

**... ONE NATION,
UNDER GOD,
INDIVISIBLE,
WITH LIBERTY AND
JUSTICE FOR ALL.**



Rhode Island Interscholastic League

October 2001

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

It is that time of the year when Fall sports teams will be involved in playoffs and championships. With that in mind, it is important to remind all principals, Athletic Directors, and coaches to make a special effort to instill in their student-athletes and the fans the importance of exhibiting good sportsmanship in the upcoming events.

The administration and staff of the Rhode Island Interscholastic League would like to remind everyone involved in interscholastic athletics that it is extremely important to:

- Be mindful that the game is for the participants;
- Respect the opponents and cheer when a good play or performance occurs;
- Refrain from booing or showing disrespect for opposing teams;
- Acknowledge positively the efforts of the other team to win;
- Understand that officiating in all sports is very difficult; and,
- Recognize that officials are necessary in order to ensure that a contest is played fairly and by the rules.

Please join with the League in an all-out effort for a very successful Fall playoff season that will be enjoyed by everyone. Let us be ever mindful that we must continually teach proper values, good citizenship and sportsmanship. These traits are on the same level as winning and, without them, a win is less meaningful.

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JUST ONE QUESTION...?

Now that the President has called us to prayer ...
Now that Congress has called us to prayer ...
Now that our Governor has called us to prayer ...
Now that the NY city Mayor has called us to prayer ...
Now that the "liberal" media and most other branches of our American society have called us to prayer ...
Now that our churches are assembling in special prayer ...
"Honorable" Justices of the Supreme Court, we have only one question ...
Would it be O.K. to pray in our schools ...??

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**PLEDGE OF ALLEGIANCE TO THE FLAG:
A NEW PERSPECTIVE**

From a speech made by Senator John S. McCain

As you may know, I spent five and one half years as a prisoner of war during the Vietnam War. In the early years of our imprisonment, the NVA kept us in solitary confinement or two or three to a cell.

In 1971, the NVA moved us from these conditions of isolation into large rooms with as many as 30 to 40 men to a room. This was, as you can imagine, a wonderful change and was a direct result of the efforts of millions of Americans on behalf of a few hundred POW's 10,000 miles from home.

One of the men who moved into my room was a young man named Mike Christian. Mike came from a small town near Selma, Alabama. he didn't wear a pair of shoes until he was 13 years old. At 17, he enlisted in the U.S. Navy. he later earned a commission by going to Officer Training School. Then he became a Naval Flight Officer and was shot down and captured in 1967.

Mike had a keen and deep appreciation of the opportunities this country and our military provide for people who want to work and want to succeed. As part of the change in treatment, the Vietnamese allowed some prisoners to receive packages from home. In some of these packages were handkerchiefs, scarves, and other items of clothing. Mike got himself a bamboo needle. Over a period of a couple of months, he created an American flag and sewed it on the inside of his shirt.

Every afternoon, before we had a bowl of soup, we would hang Mike's shirt on the wall of the cell and say the Pledge of Allegiance. I know the Pledge of Allegiance may not seem the most important part of our day now, but I can assure you that in that stark cell, it was indeed the most important and meaningful event.

One day, the Vietnamese searched our cell, as they did periodically, and discovered Mike's shirt with the flag sewn inside and removed it. That evening they returned, opened the door of the cell and, for the benefit of all of us, beat Mike Christian severely for the next couple of hours. Then, they opened the door of the cell and threw him in. We cleaned him up as well as we could.

The cell in which we lived had a concrete slab in the middle on which we slept. Four naked light bulbs hung in each corner of the room. As I said, we tried to clean up Mike as well as we could. After the excitement died down, I looked in the corner of the room and, sitting there beneath that dim light bulb with a piece of red cloth, another shirt and his bamboo needle, was my friend, Mike Christian. He was sitting there with his eyes almost shut from the beating he had received, making another American Flag. He was not making the flag because it made Mike Christian feel better. He wanted us to be able to pledge our allegiance to our flag and country.

So the next time you say the Pledge of Allegiance, you must never forget the sacrifice and courage that thousands of Americans have made to build our nation and promote freedom around the world. You must remember our duty, our honor, and our country.

"I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."



GOOD SPORTS HAVE GOOD CHARACTER

by Marvin W. Berkowitz

Reprinted from Kansas State H.S. Activities Assoc. Oct. 2001 Journal

Once upon a time, there was a land whose youth engaged in sports activities. Sometimes the children competed, sometimes they trained, and sometimes they just played for the sheer fun of it. The exercise was good for the children and it taught them valuable character building lessons about sportsmanship, teamwork and such.

The parents lent their support and encouragement. And, their support only added to the children's enjoyment of the game and the positive character lessons they derived from sports.

But all too soon, the parental encouragement evolved into pressure. And then into expectations and demands. Some parents even began screaming invectives at the coaches, officials – and their own children. A few went so far as to wage bets on the outcome of their children's games. Talk about pressure!

To make matters even worse, some of the coaches took to yelling in players' faces and pushing them around in misguided attempts to make them do better. Apparently, these so-called adult leaders had forgotten all about promoting the positive outcomes of youth sports like sportsmanship, cooperation, teamwork and respect for the game. Sadly, it was now all about winning.

Bit by bit, the adults took the joy out of youth sports and along with it, the character. This formerly positive activity had evolved into something that promoted deceit, unhealthy competition, distorted self-concepts and emotional pain. *How unfortunate for the children!*

Now, if this were a fairy tale, a hero would arrive on the scene to save the day. Well, it's not a fairy tale; but, nonetheless, help is on the way.

The Character Counts! Organization has begun a positive youth sports initiative entitled *Pursuing Victory with Honor* (www.charactercounts.org). And, Notre Dame University recently established the Mendelson Center for Sport, Character and Culture (www.nd.edu/~csc). Also, Jeffrey Beedy, a front-runner in this field, has established a summer youth camp to promote character through positive sports based on his book "*Sports PLUS*" (www.sportsplus.org).

Various national and local organizations such as the American Youth Soccer Organization, the Positive Coaching Alliance, and the National Association for Sport and Physical Education, are also trying to promote the positive character effects of youth sports. There is even a book on the topic, "*It's Just a Game*", by Darrell Burnett.

Children's sport activities can make a tremendous contribution toward their physical well being and character development. But, it's up to the parents, coaches and spectators to model good sportsmanship and to encourage good character over winning at all costs.

So be a good sport, for the sake of your child's character.

Marvin W. Berkowitz, PhD. is the Sanford N. McDonnell professor of character education at the University of Missouri-St. Louis. His email address is [E-mail DrB@aol.com](mailto:E-mail_DrB@aol.com).

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SPORTSMANSHIP JUST ANOTHER WAY OF SPELLING 'R-E-S-P-E-C-T'

As we continue to review the historical and philosophical roots of high school athletics and activities, we turn our attention to sportsmanship. The National Federation of State High School Associations and the [RIIL] believe that sportsmanship is nothing more than good citizenship within the competitive arena.

We believe that classroom management throughout our nation would be easier if good citizenship was more evident among our students. We believe that campus violence would be less common if good citizenship was more evident in our communities as well as on the campus. We believe that the atmosphere at our athletic contests would be different if good citizenship was more evident both with competitors and with spectators. What's more, we believe that sportsmanship can be boiled down to one basic concept – RESPECT. Let's focus on three areas of respect that apply to sportsmanship.

RESPECT FOR PEOPLE

Good citizens respect the dignity of others, and this is expressed by the way we treat people from opposing schools (cheerleaders, players, coaches, and fans). Taunting and intimidation tactics in the name of competitive advantage have no place in high school activities. Respect for people from different schools, different cultures, etc., is an important life skill to develop.

RESPECT FOR RULES

Laws should be fair for all citizens, and good citizens are expected to obey those laws. We have rules for every sport or activity. Some are developed nationally by the National Federation and some are state rules set forth by the [RIIL]. Learning rules and following them is an expression of respect for those rules. Looking for loopholes in the rules is disrespectful of the spirit and intent of these rules. Purposely violating the rules is not only disrespectful of both the letter and the spirit of the rules, but is a violation of ethics.

RESPECT FOR THE SPORT OR ACTIVITY

Take pride in your sport or activity, for that sport/activity is bigger than any individual or any school. Seek to do those things that enhance the sport or activity statewide. Avoid behaviors that tarnish the image of the sport in the eyes of school people and the general public.

Societies are held together by certain basic structures that involve ideas, values, and rules. Rapidly changing, diverse societies still need some of the traditional structures to keep from falling apart. Sportsmanship and good citizenship are part of the "structural glue" that can keep some semblance or order in our crazy world. Sportsmanship-Citizenship in Competition –is a lifelong lesson we need to teach our athletes. And we, as adults, in school programs, may need periodic reminders as well.

*Ralph Swearngin, Executive Director
George High School Association*

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CHICKEN SOUP FOR THE COACH’S SOUL

Tom Krause, co-author of “*Chicken Soup for the Coach’s Soul*”, is searching for inspirational stories about coaches/coaching. The stories should be 1200 words or less about a specific incident involving a coach that touched your heart. Any sport, at any age. Laugh or cry. This is a chance to share your stories with the world. A fee will be payable to contributors upon publication.

Mr. Krause has coached in the Missouri Public School System(s) for over 20 years and is also the author of “*Touching Hearts – Teaching Greatness: Stories from A Coach to Touch Your Heart and Inspire Your Soul*” (Andrews & McMeel Oct 2001).

If you are interested, you may contact Mr. Krause at:

P.O. Box 825
 Nixa, MO 65714
 Tel: 417-724-9109
 www.coachkrause.com
 tkrause@mail.nixa.k12.mo.us

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HOW DO WE STOP HAZING?

Most students believe that adults need to intervene to stop it. Students rate strong, disciplinary measures for known hazing incidents (61%) and police investigation and prosecution of hazing cases (50%) as the best prevention strategies. In addition, students feel that positive bonding (43%), educational activities (37%), and challenging activities (30%) would help to prevent hazing.

HOW WOULD STUDENTS PREVENT HAZING?

<u>Prevention Strategy</u>	<u>%</u>
Strong discipline for hazing.....	61
Police investigation & prosecution of hazing.....	50
Positive, bonding activities.....	43
Education about positive initiation and hazing.....	37
Adults who support positive initiation activities.....	34
Physically challenging activities.....	30
Adults who say hazing is not acceptable.....	27
Good behavior required to join the group.....	29
A “no hazing” agreement signed by students.....	23
Other.....	10

When asked for “other prevention strategies, students responded:

- **Only drastic changes in culture can prevent it:** Over a quarter referred to hazing as an integral part of tradition and culture and therefore extremely difficult to prevent. Students said it would take a “breakdown of tradition” to stop it. One student said there is “no way (to prevent hazing) without drastically changing our culture.” 927%
- **Commitment to activity, community, and equality:** School officials must say it’s not acceptable and stress equality, self-respect, and respect for others. There need to be good role models, parenting, and early learning, with support and rewards for good behavior and those students who speak out against hazing. Students need to improve their self-esteem, grow up, learn to be mature,

talk about it with other students, and put peer pressure out against it. Several students made statements such as: “The people who do it have to want to stop. Otherwise it will continue.” “Only those involved can change these things.” And “Make kids understand that they do have a choice, that it’s okay to refuse to go along with it.” (25%)

- **Increased awareness:** Students suggested that more information on hazing, including the harm it can cause, be provided through classes. They also mentioned making students aware of previous hazing incidents, “something similar to the mock car crashes they do for drunk driving.” As one student put it, “tell the gory stories ... they hit the heart harder!” Many of these students said parents need to be informed about all initiations, as well as school policy on hazing issues. parents should be asked to help prevent it. One student noted that written, signed agreements don’t help. “They have to be real.” A few students noted the dangers of publicizing incidents, suggesting, “the less people that know, the less will think it’s cool,” and “Don’t make a big deal about it over TV.” (10%)
- **Intentionally designed activities:** Students suggested mentally challenging activities; more programs for teens; things to do around town; positive extracurricular activities; and spiritual or church involvement. (10%)
- **Strict rules with enforcement:** Students recommended expulsion, jail time, or generally “harsh punishment.” Others suggested making it illegal; terminating the group if its caught hazing; adopting a zero-tolerance policy; removing students from a group if they are hazing others; implementing alcohol/drug testing for some groups; rewarding students for “turning in” those who haze; implementing strict rules to belong to a club or social group; having schools adopt a safe-school act; increasing adult supervision; and making people look stupid for hazing.” (10%)

*Reprinted from the Alaska School Activities Association
 Alfred University, Initiation Rites in American Schools
 A national Survey Final Report
 Hoover & Pollard August 2000*

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**“People don’t care what you know ...
 until they know that you care.”**

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WHAT I WANT FOR MY COUNTRY

*Michael Josephson
 Character Counts Network
 September 24, 2001*

Long ago, the Nobel Laureate poet from India, Rabindranath Tagore, wrote this poem about his country:

What do I desire for my country?
 How do I vision the land I love?
 Let it be a land where knowledge is free,
 Where the mind is without fear, the men and women hold their

heads high,
Where words come out of the depth of truth,
Where the world has not been broken up into fragments by
narrow domestic walls,
Where tireless striving stretches its arms toward perfection,
Where the clear stream of reason has not lost its way in the
dreamy desert sand of dead habit,
Where the mind is led forward into ever-widening thought and
action.
Into that heaven of freedom, let my country awake.

The notion of freedom is the touchstone of this lovely poem as it is the cornerstone of our great nation. The invocation at the base of the Statue of Liberty etches this concept deeply into our national psyche: "Give me your tired, your poor, your huddled masses yearning to breathe free." We are, above all, the "land of the free and home of the brave" and a "sweet land of liberty" where freedom rings.

But our freedoms are in danger. Not from an outside oppressor but from our own fears. In today's world, significant new security measures to protect us from acts of terror are prudent. But the real threat is that we become so fearful that we lock ourselves up behind bars of worry, doubt and suspicion that prevent us from traveling, investing and even gathering in large groups. The physical and economic harms caused by terrorism are bad enough. We must not imprison ourselves with fear.

Fear may arise spontaneously but it survives and even grows only if we feed it. It takes an act of will and courage but we can accept the world as it is and refuse to be afraid.

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PERSPECTIVE: ACTIVITIES & ACADEMICS **A Reflection on Student Achievement**

*by Gary Matthews, Executive Director
Alaska School Activities Association*

After working with high school interscholastic activity programs on a near daily basis for the past 35 years, I would like to present a perspective based on my personal observation and research.

I subscribe to the belief that schools have many goals for their students. While academic achievement is certainly the most important, there are many other expectations that communities place on these institutions.

In John Havelock's recent commentary in *the Anchorage Daily News*, entitled *Sports in School Hurt Academics*, he stated, "Intercollegiate and high school sports now have less to do with the mind-body mix and more to do with the sports and entertainment industry."

With all due respect, high school sports in [Alaska] support the academic mission of the schools and are an extension of a good educational program. Students who participate tend to have higher grade point averages, better attendance records, lower dropout rates and fewer discipline problems than students in general. I have repeatedly seen students' grades improve during their sports seasons, and decline after they ended. While this can't be said for all students, it is surely not an exception.

Is it fair to differentiate between those students who play sports and those who work on the school newspaper, yearbook or service clubs? While these co-curricular activities are very valuable in the overall development of student assets, there are additional advantages inherent in sports participation. Students learn valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, hard work, self-discipline, self-confidence and skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens. While some propose that these skills can be learned elsewhere, I have seen few examples of other programs that are accomplishing this.

Gary Overton, in *A Quantitative Analysis of the Educational Performances of Athletes and Non-Athletes in the High Schools of North Carolina*, May 2001, illustrates my point. He says:

The purpose of this study was to generate quantitative data that would serve to compare the educational performance of those who participated in interscholastic athletics as opposed to non-athletes in 131 North Carolina high schools. For each of the seven variables in this study, the performance of the athletes was significantly better than the performance on non-athletes.

1. The mean GPA for the athletes was higher by more than 20%.
2. Athletes scored more than eight (8) percentage points higher than non-athletes on Algebra End of Year Course Tests.
3. The mean scores of English End of Course Tests were more than eleven (11) points higher for athletes than for non-athletes.
4. This study revealed that athletes averaged missing almost six (6) days less in a school year than did non-athletes.
5. Discipline referrals were almost 9% higher for non-athletes than for athletes.
6. The mean average dropout rate for athletes was more than twelve (12) times lower than that of non-athletes.
7. Athletes had just over a 6% higher graduation rate than non-athletes.

Other studies conducted by Phi Delta Kappa/Gallup, the Carnegie Corporation, USA Today, Women's Sports Foundations, the National Federation of High School Associations, University of Colorado, the National Association of Secondary School Principals, and the National Center for Educational Statistics, all support the positive relationship between high school interscholastic sports participation and enhanced academic performance. Those interested in these studies and others may access them at the NFHS website, www.nfhs.org, The Case for High School Activities.

As school districts endeavor to ensure fairness in their athletic programs, we all would do well to further investigate the positive relationship between high school athletics and academic achievement.

(Note: Gary Matthews, ASAA Executive Director since 1993, was a teacher, activities director and high school principal in Alaska from 1968-93)

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DATING VIOLENCE: IT IS YOUR BUSINESS

At the October 18th workshop for all Principals and Athletic Directors, it was announced that the RIIL is working to promote the Teen Dating Violence campaign being sponsored by the Rhode Island Coalition Against Domestic Violence in conjunction with October being Domestic Violence Awareness month.

Following is the first in a series of articles addressing the very important issue of teen dating violence. If you have any questions or would like more information on this subject, we encourage you to contact the Coalition at (401) 467-9940 or 1-800-494-8100 – or – any one of its member agencies in your area.

Introduction to Teen Dating Violence

A new study released in the Journal of the American Medical Association finds that one in five female high school students reports being physically or sexually abused by a dating partner. Teen dating violence is not a new phenomenon, Kathy Wilson in her book, *When Violence Begins at Home* (1997) states:

As early as 1957, Eugene Kanin reported that 62 percent of women surveyed had been victims of sexually aggressive acts during their last year of high school dating. In 44 percent of these cases, the offender was either her steady boyfriend or her fiancé. For 21 percent of those women, the sexually aggressive act was attempted or completed rape (Wilson, 1997).

While the violence is not new, the recognition that the violence that happens among teens *is* domestic violence is a more recent occurrence. In the past, many adults dismissed teen relationships as “not serious” or “puppy love” and therefore dismissed the possibility of the serious violence that can occur. Fortunately, studies have begun to point out the occurrence of domestic violence among teens and schools have begun the important work of educating them about healthy relationships.

Wilson found that teen abuse is more likely to occur in a serious relationship than a casual one, and that it is often when the couple perceives they have entered into a committed monogamous relationship that the violence begins (Wilson, 1997). Wilson also found that there are several similarities between teen abusive relationships and adult ones, in particular, the element of the abuser trying to exert power and control over the victim.

Barrie Levy, author of *Dating Violence: Young Women in Danger*, defines abuse in teenage dating relationships as “a pattern of repeated actual or threatened acts that physically, sexually or verbally abuse a member of an unmarried heterosexual or homosexual couple in which one or both partners is between thirteen and twenty years old” (Levy, 1993).

Teens batter their partners, just like adults do, to establish power and control. The difference between domestic violence and the occasional argument or disagreement (which all

couples have) is that batterers use acts of violence and a series of behaviors to establish ongoing control and fear in the relationship through violence and other forms of abuse.

At the very heart of domestic violence is the belief by the perpetrator that they are entitled to control their victim/partner. Domestic violence can take different forms, but its goal is always the same: batterers want to control their partners through fear.

Acts of domestic violence are on a continuum; on one end you have homicide while on the other end you have name-calling, put downs, and threats of violence. The abuse takes many forms. It can happen once in a while or all the time. Regardless of how often it happens, it happens as a hidden and constantly terrorizing act. The potential for the violence to escalate is always present. The batterer who name calls today could escalate to murder in the future. Batterers are dangerous people and the potential for them to murder their partner should *always* be taken seriously. Wilson reports that “each year, an alarming number of young women are murdered by their boyfriends. Approximately 20 percent of female homicide victims are between the ages of fifteen and twenty-four. Typically, after these tragedies occur, investigation into the dating relationships reveals patters of control and physical abuse” (Wilson, 1997).

The good news is that there are laws to protect victims of domestic violence, including teens. There is also the hope that with continued education in the classroom, as well as at home, we can teach the next generation of youth that relationship violence is not to be accepted or tolerated.

Note: While both females and males can be victims of dating violence, the reality is the majority of victims (95%) are females. Throughout the information provided by the Coalition, often – but not always – reference is made to victims as female and to abusers as male. This is not to minimize the fact that boys can be victims too, but rather to address the majority of the situations.

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

The September meeting of the Principals’ Committee on Athletics was called to order at 1:40 pm.

Mrs. Crowley requested that the Principals’ Committee on Athletics observe a moment of silence to remember those effected by the horrific terrorist attack on September 11, 2001.

Mr. Murano commended the RIIL administration and staff for their actions in the aftermath of the terrorist attack by canceling all high school sports statewide on Tuesday, September 11, 2001 and issuing a subsequent press release

outlining a pre-game procedure for all teams to observe upon commencement of the high school sports schedule.

Further, on a motion made and seconded, the Principals' Committee on Athletics unanimously voted for Mr. Lynch to send a letter to John Gillooly, sportswriter for *The Providence Journal*, commending him on an article published in the September 15th issue of *The Journal* in which he emphasized the need for high school athletics and activities by allowing the student-athletes to adhere to a 'normal' lifestyle.

EXECUTIVE DIRECTOR'S REPORT

The Executive Director's Report was approved.

TREASURER'S REPORT

The Treasurer's Report was approved.

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 reported on the following:

- 2001-02 season is underway. To date, there has been only one postponement due to the Middletown School Department's teachers' strike. Said game has been rescheduled for the Saturday before Thanksgiving.
- Request from Coventry High School to place down markers on the visitor's side of the field – unanimously approved.

SOCCER

**Mrs. Kathryn Crowley
Mr. Victor Mercurio**

The following (soccer) issues were addressed by the Principals' Committee on Athletics:

- Mr. Lynch reported on two individual requests he received from Barrington High School and Cumberland High School on behalf of their respective student-athletes for a waiver of Article 7, Section 7, [Non-School Competition], of the RIIL Rules and Regulations. The requests were seeking permission for one (female) student-athlete from each school to participate on a Premier Select Soccer Team. It was emphasized that this is a club team that participates at a very high level of competition and is not an Olympic Development Team. On a vote of 10-0, with 1 abstention, the requests were unanimously denied.
- Mr. Lynch reported on the status of contract negotiations with the R. I. Soccer Officials' Association [RISOA]. Upon agreement between the RIIL and the RISOA, soccer officials will receive a fee of \$62.00 for the 2001-02 season. Subsequently, they will receive an increase of 3% each year for the next three (3) years.
- Girls' Soccer: A student-athlete from Burrillville High School was ejected from a varsity contest because of extreme profanity, which allegedly continued after she left the field. Consequently, in addition to the required one (1) game suspension, the RIIL imposed an additional

five (5) game penalty. Burrillville High School is appealing this penalty and will appear before the Soccer Executive Committee to address the issue.

- Mr. Mercurio, Director, Boys' Soccer, expressed concern regarding the safety of student-athletes participating in soccer. Student-athletes are being injured and, in some cases, are being transported to the hospital. However, neither yellow nor red cards are being issued for rules and sportsmanship infractions. Allegedly, officials are not enforcing (some) rules and issuing cards in an effort to avoid effecting the outcome of the game(s).

This matter will be discussed further with the Joint Soccer Committee and the officials' associations.

VOLLEYBALL

**Ms. Elaine Botelho
Mr. Donald Kavanagh**

The following (boys & girls volleyball) issues were addressed by the Principals' Committee on Athletics:

- Mr. Lynch reported on the status of contract negotiations with the R. I. Volleyball Officials' Association (RIVOA). He stated that the RIIL offered the RIVOA a fee for this season of \$51.00 (up official) and \$47.00 (down official) with an increase of 3% each year for the next three (3) years. However, only the first year's fee was accepted. Negotiations for the next three (3) years will continue.
- **Girls' Volleyball:** Ms. Botelho, Director, requested permission to begin the girls' volleyball schedule on March 25th. In accordance with the RIIL Rules and Regulations, all spring sport schedules may not begin prior to April 1st. Inasmuch as Ms. Botelho's (same) request was approved last year, permission was once again granted to begin the girls' volleyball schedule on March 25th for this year and subsequent years.
- **Boys' Volleyball:** Mr. Kavanagh, Director, requested that rally scoring be allowed in boys' volleyball in the 5th game (where necessary). He reported that coaches and officials are in agreement with this proposal and that this is the method used in colleges.

This matter was referred to the Joint Volleyball Committee for discussion and review to be considered for boys and girls volleyball beginning with the 2002-2003 school year. However, it was noted that the Volleyball Committee will be meeting prior to the boys' volleyball playoff season and that they may consider rally scoring for the 2001-02 playoffs.

TENNIS

Mrs. Denise Boulé

The following (girls tennis) issues were addressed by the Principals' Committee on Athletics:

- Mrs. Boulé reported on a letter she received from **Moses Brown School** regarding the eligibility status of a transfer student. Because of the requirement that the student-athlete shall be ineligible for 50% of the League schedule, said student-athlete will become eligible one (1) match prior to the Qualifying Round. The administration of

Moses Brown School is concerned that this eligibility may be effected by inclement weather, which would extend the student's ineligible period. Mrs. Boulé subsequently spoke with Pamela Matson, Director of Athletics, Moses Brown School, and suggested that this matter be addressed if/when it becomes necessary.

- **Mt. Pleasant High School:** At the start of the girls' tennis season, Mt. Pleasant High School requested that matches scheduled for the beginning of the season be rescheduled toward the end of the season. However, as the season progressed, Mt. Pleasant High School continued to request postponed/rescheduled matches. It has recently been learned that Mt. Pleasant High School does not have a girls' tennis team. Subsequently, Mrs. Boulé spoke with Nancy Mullen, Principal, Mt. Pleasant High School, as well as principals of the schools that were scheduled to compete against Mt. Pleasant High School in girls' tennis. The matches that were scheduled, to date, and were postponed/rescheduled, shall be forfeited to the scheduled opponents.
- **Woonsocket High School:** The girls' tennis coach resigned his position at the last minute. As a result, Michael Watters, Director of Athletics, Woonsocket High School, requested postponements so that the newly-hired coach could receive proper certification. To date, the Woonsocket High School girls' tennis team has missed three (3) scheduled matches.

WINTER SCHEDULES / INTERPRETATION MEETING DATES

The 2001-02 Boys' Indoor Track Schedule was submitted for the Committee's review and consideration. On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the 2001-02 Boys' Indoor Track Schedule.

The 2001-02 Girls' Indoor Track Schedule was submitted for the Committee's review and consideration. Dates were not included pending confirmation of dates with Moses Brown School by the Director of Girls' Indoor Track. On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the 2001-02 Girls' Indoor Track Schedule, contingent on agreed upon dates with Moses Brown School.

The following dates were submitted for (Winter) Coaches' Interpretation meetings:

- Girls' Indoor Track: Wed., October 17, 2001
6:00 pm, RIIL Office
- Hockey: Tues., October 23, 2001
6:30 pm, Bishop Hendricken H. S.

PRINCIPALS'/ATHLETIC DIRECTORS' WORKSHOP

The Annual Principals'/Athletic Directors' Workshop that was originally scheduled for Wednesday, September 12, 2001, at the Donovan Faculty Dining Center on the campus of Rhode Island College was cancelled due to the terrorist attack on Tuesday, September 11, 2001. Mr. Lynch and Mr. Magarian are presently reviewing possible dates to reschedule the workshop. Presently, the dates of October 17th or 24th

(Wednesdays) or October 18th or 31st (Thursdays) are being considered. Mr. Magarian will contact the Food Services Coordinator at the Donovan Dining facility to determine its availability. Once a date has been secured, a notice will be sent to all member schools.

HOCKEY REPORT FOR 2000-2001 SEASON

Mr. Lynch submitted the 2000-2001 Hockey Financial Report for the Committee's review and consideration. He noted that the total revenue for the 2000-2001 season was \$46,374.79, which will be shared by participating schools.

On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the Hockey Financial Report for the 2000-2001 season.

OTHER SPORTS / ISSUES

- **HoopJam Fest**
Hoop Group has asked that the Rhode Island Interscholastic League sanction Basketball Jam Fests to be conducted in Rhode Island in the Fall and Spring. This sanction would allow Division I college coaches to attend for recruiting purposes. The NCAA wants state high school association to be aware of amateur [high school] events that college coaches can attend.

On a motion made and seconded, the Principals' Committee on Athletics voted that the Rhode Island Interscholastic League does not exercise jurisdiction over non-scholastic events and, therefore, declines to take any position with respect to the Jam Fest.

- **Charter Schools**
Present for this discussion were Rick Landell, Head of The Textron Chamber School, and Mrs. Jones, parent of student-athlete at The Textron Chamber School.

Background: Last year (2000-2001), The administration of The Textron Chamber School requested eligibility for its student-athletes to participate in interscholastic athletics at their 'sending' school. At that time, the Principals' Committee on Athletics granted eligibility for those students already enrolled in The Textron School for the remainder of their high school careers. However, it was understood at that time that incoming students for the 2001-02 school year would not be eligible to participate for their school of residence.

Mr. Landell and Mrs. Jones appeared before the Principals' Committee on Athletics regarding this matter and their concern for the students who will not be permitted to participate in interscholastic athletics. Mr. Lynch, as well as several members of the Committee, explained the RIIL's policy and the rationale for said policy; specifically, that a student-athlete must be under the jurisdiction of the Principal of the school for which you participate. Inasmuch as The Textron Chamber School is a school unto itself, has its own principal/administration, and students who attend graduate and receive their diplomas from The Textron Chamber School, students are, therefore, not eligible to

participate in interscholastic athletics at the school in their district of residence that they would otherwise attend.

PROPOSED ADDITION TO RIIL RULES & REGULATIONS

Mr. Lynch proposed an addition to Article 9, Section 8, which would allow a contest to be played with less than the number of scheduled officials.

On a motion made and seconded, the Principals’ Committee on Athletics unanimously approved the following addition to Article 9, Section 8, of the RIIL Rules and Regulations: “Section 8 - Miscellaneous - Paragraph G: *Mutual Consent: If less than the number of scheduled officials report to an event, the contest can only be played if both coaches agree and give mutual consent to play the contest with less than the number of scheduled officials. Further, the official(s) on site must also consent.*”

HEARINGS

4:20 pm John Giusti – Bishop Hendricken High School

This was an appeal of the Committee’s decision to deny request for a waiver of Article 3, Section 5, the Transfer Rule, to play football at Coventry High School.

On a motion made and seconded, the Principals’ Committee on Athletics voted 7-4 to grant the request.

5:10 pm Vladine Biosse – Hope High School

This was an appeal of the Waiver Request Committee’s decision to deny request for a waiver of Article 3, Section 4, the Age Rule, to participate in football and track at Hope High School.

On a motion made and seconded, the Principals’ Committee on Athletics voted 8-3 to grant the request.

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 September meeting of the Principals’ Committee on Athletics was adjourned at 5:40 pm.

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