



RIIL
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Monthly Bulletin
October
2004

National Coaches Day
October 21, 2004



Coaches help shape the future for millions of young people every day. They teach life's lessons through the sports they coach and the character they display. What would school be like without great coaches? Long after the game is over, the athletes will remember what they learned and who taught them.

Thanks, Coach!



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National Federation
of High Schools



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Rhode Island Interscholastic League

Thomas A. Mezzanotte
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Richard R. Magarian
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Janet C. Halz
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Secretary

Gail Lepore
*For Susana Borges
Secretary*

Rhode Island Interscholastic League

Bldg. #6 R. I. College Campus ♦ 600 Mt. Pleasant Avenue ♦ Providence, RI 02908-1991

Tel: (401) 272-9844 ♦ Fax: (401) 272-9838

web site: www.riil.org ♦ email: info@riil.org

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

Please share this article with your local politicians, school committee members and superintendents.

Excerpts from the Minnesota State High School League (MSHSL).

RHODE ISLAND'S YOUTH INVOLVED IN EDUCATIONAL ATHLETICS

The financial picture for many of our nation's public schools is a front-burner topic for each and every citizen. As budgets shrink, activity programs are as "at risk" as some of the most challenging students in our schools. The values embedded in educational athletics and fine arts programs are threatened by some philosophies that say "take the best and leave the rest."

Outside the schoolhouse doors, team membership is often predetermined, and some athletes, as early as second or third grade, are told they don't measure up. Entrepreneurs and well-intentioned, organized athletic groups promise college scholarships and dreams of a professional career. The truth is that only a select few of the thousands of students who participate in athletics in high school will ever play at the college or professional level. In the mid-1980's, Arnold and Hulda Grobman from St. Louis University looked at professional athletes in football, basketball, baseball, hockey, tennis and boxing.

Their study revealed that for every **single** opening in professional athletics, there will be:

- 325 openings for teachers
- 60 openings for physicians
- 125 openings for occupational therapists, physical therapists and health technologists
- 10 openings for architects
- 75 openings for attorneys
- 15 openings for dentists
- 80 openings for computer programmers
- 20 openings for librarians
- 40 openings for social workers

Only two out of 100 high school athletes will ever play in college, and only one out of 12,000 high school athletes will ever become professional players.

But educational athletic programs provide far more than scholarship dreams, state championships or personal glory. Educational activities are an extension of the curriculum. They are a focus for a community. They provide opportunities for students from "their" community to work together. They extend childhood dreams and opportunities for ALL students.

Like all aspects of our changing world, we live in the best of times and the worst of times. No matter how good the school or how good the home, students are significantly affected by their external environment. They live with technology that is shrinking our nation and world.

Today's youth deal with ethnic diversity, gender equity, economic uncertainty, new government regulations, interventions of the courts, and a society that refuses to accept the word "no." In an article written for the Interscholastic Athletic Administrator publication, Dr. David Landsverk, former superintendent in Wayzata, said, "Statistics show that students spend 21 hours a week watching television, 28 hours a week with "their" music, and seven minutes each day in meaningful conversation with their parents."

Studies around the country report that "69% of high school seniors report use of alcohol in the past year, and thirty-three percent report binge drinking in the last two weeks." The Partnership for a Drug-Free America found that, "9.7 percent of youths aged 12-17 reported current use of illicit drugs. Since 1999, teen use of Ecstasy has increased by 71%." Additionally, "4% of teens report using cocaine and crack in the past month. Marijuana remains the most widely used illicit drug with 41 percent of teens reporting experimentation at some point, and 21 percent reporting use in the past month."

The National Household Survey on Drug Abuse report published on February 8, 2002, states that, "In 2000, approximately 51 percent of youths aged 12 to 17, or more than 14 million, participated in team sports during the past year. Rates in January of 2002 for tobacco, alcohol, or illicit drugs were generally lower among teen sport participants. Team sports participants were more likely than non-participants to disapprove of peers' use of cigarettes, alcohol, or marijuana."

There is no better time in history than now to assert the value of high school activities in developing and, in some cases, saving our young people. First of all, high school activities support the Academic Mission of our Schools. They are an extension of a good educational program. Students who participate in activities tend to have higher grade-point averages, better attendance, lower dropout rates, and cause fewer discipline problems.

A second benefit of participation in activities is that they are inherently educational for **all**. Activities are logically linked to the objectives of the over-all educational program. Their primary purpose is to meet the school related interests and needs of students that are not provided sufficiently by the curricular program. And the key word is the word **ALL** – not just the active and talented students.



A third benefit of participation in activities is the opportunity for the student to develop interpersonal and physical skills. The attributes of a good human being can be taught in a classroom, but it is on the playing fields, stages, and in performance halls where they are practiced. Experiences that allow students to understand other people's feelings occur when they are able to compete and perform with other human beings. They learn socialization skills like sharing ideas, trusting, problem solving, accepting criticism and emotional control. They are provided valuable lessons in teamwork, sportsmanship, the nature of success and failure and hard work.

Participation fosters success in later life. In fact, participation is often a predictor of later success in college, in a career and as a contributing member of society. James Pressley, Associate Professor of Education at East Carolina University reported that, "Participation levels vary by area, but usually 50% of the student body participates in at least one activity in today's average high school. This is voluntary involvement and a commitment of 10 to 15 hours a week to learn something they want to know."

Students willingly make this kind of commitment...and MORE! Rhode Island's student-athletes have been successful because they have:

- An opportunity to work toward a goal.
- Coaches, advisors and schools that provide educationally-based athletic, fine arts and academic programs.
- Administrators, who understand their needs to excel in both school and educational co-curricular activities.
- Parents who help them know that hard work and dedication are essential ingredients in a recipe for success.

Yet, for some reason, activity programs are where we typically make cuts because these vital activities, integral to the school curriculum, intrinsic to the development of our youth and vital to future success, are perceived as "extra".

The results of participation continue far beyond high school. One study of high-ranking executives in America's largest companies found that 95 percent had participated in high school sports, 54 percent were involved in student government, 37 percent in music, 35 percent in Scouts, and 18 percent in school publications.

The American College Testing Service looked at four factors for predicting success in life after college. The single yardstick that effectively predicted success in life was achievement in high school activities. The other three didn't predict success well at all. The three losing predictors?

- High grades in high school
- High grades in college
- High scores on the ACT test

If taxpayers or the school board decide that some or all school activities should be paid for with donations, bake sales, raffles, and participation fees, these activities are thought to be less educational than the programs fully sponsored by the school.

So, if we care about students' future success, we should do nothing to frustrate their access to participation in activities. No fees. No fund-raising. No elimination of programs.

The final determiner of our success is the number of students participating in athletics, speech, music, publication and drama programs. Only when we involve as many students as possible in as many activities as possible have we reached the full potential. It is a small investment that affects students in a big way.

And let's not forget how the community benefits...the spirit and pride engendered in successful exploits...the entertainment through plays and concerts...the parental involvement and increased interest in school...the rapport established in the community between adults and students...the instilling of socially acceptable values and norms including respect for rules and authority. All of these and more are a by-product of our high school activities programs.

If we truly believe that activities are educational experiences that make young people better individuals, then we must be prepared to defend that belief with more than just opinion. We must be prepared to fund that belief.

Students need the support of our local communities. They need the benefits high school activities provide through character building concepts of respect of self and others, the opportunities to develop life-long skills, the ability to practice the concepts they've been taught in the classroom, and the chance to develop the interpersonal and physical skills that foster success in later life.

Schools need this involvement by students and parents to be successful. High school activity programs are the glue that helps hold communities together. They should be embraced in times of budget difficulties and not set adrift to fend for themselves.

The fully educated student has participated in both academic and non-academic activities, both athletic and non-athletic: has been a star in one activity and a substitute in another; has been on stage in one activity and back stage in another; has participated in solo and ensemble, and has experienced winning and losing. If we truly support our all-inclusive educational philosophy, schools in the future should have fully funded activity programs with everyone required to take something. Why? Because it works. It works on a higher level of success than anything else. And it works for all levels of ability.

We must continue to be proactive in meeting the needs of our students. Our state's success, in fact, our nation's success, depends on you.

* * * * *



NCAA First Team – Attention Athletic Directors and Basketball Coaches:

“Offering Choices to Enhance Opportunities”

First Team

NCAA Division I Men’s Basketball Mentoring Program

What is the First Team?

First Team is a year-round education and mentoring program designed to promote the value of education and the proper role of athletics in the educational process. Members enter the program in the ninth grade until graduation.

Where did the idea for a basketball mentoring program come from?

In the late 1990’s, a group was formed to study issues affecting the sport of basketball. This program was formed to address some of their findings.

How are First Team members selected?

Prospective members are eighth graders identified because of their athletic ability but not selected solely on that basis. Some recommendations are made by coaches. Prospective *First Team* members must be currently enrolled in an accredited middle school or junior high and have a minimum “C” grade point average. Once identified, candidates receive an application. A committee reviews completed applications and makes final selections.

What about prospective student-athletes already in high school?

Unfortunately, everyone cannot be a *First Team* member. Another objective of the program is to distribute meaningful instructional materials to secondary school administrators and coaches that can be used in counseling prospective basketball student-athletes.

Is this a national program?

Currently, the program is being offered in numerous states. New states will be added each year until the program is nationwide.

What are the goals of the First Team program?

The program seeks to provide information and help prospective student-athletes successfully navigate the recruiting process while maintaining a balance between academics and athletics.

How much does it cost to be in the First Team?

There are no costs associated with participation in the *First Team* program.

Is the First Team program only for the sport of basketball?

Currently, the program is only being offered in the sport of boy’s basketball. Expansion to other sports is under review.

How can I get more information about the First Team Program?

For more information about the *First Team* program, contact Anne Little, Greg Turner, Greg Graham or Duke Pryor at 317/917-6222 or log on to www.ncaa.org.



Sportsmanship Tip of the Month

Some Things to Think About the Next Time you Attend an Athletic Event!

“There’s only one way to play the game—**FAIR!**”

“Rivalries are one of sports greatest motivators. Let’s remember that a highly competitive and intense game—**is still just a game.**”

“Fans are not at an event to intimidate or ridicule, but to **support** and **Enjoy** the competition.”

“Fair play necessitates that all competitors have the same chance for success.”

“Turnovers, fouls, and missed goals are the reasons teams lose ball games. Calls made by a referee don’t lose ball games.”

“Behave or **Be GONE!**”

“Winning is for a day—**sportsmanship** is for a lifetime.”

“Good sportsmanship begins with **You!**”



Healthy Lifestyles and Sports Medicine

The Use of Automated External Defibrillators (AEDs) for the Interscholastic Athlete: A Position Statement

The objective of this position statement is to provide physicians, coaches, and administrators who serve the member schools of the Ohio High School Athletic Association (OHSAA) with guidelines concerning Automated External Defibrillators (AED's) and their possible benefit and use in the school setting based on current medical evidence and research. This position statement is not intended as a proposed standard of care and should not be interpreted as such. Rather, it only describes reasonable practice for the school. Individual treatment decisions will turn on the facts and circumstances presented to the emergency responders at the time of an event. This statement was developed by the Joint Advisory Committee for Sports Medicine (JACSM) of the Ohio State Medical Association. The committee is a collaborative effort of five professional organizations concerned about sports medicine and the interscholastic athlete in Ohio.

An AED is a medical device that can recognize the presence or absence of ventricular fibrillation or tachycardia and determine whether defibrillation should be performed and delivers a shock through electrodes attached to the victim's chest. Throughout the process, voice and screen prompts guide the rescuer. No shock is recommended or delivered for other types of cardiac arrhythmia. The AED is designed to be used by non-medical personnel with little or no training, although a four hour program coupled with basic life support training is recommended.

In the United States, 220,000 people (nearly all adults with coronary artery disease) die from sudden cardiac arrest each year. Before complete arrest, the heart often develops ventricular fibrillation or ventricular tachycardia, irregular heart rhythms in which the heart muscle contractions are disorganized and the effective pumping of blood ceases. Defibrillation is the delivery of an electrical impulse to the heart that allows it to return to a normal coordinated rhythm, and is the most effective treatment for ventricular fibrillation or tachycardia in adults. The sooner defibrillation is provided via an AED, the better the victim's chance of survival. When provided within the first five minutes of a cardiac arrest, the odds are about 50% that the victim's life will be saved. With each passing minute, the chance of successful resuscitation is reduced by 7-10%. After 10 minutes, there is very little chance of success.

Sudden cardiac death is a rare event in school age youth and children. It is estimated (reference) that sudden death occurs in one out of every 200,000 high school athletes each year for a total of about 100 events per year. Ninety percent of the victims are male and 70% come from football and basketball. Ninety-seven percent of victims have structural abnormalities. The most common causes associated with sudden death are hypertrophic cardiomyopathy, anomalous coronary arteries, and left ventricular hypertrophy. The best and most practical cardiac screening method is the medical history, but even a thorough history will detect only 18-50% of athletes at risk. Screening by ECG or echocardiogram may increase sensitivity by a small amount, but the logistical and economic factors involved make these unlikely solutions.

Because of the rare occurrence of cardiac arrest in youth, ages under 18, no studies are available demonstrating the effectiveness of AEDs in this population. However they have been

shown to be safe and possibly effective for individuals eight years of age or older, and the FDA has approved a number of AED's for this age group. These devices have been shown to accurately detect "shockable" and "non-shockable" rhythms in children. Research has also shown that 19% of pediatric cardiac arrests present with ventricular fibrillation.

The JACSM believes:

It is essential:

That individuals responsible for overseeing or managing an event be able to provide (themselves or others) basic life support and be able to contact and initiate the EMS system in the event of a sudden cardiac arrest.

That each school establishes an Emergency Action Plan (EAP) regarding decisions for the medical care of its athletes (refer to national guidelines) (National Federation State High School Associates) and that it have as one of its specific goals a response plan that targets a victim's collapse to defibrillation time as five minutes or less.

The JACSM also believes:

Because the incidence of sudden death in individuals under 18, it is unlikely that a given school district will ever use an AED for a student, and there is insufficient medical evidence to recommend AED availability and use. Therefore it is not unreasonable to consider AED's for school age individuals to be an unjustified expense and a luxury at this time. However, it is highly likely that at some time an adult attending an athletic or other school sponsored event will experience sudden death, and therefore:

It may be desirable:

To provide AED's at event sites.

That the EAP should have as its specific goal a response plan (when this is practical) that includes a communication system and a mechanism for transporting an AED and a trained operator to the site of an emergency.

That all personnel responsible at a school-sponsored athletic event or practice are trained in basic life support, First Aid and CPR. Note: By Ohio law, all interscholastic coaches, paid and volunteer, in the state of Ohio must have current C.P.R. certification and possess the Pupil Activity Supervisor Validation, indicative of four hours of sports first aid training.

At activities in which students are spread out over long distances, such as golf events, cross country, etc., the JACSM recognizes that logistics make the above recommendations impractical.



**MAKE THE EDUCATED CHOICE:
BE A GOOD SPORT**



Interscholastic athletics plays an important role in the development of all those who participate. The life-long skills, attitudes and positive experiences produced from athletic competition are immeasurable. That is the emphasis to ensure interscholastic activities continue to be considered an extension of the traditional classroom.

One of the most important benefits of athletic competition is the building of character in individuals, either as participants, coaches or spectators. Sportsmanship encompasses all the positive characteristics of interscholastic athletics including integrity, honesty, citizenship, fairness, respect and adhering to prescribed regulations.

As educators, you embrace the need to instill positive influences upon students in your schools. The importance of teaching the positive qualities of good sportsmanship cannot be understated. The qualities of sportsmanship not only reveals character in interscholastic athletics, which in most cases provide us with the stiffest of challenges to sportsmanship, but in all walks of life.

Schools must emphasize the importance of sportsmanship to everyone involved in interscholastic activities. It must be the directive of all schools to expect good sportsmanship at these activities. The appropriate behavior of spectators in the future depend on it.

It is imperative the student-athletes, coaches, parents, administrators and fans display good sportsmanship at all times. Sportsmanship is an important aspect of interscholastic activities and the mission of the Rhode Island Interscholastic League. It is a critical component in the partnership with the education received in the traditional classroom. Success in sportsmanship is much like success with any program. It doesn't just happen; it is an educated choice. A choice that takes understanding, leadership and a great deal of commitment. It is very difficult to achieve perfection in the sportsmanship efforts at your school from year to year. However, if you strive for perfection, excellence will be the result.

* * * * *

AND WE QUOTE:

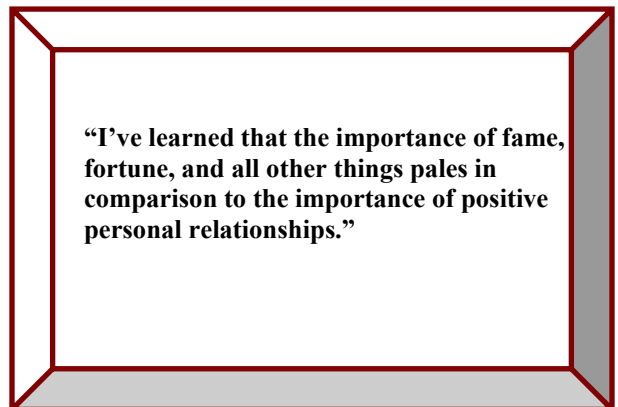
A hundred years from now...It will not matter how much money I made, what kind of car I drove, or the size house I lived in, but maybe the world will be a better place because I was important in the life of a child.

SCHOLARSHIP OPPORTUNITIES FOR HIGH SCHOOL SENIORS

The NFHS recently received information from the United States Tennis Association's (USTA) Tennis and Education Foundation regarding scholarship opportunities for high school seniors. The USTA recently secured a new sponsor for their scholarship program which will guarantee 35 (\$5,000) scholarships nationwide over the next three years, in addition to those given by the USTA Tennis & Education Foundation.

Questions regarding this opportunity may be addressed to Ellen Del Colle, Development Specialist, USTA Tennis & Education Foundation. Ms. Del Colle may be reached by phone (914) 696-7074, by FAX (914) 696-2030, or by email at delcolle@usta.com program.

* * * * *



"I've learned that the importance of fame, fortune, and all other things pales in comparison to the importance of positive personal relationships."

* * * * *





SUMMARY OF MEETING

The September meeting of the Principals' Committee on Athletics was called to order at 1:45 p.m.

EXECUTIVE DIRECTOR'S REPORT

The Executive Director's Report from the August 23, 2004 meeting was approved.

TREASURER'S REPORT

The Treasurer's Report was approved.

COMMUNICATIONS

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

COMMITTEE RESIGNATION

Mr. Mezzanotte reported on a letter submitted by Dr. Elizabeth Mantelli, in which she rendered her resignation as Assistant Director of Fastpitch Softball.

On a motion made and seconded, the Principals' Committee on Athletics accepted Dr. Mantelli's resignation.

RICHARD LYNCH – RETIREMENT PARTY

Mr. Mezzanotte announced an evening of appreciation honoring Richard Lynch, former Executive Director, will be held on November 4, 2004 at the Rhodes on the Pawtuxet.

CHEERLEADERS COMMITTEE ADVISOR

Mr. Mezzanotte requested to convene the Cheerleading Committee to look into the possibility of bringing cheerleading into the Rhode Island Interscholastic League. The Committee members are: Jean Angell, Athletic Director, Scituate High School; Mike Lunney, Athletic Director, Portsmouth High School; Kevin McNamara, Athletic Director, Lincoln High School; Ted Quigley, Athletic Director, LaSalle Academy; Bob Palazzo, Athletic Director, Classical High School; Keith Kenyon, Athletic Director, North Kingstown High School and Patti Auld, Principal, Tiverton Middle School. They will serve on the Committee Advisory Board. The League will send a survey to all Principals and Athletic Directors asking for volunteers.

RIIL RULES - REVIEW

Mr. Magarian presented the Committee with changes to the RIIL Rules and Regulations.

On a motion made and seconded the Principals' Committee on Athletics voted 7-0 to approve the following changes to the RIIL Rules and Regulations:

1. Eliminate Article 7, Section 5 – Rationale for All-Star and Out-of-Season Games.
2. Revise Article 7, Section 6 – All-Star Games.

Approved Changes:

1.2 Eliminate all except Article 7, Section 5.9 – No athletic team from any school shall compete against any All-Star team.

2.1 The Committee on Athletics may sanction only one All-Star game per sport provided the game is played during the regular season of the sport involved.

3. Revise Article 7, Section 7 – Non-School Competition and Loyalty to School team

Approved Change:

3.1 Delete D 1.B – “Provided it is not an All-Star contest/team.”

4. Revise Article 7, Section 7 D-2 – The high school coach(s) may not coach:

Approved Change:

4.1 Perspective member(s) of his/her high school club, freshman, junior varsity or varsity team during the off season of his/her sport.

4.2 Revise Article 3 – Eligibility – Section 1.A Determining eligibility:

“Each school must file with the RIIL a Varsity eligibility list at least one week prior to the first RIIL contest of each sport including Injury Fund and non league contests.” **Exception:** schools participating in RIIL freshman sanctioned sports in Football, Boys and Girls Basketball and Baseball must file a freshman eligibility list.

ELIGIBILITY LISTS

Mr. Mezzanotte reported schools not submitting eligibility lists on time. The committee previously set a \$200.00 fine for each sports eligibility list that is submitted late.

On a motion made and seconded the Principals' Committee on Athletics voted to waive the \$200.00 fine for Rocky Hill School.

Report submitted by Mr. Mezzanotte regarding schools compliance with Principals' Committee on Athletics wishes to report team scores. The League will continue to review compliance and report findings to Principals' Committee on Athletics.

PROVIDENCE SCHOOL DEPARTMENT – REQUEST TO ADD SPORTS

Mr. Mezzanotte reported on a request submitted by the Providence School Department requesting to add the following sports: Boys' and Girls' Indoor Track – Central High School; Boys' Swim – Classical High School; Girls' Slowpitch Softball – Hope High School and Gymnastics and Boys' Volleyball – Mt. Pleasant High School.

REQUEST BY BEACON CHARTER SCHOOL TO ALLOW STUDENTS TO PARTICIPATE UNDER THE ALTERNATIVE EDUCATION PROGRAM

Mr. Mezzanotte reported a request submitted by Beacon Charter School to allow students from Beacon Charter to participate under the alternative education program for 2004-2005.

On a motion made and seconded, the Principals' Committee on Athletics voted 7-0 to approve the request to allow students from Beacon Charter School to participate under the alternative education program.

REQUEST BY PROVIDENCE SCHOOL DEPARTMENT TO WAIVE MEMBERSHIP FEES FOR ALTERNATIVE EDUCATION PROGRAMS

Mr. Mezzanotte reported on a request submitted by the Providence School Department to waive membership fees for the following alternative education programs: Alternative Learning Program (ALP); E-Cubed Academy (E3); Harrison Street High School and Newcomer Academy. The rationale for the request is the "small" size of these schools.

On a motion made and seconded, the Principals' Committee on Athletics voted 7-0 to deny the request by the Providence School Department to waive membership fees for the following alternative education programs: Alternative Learning Program (ALP); E-Cubed Academy (E3); Harrison Street High School and Newcomer Academy. The Principals' Committee on Athletics asked the League to come up with a proposal for fee structure for Alternative Education Programs.

FALL SPORTS

Mr. Mezzanotte stated a letter was sent to schools who had requested permission to participate in the "Under 16 Football" program. The letter stated the program was not supported by the Principals' Committee on Athletics.

Mr. Mezzanotte reported the Scituate Football Program is not associated with Scituate High School and is a Youth League program that is not a member of the Rhode Island Interscholastic League. Member schools were notified that they must not scrimmage and play against this youth League team.

WINTER SPORTS

Dates for coaches mandatory winter interpretation meetings were distributed.

Mr. Mezzanotte reminded winter sport directors league schedules were past due.

Mr. Mezzanotte reported George Egan, Director of Boys' and Girls' Hockey is almost finished with the boys' and girls' hockey schedule.

Ken Reall, Director of Boys' and Girls' Swim, submitted the 2004-2006 boys' and girls' swim alignment for approval. The alignment proposal was developed using the guidelines approved by the Principals' Committee on Athletics.

On a motion made and seconded, the Principals' Committee on Athletics voted 7-0 to approve the 2004-2006 Swim Alignment.

Mr. Silva, Director of Wrestling, proposed the RIIL add a Wrestling Dual Meet State Championship in the 2004-2005 season. The dates and format of the Championship will be determined by the Wrestling Sports Committee.

On a motion made and seconded, the Principals' Committee on Athletics voted 7-0 to approve a proposal to have a Wrestling Dual Meet State Championship format.

SPRING SPORTS

Mr. Mezzanotte reported the Spring Sports realignments are due by January 2005.

RI STANDING COMMITTEE – NAME CHANGE

On a motion made and seconded, the Principals' Committee on Athletics voted 7-0 to approve RI Standing Committee name change from Gender Equity to Girls' and Women in Sports Committee.

BEFORE THE MEETING WAS ADJOURNED, A MOTION WAS MADE AND SECONDED TO GO INTO EXECUTIVE SESSION. THE COMMITTEE VOTED TO GO INTO EXECUTIVE SESSION.

EXECUTIVE SESSION

3:00 pm

Bishop Hendricken High School – Letter to Brother Leto, President

Mr. Mezzanotte presented a letter sent to Brother Leto, President of Bishop Hendricken High School regarding the Committee's request for information from the August meeting.

3:30 pm

The Prout School – Violation of RIIL Rule Article 7

Representing Prout School were Mr. Gary Delneo, Principal, Prout School; Mr. Dave Oswinkle, Director of Athletics, Prout School and Mr. Len Pilizza, Girls' Basketball Coach, Prout School.

Mr. Len Pilizza, Girls' Basketball Coach at Prout School who also coaches an AAU girls' Basketball team coached one of his high school players during the school year. This is a violation of the RIIL Rules and Regulations.

On a motion made and seconded, the Principals' Committee on Athletics voted 7-0 to fine the Prout School \$100.00 for the violation.

HEARINGS

4:00 pm

Ryan Brophy – Saint Raphael Academy

Background: This is an appeal of the decision of the Waiver Hearing Committee on Monday, March 8, 2004 to deny the request for a waiver of Article 3, Section 5, Transfer Rule.

Representing Saint Raphael Academy at this hearing were Richard Rouleau, Principal; Bruce Gammell, Director of

Athletics; Steve and Chris Brophy, Applicant's parents and Tom Hefner, applicant's cousin. Also present was Ryan Brophy, Applicant.

Ryan is seeking eligibility to play football at Saint Raphael Academy. Ryan transferred from South Kingstown High School to Saint Raphael Academy. Ryan stated he sat out fifty (50%) percent of the 2004 Baseball Season and is seeking a waiver of the 50% Rule to play football for St. Raphael Academy. Richard Rouleau, Principal of St. Raphael Academy and Bruce Gammell, Director of Athletics, gave testimony on Ryan's behalf.

On a motion made and seconded, the Principals' Committee on Athletics voted to deny the waiver but voted to allow Ryan to play as of October 1st.

4:30 pm

Anthony Cicolello – Cumberland High School

Background: This is an appeal of the decision of the Waiver Hearing Committee on Monday, August 16, 2004 to deny the request for a waiver of Article 3, Section 4c, the 8-Semester Rule.

Representing Cumberland High School at this hearing were Steve Driscoll, Principal; Frank Geiselman, Director of Athletics and Anthony Cicolello, Applicant.

Anthony is seeking a waiver of the 8-Semester Rule to play football at Cumberland High School. Steve Driscoll, Principal of Cumberland High School, Frank Geiselman, Director of Athletics, and Anthony, Applicant, gave additional testimony not available to the Waiver Hearing Committee.

On a motion made and seconded, the Principals' Committee on Athletics voted to approve the request of the 8-Semester Rule.

The Committee then adopted the following Closing Motion:
THAT ANY AND ALL MOTIONS, AMENDMENTS AND ACTIONS BY THE PRINCIPALS' COMMITTEE ON ATHLETICS AND THE EXECUTIVE OFFICERS OF THE PRINCIPALS' COMMITTEE ON ATHLETICS TO THIS DATE BE REAFFIRMED AND RATIFIED.

The September meeting of the Principals' Committee on Athletics was adjourned at 4:55 p.m.

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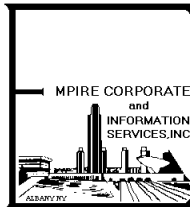
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MISSION STATEMENT

The Mission of the Rhode Island Interscholastic League
Is to provide educational opportunities
For students through interscholastic athletics
And to provide governance and leadership
For its member schools
In the implementation of athletic programs.

NATIONAL AFFILIATION

The Rhode Island Interscholastic League is a member of the National Federation of State High School Associations, which consists of the state high school associations of all 50 states and the District of Columbia. Guam, the Philippines, Puerto Rico, the Virgin Islands and all provinces of Canada are affiliate members.

The objectives of the National Federation of State High School Associations are to:

- serve, protect, and enhance the interstate activity interests of the high schools belonging to the state associations;
- assist in those activities of the state associations which can best be operated on a nationwide scale;
- sponsor meetings, publications, and activities which will permit each state association to profit by the experience of all other member associations;
- coordinate the work so duplication will be minimized;
- formulate, copyright, and publish rules of play or event conduct pertaining to interscholastic activities;
- preserve interscholastic athletic records, and the tradition and heritage of interscholastic sports;
- provide programs, services, material and assistance to state associations, high schools and individual professionals involved in the conduct and administration of interscholastic activities;
- study in general all phases of interscholastic activities and serve as a national resource for information pertaining thereto;
- identify needs and problems related to interscholastic activities and where practical provide solutions thereto; and
- promote the educational values of interscholastic activities to the nation's public.



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