

**FROM THE DESK OF ...  
THE EXECUTIVE DIRECTOR**

**A**s you are aware, the Rhode Island Interscholastic League is continually striving toward more efficiently computerizing the day-to-operation of the League office in order that we may better serve our member schools.

On Thursday, January 17, 2002, the RIIL staff, along with Craig Blanchard, from iHigh.com and the RIIL webmaster, met with athletic directors to review and discuss online scheduling, which will become mandatory for all sports beginning with the 2002-2003 school year.

We were pleased with the response received from those in attendance. It was viewed as a positive step in the right direction, one that will simplify the method of scheduling RIIL contests and assigning officials.

Mr. Blanchard's Power Point presentation was very informative and included the following topics:

- Transition of Master Schedules to online format
- Home Confirmation Schedules submitted online
- Officials Assignments (to be executed by officials' assignors online)
- Cancellation/Postponement Procedures
- Schedule Changes (after Home Confirmation has been completed)

**ALL IN ATTENDANCE AGREED THAT *BASEBALL AND FASTPITCH SOFTBALL* WILL BE USED AS THE PILOT PROGRAM(S) FOR THIS SPRING 2002.**

Following the Coaches Interpretation Meetings for the aforementioned sports, Athletic Directors will be invited to attend a follow-up session on the new procedure. At that time, we will conduct a more in-depth discussion regarding the procedure for postponements/cancellations and for officials' assignments.

I would like to thank all the athletic directors who attended on January 17<sup>th</sup>. We are excited about this new program and look forward to a smooth transition.

Please feel free to call the League office or Craig Blanchard, 738-1310, with any questions regarding this new procedure.

\* \* \* \* \*

**EXECUTIVE DIRECTOR'S NOTE:**

*I urge all of you to read the following article. I think it is right on target', particularly when addressing the purpose of athletics at the freshman and junior varsity levels. It might be worthwhile to discuss some of these issues with your coaches who coach at those levels.*

Richard B. Lynch  
Executive Director, RIIL

**PURPOSE OF HIGH SCHOOL SPORTS REVISITED**

*Stephen P. Ramocki  
Professor of Marketing  
Rhode Island College*

**T**he intent and purpose of public high school interscholastic athletics is an important topic, having been debated and philosophized, with periodic apparent resolution, for probably a century in this country. However, there is evidence that it would behoove us to revisit the concept from time to time to ensure that the accepted model is in fact being successfully implemented. As with any successful organization, the ultimate responsibility lies within the administration and the policy-makers. However, the practical success of the policies obviously rests with the coaches. I would like to revisit several embryonic, crucial philosophies (with supporting knowledge) which, if implemented, result in successful secondary athletic programs. They are: (1) The main function of high school athletics is to serve as **an extension of the classroom**, where students continue their individual developments within athletic domains. (2) Every player deserves to be treated fairly and humanely while **receiving significant playing time** in actual games. (3) Human beings **mature at varying rates** and their athletic potentials, especially in the early teens, remain essentially unknown. (4) The **professional model of athletics**, with emphasis basically upon winning, has perhaps only a limited place in public high school athletics.

In reference to number 1, the potential benefits of high school athletics have been clearly established as well as documented. As examples, the May 5, 1999 issue of *Education Week* reported that the more involved students were in athletics, the more confident they were of their academic abilities and/or the more engaged they were with their schools. Another study demonstrated fewer behavioral problems among athletes. Furthermore, athletes tend to have better attendance, higher academic achievement, and higher aspirations compared to non-participants. Research conducted by Maureen Weiss and colleagues at the University of Oregon demonstrates that self-esteem and perception of physical ability generated through athletics are predictive of achievement behavior, motivation, and positive affect (American Psychological Association 1996). Sports lift esteem in young athletes (<http://www.helping.apa.org/family/prepare/html>). In more than 60 studies at the University of Oregon, results consistently demonstrate that self-esteem and perceptions of physical abilities are predictive of achievement, motivations, and positive feelings. Additionally, non-participants are 57% more likely to drop out of school, 49% more likely to use drugs, 37% more likely to be teen parents, 35% more likely to smoke cigarettes, and 27% more likely to have been arrested (<http://www.nationalforum.com/whitlyaer10e3.html>). A main thread contained in all these studies is that participation in athletics enhances the student's self-concept, which also leads to other desirable ends. Thus, a very fair conclusion is that high school athletics are in fact serving a valuable function when student athlete's self-concepts are in fact positively affected within the entire process.

Regarding number 2, the only way a student athlete's self-concept can be enhanced is through humane and equitable treatment by the coaching staff. Coaches must think of

themselves as teachers first, setting aside egotistical notions that they are the masters of their courts and playing fields and will soon be receiving a call to coach at the collegiate level or higher. The problem of attracting qualified coaches aside, successful coaches must view their vocations as a calling - a calling to assist young athletes develop their potentials. Although the win-loss record is most tangible, it has little to do with the far more important goal (which is far less immediately tangible) of developing athletic potential and enhancing the athlete's self-concept. (J.Coakley - the Coaching Role in Modern Sport) (<http://www2.tamucc.edu/~kinweb/5310/4sch.html>). The only way to achieve this is to ensure that all the team's members receive ample playing time in actual game situations. This does not mean waiting until the score is lopsided one way or the other before granting some playing time. If the major goal of self-concept is to be achieved the coach must demonstrate faith in a player to perform in the critical situations as well. It is only within this philosophy that the proper character and confidence can be established. It is also the coach's responsibility to share these goals with the entire team and to

ensure that everyone is on the same page in this regard. There will, of course, be spectators and (unfortunately) parents who will disagree with this philosophy, but that is precisely why the successful coach must be a teacher who has an understanding of the powerful psychological elements swarming in his/her midst. Amongst the conclusions that Mancini, Wuest, and Norton tersely stated in a 1988 study conducted at Ithaca College is simply that as the coach, **"You have to remember that you have the power to make or break their day ... and that's scary ... that you have that power."** For anyone with any knowledge of psychology, the realization of the profound role that a coach plays in this entire process cannot be overstated ("A Systematic Perspective of Humanistic Behaviors in Coaching." 2001). In Sport in the Twenty-first Century; Lombardo, Caravella-Nadeau, Castagno, Mancini eds. Pearson Custom Publishing Boston.)

Given the less tangible main goal of developing students' characters, self-concepts, as well as athletic potentials (as contrasted to the more tangible goal of winning) how then is the successful coach to know that the job is being accomplished? Ron Belinko, who is the Athletic Coordinator for Baltimore County Public Schools in Towson, Maryland, has developed a simple and effective method to evaluate his coaches' performances. The appraisal process includes three major events: preparing and establishing performance expectations, training the coaches, and assessing the results of the performances ("Evaluation and Dismissal of Coaches," 2000 Conference Proceedings of the National Interscholastic Administrators' Association; San Diego). At the end of the season, all head coaches are evaluated by the athletic director. Assistant coaches are evaluated by a team comprised of the athletic director, along with the respective head coaches. These evaluations are filed in the athletic director's office, the school office, and the office of athletics. The overall ratings range from definite weaknesses displayed/standards are not

being met to good/ standards are consistently exceeded as described in the various competencies. Each coach is then placed in one of three categories: satisfactory, meaning the coach should be retained; probationary, meaning that the coach will be recommended for reassignment if agreement can be reached in areas where improvements are needed; and unsatisfactory, meaning the coach will not be recommended for reassignment. This ensures that their public school system has a quality athletic program for all the reasons previously mentioned.

Regarding number 3, a good place to start is with a 1990n study conducted by the Sports Goods Manufacturers' Association, that surveyed 10,000 student-athletes. The study revealed that the number one reason girls and boys participate in high school sports is to **have fun**. Consistently, not having fun was the number one reason they dropped out of athletics. Winning was not viewed as important, being ranked #8 by boy and #12 by girls. **Skill development** was perceived to be a crucial aspect of fun, being considered more important than winning even among the best athletes. It is intuitively obvious

In more than 60 studies at the University of Oregon, results consistently demonstrate that self-esteem and perceptions of physical abilities are predictive of achievement, motivations, and positive feelings. Additionally, non-participants are 57% more likely to drop out of school, 49% more likely to use drugs, 37% more likely to be teen parents, 35% more likely to smoke cigarettes, and 27% more likely to have been arrested

that team members cannot have fun and continue to develop their skills unless they receive plenty of playing time in real game situations. Armed with the above knowledge, it makes as much sense to keep a player on the bench as it does not to let him/her take an exam because s/he is not yet up to par in a course. This is all an important part of the process of becoming and self-development, whether we are talking about the classroom or its extension onto the playing fields. Some tests are given in the domain of the classroom; others are given on the courts or fields; but their **purposes** are largely the **same** - to enable students to develop and

improve their skills, knowledge, and self-esteem in those environments. Each and every team member should be given ample opportunity to engage in these competitive tests, regardless of the outcome of the games. (This is indisputable at the freshman and junior varsity levels. The next section will briefly discuss a possible shift in philosophy at the varsity level.)

Coaches should know something about human development. People mature, physically and mentally, at different rates. This obviously has been known for a long time. Many coaches think they can predict an athlete's potential in the early teens. **They cannot** without committing significant errors. Sure, they can see who has progressed to a more skillful level at that point in time; but many mistakes will be made if a coach concludes that the athlete's potential has been reached at that stage. This perspective is somewhat like giving a child a reading test to see if s/he can read. That does not measure **potential**; it measures **achievement**. Developers of intelligence and achievement tests have known this for a long time, and it is very analogous to the athletic scenario being addressed here. What one sees is not necessarily what one will get, unless it becomes a self-fulfilling prophecy as a result of granting the initial higher achievers the brunt of the playing time. If that is done, naturally those with the head start will shine. However, that shortsighted, winning-based

strategy, will be a big loser in both the short and longer runs, considering what our athletic programs are supposed to be accomplishing. Many student-athletes who have been cast aside by coaches because of immaturity have gone on to be successful athletes, even in college and professional sports, once they matured. One of the classic cases was Michael Jordan, who was cut from his high school team. However, these will be in the distinct minority, as most early underachievers not given equitable, humanistic treatment, are liable to quit the team never to be heard from again. This totally defeats the goal of high school athletics and we must take every measure to ensure it does not occur. (see [Every Kid Can Win](#). 1975; Terry Orlick and Cal Botterill. Nelson-Hall, Chicago).

Turning attention to number 4, the accepted model of interscholastic sport has (supposedly) arrived some time ago as one of humanistic and empathetic concern for the participants. The coach must involve all the athletes in meaningful ways, with total awareness of how the players feel, subjectively, to play on the team and be led by him/her (Lombardo (1987). [The Humanistic Coach](#). Charles C. Thomas; Springfield, IL pp.49,61). The **professional model** of coaching, which places winning as the top goal, has virtually no place in the twenty-first century. This model essentially places the coach's needs up front, although there is much rationalization that can somewhat conceal this underlying philosophy. The **humanistic model** of coaching, with its emphasis on the uniqueness of each participant in a process-oriented and athlete-centered manner, is the only acceptable one in today's high school athletic programs. According to the humanistic model, coaches must not assume that their goals are identical to those of the participants. Research has demonstrated that all too frequently there is conflict between the goals of the athletic leader and those of the performers. Insisting upon an evaluation process which favors the athlete's subjective experience, and rejecting the temptation to rely upon group standards and performances, coaches can ensure that the individual's subjective encounter with the sport is preserved which will become the basis for individual growth and development. Again, it simply is the athlete's involvement and positive regard, which should remain the primary concern of the humanistic coach. Humanistic coaches never forget what it was like to be an athlete, although they often have to forget the role models who preceded them. Too many coaches still coach their teams the way they were coached, relying upon their personal, very unscientific, experiences. Even coaches who come from degreed programs in physical education have received far too little training in the art of coaching. In this regard, the professional preparative institutions perhaps must share some of the blame (Lombardo, Bennett. "Humanistic Coaching: A Model for the New Century" and "Changing Sport: The Role of Professional Preparation Programs" (2001). [In Sport in the Twenty-First Century](#); Lombardo, Caravella-Nadeau, Castagno, Mancini eds. Pearson Custom Publishing, Boston).

Is there, then, no room for the winning mentality in high school athletics? Yes there is; but it has to be artfully crafted and carefully thought out with total regard to what has

previously been discussed. Clearly athletic competitions are not engaged in attempts to lose. Competition implies exactly that - namely to outthink and out-maneuver an opponent. However, it is the process and all the profound psychological and educational implications that surround the secondary school athletic arena that must simultaneously be considered with this athletic competition. There should be no debate that the humanistic model of coaching should be dominant in all secondary school sports, and up through the junior varsity levels the all too typical winning philosophies should be scrapped in favor of development of athletic potential. At the varsity level, it may be reasonable to place increased emphasis upon winning. If this is the case it likely will mean that a good portion of the team is destined to put a lid upon its further development and self-efficacy, which results from significant engagement in meaningful contests. This is something, however, which should be carefully decided by the school system, and expressly communicated (along with appropriate rationale), to all those involved e.g. student athletes and parents. It is poor management to come to policy decisions through inaction, osmosis, or by sticking one's head in the sand and hoping that things coast along and everyone has reason to be happy. As discussed and strongly implied in much of the above, the domain of high school athletics plays profound roles in student's lives, and it must be attended with all the wisdom and concern given to academic and other extracurricular activities within the school system's purview.

*... the domain of high school athletics plays profound roles in student's lives, and it must be attended with all the wisdom and concern given to academic and other extracurricular activities within the school system's purview.*

I will end with a question. If we could accurately measure the overall effectiveness of our athletic programs, given the many profound and relatively intangible concepts involved, would we likely end up in the positive, neutral, or negative zone? If we objectively conclude that we are in the positive zone, then we still must ask if it is possible to make our programs better for all involved.

\* \* \* \* \*

**FOOD FOR THOUGHT ...**

"A Native American grandfather was talking to his grandson about how he felt. He said, "I feel as if I have two wolves fighting in my heart. One wolf is the vengeful, angry, violent one. The other wolf is the loving, compassionate and tender one." The grandson asked him, "Which wolf will win the fight in your heart?" The grandfather answered, "The one I feed."

*Unknown*

\* \* \* \* \*

### PROTECTIVE GYM FLOOR COVERS

Once again, Dunlap Industries has protective gym floor covers available free to schools for the cost of the hem on the outer edge. Protective covers are used to prevent scuffing and damage to gym floors. All shipping costs will be free. For more information, call Gene Stephan at 530-274-0685.

## WHO AM I?

*Author Unknown*

**I am** no one special.

**I am** the little boy that gives up his favorite teddy bear so that a stranger may be comforted.

**I am** the single mother who has been trying to teach her child to sleep in their own bed, who holds them tight long into the night, thanking God it wasn't her child that died.

**I am** the old man, angry and resentful that his military doesn't want him because of his age.

**I am** the teenaged girl that spends hours cutting ribbons for others to wear as a symbol of remembrance.

**I am** the young man who doesn't understand why his father was running up the stairs as the building fell, trying to save just one more person, instead of saving himself.

**I am** the old woman who will never see her grandchild again.

**I am** the little girl, playing with her doll, who can't understand when someone screams hateful things at her because of where her family is from.

**I am** the police officer, trying to keep idiotic reporters safe, when his wife is still among the missing.

**I am** the fire fighter that called in sick that day, only to discover that someone else died in his place.

**I am** the man who survived the falling building only to learn that his sister and baby niece were in the plane.

**I am** the secretary, angered by the seemingly callous response of those around her.

**I am** the spelunker, who is climbing down into the remains of a building, hoping to find someone still alive.

**I am** the dog handler, searching for bodies, that has to comfort my animal when only death remains.

**I am** the woman who stands in line for five hours in order to give blood, hoping to help strangers in need.

**I am** the man who gets up and goes to work every day, in spite of the tragedy, because he still has a family to feed.

**I am** the first passenger to get back on a plane, even though I'm terrified, because I know somebody has to be first.

Who am I?

**I am** nobody special.

**I AM JUST AN AMERICAN.**

***GOD BLESS AMERICA!***



## WHAT STUDENTS HEAR FROM YOU: IT'S YOUR CHOICE!

**A**t the October 2001 League of Women in Sports Leadership Conference, one of the workshop speakers was Judy Swenson, Rochester Community Youth Enrichment Coordinator. The workshop title was "Keeping Youth Sports Safe and Fun." Judy gave each member of the audience a tube of toothpaste and asked them to spread some toothpaste on their hand. After they did so, she said, "Now, put it back into the tube." There was a moment's silence and then some laughter as they responded, "It won't go back in!"

"Exactly," Judy said, "just like the words you say to your athletes, your friends, and associates! Once the words are said, you can't take them back or put them back into your mouth."

How many times have we wished that we had only thought twice and spoken once? But the words tumbled out and couldn't be pulled back.

Athletes have shared these comments made to them by their coaches:

- "Are you trying to lose this game for us?!" yelled a coach at a player during the huddle of a state tournament championship game.
- "You're not worth the price of your uniform," the athlete heard after a disappointing loss.
- "You're not half the player your brother/sister was when s/he played for me!"
- "Hey, this is the way I coach. If you don't like it, you know where the door is!"

Where does one cross that fine line between a negative statement designed to motivate and challenge an athlete, and statements that are humiliating, degrading, and shaming? Only your athletes can tell you. If you choose to ask them, be prepared to listen to their responses.

As educators, it is important to be aware of the impact of an occasional negative comment and an ongoing pattern of daily, critical comments addressed to a young person. Repetition and patterns of negative communication can be highly destructive to a young person's self-esteem and their spirit, especially when it comes from someone they admire: you, their coach!

So, what's a person supposed to do as a coach of young adolescent athletes? For starters, consider:

- speaking in a clear and non-threatening manner, explaining what behavior has precipitated the discussion with them;
- suggesting alternatives to this behavior; and later,
- catching the student doing something right, and use the opportunity to give them praise and support.

Remember the story of the argument between the Wind and the Sun? Both thought they were the strongest. To settle their argument, they selected a traveler walking on a road below them. The Wind said, "Watch, I am so strong that I can blow the coat right off that person." The Wind blew and blew, and blew some more. The traveler simply wrapped her/his arms tighter to prevent the coat from flying away. Finally, the Wind gave up and said, "It can't be done." The Sun smiled and said, "Perhaps there is another way." And the Sun began to beam down on the traveler. Soon the traveler was loosening that tight hold on the coat as the air warmed and felt comfortable. As the Sun continued to radiate its warmth, the traveler relaxed, smiled, and began to look around, enjoying the scenery and the road ahead. *And took off the coat!*

Every day students walk in and out of various environments in your school. When they come into your circle, how does it feel and what will they hear from you? Do they wrap their arms around themselves as protection from the negative environment and words they hear? Or will your athletes feel

comfortable to learn from their mistakes in a warm, positive setting without fear of retribution and public embarrassment?

With your warm smile and encouraging words, you can help each student to learn and enjoy traveling down the road of their high school sports career. What they will hear from you: *IT'S YOUR CHOICE!*

*Dorothy E. McIntyre, Associate Director  
Minnesota State High School League*

\* \* \* \* \*

## EDUCATE FANS FOR BETTER CROWD CONTROL

*reprinted from the December 2001 Bulletin  
Nebraska School Activities Association*

**S**tressing sportsmanship to players and coaches during the first few months of the [NSAA] new Sportsmanship policy has been easy according to school administrators. Most school administrators have been asking the [NSAA] for more help in controlling rowdy fans.

The answer lies within in each and every school. As stated in [Nebraska] November Bulletins, the schools must establish policies and procedures for the removal of unruly fans. Just because a person pays an admission fee does not give them the right to act in an abusive and disruptive manner.

However, as educators, the best thing to do may be to educate the people who come to your games. Prevention and peer pressure could be the best bet for schools to curtail the problem. Coaches and administrators can meet with booster clubs, student and parents at the beginning of each sports season to remind them that unsportsmanlike behavior will not be tolerated.

Here are a few points from the National Federation of State High School Association and the Michigan High School Athletic Association that your school can share with your fans to encourage proper sporting behavior.

- ❖ Remember that you are at a contest to support and yell for your team and to enjoy the skill and competition; not to intimidate or ridicule the other team and its fans.
- ❖ Remember that high school athletics are a learning experience for students and that mistakes are sometimes made. Praise student-athletes in their attempt to improve themselves as students, as athletes and as people as you would praise a student working in the classroom.
- ❖ Remember that a ticket to a school athletic event is a privilege to observe the contest, not a license to verbally assault others and generally be obnoxious.
- ❖ Teach the rules of the game, so that fans may understand and appreciate why certain situations take place.
- ❖ Encourage respect for the opposing players, coaches, spectators, and support groups. Treat them as you would treat a guest in your home.
- ❖ Refrain from taunting or making any kind of derogatory remarks to your opponents during the game, especially comments of ethnic, racial, and sexual nature.
- ❖ Respect the integrity and judgement of the game officials. Understand that they are doing their best to help promote the student-athletes, and admire their willingness to participate.

- ❖ Recognize and show appreciation for an outstanding play by either team.
- ❖ Prohibit the use of any controlled substances (alcohol, drugs, etc.) before and during games, and afterwards on or near the site of the event (i.e. tailgating).
- ❖ Use only those cheers that support and uplift the teams involved.
- ❖ Recognize and compliment the efforts of school and league administrators for their efforts in emphasizing the benefits of education athletics and the role of good sportsmanship to that end.
- ❖ Be a positive role model through your own actions and censuring those around you at events whose behavior is unbecoming.

\* \* \* \* \*

## BEYOND THE GAME

*Dr. Jim Tenopir, Executive Director  
Nebraska School Activities Association*

**I**n various settings, I have had the opportunity to speak about Sportsmanship and the [NSAA's] efforts to seek some additional accountability in our activities programs statewide. I have written a number of op-ed pieces that have focused on Sportsmanship and the expectation we have for attention to proper behavior in our activities programs. At the risk of becoming known as "Johnny-One-Note", I again have chosen to address the issues of Sportsmanship as we head into our winter sports season.

We are very fortunate in the United States to have the opportunity to provide activities programs within our schools. Adolescents in most foreign countries must rely on club and other out-of-school programs if they wish to compete in sports. I strongly believe, however, that our opportunity to have activities tied into our educational setting comes with some heavy expectations of accountability. I believe that it is incumbent upon administrators, coaches, participants, and spectators to positively contribute to the concept that activities are the "other half of education", and as such, to assure that sports are conducted in a manner that teaches basic values and correct concepts of success.

There seems to be something about the winter sports season that amplifies instances of poor sportsmanship. Maybe it's the fact that winter sports are played indoors, or the fact that the crowd is so much closer to the action, but instances of unsportsmanlike conduct seem to be more visible and seem to be more prevalent. I would challenge school administrators and coaches to make sportsmanship a priority issue this winter season.

While sportsmanship behavior is a complicated issue, there are several points that should be communicated to coaches, officials, players, and fans:

1. **Always exemplify** the highest moral character, behavior, and leadership.
2. **Respect** the integrity and personality of the individual athletes from both teams.
3. **Abide** by the rules of the game in letter and in spirit, regardless of the outcome.

4. **Always respect** the integrity and judgment of the game officials.
5. **Display** modesty in victory and graciousness in defeat.
6. **Always promote** ethical relationships among coaches and administrators, and then players and cheerleaders will fall in line. (Athletic Directors and Coaches are the role models and, as such, will determine the actions of the players and students who watch the contests.)
7. **Encourage** the highest standards of conduct and scholastic achievement among all athletes.
8. **Never** use profanity or physically abuse an opponent under any circumstance.
9. **Be responsible** for the conduct of teammates as well as yourself. Exercise self-control and responsible leadership under all circumstances.
10. **Never** make remarks that are negative in nature to the news media or anyone else, regardless of victory or defeat. Don't rationalize behavior.

Good sportsmanship and good conduct go hand-in-hand with high school athletics. I would challenge you to make sportsmanship a priority in your school and in your winter sports programs. ***Good sports are winners, regardless of the outcome of the athletic contest!***

\* \* \* \* \*



The following is a summary of the December 17, 2001 meeting of the Principals' Committee on Athletics.

The December meeting of the Principals' Committee on Athletics was called to order at 1:40 pm

Kathryn Crowley, Chairperson, thanked the administration and staff of the Rhode Island Interscholastic League. On behalf of the Principals' Committee on Athletics, she extended Holiday wishes and presented members of the RIIL staff with tokens of the Committee's appreciation.

In other business, Mrs. Crowley introduced Candace Caluori, Assistant Principal, Toll Gate High School, who was appointed at the Committee's November meeting to the position of Director of Boys' Tennis.

**Executive Director's Report**

The Executive Director's Report was approved.

**Treasurer's Report**

The Treasurer's Report was approved.

Ms. Hale reported that only two (2) of the League's fifty-five (55) member schools have not yet paid their 2001-2002 membership dues and fees. The League office will notify the schools of the outstanding balances and incurred late fee of \$100.00.

**Communications**

Mr. Lynch referred to several memoranda and publications that were placed in each member's folder or filed in the League office.

**FOOTBALL**

**Mr. James Murano**

Mr. Murano submitted the following 2001-02 Football Championships for the Committee's review and consideration:

**Division Championships**

Division I	LaSalle Academy
Division II	Westerly High School
Division III	Burrillville High School
Division IV	Classical High School

**State Championships**

Division I	LaSalle Academy
Division II	Westerly High School
Division III	Shea High School
Division IV	Moses Brown School

On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the 2001-2002 Football Championships.

In other business, Mr. Murano reported on a request from Narragansett High School to rotate schools in Division IV which must play a game on the Saturday before Thanksgiving. This matter will be reviewed by the Football Committee at its meeting in January 2002 and Mr. Murano will report back to the Committee on Athletics.

Mr. Lynch reported on the situation which evolved regarding the site of the Division IV Superbowl game. Both schools participating in the Division IV game were Providence schools. However, the site of the Superbowl was Westerly High School. The League office received several calls, including a call from Mayor Cianci, requesting that the venue for the game be changed to one closer to Providence. These calls continued to come into the League office right up to the Friday prior to the (Monday) game. Mr. Lynch continually explained that venues for Superbowl games are secured early in the school year before participants are known. He further explained that a great deal of planning goes into preparing for the championship games and that it would be extremely difficult to change the site of the game at the last minute.

It was further noted that the administrations of both participating schools, Classical High School and Moses Brown School, supported the League's position. In addition, Moses Brown submitted a news release stating their support for the League.

**BASEBALL**

**Mr. John Blaess**

Mr. Blaess submitted the 2001-2002 Baseball schedule for the Committee's review and consideration. It was noted that Times<sup>2</sup> Academy in Providence has been added to the Class B schedule.

Mr. Blaess also emphasized that the only window of opportunity for holding the championship games at McCoy Stadium is June 18-21. If inclement weather forces

cancellations, it will become necessary to search for an alternate venue.

On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the 2001-2002 Baseball Schedule.

#### **BASKETBALL**

**Mr. Gerald Foley**  
**Mr. David Light**  
**Ms. Cindy Neal**  
**Ms. Colleen Gribbin**

Mr. Lynch reported that a contact has been negotiated between the Rhode Island Interscholastic League and the boys basketball officials (Board #84). Effective January 1, 2002, boys basketball officials will receive \$61.50/game.

In other business, Mr. Lynch reported that the League received a letter from Mr. Donald Tencher, Director of Athletics, Rhode Island College, proposing that the League consider Rhode Island College as the site for the boys' basketball playoffs, in addition to the girls' basketball playoffs which are already conducted at Rhode Island College. Mr. Lynch stated that there are no imminent plans to move the boys' basketball playoffs from the Community College of Rhode Island/Lincoln to Rhode Island College and that the Joint Basketball Committee will continue discussion on this matter.

#### **HOCKEY**

**Mr. Daniel Sheehan**

Mr. Lynch reported on a request he received regarding the similarity of roller hockey vs ice hockey. In accordance with the present RIIL rules and regulations, a student-athlete cannot (concurrently) participate in roller hockey *and* ice hockey unless the Principals' Committee on Athletics ruled that they are different sports. This matter was tabled to the February meeting of the Principals' Committee on Athletics.

In other business, Mr. Lynch reported on the ongoing problem of (hockey) player passes not being used properly. In accordance with the RIIL rules and regulations, passes are to be handed *separately* to the gate auditor by each student-athlete. It is not permissible for coaches to hand in a 'group' of passes. Teams are not adhering to this policy and, in some instances, passes are not being handed in at all.

On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the following: That gate auditors count the number of student-athletes without passes and report it to the League office. At the end of the season, school(s) in violation shall be billed \$3.00 per student-athlete/per game for each time a student-athlete does not provide a pass for admission.

Mr. Lynch will send a memorandum to all schools participating in hockey notifying them of this new policy, effective immediately.

#### **INDOOR TRACK**

There was no Indoor Track report at this time.

#### **GYMNASTICS**

**Mr. Richard Stapleton**

Mr. Stapleton reported that Mt. St. Charles Academy and Westerly High School has withdrawn from RIIL (team)

gymnastics because of the inability to field a team. Both schools will enter student-athletes as individual competitors. Mr. Stapleton further reported that this now brings the total of individuals (in Classes A & B) to twenty-three (23).

#### **SWIMMING**

There was no Swimming report at this time.

#### **WRESTLING**

There was no Wrestling report at this time.

#### **OTHER SPORTS / ISSUES**

##### ◆ **Golf**

Mr. Gray, Director, submitted the proposed 2001-2004 (adjusted) realignment, which was necessitated by a new school, Times2 Academy in Providence, joining the RIIL golf league. Times2 Academy was placed in the Western Division. To accommodate this addition to the alignment, Smithfield High School moved from the Western Division to the Northern Division.

On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the 2001-2004 (adjusted) golf alignment.

In other business, discussion ensued regarding the possibility of dividing the RIIL golf league into two (2) divisions in an effort to create more equitable competition. Mr. Gray, Director, will develop a survey to be sent to all participating schools. Included in the survey will also be questions regarding the playoff format.

##### ◆ **Girls' Tennis**

Letter from East Providence High School— referred to Mrs. Boulé and the Tennis Committee.

##### ◆ **Girls' Soccer**

Letter from Narragansett High School – referred to Mrs. Crowley and the Soccer Committee.

##### ◆ **Boys & Girls Lacrosse**

Mr. Finn, Director, regretfully informed the Committee of the passing of Scott Schmanski, Head Lacrosse Coach at Bishop Hendricken High School.

In other business, Mr. Finn reported on the following :

- Narragansett H.S. is not yet sure whether or not they will be adding lacrosse to the sports they offer
- North Providence H.S. is considering joining boys and girls lacrosse. However, they are not sure if it will be for the 2002-03 or 2003-04 seasons.
- Mt. Hope H.S. presently competes in Lacrosse as a club team. They would like to be included in the 2002 RIIL Spring schedule.
- LaSalle Academy will join the RIIL lacrosse league in Spring 2003.

#### **SPRING 2002 SCHEDULES / INTERPRETATION MEETINGS**

Mr. Lynch reminded Directors of Spring sports that all Spring 2002 schedules are due at the January meeting of the Principals' Committee on Athletics.

Mr. Magarian submitted the following dates for Spring 2002 Coaches' Interpretation meetings:

February 6 <sup>th</sup>	Girls' Volleyball
February 12 <sup>th</sup>	Golf
February 26 <sup>th</sup>	Baseball; Slowpitch Softball
February 28 <sup>th</sup>	Fastpitch Softball; Boys & Girls Lacrosse
March 5 <sup>th</sup>	Boys & Girls Outdoor Track
March 12 <sup>th</sup>	Boys Tennis; Freshman Baseball

#### **ATHLETIC DIRECTORS' ASSOCIATION REPORT**

Michael Lunney, Athletic Directors' Association, referred to a letter that the RIIAAA submitted to the Rhode Island Interscholastic League in which several concerns were outlined. Of particular concern is the ongoing issue of athletic directors being 'taken out of the classroom' and allowed to conduct the AD's responsibilities on a full-time basis. The Athletic Directors' Association is in the process of developing rationale to support why athletic directors should be full-time. The association is presently looking to the Rhode Island Interscholastic League and the Principals' Committee on Athletics for support and not a mandate. A committee comprised of principals and athletic directors will be formed to review the issue.

In other business, Mr. Lunney reported that the Athletic Directors' Association is recommending that one (1) statewide association be developed for all coaches in an effort to promote unity, national certification, and continual education. The AD's Association will continue to develop criteria for the proposed statewide coaches association and present it to the Rhode Island Interscholastic League.

#### **ALTERNATIVE SCHOOL(S) PROPOSAL**

Mr. Lynch reported on his ongoing discussions with Messrs. Edward Pascarella and Thomas Mezzanotte of the Providence School Department regarding the eligibility of student-athletes who attend alternative schools and want to participate in athletics for their feeder school(s). Providence is not the only district effected by this issue. However, the Providence school district presently had ten (10) alternative schools - the largest amount of alternative schools in a single school district in the State of Rhode Island. Due to enrollment in alternative schools, there will be, in the near future, approximately one-thousand (1,000) students in Providence alone who would not be eligible to participate in interscholastic athletics if they are not permitted to participate at their feeder school(s). This matter was tabled to the next meeting of the Principals' Committee on Athletics for further discussion.

#### **FOREIGN EXCHANGE STUDENT- WARWICK VETERANS MEMORIAL HIGH SCHOOL**

Donald Brown, Principal of Warwick Veterans Memorial High School, submitted a Foreign Exchange Student Data form seeking eligibility for a foreign exchange student to participate in swimming. However, in accordance with the RIIL rules and regulations, eligibility was denied because the student is not in the United States under the jurisdiction of an authorized foreign exchange program. Subsequently, Mr. Brown filed for a waiver of the Foreign Exchange Rule.

The student did not participate in an organized high school swim program in her home country. She is a beginner who wants to participate for the 'total American experience'.

On a motion made and seconded, the Principals' Committee on Athletics unanimously granted the request.

#### **PRESENTATION OF RECOGNITION AWARD**

A Recognition Award was presented to Mrs. Patricia Kells Pitocchi in appreciation of her dedication and commitment to the RIIL and the Principals' Committee on Athletics. Mrs. Pitocchi served on the Committee on Athletics as Director of Boys' Volleyball and, most recently, as Chairperson of the Waiver Request Hearing Committee.

#### **HEARINGS**

##### **3:30 pm Mount Pleasant High School – Girls Tennis**

Representing Mt. Pleasant High School at this hearing was Mr. Edward DiPrete, Director of Athletics. *Background:* Mt. Pleasant High School postponed several scheduled girls' tennis meets at the beginning of the Fall 2001 season without filing the required paperwork.

On a motion made and seconded, the Principals' Committee on Athletics voted to send a letter to Mrs. Nancy Mullen, Principal of Mt. Pleasant, requesting that she, together with the Head Coach and the Athletic Director, appear before the next meeting of the Principals' Committee on Athletics. At that time, they are to present a plan by which they shall rectify the problems surrounding the girls' tennis program and how they will avoid future infractions. Further, if they fail to comply with this request, possible sanctions shall be imposed against the Mt. Pleasant High School girls' tennis program including, but not limited to, suspension of the tennis team for a period of time to be determined by the Principals' Committee on Athletics.

##### **3:55 pm Woonsocket High School – Girls Tennis**

Woonsocket High School forfeited the first two (2) season matches because they did not have a coach.

Insofar as Woonsocket High School presently does not have an athletic director, the matter was tabled.

#### ***The Committee then adopted the following Closing Motion:***

*THAT ANY AND ALL MOTIONS, AMENDMENTS AND ACTIONS BY THE COMMITTEE ON ATHLETICS AND THE EXECUTIVE OFFICERS OF THE COMMITTEE ON ATHLETICS TO THIS DATE BE REAFFIRMED AND RATIFIED.*

The December meeting of the Principals' Committee on Athletics was adjourned at 4:05 pm.