

BULLETIN

The Connecticut Association of Schools

The Connecticut Interscholastic Athletic Conference



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

VOL. 73 / NO. 4

JANUARY 1999

CAS ASSISTANT PRINCIPALS OF THE YEAR -1999-

High School



Bob Westervelt
Weston H.S.
see page 4

Middle School



Jody Goeler
Sedgwick M.S.
see page 7

NEASC ACCREDITATIONS TO STRESS DEPTH OVER BREADTH

By Tom Galvin, Assistant Executive Director

On November 18, Dr. Pamela Gray-Bennett, director of the Commission on High Schools for the New England Association of Schools and Colleges, presented a program on the new NEASC standards. The program, which was open to all Connecticut administrators, was held at Platt High School in Meriden, hosted by Platt Principal Tim Gaffney. The CAS High School Board of Control, under the direction of chair Dr. Michael Buckley, principal of Avon H.S., arranged the program to help administrators better understand the changes being put into place by the Commission.

All high schools and schools that include high schools in their programs will have the new standards in their accreditation studies beginning in the year 2000. Dr. Gray-Bennett stated that the changes are extensive and are based upon the Commission's mission to "maximize learning" by "meeting identified standards."

The changes will result in a more compact self-study. Instead of four semesters needed to complete the study, it should be completed in two. The standards

have been reduced from ten to seven. The provision for the development of the school's mission statement and expectations during the self study has been eliminated. The assumption is that these are in place in the school and regularly updated since the school's programs and operations are based on them. The mission and expectations are seen as the driving force behind the school. If a school states a belief in these documents, it will be required to "show" this belief is being fulfilled. In effect, the entire curriculum is built around the learning expectations which must apply to all students. The level of accomplishment in meeting these expectations will have to be defined and clearly identified.

Schools will be expected to complete a school/community profile, but in a more abbreviated form than in the past. More involvement of teachers is expected, especially in the completion of follow-up studies and related reports. The Commission itself will use special reports more extensively and conduct many more site visits.

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CAS Membership Drive Gains Momentum

In November, CAS launched an aggressive elementary membership campaign, offering a district-wide dues option which provides sizable discounts to those districts enrolling ALL their elementary schools. In the first month, fourteen districts "signed up" under the new membership plan. Memberships continued to roll in last month with 15 new districts joining.

CAS welcomes the following districts.

District	Superintendent
♦ Ansonia (4)*	Douglas Rudig
♦ Canton (2)	David Erwin
♦ Danbury (13)	Timothy Connors
♦ East Granby (2)	Brenda Needham
♦ East Windsor (2)	Philip Morton
♦ Griswold (2)	Sam Leone (Interim)
♦ Guilford (5)	Barbara Truex (Inter.)
♦ Litchfield (2)	Robert Lindgren
♦ Meriden (9)	Elizabeth Ruocco
♦ Monroe (3)	Norman Michaud
♦ Norwich (10)	Michael Frechette
♦ Seymour (3)	Eugene Coppola
♦ Waterford (5)	Randall Collins
♦ Region #17 (3)	Katherine Kussy
♦ Diocese of Bridgeport (39)	Armand Fabbri, Superintendent

* no. of elementary schools

SNET GRANT GIVES BOOST TO STATE'S HIGH SCHOOL MUSIC PROGRAMS

SNET has provided the opportunity for every high school to receive \$1,000 to support its band/music programs. The "Strike Up the Band" program was introduced last month by SNET president and CEO Tom Morgan. CAS strongly encouraged every Connecticut public, private, and parochial high school to take advantage of this wonderful opportunity to expand its music programs.

Dr. Robert Carroll, assistant executive director, helped spread the word about the availability of the grant through faxes and phone calls to every high school principal in Connecticut. He commented, "Again,

SNET has demonstrated its commitment to Connecticut schools. In this era of declining school budgets, arts programs are frequently the first ones impacted. SNET's generosity will help our schools maintain strong programs, giving Connecticut kids a chance at quality instruction and performance opportunities."

The response to the grant announcement was overwhelming. One hundred sixty-seven out of one hundred seventy-six Connecticut high schools applied for and were awarded funds. Many thanks to SNET for its generous contribution to arts education in our state.



connecticut news & notes

CAS seeks volunteers for Early Childhood Committee...

The Elementary Board of Control is establishing an Early Childhood Committee to address the needs of educators who work with pre-K to grade 3 youngsters in our schools. Principals, teachers, and special services personnel who might be interested in serving on the committee should contact Stephen Proffitt, committee chair, at the Darcey School in Cheshire, (203)272-3343.

Members of the newly-established Connecticut Association of National Honor Societies (CANHS) will meet on January 28th to finalize plans for its first annual statewide conference. The conference has tentatively been set for May 24, 1999 at the Radisson Hotel in Cromwell. Sixty NHS chapters from around the state are currently enrolled as charter members of CANHS.

The Department of Motor Vehicles has dispatched letters to all state superintendents asking for their cooperation in addressing the increasing problem of motor vehicles passing schools buses which have their flashing warning lights engaged. The DMV received more than 1,600 complaints of incidents in which motor vehicles passed stopped school buses, the majority of which occurred on school prop-

erty during the loading/unloading of buses. The letter reminded officials that operators who pass stopped school buses are not only putting students at risk of fatal injury but are violating state law. The DMV is asking superintendents to bring this matter to the attention of parents and to cooperate with any DMV inspectors who might be assigned to monitor schools under their jurisdiction.

Connecticut's college students are stepping up to the America Reads Challenge, agreeing to work with preschool and K-3 children to help them enhance their reading skills. With leadership from the University of Connecticut, the Connecticut Campus Compact is developing a tutor-training program and a system for placing tutors in sites where children need reading assistance. The college students will be tutoring as volunteers or as part of college courses that have a service learning component, or to earn their federal work study stipend. During the current school year, the Campus Compact is working primarily in the Hartford and Windham regions but hopes to expand into other areas in the 1999-2000 school year. For more information about this emerging program, write to CT Campus Contact, Trinity College, P.O. Box 702569, Hartford, CT 06106-3100. (SEE: C:\bulldec98\campcontact.)

CT Districts Receive After-School Grants

On November 12, President Clinton announced the award of \$60 million in new grants to 183 communities nationwide to help establish high quality after-school programs. The 21st Century Community Learning Center grants will enable schools to stay open longer so they may provide a safe haven for children, intensive tutoring in basic skills, drug and violence prevention counseling, and opportunities to participate in supervised recreation, chorus, band, and the arts, technology education programs and services for children and youth with disabilities. The centers will provide expanded learning opportunities to children outside of regular school hours in a safe and sound environment. The following school-community partnerships in CT were awarded grants:

■Bridgeport Board of Education

Est. First Year Funding: **\$1,689,511**
The Bridgeport Consortium will offer after-school and summer programs including focused violence and drug prevention components, parent GED classes and computer activities, resources for special education students, and high school vocational programs.

■Meriden Public Schools

Est. First Year Funding: **\$199,963**
Meriden will expand its present after school program to include integrated academic skills and recreational/social activities for students coupled with health/nutrition and technology programs for children and parents. Parents are offered parenting activities, literacy and ESOL education, and high school completion.

■New Haven Public Schools,

Gateway Center
Est. First Year Funding: **\$342,511**
The New Haven Public Schools will establish a consortium of learning centers at two elementary and two middle schools. The centers will offer expanded academic support and enrichment services for low-achieving students.

■New Haven Ecology Project,

Common Ground High School
Est. First Year Funding: **\$91,839**
The Common Ground Community Learning Center will provide integrated educational and recreational opportunities for inner-city youth on a 20-acre campus.

"The bad news about kids is not that they are animals. The bad news is that their world is so different from ours it's hard to make connections. The good news is that mixed up in all that jumbled data in their heads is a great deal more truth than we could lay our hands on as kids. We'd better get busy helping them sort it out."

J.M. Furniss, English Teacher, Simsbury High School
from "We Can't Turn Back Clock to Innocent Times," *Hartford Courant*

Zacharie Clements to speak at AP's conference

Conference co-chairs Anne Jarvis, assistant principal at Glastonbury H.S., and Art Arpin, assistant principal at Seymour H.S., report that plans are underway for a stimulating conference for the state's assistant principals. This year's conference will focus on the theme of "Breaking Ranks." The day will begin with a panel discussion — chaired by Bristol Superintendent Dr. Ann Clark — on the issue of bringing change to a community. This will be followed by break-out sessions on topics including diversity, assessment, and restructuring time.

The luncheon speaker will be Dr. Zacharie Clements, described as a blend of Norman Vincent Peale and Bill Cosby. His topic will be "inner management." CAS Assistant Principals of the Year — Bob Westervelt (see page 4) and Jody Goeler (see page 7) — will be honored at the luncheon.

All interested administrators are welcome!

DATE: March 11, 1999 / LOCATION: Rocky Hill Marriott

Volunteers are needed for CT's first Annual Youth Leadership Forum for Students with Disabilities. The Forum, which is organized by the Governor's Committee on Employment of People with Disabilities, will provide leadership training to 30 CT high school juniors and seniors with various disabilities. The four-day event will take place August 2-5, 1999 at UConn's Storrs campus. Volunteers are needed for subcommittees on administration, student recruitment, program development, volunteer coordination, fund-raising, housing, and First Aid/medical services. To volunteer, call Karen Halliday at the state Department of Education, (860)807-2020.

Just Kid Inc.



national news & notes

According to a nationwide study published in the American Journal of Education, changing schools even once between the 8th and 12th grades can double a student's chances of failing to graduate on time. Predictably, the students who moved from school to school were more likely to be poor, urban, and members of minority groups. But even when researchers controlled for background characteristics, they found that changing schools still significantly reduced a student's chances of finishing high school. Data showed that students switched schools only 30% of the time because their families had moved.

At a time when many politicians and educators are criticizing college-level remedial classes as expensive and inappropriate, a study released last month finds such help a "core function" of higher education and declares it a "good investment" for society. The study, conducted by the Institute for Higher Education, found that the cost of remedial education was modest compared with that of other academic programs. And, it was a necessity in a nation where 80% of jobs require some education beyond high school. In 1995, 29% of first-time college freshmen enrolled in remedial reading, writing, and mathematics classes. Those classes cost schools about \$1 billion annually, less than 1% of the nation's \$115 billion total budget for public higher education. The alternatives, the report suggested, could range from unemployment and low-wage jobs to welfare participation and incarceration.

It's no surprise that the typical elementary or middle school principal is still a 50-year-old white male. However, a new survey conducted by the National Association of Elementary School Principals suggests that women are beginning to "level the playing field." According to the study, the percentage of female elementary and middle school principals has doubled over the last decade, rising from 20% in 1988 to 40% in 1998. The survey also showed that principals were busier than ever, putting in an average of 54 hours a week.

Twenty percent of all new teachers leave the profession within their first year of teaching; in troubled school districts, attrition rates are as high as 50%. And half of all new teachers quit within five years.

In November, the Schools and Libraries Corp. finally delivered the first round of "e-rate" awards to three thousand and sixty schools and libraries nationwide. More awards will follow, ending this month, as the SLC acts on the more than 30,000 requests submitted between Jan. 30th and April 15th of last year. Of the \$1.9 billion committed by the Federal Communications Commission for the Universal Service Fund, \$73 million was expended in the first wave of awards. The SLC rejected about 3% of the applications it considered in the first wave.

According to a study of Cleveland's 3-year-old private-school-voucher program, students using vouchers to attend established private schools are slightly outperforming their public school counterparts in language skills and

science, and doing about the same in reading, math, and social studies. However, students attending private schools that were created specifically to serve the voucher program are performing worse in all subjects than both public school students and voucher students in established private schools.

A new study from the College Board shows that SAT preparation courses yield limited benefits for students who take them. Students who paid for tutors or commercially available preparation programs experienced an average gain of 6 to 12 points on the verbal score and 13 to 26 points on the math score. "This study shows that coaching is not a magic key to success on the SAT," said Wayne Camara of the College Board. For additional information on the study, visit www.collegeboard.org/press/html9899/html981123a.html.

A new report by the University of Michigan Institute for Social Research revealed that children's free time is declining due to longer school days, more studying, more day care, and more structured activities such as after-school sports. The report showed that children's free time accounted for 40% of their day in 1981, but only 30% in 1997.

TEACHERS' TOP CONCERNS

1950's
gum chewing
littering

1990's
violence
drug use

INTERNET NEWS... Carnegie Mellon researchers have recently discovered a negative outcome of the computer revolution. A study done with 169 families over two years indicates that even though people's use of the Internet was predominantly social, they experienced later declines in social interaction, reductions in the number of friends and acquaintances they kept up with, and increases in loneliness and depression. This is the first study to look at the impact that the Internet is having over time on the social involvement and psychological well-being of average Americans. The results of the study have the greatest implications for teenagers. Of the various demographic groups in the study, teenagers used the Internet with the greatest frequency. Furthermore, results showed larger increases in loneliness and larger declines in social support in teens than in adults.

Facts & Figures

Family Life—68% of U.S. children lived with two parents in 1997, down from 77% in 1980.

Mother Tongue—1.25 million school-age children—some 5% of the nation's total enrollment—speak a language other than English at home.

Bottom Line—Total education expenditures—\$560 billion in 1996-97—account for about 7.4% of the US gross national product.

Woman's Work—73% of public school teachers are women.

Troubled Kids—The number of students with serious emotional disturbance who were mainstreamed into regular classes nearly tripled in a decade, increasing from 32,288 in 1985-86 to 93,335 in 1994-95.

NEach summer, NASSP sponsors eight National Leadership Camps throughout the country. More than 1,000 students and activity advisors attend the camps and receive instruction in areas such as goal setting, conflict resolution, group dynamics, organization skills, communications, and self-awareness. During the summer of 1999, sixteen economically disadvantaged middle and high school students will have the opportunity to attend an NLC courtesy of the "Trust for Educational Excellence" (TREE). The scholarships are the first awards offered by TREE, a foundation established by NASSP to serve disenfranchised youth. To qualify for a scholarship, a student must be nominated by the principal or a faculty member. To obtain an application, visit NASSP's website at www.nassp.org/tree. (Application deadline is March 15, 1999.)



ROBERT WESTERVELT, assistant principal at Weston H.S., has been selected as **CAS High School Assistant Principal of the Year**. A 32-year veteran educator, Bob has been a member of the Weston H.S. staff since its opening in 1968.

A former teacher of mathematics, Bob has served as associate principal at Weston since 1989. Weston H.S. Principal Mary Monroe Kolek describes him as a dedicated leader and a strong student advocate. "Speak to Bob for five minutes and it will be clear that this is a man of integrity whose entire being is dedicated to ensuring that ALL students receive the kind of education we each would wish for our own children...For 20 years he has worked tirelessly to create a learning environment and program that is highly personalized, fully engaging, continuously challenging, and constantly evolving to meet the needs of students as they prepare for their futures," said Kolek.

During his tenure at Weston H.S., Bob has led a number of successful initiatives. He helped develop a schedule for CAPT testing which allows sophomores a block of uninterrupted testing time and which provides for the innovative use of time by the rest of the student body.

Bob is the self-appointed school historian. He has collected and preserved all of the graduation programs; he keeps a record of all former faculty members and students who have passed away; and, he tracks all graduates' professions and post-high school activities.

Responding to the news of his award, Bob remarked, "I'm delighted to receive this significant recognition and it is an honor to represent the many professional assistant principals in Connecticut. Assistant principals accomplish a multitude of tasks that support the classroom and enhance education in their schools and others. This profession is demanding, creative, unpredictable and rewarding."

Bob has been selected by CAS to represent Connecticut in the National Assistant Principal of the Year Program sponsored jointly by NASSP and McDonald's Corporation.

YOUTH VIOLENCE LEAVES SCARS, STEELS RESOLVE

By Betty J. Sternberg, Associate Commissioner of Education

It was dark, very dark, as I stepped quickly around to the side of the building where I parked my car. It was just before 6 p.m. on this, the first week night of Eastern Standard Time. Not one car was left, save mine. I quickened my pace as I walked behind the trunk to open the driver's side door.

As I turned toward the door, I saw him dart up to me -- a boy, not yet bearded, not fully grown, maybe 13 years old. I clutched my shoulder bag instinctively, while telling myself to give it up.

But there was no time and no need. He just said, "I have something to give you." He clenched his fist and swung his arm toward my face. He and another boy, who lurked back in the shadows, ran away as swiftly and stealthily as they had come upon me.

As a result of the attack, I was treated at Hartford Hospital for a laceration with six stitches under my left eye. Like many other victims of violent crimes, I am left with scars -- some will soon heal and others will stay with me for a long time to come.

I am struggling hard to understand and make meaningful this wanton, senseless act of violence. I have not yet been successful. I have moved from initial shock and confusion to anger, and from anger to an overwhelming sense of sadness.

At first I was confused -- confused about why the boy had not robbed me or taken my car. "Mom, you don't get it," said my son as we were waiting in the emergency room. "There were probably lots of others watching. That was a gang initiation."

So then I got it. The sole objective was to hurt me.

Then I was angry -- angry at the boy for scarring my face; angry at myself for not leaving the building by the door nearest my car; angry at the state for not lighting and guarding the parking lot well enough; angry at society for fostering "two Connecticut," one full of the richest people in the United States, the other full of the poorest.

Now I am sad -- sad about this boy's stone face, a face devoid of emotion, lacking humanity; sad about people who no longer make it their business to look after each other's children as my New York City neighbors had back in the 1950s; sad about a world so callous that it ignores the daily barrage of news about infants and children abused or even murdered by family members or "friends".

In the future then, what do I do? How do I make something meaningful come out

of an essentially senseless, cruel act?

First, I want to make sure that no other employee suffers physical harm because of inadequate security measures. To that end I have contacted officials in charge of security for state buildings. As a result, they have made immediate improvement.

Second, I will continue to work relentlessly with my colleagues at the SDE and at schools across this state to ensure that each child receives a top-notch education.

This education must provide each child with a strong foundation, not only in those academic areas that are fundamental -- reading, writing and math -- but also in those subject areas that help them more fully understand the wonders of the world around them: science, social studies, foreign languages and the arts.

Third, basic standards of ethical and moral behavior on which we all can agree no matter our race or religion -- must permeate our children's education. Valuing other living beings and treating others as you would have them treat you are such tenets.

Finally and perhaps most important, every day I am alive, no matter where my children are, no matter how old they get, I will let them know how much I love them.

If I raise two caring adults who somehow make the world better, perhaps I will have prevented the tragic reality of another stone-faced boy. My children will be proud of their legacy, and I will have made peace with the boy and with the world.

Reprinted from *The Hartford Courant*.

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THE BULLETIN

Published monthly except July, August and Sept. by the Connecticut Association of Schools at 30 Realty Dr., Cheshire, CT, 06410. Phone: (203)250-1111. Subscriptions to the BULLETIN are a membership service; subscription costs are \$5.00 for senior high schools; \$1.00 for middle leveland elementary schools; \$1.00 for associate and retired members. Third class postage paid at New Haven, CT. Permit #561. POSTMASTER: Send address changes to -- BULLETIN, 30 Realty Drive, Cheshire, CT 06410.



CAS presents...

THE BALANCING ACT: INSTRUCTIONAL LEADERSHIP & THE PRINCIPAL For all K-12 School Administrators

Day One: March 25, 1999

"The Big Picture: the Principalship, a Work in Progress"

Day Two: Thursday, April 15, 1999

"The Instructional Impact of Leadership"

PRESENTER: Dr. Joseph Hoff

TIME: 9:00 a.m. - 3:00 p.m.

PLACE: CAS Office

LEGAL UPDATE: HOT ISSUES IN SPECIAL EDUCATION

A two-day workshop to provide legal guidance and practical advice

February 9, 1999 and February 23, 1999
3:30-6:30 p.m. at the CAS Office

PROGRAM

February 9, 1999 --

"Section 504: Overview and Implementation"

"Inclusion/Mainstreaming/Least Restrictive Environment"

"Dealing with the Medically Fragile Student"

February 23, 1999 --

"PPT Pitfalls: How to Avoid Common Mistakes"

"Discipline of the Special Education Student"

"Questions and Answers"

"STRESS MANAGEMENT FOR SCHOOL ADMINISTRATORS"

PRESENTER: Dr. Suzi D'Annolfo
Feeling Stressed Out? You're Not Alone! Connecticut administrators identified stress as one of their top job-related issues. But help is on the way! Join us for a regional workshop and learn practical strategies for reducing your stress level. Strategies will include: time management techniques, identifying what you can and cannot control, and learning simple and effective practices that will enhance your daily quality of life.

Session Dates and Sites:

- March 10 - Newington High School
- March 31 - Francis Walsh Intermediate
Branford, CT
- April 21 - East Lyme Middle School

All sessions will run: 4:00 - 6:00 p.m.

The above workshops are supported by a grant from the Institute for Teaching & Learning, State Dept. of Education. For additional information, visit our website at www.casciac.org/development.html or contact Tim Doyle in the CAS office.

EDITOR'S NOTE: In last month's issue of the BULLETIN we printed the first of a series of features examining the growing problem of administrative shortages in the nation's schools. This month we give you Part I of a two-part commentary on the state of the principals in Connecticut. "Fewer Crises: A Simple Prescription for the Ailing Principalship" is based upon the results of a mini-survey conducted by CAS earlier this year. The survey, which was completed by more than 80 of Connecticut's most respected leaders, asked such questions as: What needs to happen to increase the quality and supply of principals? What are the most difficult aspects of the principalship? What would be your primary reason for leaving the principalship?

"Fewer Crises: A Simple Prescription for the Ailing Principalship" Part I — How Principals View Their Positions and the Dwindling Pool of Candidates

A generation ago the typical principal probably walked to work every morning, ventured out at night for an occasional dance, meeting, or game and attended the monthly Board meeting if needed. Parents and staff were much less likely to question the principal's authority in that gentler age. Today, the principal's lot is far more hectic, holding responsibility for a much broader and more diverse program of studies and activities. Federal mandates, unheard of fifty years ago, and increasing state demands add to the burden. Continual nighttime supervisory activities and meetings are part of the picture. The world wasn't perfect in 1948, but it most certainly was easier being a school administrator.

Calls from principals to "reduce the number of hats we wear," and to cut the "social agency" roles the school now plays are falling on deaf ears. The complaints from elementary school administrators are essentially the same as those from principals in upper grade levels. One veteran principal, asked how to improve the job, said poignantly "fewer crises." Simply put, principals sometimes feel set upon from all sides by misbehaving students, unreasonable parents, non-supportive superintendents, micromanaging board members, demanding teachers and inadequate support staff. What's worse, school districts across the nation are reporting that the pool of candidates for administrative positions is diminishing, and it is becoming increasingly difficult to fill these jobs with qualified individuals.

Some parents, say the principals, actually "enable poor behavior in their children." These are parents who "challenge everything," refusing to support school efforts to teach youngsters to accept responsibility. Principals often see themselves as educators of young families, "helping parents to be caring and positive."

But often parents come to school demanding their rights and insisting on providing "everything for their child regardless of others." Public education has certainly become more legalistic in the 1990's.

When it comes to a showdown between parent demands and a school's decision, all too often superintendents and board members give in. Education has become increasingly politicized, and most principals call for "more control of (my) school building." One principal asked simply for "the knowledge that there is a support system in place when the proverbial ____ hits the fan." Taking the principal away from the real business of dealing with students and teachers are excessive "mandates and surveys with short turn around time." Support staff available to the principal to do paperwork tasks is often poorly trained. And most principals lament the "continual budget fighting" year after year.

Doing right by students also requires cooperation of staff, and frequently this is not forthcoming. Most principals cite frustration with teachers' unions and the tenure laws in dealing with staff. One principal asks simply for a "rational teachers' union that suggests team work rather than antagonism." Many principals feel they could improve their schools if they could "hire more easily, highly effective teachers." And others say they would just like the "ability to choose (our) own staff and get rid of dead wood."

American society has experienced profound social change since those principals enjoyed their leisurely strolls to work fifty years ago. Nowhere are the effects felt more keenly than in public schools.

In the second and final part of this series next month we will examine the mandates that have altered the role of the principal, and steps that are being considered to correct the ills of the modern principalship.



School-to-career

NEASC, continued from page 1



Dr. Pamela Gray-Bennett explains new NEASC accreditation standards.

The seven standards are divided into two groups. "Teaching and Learning" and "Support Standards." "Teaching and Learning" includes: *Mission and Expectations for Student Learning, Curriculum, Instruction and Assessment of Student Learning.* "Support Standards" includes: *Leadership and Organization, School Resources for Learning, and Community Resources for Learning.*

During the self-study, schools will be expected to take each standard and demonstrate how well the school is meeting the standard in terms of the school's own locally established expectations. Staff will need to talk about the ideas in the standards and become persuasive in expressing how well they are being met. The focus of the visiting committee will be "student learning" and more time will be spent on classroom visits and discussions of learning.

Schools will be expected to complete surveys of their various audiences, but there are no questionnaires in the standards. Guides and prompts will be provided to help staff "think through" each of the standards.

Other points Dr. Gray-Bennett stressed include the requirement to report to the community how well the students are meeting the school's expectations, the responsibility of the faculty to share leadership, equity in allocation of school resources, the personalization of the educational experience for students, partnerships with the business and higher education communities, the integration of assessment into teaching and learning (classroom assessment must be based on clearly stated learning expectations), the use of technology to support learning, and the provision of professional development for staff. It is expected that the curriculum will emphasize depth over breadth and that all students will have sufficient opportunities to meet the school's learning expectations.

The evaluation reports will include commendations and recommendations as in the past, but will place more emphasis on teaching and learning.

Editor's Note: The CAS Bulletin is once again featuring a series of articles on *Connecticut Learns*, Connecticut's School-to-Career (STC) system. Last year's series focused on STC's 8 "career clusters." The 1998-99 series highlights the 5 STC service delivery models. For additional information on STC, contact Ann Gaulin, Program Manager, at (860)807-2102.

School-to-Career systems restructure education so students improve their academic performance and become motivated to learn. Students are exposed to a variety of opportunities and career paths. Every STC system must include school-based learning, work-based learning and "connecting activities." An STC system can be organized around one of several service-delivery models. The purpose of these models is to provide a structure for schools and businesses to implement the goal of their School-to-Career System.

The Service-Delivery Models are: (1) Career Academy; (2) Comprehensive School Conversion; (3) School-Based Enterprise; (4) **Magnet School**; and, (5) Tech Prep.

Featured Model: The Magnet School—A magnet school is a school that supports the integration of academic and applied education in the context of a chosen career cluster. Such "focus" schools operate with a clear mission and innovate as needed. They establish clear contracts of responsibility with teachers, businesses, students, and parents. This model includes classroom instruction, a work-based component, and connecting activities.

New Directions in Agriscience and Technology "Innovation and Technology Working Hand-in-Hand"

The Bloomfield school district, business and industry partners, and community wanted to develop a program which prepared individuals for higher education and/or entry level employment in fields of agriculture, aquaculture, and related occupations. The partners drafted an educational center proposal that was submitted to and approved by the State Board of Education in 1995. The outcome of that proposal was the Donald F. Harris Agriscience and Technology Center, a Regional Vocational Agriculture Education Center, which was dedicated in October 1998.

The Harris Bloomfield Agriscience and Technology Center prepares students for careers in a variety of emerging fields. The comprehensive curriculum encompasses five major elements:

- traditional classroom instruction;
- hands-on, independent laboratory experiences for content mastery;
- career-based activities such as job shadowing, internships and externships;
- university partnerships;
- interdistrict programs to prepare students to work in a multicultural society.

To implement the curriculum, the school district has been successful in securing a \$125,000 grant for the expansion of the Interdistrict River to the Sea Science Program, and a \$200,000 School-to-Career Demonstration Grant for its Magnet School Model. These grant initiatives will enable the district to prepare students for higher education in the Environmental, Natural Resources and Agriculture career clusters as well as for entry level employment in these areas. The center is closely linked with the National Science Foundation, Project Search, Univ. of Connecticut, Gateway Community Technical

College, United Technologies, and other business and industry connections.

Bloomfield's plan is to develop a comprehensive School-to-Career focus that is designed to incorporate all grade levels. High school students attend the Harris Agriscience Center for two periods daily for classroom and laboratory experiences. They attend their home school for their other courses. To keep connected to the Center, students each have their own laptop computer for research and communication. (The computers are provided through NETSchools, an innovative pilot program in only 12 school districts nationwide.) All students must have a supervised work experience which meets their educational goals and interests. Such work-based experiences may include job-shadowing, internships, mentoring, community service, and service learning projects. This program is unique in its approach to sharing information across district lines via videoconferencing and the Internet. Students may receive science credit for their participation.

The program director, Dr. Julia Arab Rankin, maintains an outreach plan that encourages neighboring school districts to work together on all levels. These efforts bring together teachers, administrators, community members, and students from Bloomfield, Granby, East Granby, Windsor, Avon, Farmington, Simsbury, West Hartford, and Hartford to share their knowledge, diverse cultures, and personal experiences. These partnerships foster greater cooperative learning and cultivate crucial student leadership skills.

For further information, contact Dr. Rankin, Program Director, at (860)242-0331.



middle school news



Jody Ian Goeler, assistant principal at Sedgwick M.S. in West Hartford, has been named **CAS Middle School Assistant Principal of the Year**.

Jody has served as assistant principal at Sedgwick since 1995. In addition to being responsible for the academic and social performance of one-half of the student body (500 students), Jody supervises 15 teachers and 3 team leaders and works with the principal to ensure that all faculty members work together to accomplish the school and district goals. Principal Jamie Newman says, "Jody is always ready and prepared to accept the challenges of leadership...He never shirks from facing an issue head on but always manages to keep his composure and perspective when the environment becomes difficult and uncomfortable. Jody is an exceptional mediator...and a respected change agent in the school community."

During his tenure at Sedgwick, Jody

developed the Going Places Academically (GPA) Program—which focuses on balancing student interest in athletics with academic responsibility and achievement—and has been a driving force behind the Discipline Oversight Committee, Student Recognition Committee, Author-in-Residence Committee, and Instructional Time Committee.

Upon receiving the award, Jody remarked, "I consider this award a validation of the great things that are happening at Sedgwick Middle School. It is a privilege to work on an administrative team that supports teachers as they strive to get the most out of their students."

Jody has become a respected leader in Connecticut education, serving on numerous state committees and advisory boards. He has been a member of several State Dept. of Education CAPT advisory committees and participated on the SDE Language Arts Frameworks Committee. His distinguished career includes a Celebration of Excellence Award, an Avon Teacher Recognition Award, and a Certificate of Appreciation for participating in the development of the National Board for Professional Teaching Standards. Jody co-authored the CAPT Handbook for Improving Instruction and Assessment in Language Arts and was published in a National Middle School Association monograph called "Visions of Teaching and Learning."

Jody was nominated for the award by his superintendent, Dr. David Sklarz.

The College Board is offering a **FREE multimedia program** designed to encourage middle school students to start thinking about college. **Going Right On (GrO)** is an interactive college guidance tool designed to help early teens who may be uncertain about their future prospects for college or who are unsure about how to get on the college-bound track. GrO covers a wide range of topics:

- how to survive high school with an eye on college
- what campus life is like
- some common excuses for not going to college (and why they're wrong)
- what you'll learn if you go to college (and if you don't)

The program also offers students information to help them get ready for high school and college. GrO can be downloaded free from the College Board website. Visit: www.collegeboard.org/pub/aff/gronline/download/html/grodown.html.

Every middle school in America will receive a packet of drug-abuse-prevention materials courtesy of the National Institute on Drug Abuse. The educational package, "NIDA Goes to School," includes fact sheets on marijuana, heroin, methamphetamines, steroids, cocaine, and other drugs. The federal campaign—which will provide materials to 18,084 public and private middle schools in the U.S.—is designed to educate teachers about which drug-prevention strategies work best in the classroom and to provide schools with the latest scientific facts about how drug abuse affects the brain. The campaign targets middle schoolers because students in those grades are most at-risk for starting to experiment with illicit drugs. The NIDA had hoped to begin dissemination of the materials in December.

In response to a growing number of requests to change the selection criteria for the Scholar-Leader Awards Program, the middle level board addressed the matter at its December meeting. At issue was whether or not a school should have the discretionary power to choose two deserving candidates regardless of gender. After lengthy discussion, members agreed that the intent of the awards program was to honor both a male and a female student from each school and, hence, the existing criteria would remain in place.

Kids Act! Comes to Connecticut

The National Education Association Health Information Network (NEA HIN) has selected Connecticut as one of only two states in which to pilot an exciting new tobacco control advocacy curriculum for middle schools: the Kids Act to Control Tobacco! (KIDS ACT!) program. The Connecticut Education Association (CEA) and the CT Parent Teachers Association are working cooperatively to distribute and promote the use of parent and teacher advocacy guides throughout the state. The Kids Act! teacher advocacy guide contains interdisciplinary lessons which support students in thinking critically, developing healthy lifestyles, and becoming active citizens. The parent advocacy guide is designed to help parents talk to their children about tobacco products and to reinforce the messages they are receiving in the classroom. The Kids Act! materials, which are free-of-charge, can be previewed by calling Tom Nicholas at 860-678-9114. (Source: *CABE Journal*)

Erratum: New CAS member Keigwin Middle School is located in Middletown, not New Britain.

"Children seldom misquote you. In fact, they usually repeat word for word what you shouldn't have said to begin with."

Weekly Reader
CORPORATION



elementary news

MEANWHILE, BACK AT THE RANCH

By Marjorie K. Bradley, Ph.D., J.D.,
Principal, Fawn Hollow Elementary School, Monroe



In the Westerns I watched on television when I was growing up, all the action happened in town. Horse thieves escaped from jail, bar room brawls erupted, innocent men were rescued at the last minute from hanging, dance hall girls implored cowboys to buy them drinks, the sheriff gunned down the bad guy in a face-off on the dusty main street.

Meanwhile, back at the ranch, the women, children, and old folks continued business as usual. While the men were hanging outlaws in town, Ma was hanging clothes on the line. If it were nighttime, she was sewing near the kerosene lantern, serene on the outside for the sake of the sleeping children upstairs, but listening for the sound of horses' hooves that would signal that the menfolk were back from their latest brush with danger and excitement.

Today, as a public school administrator, I've begun to feel a little like Ma. There is something going on "in town," on the national or state level regarding education -- meetings, disputes, face-downs, shootouts...and sometimes even a hanging. But meanwhile, back at the ranch, it is, for the most part, business as usual.

Like Will Rogers, all some of us know is what we read in the papers. Education Week reports that another national advisory committee has been formed "with an eye to improving productivity" in the public schools. This time it's a combination of business leaders, education leaders, and teachers' union leaders. Asks the project's co-chairman, a college president, "Why are we not producing the progress that all of us think we're working toward?"

Who are "all of us," I wonder? Some back at the ranch don't know what's happening in town, and some don't care. And a few who have read the papers are busy circling the wagons.

I do not mean to pick on this committee in particular. Like most committees designed to improve public education from a national perspective, this one includes a number of important, intelligent, caring individuals. Their hearts are in the right place. And their "hunch" that the reason for the lack of real progress "lies in the web that links various levels of government with teachers, curriculum, and students" is probably right.

But, meanwhile, back at the ranch, all is not as serene as it used to be. Change at the local level requires, as it does at the state and national level, commitment, vision, and time to plan. It requires leadership at the district level and trust between districts and unions. And it requires money, for, despite well intentioned desires to do more with less, yearly worries about reductions in local and state aid (not to mention Title I funds) are serious distracters.

Those at the national and state levels should not be impatient with us in the field. Like them, our hearts are in the right place. The subtlety I missed as a child watching Westerns was that, while the shoot-outs were occurring in town, on the home front, the chores were done, the crops were planted, children were educated, and the fabric of social interchange continued. Exigencies of daily schooling sometimes interfere with our efforts to reform -- absentee parents, abuse, transient families, special-education needs, outbreaks of head lice, and the like. I offer these not as excuses, but as a gentle reminder that when committees at the national or state level work for change they probably don't have to worry about who has eaten breakfast, who is pregnant, and who, if anyone, is carrying a weapon.

A FAMILIAR SCENARIO...

It's a typical busy Wednesday morning in your school. To add to the day, you are informed that there are no substitutes available for third grade (or science, or math...). What do you do?

Schools across Connecticut have been experiencing a shortage of substitutes at every level. The Elementary Board of Control is interested in compiling your ideas and solutions related to handling the substitute crisis.

Please forward your responses to the following questions:

1. What do you do when you are short on substitutes?
2. What could help alleviate the substitute shortage?
3. What do you currently pay substitutes?

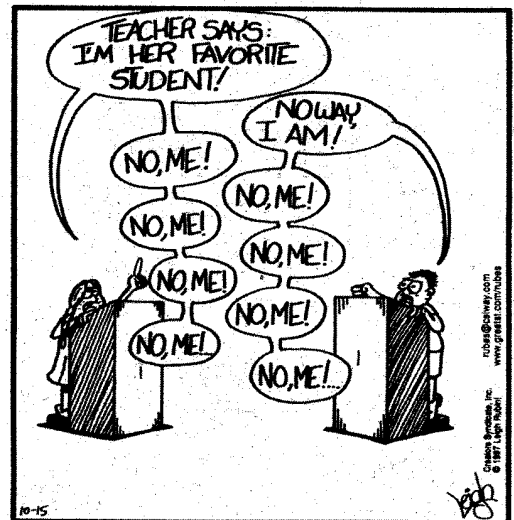
Please e-mail, fax, or send you responses by February 28, to:

Dr. Maureen Fitzpatrick, Killingworth Elem. School
P.O. Box 609, Killingworth, CT 06419
Fax: 860-663-3827
E-mail: mfitz@connix.com

Results of this survey will be compiled and published in the March issue of the BULLETIN.

Rubes

By Leigh Rubin



The kindergarten debate team

Researchers from Johns Hopkins University have found that disruptive first-graders in classrooms where the teacher is unable to maintain order will likely continue to act up in their middle school years. Their study showed that aggressive, disruptive 1st graders whose classrooms were poorly managed were 59 times more likely to become disruptive middle-school students. In classrooms that were better managed, aggressive 1st graders were just 3 times more likely to be disruptive later on. Researchers concluded that because disruptive classrooms never quite come together as learning environments and because poor academic achievement reinforces students' aggression, they have careers of aggressive behavior. (Source: Education Week)





ciac news

CIAC HOSTS ANNUAL FOOTBALL TOURNAMENT "KICK-OFF"

On December 2nd, CIAC and the Connecticut Sports Writers Alliance, hosted a press conference to "kick-off" the 23rd annual High School Football Championships. Coaches, team captains, athletic directors, and principals from the eight schools which reached the finals gathered at Cugino's Restaurant in Cheshire for the "official" announcement of the tournament pairings. Arnold Dean, legendary sports commentator for WTIC-AM, once again served as master of ceremonies. "Enjoy your trip to the pinnacle. Days like this aren't going to come around as often as you might think," he advised the athletes.

Leroy Williams, principal of Roberto Clemente Middle School in New Haven and chair of the CIAC Football Committee, extended his congratulations to the athletes and coaches. "We're proud of you," he said. "Continue to represent the state with distinction."

After a hearty buffet dinner, each of the eight head coaches was formally introduced. One by one, each coach stepped up to the podium to offer his outlook on the upcoming game and to wish his opponent well.

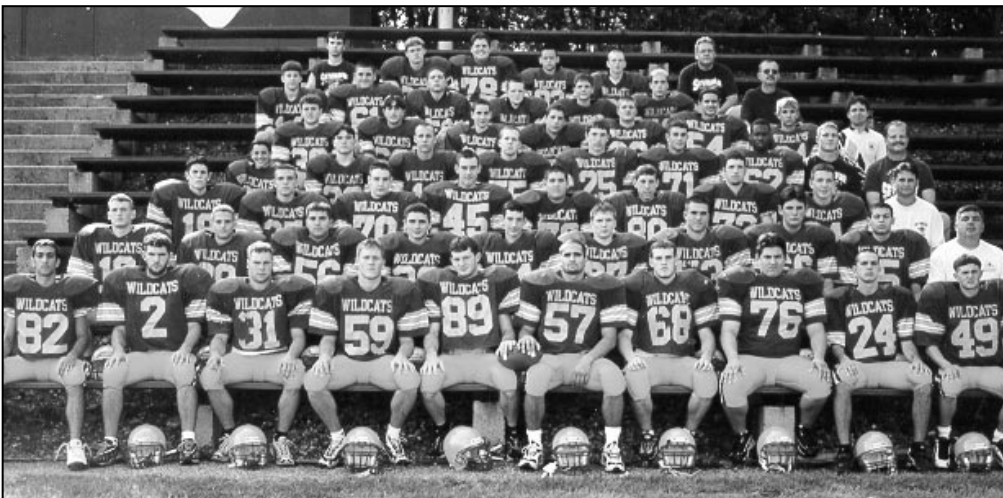
The CIAC thanks the Connecticut Sports Writers Alliance for its efforts in co-sponsoring this event.



Masuk H.S. head coach John Murphy (right) and athletic director Dave Strong enjoy dinner with members of their football team.

1998 CIAC FOOTBALL CHAMPIONS

- Class LL — Southington HS
- Class L — Masuk HS, Monroe
- Class M — Seymour HS
- Class S — Bloomfield HS



Seymour High School Wildcats — 1998 Class M Champions

Olympic and Amateur Sports Act Becomes Law

After four years of discussions and delays, the Amateur Sports Act of 1978 has at last been updated. Senator Ted Stevens (R-AK) was the driving force behind the bill's revision. In a short statement on the Senate floor just prior to passage, Stevens said, "The bill we will soon pass does not fundamentally change the Act because our review showed us that it is still fundamentally sound. We believe the modest changes we will make will ensure that the Act serves the United States well in the 21st century.

In summary, the updated Act: (1) changes the title of the underlying law to the "Olympic and Amateur Sports Act" to reflect the reality that individuals other than strictly amateurs are involved now; (2) strengthens provisions which protect athletes' rights to compete at Olympic-related events; (3) improves

continued on page 10

Attention ADs!

Take advantage of an opportunity to recognize the achievements of your student-athletes: Celebrate National STUDENT-Athlete Day on April 6, 1999! Endorsed by the National Federation and the NCAA, National STUDENT-Athlete Day is the day when student-athletes around the country are honored for their achievements on the playing field, in the classroom, and in the community. To participate, athletic directors need simply to select one student-athlete from each of their school's athletic teams (boys and girls) and to submit their names for nomination. Selected students must be on an athletic team, have a G.P.A. of 3.0 or better, and must have participated in community service. Every student-athlete nominated will receive a personalized award certificate (there is no cost for these certificates). Athletic directors will receive a National STUDENT-Athlete Day information packet the first week in February. The packet will include general information about the program as well as the necessary nomination forms.





ciac news

In Brief...

Rose Marie Carlucci, long-time member of the CIAC Gymnastics Committee, has been selected to represent Region I on the National Federation Girls Gymnastics Rules Committee. Her four-year term will begin next month.

At its November meeting, the CIAC Board of Control approved a proposal from the Boys Tennis Committee requesting a change in tournament format from five divisions to four divisions. The request was made by the committee due to growing difficulties in filling the tournament brackets. The four division tournament will be in place this spring.

Drug Testing Video Available

A videotape of the national satellite teleconference on **Drug Testing in School Activities** is available on loan through the CIAC office. The videotape addresses the following topics:

- purpose of testing
- benefits and concerns
- types of drug tests and associated costs
- legal issues
- testing procedures

To obtain a copy, contact Tony Mosa in the CIAC Office.

The New England High School Championships are now on the World Wide Web! Visit www.newenglandssports.com for all pre and post tournament information and results.

The Ohio High School Athletic Association has passed a bylaw change which increases from four to five the number of credits that students must pass during the preceding grading period in order to be eligible for athletic competition. The change was enacted in part to keep OHSAA requirements in line with state-mandated graduation requirements.

Readers are born, not made. They are made by hard effort, which is the price all of us must pay in order to achieve. Despite what many think, we are not born equal, but unequal, and the talented have no more responsibility for their birthright than the underprivileged have for their's. The measure of each of us is what we do with what we have.

Mental toughness is spartanism with its qualities of sacrifice and self-denial, fearlessness and love--not necessarily the kind of love you have for a parent or a wife, but the kind that comes with loyalty to a team and one's teammates.

--Vince Lombardi, 1967

Sports Committee Notes...

■ The CIAC Boys and Girls Track Committees have established the following divisions for the 1999 tournaments:

Boys:

- LL — 448 and above
- L — 349 to 447
- MM— 286 to 348
- M — 201 to 285
- S — 1 to 200

Girls:

- LL — 441 and above
- L — 353 to 440
- MM— 280 to 352
- M — 190 to 279
- S — 1 to 189

■ The CIAC Ice Hockey Committee has announced that Yale will be the site for this year's tournament. The semi-finals are scheduled for March 9 and 10; the finals will be on Saturday, March 13.



Amateur, continued

the ability of the United States Olympic Committee (USOC) to resolve disputes—particularly close to the Olympics — and reduces the legal costs and administrative burdens of the USOC; (4) fully incorporates the Paralympics into the Amateur Sports Act, and updates the existing provisions affecting disabled athletes; (5) improves notification requirements when a National Governing Body (NGB) has been put on probation or is being challenged; (6) increases the reporting requirements of the USOC and NGB with respect to sports opportunities for women, minorities, and disabled individuals; and, (7) requires the USOC to report back to Congress in five years with any additional changes that may be needed.

Of particular interest to the National Federation of State High School Associations was the fear that Section 206 of the law would be altered. This section that the NFHS fought hard to include in 1978 ensures NFHS member state associations and the entire high school community that interscholastic sports competition is solely under the jurisdiction of high school authorities and that issues of schedules, rules or eligibility not be infringed on by (NGBs). This section of the law, thanks to persistent efforts by the NFHS, remains intact. (Source: NFHS Washington Report)

GUEST EDITORIAL

Yes. Academics Must Come First, by Matthew P. Rigazio

Athletes have become demigods who deign to walk among mere mortals.

The ultimate religion is the theology of sport, where athletes are vicars in search of the enlightenment found in brawn and agility. Most of all, an athletically inclined individual need not be held to any moral or academic standard; he is above these standards.

These are the epic myths that pervade modern culture, the legends supported by everything and everyone from major corporations to countless school systems. Schools? Are these last bastions of academic standards partly responsible for the deification of the modern athlete? In many schools, the answer is a resounding, agonizing yes.

But how?

How can an institution of learning promote an irresolute policy toward the intellectual growth of any of its students,

athlete or not? Very simply. The Connecticut Interscholastic Athletic Conference allows student-athletes to fail at their studies and still compete on their schools' athletic teams.

Excuse me? Students may fail a class and still be eligible to represent their school and their town in interscholastic events? The answer is yes.

Many supporters of this encouragement for athletes to be lackadaisical in their cerebral endeavors spout pithy aphorisms about athletes giving 110 percent, about winning and losing and about heart and hardship.

It is a shame that some of these athletes, upon departing the field of play and entering the classroom, no longer remember such maxims about working hard and concentrating.

This problem is not restricted to *continued on next page*



ciac news

Putnam High School Clippers

Robert R. Demars
Director of Athletics



December 3, 1998

**Mr. Bill Riccio, Jr.
New Haven Board Football Official
182 Park Street
West Haven, CT 06516**

Dear Bill,

I just want to let you know that the crew of officials that were assigned to last night's Putnam / Ansonia football game were excellent.

I have been involved in high school football since 1958 as a player, coach, and athletic director, and I can honestly say last night's game crew was the most professional, efficient crew I have seen in a long time.

We lost, but the game was a great experience. It was two good teams, hitting hard, playing hard, always under control, minus the trash talk and all of the other nonsense we see so often today. This was high school football at its best and an example of all that is good about "the game".

I believe this was made possible by a team of officials that had complete control and a feel for the game. They had an excellent rapport and communications with the players and the coaches. They were committed to allowing the Ansonia / Putnam football teams to have the great experience that goes with playoffs, in any sport, and this crew accomplished that goal.

I want to congratulate and thank your crew for their efforts last night.

Respectfully,

Robert R. Demars, Director of Athletics

152 Woodstock Avenue • Putnam, Connecticut 06260 • Athletics: (860)963-6914

Editorial, *continued*

Connecticut. In a study published in "Sports Illustrated," a survey of inner-city youths found that many thought it more plausible that they would become professional athletes than doctors or lawyers. This type of thinking is indicative of the exaltation of the modern athlete to god-like status.

This is not what concerns me, however. The professional athlete has been climbing the ladder to supremacy for some time. What concerns me is that it is also indicative of the prevailing wind in America's secondary schools. Academics are being relegated to second-class status because far too much importance is placed on athletics.

Athletics are, nonetheless, a worthwhile pursuit. Sports are an excellent outlet, but that is all. They are not a religion and not a replacement for academic achievement.

For students to be able to compete intellectually on the world stage, they must focus first on their studies. If not, we will continue to fall further behind the rest of the world in education, and our students will be unable to contend with foreigners for jobs.

We in the United States perennially occupy a position near the bottom of the list among developed countries in international performance in math and science. If this is to change, the emphasis must be placed on scholarly enterprises. Allowing student-athletes to fail and to continue to compete on the field of play is unacceptable. Academics must come first.

Matthew P. Rigazio is a senior at Terryville HS, a member of the State Student Advisory Council on Education and a member of the school's varsity tennis and soccer teams.

Reprinted from *The Hartford Courant*

CIAC COMMUNICABLE DISEASE PROCEDURES

While risk of one athlete infecting another with HIV/AIDS during competition is close to nonexistent, there is a remote risk that other blood borne infectious diseases can be transmitted. For example, Hepatitis B can be present in blood as well as in other body fluids. Procedures for reducing the potential for transmission of these infectious agents should include, but not be limited to, the following:

1. The bleeding must be stopped, the open wound covered and if there is an excessive amount of blood on the uniform it must be changed before the athlete may participate.
2. Routine use of gloves or other precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids is anticipated.
3. Immediately wash hands and other skin surfaces if contaminated (in contact) with blood or other body fluids. Wash hands immediately after removing gloves.
4. Clean all contaminated surfaces and equipment with an appropriate disinfectant before competition resumes.
5. Practice proper disposal procedures to prevent injuries caused by needles, scalpels and other sharp instruments or devices.
6. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags or other ventilation devices should be available for use.
7. Athletic trainers/coaches with bleeding or oozing skin conditions should refrain from all direct athletic care until the condition resolves.
8. Contaminated towels should be properly disposed of/disinfected.
9. Follow acceptable guidelines in the immediate control of bleeding and when handling bloody dressings, mouth guards and other articles containing body fluids.
10. A complete blood treatment/clean-up kit should be on site at all interscholastic contests.



A LOOK AT CREATINE: DOES IT HAVE A PLACE IN HIGH SCHOOL SPORTS?

What is Creatine?

Creatine is a protein molecule that is stored in muscle. The body produces it naturally from the digestion of meat and fish. It provides a fast and simple means of generating the phosphocreatine (ATP) energy supply for muscle contraction. Reportedly, creatine ingestion increases muscle mass, exercise capacity, and energy production. If one takes creatine into the body it will suppress the body's own creatine production.

Creatine!?

By Don Hermann, Associate Director
Wisconsin Interscholastic Athletic Assoc.

Why use it? Why not use it? Why promote it? Why not promote it? None of these are the key question. The key question in my opinion is, "What do we know for sure about it?" The answer is, "Not enough."

There are reports it works! There are reports it has no negative side effects. In spite of these reports, many of which come from either nonscientific investigation or sources with a vested interest, there is good reason to go slow, or better yet to abstain completely and wait. To quote the April 20 issue of *Sports Illustrated*, "But there isn't one study that addresses how long-term creatine use affects the heart, kidneys, or liver and how it might affect fertility."

Again, to quote *Sports Illustrated*, "What nobody knows is whether intensive creatine use is dangerous. Nobody knows whether or not young bodies, still growing, can be harmed by profuse ingestion of creatine. Nobody knows whether creatine, when used with other performance-enhancing substances, can be harmful."

The official position of the Food and Drug Administration on creatine is—there is no official position, at least not yet, because as a dietary supplement it's considered neither a food nor a drug. In the absence of governmental regulation, two camps are forming: Camp Cautious and Camp Try-It-You'll-Like-It.

What we don't know about creatine should scare us more than what we do know about creatine, says Mark S. Juhn, a sports medicine physician at the University of Washington. "There are no studies that prove its innocence." If you're perfectly healthy to begin with, why take any chances? You have to ask yourself, is it worth it?"

We can all remember another miracle instant success substance that came on the scene not long ago. After being told it had no negative side effects, thousands of athletes started using it only to find it had very serious side effects. One of the long-range side effects was death. Let's not set our athletes up for a similar experience.

In the shadow of history, how can an educator (coach) allow, let alone encourage, athletes to use this substance? No matter how small the risk we all, including parents,

In the past couple of years, as more athletes use creatine supplements, athletic trainers noticed a relationship between creatine and muscle dysfunction. A growing number of anecdotal reports from athletic trainers suggest that those athletes taking creatine were more susceptible to cramps, muscle spasms, and even pulled muscles. Side effects such as dehydration, loose stools, and slight nausea have also been documented. (Source: *NCAA Sports Science Newsletter*)

have an ethical responsibility to avoid it.

If, after an adequate amount of time, we find that creatine has no negative physical side effects, what has been lost by not using it? If, on the other hand, we find there are negative consequences, what have we gained? In either case, there may be an equally important psychological side effect to consider. Do we really want to instill in our young people the thinking that the road to success is through a pill that replaces hard work and skill development? That's all well and good, you might say, but what if the competition is using it? There's an old saying that answers the question: "Two wrongs don't make a right." Not even if the second wrong seems to level the playing field. Do we want a level playing field based on that kind of thinking?

Reprinted from *The Maine Apprise*, Nov. 1998.

Don Hermann is the chair of the National Federation Sports Medicine Advisory Committee.

Creatine has been popular among professional and college athletes seeking to build muscle mass. Recently, it has trickled down to the high school level in increasing quantities. On the eve of the state football championships, Connecticut high school coaches were virtually unanimous in saying that some high school players use supplements. Their estimates vary from as low as 10% to as many as one-third of state high school football players. (Source: "Creatine A Staple in High School Football," *The Hartford Courant*)



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