

→ **IMPORTANT NOTICE** ←

**E**ffective immediately, please be advised that the staff of the League office will no longer place reminder calls to member schools for documentation that has not been returned in a timely manner. When a request is sent to schools for survey input, rosters, home confirmations, etc., a deadline date will be posted on the document. That will be the only notification you will receive. If a response is not received from a school(s), we will proceed with the information available to us. Please remind your staff and coaches of this practice. Only by working together will we continue to be able to provide quality programs for the student-athletes we serve. Thank you.

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**Holiday Greetings**

**I**n warm appreciation, we extend our Best Wishes for a Happy Holiday season and a New Year and Century filled with Peace, Joy, and Success.

The RIIL staff and the Principals' Committee on Athletics wish to thank the administration, faculty, and coaches for your dedicated service to the student-athletes whom we serve.



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**PARENTS GET SPORTSMANSHIP TRAINING**

*by Karen Testa  
Associate Press Writer*

**WEST PALM BEACH, Fla (AP)** – A youth athletic league is adding a requirement for kids who want to strap on cleats or pick up pompoms: Their parents must learn how to behave on sidelines.

The Jupiter-Tequesta Athletic Association, which serves 6,000 kids ages 5 to 18, is making parents take an hour-long ethics course, starting January 1. If the parents refuse, the kids won't be allowed to play.

"We just want to try to de-escalate the intensity that's being shown by the parents at these games," said Jeff Leslie, the volunteer president of the association and father of four.

Nicole Balogh, 14, who plays softball, basketball and soccer, says some parents could use the sportsmanship training.

*Part of the problem, Leslie says, is parents believe they can influence their children's chance at getting an athletic scholarship to college, sometimes when the kids are only 5 or 6 years old. They put too much pressure on the kids and on winning, he said.*

"A lot of parents open their mouths and give too much of their opinion," she said. "In some cases, they hurt players' feelings."

The association is the first in the nation to make sportsmanship training for parents a prerequisite, according to the National Alliance for Youth Sports, which developed the ethics program and teamed up with the athletic association.

The ethics program, called PAYS, short for Parents Alliance for Youth Sports, has been used in other places in the country, such as Charlotte, NC, but it's never been mandatory, said Kathleen Avitt, the program's director.

Leslie says there haven't been any major incidents in Jupiter, about 20 miles north of West Palm Beach, but there have been small skirmishes with big potential.

"We have had parents that have been ejected from games. We've had coaches ejected from games," he said. "To my knowledge we've never had a parent physical confrontation, but we've had parent shouting matches.

"Fortunately, cooler heads have prevailed but you just never know," he said.

The program, which will cost \$5 and be required for at least one parent or guardian per family, lays out the roles and responsibilities of a parent of a youth athlete in a 19-minute video and a handbook.

"It keeps in perspective what youth sports is all about, which is being positive, having fun and youth sport participation," Ms. Avitt said.

The message is subtle and upbeat.

"I will encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials at every game, practice, or other youth sports event," says the first of an 11-point code of ethics parents will be asked to sign.

Tony Iannitti, a father of four who coaches a boys' soccer team in the association, said the parents of his players are all supportive – but he could see why the program could be helpful for some others.

"Parents get a little excited. They get exuberant and they get excited," he said. "Some parents yell things. I guess sometimes parents will go a little further than they have to."

Excitement apparently escalated out of control earlier this week in nearby Port St. Lucie, when a soccer coach was charged with simple battery for head-butting a referee, according to police.

And in the wealthy Fort Lauderdale suburb of Weston, two coaches and seven players were expelled from a youth football league after police broke up a melee on November 6.

Part of the problem, Leslie says, is parents believe they can influence their children's chance at getting an athletic scholarship to college, sometimes when the kids are only 5 or 6 years old. They put too much pressure on the kids and on winning, he said.

"We've had instances of little kids in softball crying on the mound because the parents embarrass the stew out of them," Leslie said.

Gino Tartaglia, who has two sons who play soccer, said he welcomes such a program.

"I think there will be a small percentage (of parents) that will resent it," said Tartaglia, who also coaches a soccer team in the Jupiter-Tequesta association. "But my impression is most of them will go along with the program."

*Reprinted from the Providence Journal  
November 18, 1999*

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#### **PERSPECTIVE IS KEY COMPONENT OF HIGH SCHOOL ACTIVITIES**

*Reprinted by permission from the September 1999  
MSHSAA Journal, Vol. 64, No. 2*

According to a recent study sponsored by the Athletic Footwear Association, the No. 1 reason boys and girls, grades 7-12, play their favorite school sport is "to have fun."

For boys surveyed in this study, winning was the eighth-highest response given for participating, while girls saw winning as the least-important factor, ranking 12<sup>th</sup> out of 12 categories.

It doesn't take long to figure out that our students have enough pressure in their ever-changing lives without taking on an additional stress through interscholastic activities. The athletes in our school programs find their way to preseason practices primarily because they want to be a part of something enjoyable – something that's athletically challenging, yet stimulating and fun.

so often, the possibilities of winning a conference championship or making a state playoff appearance become such high priorities for coaches that they lose sight of the real purpose of high school activities. By definition, *co-curricular activities are an extension of the classroom* – indeed they are learning processes by which the coaches serve as both mentor and teacher.

Capturing teachable moments through interscholastic activities can be so easy and can have lifelong impacts on youngsters. It takes little effort to teach life lessons in real life situations. Coaches are constantly confronted with situations in games or practices that can be turned into educational moments. How

each coach responds to those moments may make a world of difference in the life of a young man or woman.

For example, how many coaches purposefully blow a call during a practice session just to see the reaction of a player or team? Your players will handle questionable calls by officials during the game in the same fashion they do during practices. By showing your players the proper way to react, you can educate them and help them become better citizens by this simple life lesson in respect, discipline, patience and responsibility.

Likewise, teaching respect for opponents, school, teammates, rules, coaches, and the history of the game itself are other ways to create positive individuals and make the activity fun. For example, a contest is much more enjoyable for everyone involved if they have a thorough knowledge of the game rules. To expect a player not to commit a foul is irrational if that player has no idea what the definition of a foul is. Again, it is a matter of respect for the rules and educational opportunity for the players involved.

Teaching the "x's and o's" of a game are important, but teaching the "x's and o's" of life is a priceless contribution to young people.

As the 1999-2000 school year gets off the ground, shoot for your team goals and conference titles, *but keep those goals in perspective*. Make a difference in the lives of your students. Be a teacher and a mentor, and **don't forget to make it fun!** ♦

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*"It isn't a mistake to have strong views. The mistake is to have nothing else."*

*Anthony Weston*

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#### **25 BENEFITS OF SPORTS FOR GIRLS**

1. Sports are FUN!
2. Girls and women who play sports have a more positive body image than girls and women who don't participate.
3. Girls who participate in sports have higher self-esteem and pride in themselves.
4. Research suggests that physical activity is an effective tool for reducing the symptoms of stress and depression among girls.
5. Playing sports teaches girls how to take risks and be aggressive.
6. Sport is where girls can learn goal-setting, strategic thinking and the pursuit of excellence in performance and other achievement-oriented behaviors – critical skills necessary for success in the workplace.
7. Playing sports teaches math skills.
8. Sports help girls develop leadership skills.
9. sports teach girls teamwork.
10. Regular physical activity in adolescence can reduce girls' risk for obesity.

11. Physical activity appears to decrease the initiation of cigarette smoking in adolescent girls.
12. Research suggests that girls who participate in sports are more likely to experience academic success and graduate from high school than those who do not play sports.
13. Teenage female athletes are less than half as likely to get pregnant as female non-athletes are (5% and 11%, respectively).
14. Teenage female athletes are more likely to report that they had never had sexual intercourse than non-athletes (54% and 41%).
15. Teenage female athletes are more likely to experience their first sexual intercourse later in adolescence than female non-athletes are.
16. High school sports participation may help prevent osteoporosis.
17. Women who exercise report being happier than those who do not exercise.
18. Women who exercise believe they have more energy and felt they were in excellent health more often than non-exercising women.
19. Women who are active in sports and recreational activities as girls feel greater confidence in their physical and social selves than those who were sedentary as kids.
20. Women who exercise miss fewer days of work.
21. Research supports that regular physical activity can reduce hyperlipidemia (high levels of fat in blood).
22. Recreational physical activity may decrease a woman's chance of developing breast cancer.
23. Women who exercise weigh less than non-exercising women.
24. Women who exercise have lower levels of blood sugar, cholesterol, triglycerides and have lower blood pressure than non-exercising women.
25. Regular exercise improves the overall quality of life.

*Compiled by the Women's Sports Foundation, 1999*

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### ***Order: Self-Organization***

Organize and control your time. Time is your most precious resource. One of our greatest luxuries is the luxury of having enough time ...

- ◆ Time to work
- ◆ Time to play
- ◆ Time to rest
- ◆ Time to think things through

Take enough time to *think* and *plan* in the order of importance.

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## **TITLE IX REVIEW**

### ***Eight other Compliance Factors need Attention of Athletic Directors***

*By Donald J. Crandall, CAA*

**W**ith all the attention that has been given to the three-prong test for effective accommodation of interests and abilities, and the constant effort required to ensure compliance

in that regard, the other title IX compliance factors we are responsible to satisfying may not receive the attention they require. There are eight such compliance factors in component III of Title IX that fall under the general category of "other Benefits and Opportunities." These compliance factors pertain to the provisions that our boys' programs and girls' programs receive to support their endeavors in the athletic arena.

A regular review of these other compliance factors is certainly in order. As we look at each one and consider its impact, take inventory of the boys and comparable girls programs in your school. Keep in mind that the final impact of opportunities, benefits and services must be equal or equal in effect for each gender. Ask yourself, "Would the girls program trade amenities with the comparable boys' program? Would the boys want to trade with the girls?" The answers to these questions should provide valuable insight into the relative equity between boys and girls programs.

### ***Equipment and Supplies***

Quality and quantities of equipment and supplies provided for comparable programs should be equivalent. Participants in one group should not have to buy items that the school supplies for others. Replacement schedules for equipment and uniforms should be developed that are equitable for both boys and girls.

Schools must realize that donations or gifts from booster clubs or other interested parties should not skew the opportunities, benefits, or services available in favor of one gender over another. If the boosters want to donate a scoreboard or new uniforms to one group, that does not absolve the school of its responsibility to ensure that comparable programs have equivalent amenities. To rationalize inequalities by blaming outside contributors is indefensible. In actuality, it is the responsibility of the school to see that the final effect of provisions, regardless of their source, is equivalent between comparable programs.

### ***Scheduling of Games and Practices***

Ask yourself if the number and length of practices are the same for comparable sports. If split shifts are used, are the early times shared equally by the boys' and girls' teams? Are the length of seasons and the number of competitive events consistent for similar sports? Also, do both genders have an opportunity to play their contests at convenient or "prime" times?

The compliance factor has historically been one of the most difficult to accommodate for a variety of reasons. Prior to the expansion of girls' athletics due to Title IX, football, boys' basketball and wrestling were well entrenched as the local Friday night entertainment. Habits are difficult to break, especially when they involve history, tradition and gate receipts. But, if football, wrestling, and boys' basketball were the only sports scheduled on Friday nights, it would be difficult to conclude that both genders are afforded prime-time opportunities. Comparable sports should have seasons of the same length with the same number and type of competitive opportunities. The important thing to remember in this regard is that schools cannot "hide" behind association or league

rules to perpetuate or justify non-compliance. If state association or league rules result in this type of de-facto non-compliance, it is incumbent upon schools to work with the leagues and state associations to change those rules.

### ***Travel and Daily Allowance***

It should not be assumed that boys require more food than girls or that they require more room in transportation or sleeping accommodations. Ask yourself if girls' sports are given the same opportunities for interstate or overnight travel. Are daily food allowances and room accommodations based on gender or are they standard throughout your athletic program? Are females assigned four to a room while males have only two?

If some of these discrepancies exist, and the only justification is because, "They're girls," you need to re-evaluate your rationale. If boys' teams travel by charter, the girls should also. If boys' teams are provided overnight accommodations, girls should receive the same.

### ***Coaching***

Things to consider in this category include hiring practices, compensation, experience, and coaching duties. Are boys' and girls' sports provided with coaches of similar capabilities? Although differences in compensation between the coaches of similar boys' and girls' sports do not necessarily imply non-compliance, such differences should be justified by circumstances other than gender (i.e., number of athletes, number of assistants to supervise, media responsibilities, coach-to-athlete ratio). Compensation for coaches with similar responsibilities, experience and program size should be commensurate.

### ***Locker Rooms, Practice and Competitive Facilities***

Here again, girls may be using inferior facilities because of history and habit. When they had fledgling programs with fewer participants, girls didn't need as many practice sessions or locker rooms as large as the boys' teams. With the size and popularity of programs today, this rationale would be hard pressed to hold up. Do the boys use the "new" gym while the girls use the "old" one? Is there a "varsity" locker room for boys' sports, but not for girls? Are practice and competition facilities prepared for contests and maintained for practice to the same standards? Did the boosters build dugouts for the baseball diamond, but not for softball? These are all issues that need to be addressed when determining equitable accommodation of facilities. History and tradition are not appropriate rationale for perpetuating inequities.

### ***Medical & Training Facilities and Services***

Issues to consider in this category include the availability for practices and event coverage of athletic trainers or other medical personnel and also the accessibility of training facilities. Is one group given priority over another when using weight-training facilities? Weight-room schedules should provide groups of each gender equivalent opportunities for usage. Do trainers cover the same events for both boys' and girls' sports? Do both groups have equal access to the training room and training services? Obviously injury rates influence trainer coverage in many circumstances, but in similar sports, coverage should be consistent.

### ***Publicity***

Although schools do not have control over all publicity resources, there are many resources that fall into this category that they do not control. Those would include cheerleaders, pep bands, daily announcements, contest programs, pep rallies, radio and television broadcasting and advertising, marquee announcements, etc.

For some, cheerleaders and pep bands may be novel concepts for girls' athletic contests. Critics will argue that the crowds aren't large enough for these support groups to be expected to perform at girls' contests. The counter to these arguments is that maybe the crowds at girls' games would be larger if the support groups were there to provide the same atmosphere as at the boys' games. If promotions and support groups are used to enhance one program, equivalent efforts should be in comparable programs.

### ***Provision of Support Services***

Are coaches' offices or film rooms available to coaches of boys' sports but not girls? Are secretarial and clerical services provided to the boys' and girls' programs on an equal basis? Again, the need for certain services may vary from sport to sport, but variances in the provision of such services should not be gender specific. Scorekeepers, timers, and other event workers should be provided for comparable levels in comparable sports.

### ***Conclusion***

To appreciate the tenor of gender equity, try to look at these issues through the eyes of the participants, not the spectators. Do girls take competition any less seriously than boys? Do their successes or failures have less personal impact for them than boys? Would they trade the opportunities, benefits, or services they receive with those the boys do? Honest answers will guide our actions. ♦

*Don Crandall, CAA, is director of student activities for Township High School District 211 in Palantine, Illinois. He coordinates all extracurricular athletic and activity programs for five high schools and approximately 12,000 students. Crandall is also Title IX coordinator for District 211 and will serve as president of the Illinois Athletic Directors Association for the 1999-2000 school year.*

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*Knowledge is power. Knowledge is what you use to get ahead throughout life.*

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### **THE ARIZONA ACCORD Pursuing Victory with Honor**

**O**n May 25, 1999, nearly 50 influential leaders in sports issued the *Arizona Accord* to encourage greater emphasis on the ethical and character-building aspects of athletic competition. It is hoped that the framework of principles and values set forth will be adopted and practiced widely. *The Accord* is the result of a summit conference convened May 12-14, 1999 in Scottsdale, Arizona. The summit – "Pursuing

Victory with Honor” – was sponsored by the Josephson Institute of Ethics, the CHARACTER COUNTS! Coalition, and the United States Olympic Committee, Coaching Division.

### **Preamble**

*At its best, athletic competition can hold intrinsic value for our society. It is a symbol of a great ideal: pursuing victory with honor.*

*The love of sports is deeply embedded in our national consciousness. The values of millions of participants and spectators are directly and dramatically influenced by the values conveyed by organized sports. Thus, sports are a major social force that shapes the quality and character of the American culture.*

*In the belief that the impact of sports can and should enhance the character and uplift the ethics of the nation, we seek to establish a framework of principles and a common language of values that can be adopted and practiced widely.*

### **IT IS THEREFORE AGREED:**

1. The essential elements of character-building and ethics in sports are embodied in the concept of sportsmanship and six core principles; **trustworthiness, respect, responsibility, fairness, caring, and good citizenship.** The highest potential of sports is achieved when competition reflects these “six pillars of character.”
2. It is the duty of sports leadership – including coaches, athletic administrators, program directors, and game officials – to promote sportsmanship and foster good character by teaching, enforcing, advocating, and modeling these ethical principles.
3. To promote sportsmanship and foster the development of good character, sports programs must be conducted in a manner that enhances the mental, social and moral development of athletes and teaches them positive life skills that will help them become personally successful and socially responsible.
4. Participation in athletic programs is a privilege, not a right. To earn that privilege, athletes must conduct themselves, on and off the field, as positive role models who exemplify good character.
5. Sports programs should establish standards for participation by adopting codes of conduct for coaches, athletes, parents, spectators and other groups that impact the quality of athletic programs.
6. All sports participants must consistently demonstrate and demand scrupulous integrity and observe and enforce the spirit as well as the letter of the rules.
7. The importance of character, ethics and sportsmanship should be emphasized in all communications related to the recruitment of athletes, including promotional and descriptive materials.
8. In recruiting, educational institutions must specifically determine that the athlete is seriously committed to getting an education and has or will develop the academic skills and character to succeed.
9. The highest administrative officer of organizations that offer sports programs must maintain ultimate responsibility for the quality and integrity of those programs. Such officers must assure that education and

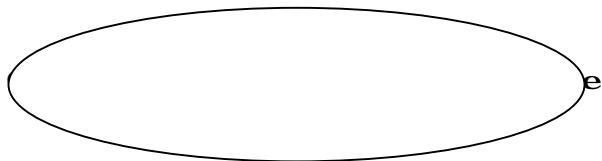
character development responsibilities are not compromised to achieve sports performance goals and that the academic, emotional, physical and moral well-being of athletes is always placed above desires and pressures to win.

10. The faculties of educational institutions must be directly involved in and committed to the academic success of student-athletes and the character-building goals of the institution.
11. Everyone involved in athletic competition has a duty to treat the traditions of the sport and other participants with respect. Coaches have a special responsibility to model respectful behavior and the duty to demand that their athletes refrain from disrespectful conduct including verbal abuse of opponents and officials, profane or belligerent trash-talking, taunting and unseemly celebrations.
12. The leadership of sports programs and all levels must ensure that coaches, whether paid or voluntary, are competent to coach. Minimal competence may be attained by training or experience. It includes basic knowledge of: 1) the character-building aspects of sports, including techniques and methods of teaching and reinforcing the core values comprising sportsmanship and good character; 2) first-aid principles and the physical capacities and limitations of the age group coaches; and 3) coaching principles and the rules and strategies of the sport.
13. Because of the powerful potential of sports as a vehicle for positive personal growth, a broad spectrum of sports experiences should be made available to all of our diverse communities.
14. To safeguard the health of athletes and the integrity of the sport, athletic programs must discourage the use of alcohol and tobacco and demand compliance with all laws and regulations, including those relating to gambling and the use of drugs.
15. Though economic relationships between sports programs and corporate entities are often mutually beneficial, institutions and organizations that offer athletic programs must safeguard the integrity of their programs. Commercial relationships should be continually monitored to ensure against inappropriate exploitation of the organization’s name or reputation and undue interference or influence of commercial interests. In addition, sport programs must be prudent, avoiding undue financial dependency on particular companies or sponsors.
16. The profession of coaching is a profession of teaching. In addition to teaching the mental and physical dimensions of their sport, coaches, through words and example, must also strive to build the character of their athletes by teaching them to be trustworthy, respectful, responsible, fair, caring and good citizens.

For more information on The Arizona Accord, visit the website at: [www.sport.ussa.edu/ctsa/index.htm](http://www.sport.ussa.edu/ctsa/index.htm)

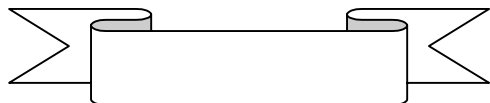
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The National Federation of State High School Associations (NFHS) and the National Collegiate Athletic Association (NCAA) are joining forces to create a one-of-a-kind classified advertising service for high schools and colleges. High schools can advertise job openings on a common site through NCAA and NFHS online operations. Individuals can access job openings in coaching and administrative positions in high school athletics and activity programs. For more information, visit the websites at [www.nfhs.org](http://www.nfhs.org) or [www.ncaa.org](http://www.ncaa.org)

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The following is a summary of the November 15, 1999 meeting of the Principals' Committee on Athletics:

**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 which were placed in member's folders or filed in the League office.

**FOOTBALL**

**Mr. Thomas Mezzanotte  
Mr. James Murano**

Mr. Murano reported on the following dates and times for the playoffs and Superbowls: the semifinals will be played on Tuesday, November 30<sup>th</sup> at home sites. The Superbowl schedule is as follows:

Sat., Dec. 4 <sup>th</sup>	Division I at Pierce Stadium	1:30 pm
	Division IV at Bryant College	1:30 pm
Sun., Dec., 5 <sup>th</sup>	Division II at Pierce Stadium	1:30 pm
	Division III at City Stadium	1:30 pm

Mr. Murano further reported that if there is inclement weather on Thanksgiving Day, schools are urged to reschedule the game to Friday. If Thanksgiving Day games are forced to reschedule, the playoffs will be moved to Wednesday, December 1<sup>st</sup>. If it rains on Wednesday, there will be no semifinals. The top two teams in each division will play in the Superbowl for the championship. If there is inclement weather on the [scheduled] days of the Superbowls, the games will be played on consecutive weeknights.

In other business, Mr. Mezzanotte reported that the Football Committee has begun the realignment process and has drafted a proposed realignment for review by the Football Committee only. That committee will meet again following the end of the

season. They will finalize the proposed realignment and submit it to the Committee on Athletics for approval, at which time it will be sent to participating member schools for feedback.

**SOCCER**

**Mr. Victor Mercurio  
Ms. Jane C. Hale**

Mr. Mercurio submitted the following 1999 Boys' Soccer Championships for approval:

**Division Championships**

Open Division North	LaSalle Academy
Open Division South	North Kingstown H. S.
Large Division	Hope High School
Small Division North	Mt. St. Charles Academy
Small Division South	Westerly High School

**Boys' State Championships**

Open Division	North Kingstown H. S.
Large Division	Hope High School
Small Division	Mt. St. Charles Academy

On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the 1999 Boys' Soccer Championships.

Ms. Hale submitted the following 1999 Girls' Soccer Championships for approval:

**Division Championships**

Division I ( <i>tie</i> )	South Kingstown H. S.
	Toll Gate High School
Division II North	Ponaganset High School
Division II South	LaSalle Academy
Division III-A	Scituate High School
Division III-B-I	St. Raphael Academy
Division III-B-II	The Prout School

**State Championships**

Division I	South Kingstown H. S.
Division II	Portsmouth High School
Division II	Scituate High School

On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the 1999 Girls' Soccer Championships.

**FIELD HOCKEY**

**Ms. Jean Angell**

Ms. Angell submitted the following 1999 Field Hockey Championships for approval:

**Division Championships**

Division I North	The Lincoln School
Division I South	North Kingstown H. S.
Division II	Tiverton High School

**State Championships**

Division I	The Lincoln School
Division II	Tiverton High School

On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the 1999 Field Hockey Championships.

In other business, Ms. Angell reported on the following recommendations of the Field Hockey Committee: efforts to secure a sponsor for Field Hockey; look for an alternate site [to Providence College] for playoffs; and the need for a trainer at the championship games. It was noted that an athletic trainer had been assigned to the championship games but failed to appear.

Ms. Angell also conveyed the disappointment of the Field Hockey coaches at the lack of media coverage for the playoff games.

**TENNIS**

**Mrs. Kathryn Crowley  
Mr. John Lyle**

Mrs. Crowley submitted the following 1999 Girls' Tennis Championships for approval:

**Class Championships**

Class A North	Moses Brown School
Class A South	LaSalle Academy
Class B North	St. Mary -Bay View
Class B. South	East Greenwich H. S.
Class C North	Classical High School
Class C South ( <i>tie</i> )	Westerly High School Chariho High School Pilgrim High School

**State Championships**

State Champion	Moses Brown School
Class B	St. Mary -Bay View
Class C	Classical High School

**State Singles Champion:**

Marissa Alikpala  
The Wheeler School

**State Doubles Champions:**

Kristen Lorello  
Kate Sadler  
Moses Brown School

On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the 1999 Girls' Tennis Championships.

Mrs. Crowley stated that the Tennis Committee has met and begun reviewing the realignment of girls' tennis. The Tennis Committee will be meeting again and will draft a proposed realignment to be presented to the Principals' Committee on Athletics.

In other business, Mrs. Crowley reported that she has received a complaint from a participating member school regarding medals and plaques being awarded at the end-of-year banquet rather than at the end of the respective championship match(es). The tennis coaches have always preferred this policy of presenting awards.

The matter was tabled for review and consideration by the Tennis Committee.

**VOLLEYBALL**

**Mrs. Patricia Kells Pitocchi  
Ms. Elaine Botelho**

Mrs. Pitocchi submitted the following 1999 Boys' Volleyball Championships for approval:

**Division Championships**

Division I	East Providence H. S.
Division II North ( <i>tie</i> )	LaSalle Academy Tolman High School Westerly High School
Division II South	

**State Championships**

Division I	Bishop Hendricken H. S.
Division II	LaSalle Academy

On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the 1999 Boys' Volleyball Championships.

**BASKETBALL**

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

Mr. Light reported that the Boys' Basketball Coaches Interpretation meeting went well and that the coaches were notified that the Basketball Committee will be working on Realignment.

Mr. Lynch reported that a Liaison Committee has been formed between boys' basketball officials and coaches to address issues effecting both associations. The Liaison Committee will be comprised of six (6) officials and six (6) coaches.

In other business, the Committee on Athletics voted to approve the following practice/conditioning limitation rule for **boys and girls** basketball: That no team shall schedule an outside scrimmage until 10 days of practice have taken place and that an individual athlete must complete 5 days of practice before becoming eligible to participate in outside scrimmages and/or games.

This matter will also be reviewed further by the RIIL Sports Medicine Advisory Committee.

**HOCKEY**

**Mr. Daniel Sheehan**

Mr. Sheehan reported that a meeting will be scheduled for coaches and officials in an ongoing effort to keep the lines of communication open between the two associations.

**WRESTLING**

**Mr. Edmond Lemoi**

Mr. Lemoi reported that a meeting of all wrestling coaches is scheduled for Tuesday, November 16, 1999.

**SWIMMING**

**Mr. Richard R. Magarian**

Mr. Magarian reported that a revised 1999 Swim schedule will be sent to all participating schools, including Classical High School which has joined the League in swimming.

**GYMNASTICS**

There was no report in Gymnastics at this meeting.

**CROSS COUNTRY**

**Mr. Charles Sweeney**

Mr. Sweeney submitted the following 1999 Boys & Girls Cross Country Championships for approval:

**Class Championships**

	<b>Boys</b>	<b>Girls</b>
Class A	Cumberland H.S.	No. Kingstown H.S.
Class B	Toll Gate H.S.	So. Kingstown H.S.
Class C	Ponaganset H.S.	East Greenwich H.S.

**Dual Meet League Championships**

	<b>BOYS</b>	<b>GIRLS</b>
Northern	Ponaganset H.S.	Ponaganset H.S.
Southern	North Kingstown H.S.	East Greenwich H.S.
Metropolitan	LaSalle Academy	Barrington H.S.
Suburban	Bishop Hendricken H.S.	Pilgrim H.S.

**Individual Championships**

Class A	Jerry Bonner	Cumberland H.S. [16:42.5]
	Lindsay Viera	No. King. H.S. [20:35.0]
Class B	Jim Cyr	Tolman H.S. [17:00.0]
	Meredith Crocker	So. King. H.S. [20:14.3]
Class C	Michael Lawson	Ponaganset H.S. [17:16.3]
	Nicole Millette	East Green. H.S. [20:40.5]
State Meet:	Jim Cyr	Tolman H.S. [16:46.5]
	Meredith Crocker	So. King. H.S. [20:26.3]

**State Championships**

Boys	Ponaganset H.S.
Girls	South Kingstown H.S.

On a motion made and seconded, the Principals' Committee on Athletics unanimously approved the 1999 Boys' and Girls Cross Country Championships.

In other business, Mr. Sweeney reported that a Cross Country Coaches meeting is scheduled for Monday, November 15, 1999 to address realignment.

**INDOOR TRACK**

**Mr. Charles Sweeney**

Mr. Sweeney reported that Ponaganset High School has submitted a request to join the League in Boys Indoor Track. However, they will not know whether or not the addition of boys' indoor track is approved until December 7<sup>th</sup>, when their school committee meets. Mr. Sweeney stated that he would be able to include Ponaganset High School into the schedule and will do so as soon as he receives confirmation of their participation.

On a motion made and seconded, the Principals' Committee on Athletics approved Ponaganset High School's request to join the RIIL Boys Indoor Track League.

**REALIGNMENT COMMITTEE**

Mrs. Crowley reported that a meeting was held for all sport(s) directors to discuss and review realignment. It was agreed that the criteria for alignment will be geography and enrollment.

**HEARINGS**

**Smithfield High School – Boys Soccer Team**

**Background:** The Smithfield High School boys' soccer team received an inordinate number of yellow cards and red cards during the 1999 soccer season.

Representing Smithfield High School at this hearing were Raymond Lombardo, Assistant Principal; Tony Torregrossa,

Director of Athletics, and, Steve Votolato, Head Boys Soccer Coach.

Although no decision was handed down in this matter, the seriousness of the situation was taken under advisement. Further, upon recommendation of the Committee, Victor Mercurio, Director of Boys' Soccer, will prepare a report of violations (yellow and red cards) for all schools participating in boys' soccer.

The November meeting of the Principals' Committee on Athletics was adjourned at 5:10 pm.

**Happy Holidays!**

