whom he or she was living during his or her last school enrollment. -- OMIT

3. A student who moves into another school district or school service area and resides with his or her parents in that school district or school service area. -- OMIT

8. ***A student who transfers to another school as the result of a reorganization, consolidation or annexation of his/her school in the district where he/she resides.*** [A school as the result of reorganization, consolidation, or annexation of or at the school in the district where he or she resides.] (NOTE: This is now Exception #6)

10. ***A student who, because of the divorce or separation of his/her parents or because of the death of a parent or legal guardian, moves*** [A student from divorced/separated parents or because of the death of one parent who moves] into another school district or school service area or retains the same residence with one of the aforementioned parents and a parent(s) certifies the reason for the move as it relates to the divorce/separated parents or because of the death. For purposes of eligibility, transfer is permitted once per twelve month period which commences on the date of said transfer and must be approved by the CIAC Eligibility Committee before the student competes in interscholastic athletic competition. (NOTE: This is now Exception #8)

13. A [pupil] ***student*** entering into a board of education approved exchange program between CIAC member schools for less than a full academic school year will retain interscholastic athletic eligibility with the sending school. (NOTE: This is now Exception #11)

Explanation of changes: The following changes are not substantive changes but essentially serve to "clean up" the language of the Transfer Rule.

Reason for changes: The purposes of the above changes are to eliminate superfluous language and to make the language consistent and more comprehensible.