
2019-2020

Oregon School Activities Association
Cheerleading Handbook



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How to find information in the Cheerleading Handbook

*This handbook can be found on the OSAA website. Wording that has been changed from previous years is indicated by **bold italic** lettering. Linked references to other sections are **shaded** and Questions and Answers are shaded.*

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CHEERLEADING PLAN

1. SEASON DATES

First Practice Date	August 19
First Contest Date.....	August 29
Registration Forms Available.....	December 11
Registration and Supplemental Materials Deadline / Cutoff Date.....	January 21
All State Championships.....	February 15
2020-21 Sanction Application Deadline	April 3, 2020

2. STATE CHAMPIONSHIP INFORMATION

A. Staff Contact: Kelly Foster, Associate Director, 503.682.6722 x233, kellyf@osaa.org

B. State Championships Posting Timelines:

1) **Registration Information:** <http://www.osaa.org/activites/che/>

Detailed information regarding Registration will be posted on the OSAA website by 4pm on Wednesday, December 11. It is essential that all participating schools access this information. Included will be information regarding submission of program information, upcoming posting dates, as well as information regarding general Cheerleading State Championship information. Deadline to submit registration and supplemental materials is Wednesday, January 22. Late entries and/or supplemental materials will not be accepted.

2) **AD/Coach and Spectator Information:** <http://www.osaa.org/activities/che/>

Detailed information regarding the Cheerleading State Championships will be posted on the OSAA website by noon on Friday, January 24. It is essential that participating teams and individuals access this information prior to the state championships. Included will be information regarding where to purchase tickets and prices, parking, maps, how to submit souvenir program information, souvenir merchandise, etc.

3) **Championship Schedule:** <http://www.osaa.org/activities/che/>

Championship Schedule will be posted by noon on Friday, January 24. This schedule contains the performance order, team photo schedule, check-in time, practice schedule and performance time. Check the OSAA website frequently prior to the State Championships for any schedule changes.

C. State Championship Locations and Times:

1) **Finals:** Saturday, February 15, 2020.

2) **Site:** Veterans Memorial Coliseum, 300 Winning Way, Portland, OR 97208

3. NFHS 2019-20 SPIRIT RULES

A. Order a NFHS Spirit Rules Book on the [OSAA Rules Book Order Form](#) or contact the OSAA (503.682.6722) for more information.

B. For more information about NFHS Cheerleading Rules, visit <http://www.nfhs.org/activities-sports/spirit/>

2019 RULES REVISIONS

1-Definitions	Dive Roll – An airborne forward roll <u>where the feet of the performer are at or above the performer's waist prior to the hands making contact with the performing surface.</u> Rationale: Allows a slight point during a forward roll where the top person's hands and feet are off of the ground at the same time. The requirement that the feet remain at or below the waist remove the ability to do a swan dive type of roll.
1-Definitions	Switch Up Liberty – A top person starts with one foot in a load, is tossed A stunt in which a top person starts with one foot on the ground, is released, and lands in a Liberty on the other foot vertical stunt on one foot or both feet.

	<p>Rationale: A switch up skill can be performed to positions other than a liberty. Changing the label and the definition reflects the different body positions in which the top person can land.</p>
2-1-5	<p>ART. 5 . . .Performing surfaces and areas must be suitable for spirit activities. a. Surfaces and areas must be reasonably free from objects and/or impediments. b. Stunts and tumbling must be modified to be appropriate for the surface and/or area and in relation to other participants. c. When discarding props that are made of hard material, or have corners or sharp edges, team members must gently toss or place the props. <u>c. When using props that are made of hard material or have sharp corners or edges: 1. A top person may not release the props to the ground. 2. A person on the ground must gently toss or place the props.</u></p> <p>Rationale: Clarifies the disposal of signs and reduces risk by not having hard signs released from top persons in stunts.</p>
3-1-8	<p>ART. 8 . . . Supports, braces, soft casts, etc., that are unaltered from the manufacturer's original design/production do not require any additional padding. Supports/braces that have been altered from the manufacturer's original design/production must be padded with a closed-cell, slow-recovery foam padding no less than one-half-inch thick if the participant is involved in partner stunts, pyramids or tosses. A participant wearing a plaster cast or a walking boot must not be involved in partner stunts, pyramids, or <u>tosses, jumps, or tumbling.</u></p> <p>Rationale: Aligns with requirements for proper footwear.</p>
3-2-7; 4-2-7	<p>(P) ART 7. . .A spotter is required for extended stunts or transitions that stop in an extended position except for the following: a. Chair. b. Russian lift. c. Torch <u>c. d. Double-base split catch. d. e. Double-base vertical T-lift. e. f. Triple-base stunts in which the top person is horizontal. f. g. Triple-base suspended splits. g. h. Triple-base straddle sit. provided the top person has both hands in contact with a post.</u></p> <p>Rationale: A torch is a prep level skill in which the top person's foot is in the hands of the base, which requires a spotter. Having torch in this list of exceptions contradicts rules 3-2-8 and 4-2-8. Allowing a triple-base straddle sit without the criteria for a post or a spotter is just as safe as a triple-base suspended split without a spotter and should not require additional stunt personnel for this skill as it does not cause an increased risk.</p>
3-2-8; 4-2-8	<p>(P) ART. 8. . .A spotter is required for tosses to single-base shoulder stands and single-base prep-level stunts in which the foot/feet of the top person are in the hands of the base <u>and tosses to single-base shoulder stands.</u></p> <p>Rationale: Reworded for clarification. The previous wording was unclear as to whether the spotter was required for these two skills or for "tosses to single based shoulder stands and tosses to stunts where the feet were in the hands". This clarifies that it is any time the feet are in the hands and also tosses to shoulders.</p>
3-3-3	<p>(P) ART. 3. . .Braced inversions in a pyramid that do not flip or roll are permitted provided the following conditions are met: a. The inverted top person shall have at least two bases or a base and a spotter. b. If the inverted top person is released the following conditions shall be met: 1. The skills/stunts before and after the release are permitted. 2. Each bracer is at prep level or below. If in a prep or shoulder stand, the bracer(s) shall have two bases or a base and a spotter. 3. The bracers do not provide primary support for the top person. 4. The top person and base(s) make no more than a ¼ turn around the bracer in a continuous movement. 5. The top person is caught by original base(s). <u>When the catchers are not the original bases, the new catchers are in place when the transition is initiated, remain close to the original bases and are not part of any other skill.</u> 6. The top person does not land in an inverted position. c. The top person must maintain hand-to-hand/arm contact with a bracer <u>and at least one bracer maintains hand-to-hand/arm contact.</u></p> <p>Rationale: Allows the inversion to be caught by new catchers becoming consistent with other braced inversion rules that were changed in 2018. This rule was inadvertently overlooked when the revision occurred last year. The criteria states the new catchers have to remain close to the original bases and must be in place prior to the initiation of the inversion and does not increase the safety risk to the top person. The revision in Rule 3-3-3c helps clarify the intent of the rule and more accurately describes the connection required between the bracer and the top person.</p>

<p>3-3-5</p>	<p>(P) ART. 5 . . . Braced flips in a pyramid are permitted provided all the following conditions are met: a. The top person maintains continuous hand-to-hand/arm contact with two bracers who are in multi-base preps with a spotter. Each arm is connected to/by a separate bracer. The top person is not behind the bracers. Both of the top person's hands/arms are in continuous contact with a bracer. b. Each bracer must be in a multi-base prep with a spotter. c. The top person must be to the side of or in front of the bracer(s). Reletter remaining f. The bases/catchers remain stationary except as necessary for safety adjustments.</p> <p>Rationale: Safely allows similar visuals for smaller teams. This change allows a braced front flip performed just as it is on the ground, using one bracer behind the top person holding both hands (commonly called a "Baja".) This can currently be performed if another bracer is holding the wrist of the top person. That bracer is not necessary for this skill. Splitting out a, b, and c are editorial for clarity. (f) This rule is unnecessary with the change allowing the top person to change bases during the flip.</p>
<p>3-3-6; 4-3-6</p>	<p>(P) ART. 6 . . . In all other inversions: a. Inversions may release to the following provided there is a spotter: 1. Non-inverted dismounts with no more than a ½ turn. 2. Loading position with no more than ½ turn. 3. A stunt at prep level or below any level with no twists. b. In inversions where the base of support begins and remains below prep level, at least one person shall maintain contact with the top person until the top person is no longer inverted or his/her hands are on the performing surface. c. In inversions where the base of support begins at or passes through prep level: 1. At least two people on the performing surface shall be in a position to protect the head/neck of the top person., one of whom must maintain contact with the top person's upper body (waist and above, which may include arms/hands) until the top person is no longer inverted or his/her hands are on the performing surface. The contact must be sufficient to stabilize/control the top person's position. 2. <u>Contact must be maintained between</u> at least one base and the top person's upper body, (waist and above, which may include arms/hands) until the top person is no longer inverted or their hands are on the performing surface. The contact must be sufficient to stabilize/control the top person's position.</p> <p>EXCEPTION: A foldover that begins at or below prep level and does not stop in an extended position is allowed. When the catchers are not the original bases, the new catchers shall be in place when the inversion is initiated, remain close to the original bases and are not part of any other skill.</p> <p><u>Renumber current 2 and 3</u></p> <p>Rationale: (a) Inversions releasing to extended level pose no additional risk than to prep level. When landing in a prep level skill, proper technique is to catch the skill in an extended position and bring it to prep level while balancing. (c) A top person can be in an inverted position while in contact with one person as long as two people are in a position to protect the head, neck, and shoulder area.</p>
<p>3-3-7; 4-3-7</p>	<p>ART. 7 . . . An inverted top person must not hold objects (poms, signs, etc.) in his/her hands, except during a transition from an inverted position on the performing surface to a non-inverted stunt <u>or from a prone position below prep level to a forward roll dismount.</u></p> <p>Rationale: Allows the top person to hold objects while transitioning through an inverted position including from a prone position below prep level.</p>
<p>3-4-4</p>	<p>(P) ART. 7 . . . A top person may be moved from a vertical position to a horizontal position (straight body) or cradle position provided all the following conditions are met: a. The top person maintains contact with at least one original base, <u>post</u> or spotter. b. At least two catchers and/or bases catch the upper body of the top person. c. The catchers must be to the side or front of the person(s) moving the top person. <u>d. c.</u> When the catchers are not the original bases, they remain close to the original bases and are in place prior to the movement to the horizontal position. e. d. When the catchers are not the original bases and the top person begins or passes through an extended overhead position, there are three catchers.</p> <p>Delete 3-4-8, 3-4-9, 4-4-9, 4-4-10</p> <p>Rationale: Both horizontal and straight body are redundant. C should be removed as pendulum type skills from an extended position have been allowed since 2015-16. Determining what is the side and front is sometimes difficult depending on the type of transition. This rule already includes criteria that new catchers must remain close to the original bases and are in place prior to the movement to the horizontal position, therefore making sure the top person is not transitioned to a horizontal position</p>

	<p>prior to the catchers being in place. We currently allow dismounts to new catchers and do not specify that the new catchers are to the side or front.</p>
3-4-12; 4-4-5	<p>(P) ART. 12 . . . A flip from the performing surface that lands in a partner stunt or cradle is not permitted. Rationale: Redundant rule; it is a duplicate from the Tumbling rule 3-8-4 and 4-8-4.</p>
3-5-4	<p>(P) ART. 4. . . A switch-liberty <u>caught by the original bases</u> is permitted as an exception to Articles 3-5-2 and 3-5-3. Rationale: This change in terms from “switch liberty” allows the top person to land on both feet instead of just one. This clarification of the intent of the previous rule is that switch ups cannot be caught by new bases, but must be caught by the original bases.</p>
3-5-5	<p>(P) ART. 5. . . Release transitions are permitted provided all of the following conditions are met throughout the transition: a. The skills/stunts before and after the release are permitted. b. The top person maintains hand-to-hand/arm contact with at least one bracer and at least one bracer maintains hand-to-hand/arm contact <u>except for the following skills, in which the top person may not change bases:</u> 1. A non-braced top person in a vertical position at prep level <u>or above</u> may be released to a stunt at any level provided the top person remains <u>vertical in a position where the upper body remains vertical and the legs are not in a seated/piked position. Vertical releases from an extended position to an extended position may not perform more than a ¼ twist.</u> 2. A non-braced top person in a cradle position or horizontal position at prep level or below may be released to a loading position or stunt prep level or below. c. Each bracer is at prep level or below. If in a prep or shoulder stand, the bracer(s) shall have two bases or a base and a spotter. d. The bracers do not provide primary support for the top person. e. The released top person and base(s) make no more than a ¼ turn around the bracer in a continuous movement in which the top person remains vertical over the base(s). f. When the catchers are not the original bases, the new catchers are in place when the transition is initiated, remain close to the original bases and are not part of any other skill. Rationale: (b) The revision helps clarify the intent of the rule and more accurately describes the connection required between the bracer and the top person. This does not change the intent of the rule. (b1) Clarifies what positions the top person can be in when performing the release. Allowing vertical releases to begin at prep or above allows more skills without increasing risk. The high to high release is further limited to only a ¼ rotation to allow a small pop to arabesque, but not a fully released high to high full around. (e) Is now aligned with rule 3-5-5 allowing a change of bases, but not requiring the top person to remain vertical over their original bases.</p>
3-6-2; 4-6-2	<p>(P) ART. 2 . . . Non-braced suspended splits that originate from or pass through prep level or above are permitted provided all the following conditions are met: b. The top person has both hands in contact with a base(s) once she reaches the full split position. EXCEPTION: Top person may release one hand to grasp the hand of another base, <u>post, or bracer</u> to adjust his/her position. Rationale: Allows a top person in a suspended split to release a base or a post in order to connect to a bracer.</p>
3-6-3; 4-6-3	<p>(P) ART. 3 . . . Braced suspended splits are permitted provided all the following conditions are met: a. The top person has at least two bases. b. The top person has both hands in contact with the bracer(s) and at least one bracer maintains continuous hand-to-hand/arm contact. <u>c. The top person and bracer(s) each have a separate spotter with the exception of bracers in shoulder sits or thigh stands. d. The bracer(s) maintain hand/arm contact with the top person until he/she is no longer in a split position.</u> Rationale: The connection wording change in (b) is in keeping with others submitted. (c) is unnecessary for a braced connection that doesn't release and is not required elsewhere in the rules. (d) Is unnecessary wording. The skill is performed with and without this requirement without issue and follows proper technique.</p>
3-7-9	<p>ART. 9 . . . In cradle dismounts where a bracer is involved after the bases release the top person, all the following conditions must be met: c. Each top person and bracer has a separate spotter with the exception of bracers in <u>double based preps</u>, shoulder sits or thigh stands. d. The bracers do not provide</p>

	<p>primary support for the top person <u>and remain in place during the dismount.</u> e. The release is a continuous vertical up and down movement in which the top person remains over the original base(s). The top person makes no more ¼ around the bracer in a continuous movement. f. When the top person is not released to new catchers, the catchers must be in place prior to the initiation of the release and are not part of any other skill. g. Bases and remain in place during the dismount.</p> <p>Rationale: (c) Allowing bracers to be in a double base prep without a spotter is safe. Currently, braced transitions are allowed with a bracer in a prep without a spotter. This would further a line releases and dismounts that involve a bracer. (e) This allows for a ¼ turn around the bracer to a cradle dismount, much like a release transition to a stunt. (f) Allowing the top person to be caught by new catcher who are in place and not involved in any other skill prior to the initiation of the dismount does not increase safety risk for the top person, as this is allowed to a stunt in rule 3-5-5.</p>
4-3-3	<p>(P) ART. 3 . . . Braced inversions in a pyramid that do not flip or roll are permitted provided the following conditions are met: c. The top person must maintain head to hand/arm contact with a bracer. <u>c. The top person and at least one bracer maintain a hand-to-hand/arm contact.</u></p> <p>Rationale: The revision helps clarify the intent of the rule and more accurately describes the connection required between the bracer and the top person.</p>
4-4-3	<p>(P) ART. 3 . . . A participant must not move over or be under a partner stunt or pyramid except when helping build, stabilize or dismount that partner stunt or pyramid. Partner stunts and pyramids may not pass over, under or through other partner stunts or pyramids.</p> <p>Rationale: Dance only change, which allows a dancer to walk under a pyramid connection or a stunt provided they are not the required spotter and does not increase safety risk.</p>
4-4-4	<p>(P) ART. 4 . . . A top person may be moved from a vertical position to a horizontal or cradle position provided all the following conditions are met: d. The catchers are to the side or front of the person(s) moving the top person. <u>d. e. When the catchers are not the original bases, they remain close to the original bases and are in place prior to the movement to the horizontal position.</u></p> <p>Rationale: Pendulum type skills from an extended position have been allowed since 2015-16. Determining what is the side and front is sometimes difficult depending on the type of transition. This rule already includes criteria that new catcher have to remain close to the original bases and are in place prior to the movement to the horizontal position, therefore making sure the top person is not transitioned to an horizontal position prior to the catchers being in place. We currently allow dismounts to new catchers and do not specify where the new catcher have to be.</p>
4-5-3	<p>(P) ART. 3 . . . Non-braced release stunts and transitions are permitted: a. The top person must begin and end at prep level or below. The top person may begin and end in a vertical or horizontal position or a cradle.</p> <p>Rationale: The current rule contradicts Rule 4-4-4b, a top person cannot be released to a horizontal position from prep level. This change removes the contradiction.</p>

2019-20 POINTS OF EMPHASIS

- 1. Application of NFHS Spirit Rules Book.** The Spirit Rules Book provides rules and safety limitations that should be followed by all cheerleading/dance/drill/ pom and other spirit teams that stunt, tumble, or use props as a base. The spirit rules should be followed while participants are practicing, are in a supporting role at an interscholastic contest, and during competitions/performances. Situations and photographs are provided as examples only, and do not cover all circumstances in which the rules apply.
- 2. Risk Minimization.** Risk minimization for participants must be the primary objective for all spirit coaches. Participants should be placed under the direction of a qualified and knowledgeable coach who can recognize each individual’s ability level and limit their activities accordingly. Only skills executed proficiently and safely should be performed. Overuse injuries are a common problem characterized by irritation to a body part. Reducing the intensity, duration and frequency of specific activities/skills will help to minimize the potential for overuse injuries to athletes. Risk minimization includes but is not limited to teaching proper technique, utilizing proper skill progression and proficiency, adherence to NFHS surface restrictions, and conditioning appropriate for the activity.

3. Contact Injury. The NFHS most recent injury data reveal that contact with another person is the mechanism most commonly associated with all Spirit injuries (47.1%), as well as concussions specifically (74.4%). Because bases sustained nearly 50% of all cheerleading injuries, special attention should be given to teaching proper technique and providing appropriate training to mitigate such injuries.

Requests for interpretations or explanations should be directed to the OSAA. The NFHS will assist in answering rules questions from the state associations whenever called upon.

- 4. OSAA ADOPTED CHEERLEADING RULES AND INTERPRETATIONS** *The NFHS Spirit Rules Book will be used.*
- A. General.** Cheerleading squads representing OSAA member schools are required to conform to the rules set forth in the current National Federation Spirit Rules Book. Copies of the rules book are available for purchase from the OSAA and should be reviewed at least yearly by cheerleading coaches.
 - B. Coverage.** The rules set forth in the current National Federation Spirit Rules Book must be followed regardless of the capacity in which the cheerleading squad is functioning. The rules apply equally to squads performing at competitions and squads performing in a support function at a game or contest.
 - C. Violations.** In addition to the penalties specified for squads competing at OSAA sanctioned cheerleading contests, schools represented by cheerleading squads, which violate the cheerleading safety rules at any time may be subject to sanctions and penalties as determined by the OSAA Executive Board. See [Cheerleading Handbook](#) for more information.
 - D. Questions.** Questions about the legality of a particular stunt should be addressed to the OSAA prior to practicing or performing the stunt.

OSAA CHEERLEADING POLICIES

Effective outside Association Year.

1. **SUMMER POLICY** (*OSAA Handbook, Executive Board Policies*) *(Revised Fall 2017)*
 - A. **All Sports.** Summer activities under the direction of any person affiliated with the high school program, including practices, contests, weight training and conditioning, are permissible throughout the summer, excluding the defined Moratorium Week, and must consider the following points:
 - 1) OSAA regulations regarding the Heat Index Calculator are in effect at all times. Athletes must be encouraged to stay well hydrated at all times, especially in hot and humid conditions. This applies to outdoor activities and indoor activities without air conditioning. See the [NFHS](#) statements on heat and hydration.
 - 2) Implement a slow and gradual preseason-conditioning regimen that prepares the athlete for the rigors of the sport.
 - 3) Slowly build up the intensity of activity over several days.
 - 4) Have fitness tests (mile run, shuttle run times, maximum repetition exercises) scheduled the second week of practices. Use a progressive, periodized program and evaluate performance once athletes are acclimated to the stress about to be placed upon them.
 - 5) Take into account the level of conditioning of all individuals and what their previous conditioning has been. Athletes who have just finished a sports season should have at least a short period (one to two weeks) of relative rest.
 - 6) Slowly introduce new exercises or workout routines to allow for adaptation by muscle groups.
 - 7) Provide adequate rest and recovery between repetitions in the weight room and especially during “gassers” and intense station or “mat” drills.
 - 8) Athletes should refrain from consuming high caffeine energy drinks and supplements, or other stimulants, as they may contribute to dehydration. See the [NFHS](#) statement on energy drinks.
 - 9) Athletes should refrain from extreme exercise during acute illness, if feeling ill, or while experiencing a fever.

Effective First Practice Date to End of HS Season.

1. **PRACTICE MODEL** (OSAA Handbook, Executive Board Policies)

(Revised Fall 2017)

Schools and students are required to adhere to the following practice model.

C. **All other sports** (Cheerleading, Swimming, Wrestling, Basketball, Dance/Drill, Golf, Tennis, Track & Field, Baseball, Softball)

- 1) All practices shall allow for water breaks and general acclimatization to hot and/or humid weather. Ample amounts of water should always be available and a student's access to water should not be restricted. In addition, all practices shall follow the fundamentals set forth in the NFHS's Heat Acclimatization and Heat Illness Prevention Position Statement. While the risk of heat illness is greatly dependent upon weather conditions, the fundamentals in the NFHS's Heat Acclimatization and Heat Illness Prevention Position Statement promote safety and diminish injury risk in any setting.
- 2) A student may not practice or participate in a contest for more than six consecutive days without a rest day. A rest day must be complete rest – no organized team physical activity is allowed. Travel is allowed on a rest day.

1. **Q.** Can the one-hour weight training session allowed on single practice days be conducted both prior to practice and after practice if players only participate in one of the weight training sessions?

A. Yes, multiple one-hour weight training sessions may be held but individual players are limited to participation in a single session.

2. **Q.** Is the one-hour weight training session allowed on single practice days required to be "immediately" prior to and after the practice?

A. No, the training session does not have to immediately precede or follow the scheduled practice.

3. **Q.** Is the one-hour weight training session allowed on single practice days also allowed on multiple practice days?

A. No, weight training conducted on multiple practice days counts toward the daily five-hour practice limit.

4. **Q.** On single practice days, may coaches conduct classroom-training sessions that would involve no physical activity?

A. Yes, classroom instruction that requires no physical activity is allowed and does not count towards the daily five-hour practice limit.

5. **Q.** Is classroom instruction with no physical activity allowed during the required three-hour recovery period between multiple practices?

A. Yes, classroom instruction that requires no physical activity is allowed during the recovery period.

6. **Q.** A team plans to conduct multiple practices on a single day but wants to reduce the length of each practice to 90 minutes. Can the team reduce the required recovery time of three hours between practice sessions because they have used less than the maximum practice time allowed?

A. No, the three-hour recovery period between practices is required regardless of practice length.

7. **Q.** Are multiple practices on a single day required for all Fall teams?

A. No, teams are not required to have multiple practices on a single day. If multiple practices are conducted, the second practice of the first two multiple practices days is a teaching session only.

8. **Q.** What is the definition of a "teaching session"?

A. During a teaching session, the intensity, duration, and pace of all practice components shall be modified from a normal practice session. The focus of a teaching session should be directed at developing skills fundamental to the sport at a significantly reduced pace. In Football, light contact with bags is allowed but Live Action situations are prohibited. Practice components in all activities intended to develop skills while conditioning the athlete at the same time are not allowed. Coaches are encouraged to use this "teaching session" to address offensive and defensive strategies, skill development drills and other types of team building activities that do not involve conditioning.

9. **Q.** How do you calculate practice time for multiple sport athletes participating in more than one Fall sport?

A. Practice hours are cumulative. On a single practice day, the three-hour practice limit may be split between the two sports but the total practice time, including any breaks, must fit within the three-hour limit. On a multiple practice day, the daily five-hour practice limit may be split between the two sports but all required recovery periods must be implemented. Any participation for a fraction of a half hour counts as a half hour towards the daily practice limit.

10. Q. If Fall multiple sport athletes practice one hour with the Football team and two hours with the Soccer team are they required to have a recovery period between the two practices?

A. No, this is considered to be one three-hour practice and no recovery period is required. If the combined practice time, including any breaks, exceeds three hours then a three-hour recovery is required.

11. Q. May a team practice for 2 hours, take a 30-minute break, and resume for 1 hour?

A. No, this would constitute a violation. Teams may not exceed the maximum practice time of three hours, including all breaks within the schedule.

12. Q. In football, are 7-on-7 drills permissible during teaching sessions?

A. Yes, provided that they comply with the foregoing "teaching session" requirements.

2. PARTICIPATION LIMITATIONS (*OSAA Handbook, Participation Limitations, Cheerleading*) *(Revised Fall 2009)*

A. **Individual.** A JV cheerleader may participate in both the varsity and JV performances at the same cheerleading competition no more than twice each school year. Under no circumstances may a varsity cheerleader participate on a JV team performance at any cheerleading competition.

CHEERLEADING HANDBOOK

1. Cheerleading State Championships Rules and Procedures

1.1. Eligibility.

- 1.1.1. School.** Schools that are registered with the OSAA to compete in cheerleading activities are eligible to participate in the Cheerleading State Championships.
- 1.1.2. Student.** Students wishing to participate in the Cheerleading State Championships must satisfy the current OSAA eligibility rules. See OSAA Handbook, [Rules, Rule 8, "Individual Eligibility"](#) for more information.
- 1.1.3. Alternates.** Each squad may bring two alternates to the Cheerleading State Championships in addition to the maximum number of participants allowed by the division constraints. Alternates must be listed on the Registration Form and shall satisfy the same eligibility requirements as other Cheerleading State Championships participants, except that alternates may be members of the junior varsity or freshman squads.
- 1.1.4. Coaches Certification.** Coaches must meet all OSAA Certification requirements, including the yearly OSAA Spirit Safety Clinic in order for their teams to be eligible. See OSAA Handbook, [Executive Board Policies, "Certification – Athletic Directors and Coaches"](#) for more information.
- 1.1.5. Penalty for use of an ineligible student.** Any school for which an ineligible student performs shall be disqualified from consideration for awards and reported to the OSAA Executive Board for possible further sanctions and penalties.
- 1.1.6. School Representation.** Only one varsity squad from each Oregon high school shall be allowed to compete. The squad may be a combination of two or more varsity squads (i.e., football and basketball squads may be combined for the Cheerleading State Championships.)
- 1.1.7. Varsity Level Only.** In order to represent a school as a participant at the Cheerleading State Championships, a cheerleader must have participated on squads at a majority of VARSITY games for at least one season for the year.
- (a)** A cheerleader who participates on the varsity during the Winter sport season only must have participated on squads at a majority of the entire Winter sport season's contests prior to the Cheerleading State Championships in order to be eligible to represent the school at the Cheerleading State Championships.
- (b) EXCEPTION.** Alternates may be members of a school's junior varsity or freshman squad and may replace a varsity squad member due to special circumstances (i.e., injury, illness, ineligibility of a varsity team member) if the substitution is reported to and approved by the OSAA prior to participation.
- 1.1.8. Previous Qualifying Competition.** All squads entering the Cheerleading State Championships must have competed in at least two OSAA sanctioned competitions during the school year of that Cheerleading State Championships unless a specific exception to this rule has been granted in writing by the OSAA. Performing in an exhibition does not satisfy this requirement.

The routine performed at the qualifying competition must include all or most of the team's planned two and one-half minute Cheerleading State Championships routine, including stunts and gymnastics, so that they may be reviewed by a **safety** judge prior to the Cheerleading State Championships. Neither the OCCA All-State Individual, **Game Day** and Stunt Team Competition nor any other invitational competition allowing routines of fewer than two and one-half minutes in length or routines that do not include stunts and gymnastics may be used to satisfy the "previous qualifying competition" requirement.

1.2. State Championship Registration.

- 1.2.1.** Registration materials to be submitted include the
- (a) Registration Form.
 - (b) Team roster.
 - (c) Team picture.
 - (d) A list of two completed OSAA sanctioned competitions with full routine.
- 1.2.2.** AD's / Coaches are responsible to meet the registration deadline, including submission of registration form, required support material and verifying accuracy of all materials prior to submission.
- 1.2.3. Deadline.** The deadline for online receipt by the OSAA of Registration Forms and supplemental materials for the Cheerleading State Championships shall be clearly marked on the Registration Forms available on the OSAA website, <http://www.osaa.org/activities/che/>

1.3. Entry Fees. Neither team nor individual entry fees shall be charged to schools competing in the Cheerleading State Championships. Funds for administration of the Cheerleading State Championships shall be generated from school membership dues, activity fees, contest gate receipts and corporate sponsorship agreements.

1.4. Divisions. The divisions at the Cheerleading State Championships shall include varsity level squads based upon school classification and squad gender as indicated below. NOTE: Squads with one or more male squad members shall participate in a Coeducational Division. Once Divisions have been established, changes will not be permitted.

<u>Division Title</u>	<u>Squad Size</u>	<u>Squad Gender</u>	<u>Minimum Division Entry</u>
3A/2A/1A	20 or fewer	Females	5
4A	20 or fewer	Females	5
5A	20 or fewer	Females	8
6A	20 or fewer	Females	8
Coed (Small; 1-2 males)	20 or fewer	Coeducational	8
Coed (Large; 3 or more males)	20 or fewer	Coeducational	8

1.5. Minimum Division Entry. If fewer than the designated number of entries registers to compete in any given division, the division shall be combined with another division.

1.6. Performance Requirements.

- 1.6.1. Content of the Routine.** Each squad shall perform a routine containing at least the following elements within the specified time limit. Elements may be presented in any order.
- (a) One cheer.
 - (b) Music Portion.
 - (c) **Penalty for Violation.** Any squad that performs a routine that does not include both of the required elements shall be disqualified from consideration for awards.
- 1.6.2. Time Limit.** A two and one-half minute maximum time limit shall be allowed each squad; there shall be no minimum time limit. The timing shall begin at the first word, motion or note of music; timing shall end when the advisor or designee signals the timekeeper.
- (a) Entrances on to the performance floor are neither timed nor judged. To help keep the Cheerleading State Championships on schedule, it is requested that teams be prepared to take the floor immediately when introduced, and to vacate the floor quickly at the conclusion of the performance.

- (b) **Penalty for Violation.** Any squad whose performance exceeds the maximum time limit shall have points deducted from the final average score prior to determining placement based on the following graduated scale:
- (1) 1-3 seconds over = 3-point deduction from the final average score.
 - (2) 4-6 seconds over = 5-point deduction from the final average score.
 - (3) More than 6 seconds over = 10-point deduction from the final average score.
- 1.6.3. Safety Rules.** Squads are required to conform to the rules set forth in the current National Federation Spirit Rules Book. Copies of the Rules Book are available for purchase from the OSAA, and should be reviewed carefully prior to the Cheerleading State Championships.
- (a) **Penalty for Violation.** Any squad that performs a stunt in violation of the rules set forth in the current National Federation Spirit Rules Book shall have 10 points, 5 points, or 3 points deducted at the discretion of the *safety* judges from the final average score prior to determining placement.
- (b) **Tumbling and Stunt Faults.** The *safety* judges shall deduct 1 point for each fall from a stunt, deduct 1 for each landing of tumbling on anything other than the feet and deduct 1 for each head or body part hitting the floor during or after a tumbling trick. Tumbling and stunt fault deductions shall be subtracted from the total score prior to determining placement.
- (c) **Toss Faults.** The *safety* judges shall deduct 1 point for each toss fault. Toss fault deductions shall be subtracted from the total score prior to determining placement.
- 1.6.4. Participation Requirements.** Squad members performing at the Cheerleading State Championships must start and remain on the competition mat during the performance. No member may exit the mat unless they are removing themselves from the performance. Once a participant exits the performance area, they cannot return to the competition.
- 1.6.5. Sportsmanship/Conduct Rules.** Squads are required to conform to the Sportsmanship/Conduct rules set forth in the current National Federation Spirit Rules Book.
- Penalty for Violation.** If the *safety* judges or competition staff determine that a participant, coach, alternate, trainer or other person affiliated with a team commits an unsporting act as set forth in the current National Federation Spirit Rules Book. The team shall have 10 points deducted from the final total score prior to determining placement.
- 1.6.6. Props.** Pom-poms, megaphones, hand-held signs and flags or the equivalent are the only acceptable props.
- Penalty for Violation.** Any school using props other than pom-poms, megaphones, hand-held signs and flags or the equivalent shall have 10 points deducted from the final total score prior to determining placement.
- 1.6.7. Spotters.** Qualified and experienced spotters shall be provided on the performance floor to help reduce the chance of injury to participants.
- 1.6.8. Practice Area.** When feasible, a supervised practice area shall be maintained at which all squads shall be scheduled for equal practice time. A separate supervised practice area shall be available for warming up tosses.
- (a) Teams shall not practice stunts in the team rooms, nor shall teams practice on the actual performance floor prior to the Cheerleading State Championships or during breaks.
- (b) **Penalty for Violation.** Any team practicing stunts in the team rooms or practicing on the actual performance floor prior to the Cheerleading State Championships or during breaks shall have 10 points deducted from the final total score prior to determining placement.
- 1.7. Determination of Rules Violations.** The OSAA representative (or designee) at the Cheerleading State Championships has the authority and responsibility to determine if the Cheerleading State Championships rules have been violated. If it is determined that a Cheerleading State Championships rule has been

violated, the consequence listed in the "Penalty for Violation" section following each rule shall be imposed upon the offending school.

The decision by the OSAA representative (or designee) regarding violations and deductions is final and is not open to review, debate or appeal.

1.8. Performance Procedures.

1.8.1. Music. *All teams must provide their own MP3 device or smart phone for use on the event provided sound system. Music must be recorded at the correct tempo. Although it is not recommended due to interference that may be caused during a routine, a smart phone may be used for playing music. No cover may be on any MP3 player or smart phone so that an auxiliary cord may be easily inserted into the device. Please ensure that jacks are clean and free of any debris which may impact connectivity. You must ensure that your device has a jack into which an auxiliary cord may be inserted. Note that you may need to acquire an adapter in advance if your player does not have a headphone jack. One or several selections of music may be used as long as they follow the music licensing rules.*

Please keep your routine music in your possession until you are called to enter the performance floor. You will hand carry your music to the sound table.

Advisors/Coaches/Directors are asked to remain at the sound table while their squad performs and to take their music with them at the conclusion of the performance. Representatives will be asked to press "play" and "stop" for their routines.

There will be no sound checks permitted on the main sound system.

Competition music must be properly licensed, and a team must be able to provide proof of licensing (upon request).

1.8.2. Performance Order. The order of performances shall be randomly drawn by the OSAA prior to the Cheerleading State Championships and posted on the OSAA website, <http://www.osaa.org/activities/che/>

1.8.3. Performance Surface. *There will be five panel cheer mats in the practice area, and nine panel mats on the arena floor.*

1.9. Judges

1.9.1. Qualifications

(a) Judges must be out of high school for at least three years or have been recommended by their coach.

(b) Judges must be currently unaffiliated with any participating squad in the division they are judging.

(c) Judges must have experience as cheerleading coaches, squad members and / or camp instructors and must have completed the OCCA Judges' Workshop.

1.9.2. Selection. Judges for the Cheerleading State Championships shall be nominated by the OCCA and approved by the OSAA.

1.10. Determination of Winners. The Official Scorer shall compute the score for each squad by computing the total of the judges' scores.

1.10.1. Deductions due to violations, if any, shall be subtracted from the total score prior to determining placement.

1.10.2. The highest total score in each division shall be first, the second highest score shall be second, and so on.

1.10.3. In the case of a tie, duplicate trophies shall be awarded for that position, and the following position shall not receive an award.

- 1.11. Awards.** School awards shall be provided to 50% of the teams in a division up to a maximum of five awards per division. Individual medallions shall be provided to the members of the top two squads in each division.

2. Other Cheerleading Competitions

- 2.1. Sanctioning.** Any organization wishing to host a cheerleading competition in the state of Oregon must apply for sanction of the competition by the OSAA. Form is available for download from the OSAA website, <http://www.osaa.org/activities/che/>.

- 2.1.1.** NO OSAA MEMBER SCHOOL MAY ATTEND A CHEERLEADING COMPETITION IN OREGON, WHICH HAS NOT RECEIVED OFFICIAL SANCTION BY THE OSAA PRIOR TO THE CONTEST. Schools wishing to confirm sanction of a specific event may consult the “OSAA Sanctioned Cheer Competition Calendar” on the OSAA website, <http://www.osaa.org/activities/che/>.

- 2.1.2. Timeline.** Any school or organization may submit a single Sanction Application for the following school year by **March 31** of the preceding school year after which the OSAA shall post a preliminary calendar on the OSAA website with events received prior to **March 31** being the only events listed. If more than one sponsor has requested the same date, sanctions shall be granted using the criteria listed below. Following the release of the preliminary calendar, OSAA will consider other requests for sanctioned events to be added to the calendar.

Incomplete sanction applications (missing location, etc.) shall not be accepted.

- 2.1.3. Maximum number of events per date.** The OSAA shall grant a maximum of TWO event sanctions for any particular date with the option of a third competition on a particular date at the discretion of the OSAA and the Advisory OCCA Calendar Subcommittee.

If more than two contest sponsors request sanction for events on the same date, sanctions shall be granted to only two contests except as indicated above using the following criteria the order of priority listed:

- (a)** Priority shall be given to events for which the sponsor has previously hosted a contest on that date. In order to receive priority, the event must have actually been held the previous year (with the exception of a weather-related cancellation), and the previous host shall be required to apply for an event sanction by **March 31** prior to the school year during which the event is to be held.
- (b)** To the extent possible, avoid sanctioning more than one contest in the same region of the state on the same date.
- (c)** Priority shall be given to sponsors from whom the fewest requests for sanction have been received this season.

- 2.1.4. Advisory OCCA Calendar Subcommittee.** A subcommittee of the Oregon Cheerleading Coaches Association (OCCA) Executive Board shall advise the OSAA in resolving cheerleading date conflicts, but the OSAA shall retain final decision-making authority.

- 2.2. Required Contest Conditions.** Organizations applying for OSAA sanction shall agree to the following contest conditions.

- 2.2.1. Safety Rules.** Participating squads must be required to conform to the rules set forth in the current National Federation Spirit Rules Book.

- 2.2.2. Eligibility.** Participating squads must represent high schools registered with the OSAA to compete in cheerleading, and the individual squad members must satisfy the OSAA student eligibility rules for cheerleading. The signature of the school principal on the Registration Form for the competition shall constitute fulfillment of this requirement.

- 2.2.3. Rules Interpretations.** An OSAA representative or designee shall be named as **Safety** Judge prior to the competition. That person or a committee formed by that person shall be the only and final interpreter of the safety rules at the competition.

A decision of the Safety Judge is final and is not open to review, debate or appeal.

- 2.2.4. Judges.** Judges for locally sponsored contests (including the **Safety** Judge) shall be assigned from the "OCCA Judges List" available from the current OCCA Judge Coordinator. Any exception must be granted in writing by the OSAA.
- Scores assigned by the Performance Judges are final and are not open to review, debate or appeal.**
- 2.2.5. Spotters.** At least two qualified and experienced spotters shall be provided on the performance floor by the competition sponsor to help reduce the chance of injury to participants, and shall be assigned from the "OCCA Spotter List" available from the OCCA Spotter Coordinator. In addition, a team with multiple stunt groups may also provide a designated team member or coach to serve as a spotter to help reduce the chance of injury to participants so long as the additional spotter does not coach the team from the floor while serving as a spotter.
- 2.2.6. Performance Surface.** A wrestling or cheerleading mat is required for all levels of competition.
- 2.2.7. Awards.** Students may only accept awards of a symbolic nature without resale value such as letters, medals, ribbons, certificates, plaques, trophies and other emblems. Awards with monetary or resale value must be presented to the school.
- 2.3. Contest Recommendations.** The following are suggestions which sponsoring organizations may wish to include in their competitions.
- 2.3.1.** Coaches appreciate a short meeting on the morning of the competition to introduce competition personnel, answer last minute questions, etc.
- 2.3.2.** Depending upon the quantity of squads entered, divisions may be subdivided based upon school size, squad size and / or squad gender.
- 2.3.3.** Coaches appreciate having score sheets and specific competition results available to them immediately following the competition.

OSAA GENERAL POLICIES

1. ATTACHED AND UNATTACHED COMPETITION/EXHIBITION (OSAA Handbook, Executive Board Policies) (Revised August 2012)

Following is the policy regarding attached and unattached competition:

- A. A high school team shall not compete against an unattached team (e.g., club team).
- B. Students representing a high school shall not compete against unattached individuals.
- C. Students shall not represent a high school and participate in a competition or exhibition as unattached on the same day at the same venue/facility.

2. CERTIFICATION – ATHLETIC DIRECTORS AND COACHES (OSAA Handbook, Executive Board Policies) (Revised Spring 2016)

Athletic directors and coaches shall achieve certification in the following areas prior to assuming duties as an athletic director or coach. The high school principal shall be held accountable for verifying that athletic directors and coaches have been certified. **EXCEPTION:** Any emergency exception to an OSAA requirement must be authorized in writing by the OSAA.

A. NFHS Fundamentals of Coaching. <http://nfhslearn.com/>

The OSAA requires that athletic directors and coaches must achieve a passing score on the test included with the NFHS Fundamentals of Coaching course. This is a one-time requirement.

B. Concussion Recognition and Management Training. <http://nfhslearn.com/>

The OSAA and Oregon State Law ([ORS 336.485](#)) requires that athletic directors and coaches receive training to learn how to recognize the symptoms of a concussion and how to seek proper medical treatment for a person suspected of having a concussion. The NFHS's Concussion in Sports free course satisfies this requirement. This training is required annually.

C. NFHS Heat Illness Prevention. <http://nfhslearn.com/>

The OSAA requires that athletic directors and coaches must achieve a passing score on the test included with the NFHS's Heat Illness Prevention free course. This training is required once every four years.

D. Anabolic Steroids and Performance-Enhancing Substances Training. <http://www.osaa.org/steroids>

The OSAA and Oregon State Law ([ORS 342.726](#)) require that athletic directors and coaches receive training on identifying the components of anabolic steroid abuse and use and prevention strategies for the use of performance-enhancing substances. This training is required once every four years.

E. Spirit Safety Clinic (Cheerleading and Dance/Drill Coaches Only). <http://www.osaa.org/activities/che>

The OSAA requires that any cheerleading or dance/drill coach receive spirit safety training by achieving a passing score on the test included with the OSAA's online Spirit Safety Clinic. This training is required annually.

F. Heads Up Football Certification. <http://www.osaa.org/activities/fbl> (Revised Spring 2019)

The OSAA requires that any football coach complete the USA Football Heads Up Certification prior to assuming coaching duties and to recertify annually prior to the beginning of each Association year. Additionally, each member school sponsoring football is required to identify a Player Safety Coach. Each Player Safety Coach is required to attend an in-person clinic **biennially** prior to the start of the Association year that is conducted by a USA Football Master Trainer in preparation for implementing and overseeing the primary components of Heads Up Football at their school.

1. Q. Does certification through the American Sport Education Program (ASEP) satisfy the requirement in **Rule 1.4?**

A. Yes, so long as the athletic director or coach was certified through ASEP prior to August 1, 2007. Thereafter, only the NFHS Coach Education Program "Fundamentals of Coaching" will satisfy this requirement unless an exception is granted in writing by the OSAA.

2. Q. When must a coach be certified?

A. All coaches must be certified prior to assuming coaching duties unless an emergency exception is authorized in writing by the OSAA. This includes cheerleading coaches, dance/drill coaches and choreographers at schools that do not participate in competitions.

3. **Q.** Is certification required of volunteer coaches?
A. Yes.
4. **Q.** Must a “guest” coach be certified?
A. No, but if the coach has contact with students more than three times in a sport season, the coach shall no longer be considered a “guest” and must be certified. A non-certified “guest” coach may not serve as a coach at a contest.
5. **Q.** May a school bring in alumni or other non-high school personnel to scrimmage with teams or individuals as “guest coaches” if those personnel are limited to student contact on no more than three occasions during the sport season?
A. No. The “guest coach” exception is intended to allow a limited number of visits by a guest instructor; it is NOT intended to allow coaches to bring in coaches or players to participate in drills or scrimmages against teams or individuals. Any attempt to circumvent the Participation Limitations by calling practice participants “guest coaches” would be a violation of OSAA rules.
6. **Q.** In individual sports, may a parent or non-certified coach accompany a participant to a contest as the school representative if that person is an authorized representative of the principal?
A. Yes, but the authorized representative may not coach the participant unless specific permission has been granted in writing by the Executive Director.
7. **Q.** Does the OSAA require high school coaches to have current first aid certification?
A. No. However, coaches should check with their athletic directors as most high schools have this as a requirement.
8. **Q.** *What is required of a Player Safety Coach (PSC) during the year they attend an in-person PSC clinic in order to be Heads Up Football certified?*
A. *Coaches attending an in-person PSC clinic are required to complete the following online courses in order to be Heads Up Football certified: Concussion Recognition and Training; Heat Illness Prevention.*
9. **Q.** *What is required of every football coach, including previously certified PSC coaches, not attending an in-person PSC clinic in order to be Heads Up Football certified?*
A. *Every football coach, including previously certified PSC coaches, not attending an in-person PSC clinic is required to complete the following online courses in order to be Heads Up Football certified: Concussion Recognition and Training; Heat Illness Prevention; Blocking and Defeating Blocks, Shoulder Tackling & Equipment Fitting; Sudden Cardiac Arrest.*

3. **CHARITABLE CAUSES** (OSAA Handbook, Executive Board Policies) (Fall 2012)

The OSAA is supportive of charitable initiatives and has developed guidelines in regards to an athletic competition being held in the name of a charitable cause. Schools may host a contest in recognition of a charitable cause under the following conditions:

- A. Uniform color must be legal under NFHS rules. Example: Breast cancer awareness pink uniforms would not be legal in sports that require white and dark uniforms because pale pink is neither. Pale pink would be a legal color uniform in sports that require LIGHT and dark uniforms.
- B. A permanently attached commemorative patch may be worn but must adhere to NFHS rules in each specific sport.
- C. Colored game balls may not be used during competition unless they are legal under NFHS rules. They may be used during any warm-up period prior to the contest, except in softball and baseball.
- D. **Basketball Only:** Pink headbands or wristbands, not legal under NFHS basketball rules unless pink is a school color, are allowed. Note that all team members must be uniform in color of headbands or wristbands.
- E. Officials may use a colored whistle.

4. **CONCUSSION MANAGEMENT** (OSAA Handbook, Executive Board Policies) (Revised Fall 2015)
(Concussion-Return to Participation Medical Release) **(Concussion-Return to Learn Medical Release)**

- A. **Member School’s Responsibilities** (Max’s Law, [ORS 336.485](#), [OAR 581-022-0421](#)) (Jenna’s Law, [ORS 417.875](#))
 - 1) **Suspected or Diagnosed Concussion.** Any athlete who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with

a concussion, shall not be permitted to return to that athletic contest or practice, or any other athletic contest or practice on that same day. In schools which have the services of an athletic trainer registered by the Oregon Board of Athletic Trainers, that athletic trainer may determine that an athlete has not exhibited signs, symptoms or behaviors consistent with a concussion, and has not suffered a concussion, and return the athlete to play. Athletic trainers may also work in consultation with an appropriate Health Care Professional (see below) in determining when an athlete is able to return to play following a concussion.

- 2) **Return to Participation.** Until an athlete who has suffered a concussion is no longer experiencing signs, symptoms, or behaviors consistent with a concussion, and a medical release form signed by an appropriate Health Care Professional (Physician (MD), Physician's Assistant (PA), Doctor of Osteopathic (DO) licensed by the Oregon State Board of Medicine, nurse practitioner licensed by the Oregon State Board of Nursing, or Psychologist licensed by the Oregon Board of Psychologist Examiners) is obtained, the athlete shall not be permitted to return to athletic activity.

- 3) **Private Schools Only.** [\(Concussion-Private School Informed Consent\)](#)

On an annual basis prior to participation, private schools shall require each student and at least one parent or legal guardian of the student to sign the Concussion – Private School Informed Consent form acknowledging the receipt of information regarding symptoms and warning signs of concussions. Private schools shall maintain a copy of each student's signed form on file for review at any time by OSAA staff.

B. Official's Responsibilities.

An official shall remove a player from a contest when that player exhibits signs, symptoms or behaviors consistent with a concussion due to an observed or suspected blow to the head or body. The official shall document and notify the head coach or his/her designee making sure that the head coach or designee understands that the player is being removed for exhibiting signs, symptoms or behaviors consistent with a concussion as opposed to behavior, a non-concussive injury or other reasons. The official is not responsible for evaluation or management of the player after he/she is removed from play. The official does not need written permission for a player to return nor does the official need to verify the credentials of the appropriate health care professional who has cleared the player to return. The responsibility of further evaluating and managing the symptomatic player falls upon the school and appropriate health care professionals.

5. AIR QUALITY GUIDELINES (*OSAA Handbook, Executive Board Policies*) (May 2018)

These guidelines, created in consultation with the Oregon Health Authority (OHA), provide a default policy to those responsible or sharing duties for making decisions concerning the cancelation, suspension and/or restarting of practices and contests based on poor air quality.

- A. **Designate Personnel:** Given the random behavior of wind and air currents, air quality may change quickly. Schools shall designate someone who will monitor the air quality prior to and during outdoor activities. While typically due to wildfires, schools need to also consider non-wildfire situations if the air quality is unhealthy.
- B. **Areas with Air Reporting Stations:** The Air Quality Index (AQI) should be monitored throughout the day, and during an event, to have the best data possible to make informed decisions about conducting practices and competitions. School personnel shall review the AQI information for all regions throughout the state on either the Oregon Department of Environmental Quality (DEQ) website at <https://oraqi.deq.state.or.us/home/map>, the Oregon DEQ app "OregonAir", or on the Environmental Protection Agency (EPA) Air Now website at https://airnow.gov/index.cfm?action=airnow.local_state&stateid=38 to determine if action is necessary (see chart below). Schools shall regularly review the AQI throughout events to assess deteriorating conditions.
- C. **Areas without Air Reporting Stations:** Given the random behavior of factors related to the calculation of the AQI levels in different areas of the state (wind speed and direction) member schools not near a reporting station should consult with local state and/or federal authorities to help determine the AQI level in your specific area. If air monitoring equipment is not available, member schools should utilize the 5-3-1 Visibility Index to determine air quality.
 - 1) 5-3-1 Visibility Index: Making visual observations using the 5-3-1 Visibility Index is a simple way to estimate air quality and know what precautions to take. While this method can be useful, you should always use caution and avoid going outside if visibility is limited, especially if you are sensitive to smoke.

- (a) Determine the limit of your visual range by looking for distant targets or familiar landmarks such as mountains, mesas, hills, or buildings at known distances. The visual range is that point at which these targets are no longer visible. As a rule of thumb: If you can clearly see the outlines of individual trees on the horizon it is generally less than five miles away. It is highly recommended that schools use pre-determined landmarks that were established on a clear day to determine their visual range.
- (b) Ideally, the viewing of any distant targets should be made with the sun behind you. Looking into the sun or at an angle increases the ability of sunlight to reflect off of the smoke, thus making the visibility estimate less reliable.
- (c) Be aware that conditions may change rapidly and always use the more conservative of multiple metrics (AQI, 5-3-1 Visibility Index, etc.).

D. Act: This chart will help determine the action needed based on the air quality in your area.

Air Quality Index (AQI)	5-3-1 Visibility Index	Required Actions for Outdoor Activities
51 -100	5-15 Miles	Athletes with asthma should have rescue inhalers readily available and pretreat before exercise or as directed by their healthcare provider. All athletes with respiratory illness, asthma, lung or heart disease should monitor symptoms and reduce/cease activity if symptoms arise. Increase rest periods as needed.
101 -150	3-5 Miles	Because they involve strenuous activity for prolonged periods of time, all outdoor activities (practice and competition) shall be canceled or moved to an area with a lower AQI. Move practices indoors, if available. Be aware that, depending on a venue's ventilation system, indoor air quality levels can approach outdoor levels.
151 -200	1-3 Miles	Because they involve strenuous activity for prolonged periods of time, all outdoor activities (practice and competition) shall be canceled or moved to an area with a lower AQI. Move practices indoors, if available. Be aware that, depending on a venue's ventilation system, indoor air quality levels can approach outdoor levels.
>200	1 Mile	Because they involve strenuous activity for prolonged periods of time, all outdoor activities (practice and competition) shall be canceled or moved to an area with a lower AQI. Move practices indoors, if available. Be aware that, depending on a venue's ventilation system, indoor air quality levels can approach outdoor levels.

E. Additional Resources: Schools may also refer to OHA's fact sheet regarding School Outdoor Activities During Wildfire Events at <https://apps.state.or.us/Forms/Served/le8815h.pdf>. NOTE: While OHA's guidelines do allow for light outdoor activities in the orange level, the intensity and duration of high school practices/competitions are not considered light activity.

6. HEAT INDEX (OSAA Handbook, Executive Board Policies) ([Heat Index Calculator](#)) ([Heat Index Record](#)) (Fall 2014)

Schools shall monitor the Heat Index for their geographic area prior to practices. Outlined below are the steps that each member school shall take in order to implement this policy. NOTE: Indoor activities where air conditioning is available are not bound by this policy.

- A. Subscribe. Athletic directors and coaches shall subscribe to OSAA Heat Index Notifications at <http://www.osaa.org/heat-index>. An OSAA Heat Index Alert is generated for areas where the forecasted high temperature and relative humidity indicate a forecasted heat index that may require practice modifications. Only those areas that have a forecasted heat index of 95 or higher receive alerts. Notifications are sent daily via e-mail and/or SMS to subscribers.
- B. Designate. Schools shall designate someone who will take the necessary steps to determine and record the heat index for your geographic area within one hour of the start of each team's practice. This is only necessary on days

when the school receives an OSAA Heat Index Alert. Depending on practice schedules, it is possible that the designated person will have to record the heat index multiple times on the same day.

- C. **Calculate.** Within one hour of the start of each team's practice on days when the school receives an OSAA Heat Index Alert, the designated person shall utilize the OSAA Heat Index Calculator to determine the actual heat index.
- D. **Record.** If the actual heat index is 95 or higher, the designated person shall record it using the OSAA Heat Index Record or by printing out a copy to be kept at the school for inspection at the request of the OSAA. A separate record shall be kept for each fall sport at each level. Practice modifications, as necessary, shall also be recorded. If the actual heat index is less than 95, no action is needed.
- E. **Act.** If the actual heat index is 95 or higher, activity should be altered and/or eliminated using the following guidelines:
 - 1) 95° to 99° Heat Index – OSAA Recommendation: Consider postponing practice to later in the day.
 - a) Maximum of five hours of practice.
 - b) Practice length a maximum of three hours.
 - c) Mandatory three-hour recovery period between practices.
 - d) Contact sports and activities with additional equipment - helmets and other possible equipment removed if not involved in contact or necessary for safety.
 - e) Provide ample amounts of water.
 - f) Water shall always be available and athletes should be able to take in as much water as they desire.
 - g) Watch/monitor athletes for necessary action.
 - 2) 100° to 104° Heat Index – OSAA Recommendation: Postpone practice to later in the day.
 - a) Maximum of five hours of practice.
 - b) Practice length a maximum of three hours.
 - c) Mandatory three-hour recovery period between practices.
 - d) Alter uniform by removing items if possible - allow for changes to dry t-shirts and shorts.
 - e) Contact sports and activities with additional equipment - helmets and other possible equipment removed if not involved in contact or necessary for safety.
 - f) Reduce time of planned outside activity as well as indoor activity if air conditioning is unavailable.
 - g) Provide ample amounts of water.
 - h) Water shall always be available and athletes should be able to take in as much water as they desire.
 - i) Watch/monitor athletes for necessary action.
 - 3) Above 104° Heat Index – OSAA Recommendation: Stop all outside activity in practice and/or play, and stop all inside activity if air conditioning is unavailable.

7. **LIGHTNING SAFETY GUIDELINES** (OSAA Handbook, Executive Board Policies) (Revised Fall 2018)
NFHS Position Statements & Guidelines

- A. These guidelines provide a default policy to those responsible or sharing duties for making decisions concerning the suspension and restarting of practices and contests based on the presence of lightning or thunder.
- B. **Proactive Planning:**
 - 1) Assign staff to monitor local weather conditions before and during practices and contests.
 - 2) Develop an evacuation plan, including identification of appropriate nearby safe areas and determine the amount of time needed to get everyone to a designated safe area.
 - a) A designated safer place is a substantial building with plumbing and wiring where people live or work, such as a school, gymnasium or library. An alternate safer place for the threat of lightning is a fully enclosed (not convertible or soft top) metal car or school bus.

- 3) Develop criteria for suspension and resumption of play:
 - a) When thunder is heard or a cloud-to-ground lightning bolt is seen*, the leading edge of the thunderstorm is close enough to strike your location with lightning. Suspend play for at least 30 minutes and vacate the outdoor activity to the previously designated safer location immediately.
 - b) Thirty-minute Rule. Once play has been suspended, wait at least 30 minutes after the last thunder is heard or lightning is witnessed* prior to resuming play.
 - c) Any subsequent thunder or lightning* after the beginning of the 30-minute count will reset the clock and another 30-minute count should begin.
 - d) When lightning detection devices or mobile phone apps are available, this technology could be used to assist in making a decision to suspend play if a lightning strike is noted to be within 10 miles of the event location. However, you should never depend on the reliability of these devices and, thus, hearing thunder or seeing lightning* should always take precedence over information from a mobile app or lightning detection device.

*At night under certain atmospheric conditions, lightning flashes may be seen from distant storms. In these cases, it may be safe to continue an event. If no thunder can be heard and the flashes are low on the horizon, the storm may not pose a threat. Independently verified lightning detection information would help eliminate any uncertainty.

- 4) Review annually with all administrators, coaches and game personnel and train all personnel.
- 5) Inform student athletes of the lightning policy at start of season.

8. **MORATORIUM WEEK** (OSAA Handbook, Executive Board Policies)

(Revised May 2014)

- A. Each year a seven-day OSAA Moratorium Week shall be in effect during which there shall be no contact between administrators/coaches/directors/advisors and students involved in any OSAA-sanctioned sport or activity, including cheer, dance/drill, speech, solo music, choir, band/orchestra. In addition, there shall be no high school athletic facility usage by athletic staff and students/teams, including dance/drill and cheer, during the OSAA Moratorium Week. Use of non-athletic facilities by athletic staff is allowed.
- B. Week 4 of the NFHS Standardized Calendar shall be designated as Moratorium Week. Designated OSAA Moratorium Week dates:

2019	July 28 – August 3	2022	July 24 – July 30
2020	July 26 – August 1	2023	July 23 – July 29
2021	July 25- July 31	2024	July 28 – August 3

1. **Q.** During the Moratorium Week, will coaches be allowed any contact with their athletes?
A. No.
2. **Q.** During the Moratorium Week, will schools be allowed to have open facilities?
A. Schools may only host an activity that includes high school students involved in athletics and activities if they have appealed for and been granted permission from the Executive Director prior to the Moratorium Week. Permission shall not be granted for team camps.
3. **Q.** During the Moratorium Week, will coaches/activity leaders be allowed to have any contact with their students?
A. No. The only contact they may have with an individual or team during Moratorium Week is via email, phone, etc. but conversations may not refer to actions required for that week (i.e., student’s workouts, practice plans, meetings, etc.).
4. **Q.** During the Moratorium Week, may students attend camps, clinics, etc.?
A. Yes, so long as no high school administrators/coaches/directors/advisors are present, and participation is not organized or paid for by the school.
5. **Q.** Are there any exceptions to this policy?
A. Yes. There will be an appeals process in place for teams, coached by a high school coach, that have been playing together all summer and have qualified for a post-season event that is taking place during all or part of the Moratorium Week. Approval must be granted by the Executive Director prior to the Moratorium Week.

6. **Q.** What is the penalty for a Moratorium Week violation?
A. The violation penalty will be similar to that assessed for a “Rule of Two” violation. The standard penalty is a \$500 fine and game suspension for the offending coach.
7. **Q.** May coaches work with non-high school students during the Moratorium Week?
A. Yes, but not at a high school venue.
8. **Q.** May coaches encourage their athletes to work out at another facility during the Moratorium Week?
A. No. The intent of the policy is that coaches and students take a week off.
9. **Q.** May a school schedule their athletic physical night, or a similar event, during the Moratorium Week?
A. No, the school may schedule nothing that is related to OSAA activities.
10. **Q.** May coaches/student make contact through phone, email, etc., during Moratorium Week?
A. Yes, but with restrictions. For example, the coach may not ask the student, “What is your workout today?”
11. **Q.** May a high school coach work with another high school’s students during the Moratorium Week?
A. No. Contact is not allowed by high school coaches with any high school students during the Moratorium Week.
12. **Q.** May a coach work in any capacity (coaching or not coaching) at a camp during the Moratorium Week?
A. Yes, but only if there are no high school students at the camp and not at a high school venue.
13. **Q.** May an outside entity hold an event during Moratorium Week (e.g., youth soccer camp, little league baseball tournament) that utilizes high school athletic facilities?
A. Yes, provided that no high school students and no members of the high school athletic staff are involved in any capacity (scheduling, supervising, instructing, etc.) with the event.
14. **Q.** May athletic staff members work in school offices or classrooms during the Moratorium Week, even if they may have contact with students?
A. Yes, provided that the contact with students is limited to non-athletic pursuits such as schedule changes, registration, etc.
15. **Q.** At what point does the OSAA consider a person to be a school’s coach?
A. Once a person and a school have verbally agreed that the person will perform coaching duties for the school, he/she is considered to be that school’s coach by the OSAA. At that time, all OSAA policies are in effect for that coach until such time that the coach resigns or is notified by the school that they are no longer a coach for that school.
16. **Q.** May a returning coach work with students outside their designated sports season since the coach working under a one-year contract and has not signed a contract for the coming year?
A. No. Once a person becomes a school’s coach, the OSAA considers that person to be a coach for the school until such time that the coach resigns or is notified by the school that they are no longer a coach for that school. Coaches who resign and are then brought back in a coaching capacity by the same school in an attempt to circumvent OSAA policy are subject to penalties as outlined in [Rule 5, “Violations of Regulations - Penalties.”](#)

9. [SHARED FACILITIES](#) (OSAA Handbook, Executive Board Policies) [\(Shared Facility Request\)](#) (Fall 2015)

Member schools are permitted to share practice and/or competition facilities with other teams with prior approval from the OSAA. Schools requesting a shared facility are required to submit a “Shared Facility Request” for approval prior to the facility being utilized by different groups at the same time. This policy prohibits practice or competition to or between groups approved to share a facility. It is recommended that each team have their own coaching staff and that staggered practice times be utilized when possible.

10. [WITHDRAWAL DURING A COMPETITION](#) (OSAA Handbook, Executive Board Policies)

- A. Removal of a team from competition prior to completion of that competition shall be considered a gross act of unsportsmanlike conduct.
- B. In such a case, the school shall forfeit the contest and an administrator and the coach responsible for the action shall appear before the Executive Board at its next regularly scheduled meeting.
See [Executive Board Policies, “Withdrawal from State Championships”](#) for additional information.

Rule 3 – Contests – Sportsmanship – Crowd Control (OSAA Handbook, Rules)

- 3.1. The arrangement of all festivals, meets, contests or championships is the responsibility of the superintendent, assistant superintendent or high school principal, subject to the Regulations of the Association.
- 3.2. When a festival, meet, contest or championship is in progress, the National Federation of State High School Associations (NFHS) rules governing such activities shall apply, except for specific deviations as approved by the Executive Board.
- 3.3. **Sportsmanship Responsibility.** The high school **administration**, coach and other responsible officials of each member school shall take all reasonable measures to ensure that the school's coaches, players, students and **spectators** maintain a sportsmanlike attitude **during** all events so that events may be conducted without unreasonable danger or disorder. All cheers, comments and actions shall be in direct support of one's team. **Discriminatory harassment and bullying behavior will not be tolerated. Discrimination is defined as (OAR 581-021-0045(1)(a) "any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, color, marital status, religion, sex, and sexual orientation." Harassing conduct may take many forms, including verbal acts and name-calling; graphic and written statements, which include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Examples include but are not limited to hazing, intimidation, bullying, cyberbullying or menacing another, or engaging in behavior deemed by the member school to endanger the safety or well-being of students, employees, self or others. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent, so as to interfere with or limit the ability to participate in or benefit from the services, activities, or opportunities offered by a school. This includes the use of, or engagement in, abusive verbal expression or physical conduct, especially if that conduct interferes with the performance of students, staff, event officials or sponsors of interscholastic activities.**
- 3.4. **Spectator Conduct.** *The following expectations regarding spectator conduct at all OSAA sanctioned events, including regular and post season competition, are provided. Those violating or threatening to violate the following Association rules or site management spectator conduct expectations, may be ejected from the premises, issued a trespass citation, excluded from sanctioned activities temporarily or permanently and/or referred to law enforcement officials.*
 - 3.4.1. *All cheers, comments and actions shall be in direct support of one's team. No cheers, comments or actions shall be directed at one's opponent or at contest officials. Some examples of unacceptable conduct include but are not limited to: disrespecting players by name, number or position; negative cheers or chants; throwing objects on the playing surface; use of derogatory or racially explicit language; discriminatory harassment or conduct that creates a hostile environment that is disruptive to the educational environment.*
 - 3.4.2. *Spectators shall not be permitted to use vulgar/offensive or racially/culturally insensitive language or engage in any racially / culturally insensitive action.*
- 3.5. **Complaint Process:** *The OSAA will sanction schools whom it has found negligent in the duties of reasonably protecting those involved in interscholastic activities from derogatory or inappropriate names, insults, verbal assaults, profanity, ridicule or engaging in behavior deemed by the member school to endanger the safety or well-being of students, employees, self or others.*
 - 3.5.1. *OSAA will acknowledge receipt of the complaint within 48 hours.*
 - 3.5.2. *OSAA may prioritize the investigation of complaints based on information received.*
 - 3.5.3. *Complaints deemed to be employee or student discipline matters only shall be returned to the complainant. Matters of employment and/or employee discipline which can best be resolved through the school district's complaint process include but are not limited to: playing time, team level assignments (Varsity/JV), assignment of a student to a specific coach, equipment use, or dissatisfaction with a contract or payment term. Matters of student discipline which can best be resolved through the school district's complaint process include but are not limited*

to: academic eligibility, drug/alcohol use, playing time or playing position, specific workout requirements, or dissatisfaction with a calendar, schedule or event location.

3.5.4. *Complaints must include the complainant's name and contact information (phone and email or mailing address),. Anonymous complaints shall not be considered.*

3.5.5. *Every effort will be made to complete the investigation process within 30 days; however, should the investigation require more time, a 30-day status update shall be provided.*

3.5.6. *To assist in investigation of the complaint, complainants are asked to note the following:*

(a) *Complaints are only accepted on the official online form and each section of the Complaint Form must be completed. (Complaint Form)*

(b) *Complaints which are determined to be outside the scope of the OSAA will be returned to the complainant via the contact address provided. See [Rule 3.5.3](#) for guidance.*

(c) *Whenever possible, provide first-hand accounts, with names and contact information of witnesses.*

3.6. Sportsmanship Violations/Penalties. *When the coaches, players, students, staff or spectators of any member school engage in unsportsmanlike conduct, **discriminatory harassing behaviors, act in a manner disruptive to the school environment, or cause** disorder or infliction of damage to persons or property in connection with any festival, meet, contest or championship sponsored by this Association, the Executive Board may treat such acts as a violation by the school of the Rules of the Association **and the school shall be subject to penalty. Penalties may vary depending on the actions taken by the school and/or school district during and after the event as it relates to trespassing spectators involved, removing players/coaches from the team for a period of time, requiring additional education/training, etc. Upon a ruling by the Executive Director or by the Executive Board the member school may be subject to probation, mandatory appearance before the Executive Board, required plan of action, forfeitures, fines, lack of institutional control penalties, suspension of membership or expulsion from the Association as determined by the Board. The Board may determine that no penalties are necessary when an incident has been handled appropriately and in a timely fashion by the school and/or district.***

1. Q. Is the host school exclusively responsible for crowd control?

A. No. While the host school for any activity must assume a primary responsibility for the physical management of the activity, including providing for crowd control, this is a mutual responsibility. The visiting school also must take such measures as are necessary to insure proper behavior on the part of its own students and fans.

2. Q. May home team schools display signs and/or banners at their home venues?

A. Yes, home team schools may display "permanent" signs and/or banners that are positive / supportive at their home venues. Examples are welcome signs, in-season rosters, league banners, league / state championship banners and sportsmanship banners.

3. Q. Are "run through" signs allowed?

A. Yes, so long as the message is positive/supportive.

4. Q. May visiting schools bring signs and/or banners to hang at the host school's venue?

A. No.

5. Q. *May spectators have signs at events?*

A. *Spectators are not permitted to have signs or banners larger than 8-1/2 x 11 inches. "Fathead" type items are considered signs and shall not be larger than 8-1/2 x 11 inches. Spectators are required to wear shirts.*

6. Q. *May a spectator have an artificial noisemaker?*

A. *No, spectators are not permitted to have artificial noisemakers. Some examples of artificial noisemakers are Thunder Stix, cowbells, clappers and air horns.*

7. Q. May a school use an artificial noisemaker at specific times during athletic events?

A. In limited cases, yes. An example of an allowable use of artificial noisemakers by a school would be the firing of a cannon or the ringing of a bell after a touchdown is scored.

8. Q. May spectators use small, handheld megaphones?
A. Yes, **provided they are not electric**. Only cheerleaders are allowed to use large megaphones. Neither cheerleaders nor spectators may use megaphones for banging on the floor or bleachers.
9. Q. What are some examples of cheers that do not encourage a positive atmosphere?
A. Any yell that is intended to antagonize an opponent detracts from a positive atmosphere. "Air Ball! Air Ball!" booing, "You! You! You!", or "You Got Swatted!" are examples of yells that will not encourage a positive atmosphere. Conversely, a positive atmosphere is created when fans focus on positive yells in support of their team, rather than on negative yells attacking their team's opponents. **Spectators shall not turn their heads or hold up newspapers during team introductions, or jeer at cheerleaders during opposing team introductions.**
10. Q. May students stand on the bottom row of the bleachers?
A. Yes, but when they sit down, they must be seated on the second row.
11. Q. May students cheer during serves in volleyball and free throws in basketball?
A. Yes, so long as they are just "making noise" and not specifically addressing a contest official or an individual player from the opposing team.
12. Q. May a school use balloons at an athletic event?
A. Yes, a host school may use balloons for decoration. However, fans may not have balloons, and balloons may not be placed by the school in any manner that would block spectator viewing.
13. Q. May a school use balloons at a state championship final site?
A. No.
14. Q. May spectators have oversized foam fingers at athletic events?
A. Yes, they are allowed so long as they are not blocking spectator viewing.

Rule 7 – Out-of-Season and Non-School Activities (OSAA Handbook, Rules)

- 7.1. Out-of-season festivals, meets, contests or championships shall not be permitted during the school year involving member schools of this Association unless special authorization is given by the Executive Board.
- 7.2. A member school or official representative of a member school shall not participate, either directly or indirectly, in the promotion, management, supervision, player selection, coaching or officiating of an all-star contest involving high school students during the Association year.
- 7.3. No member school or official representative of a member school shall condition participation in high school athletics on participation in non-school athletic events or workouts, including, but not limited to camps, leagues, and any form of organized out-of-season or summer competition. Further, no member school may give consideration to such participation when determining membership on, or participation in, high school competitive athletics.
1. Q. May a coach require participation on a non-school team including summer teams or use participation on a non-school team as a factor in selecting members of a school team or allowing full participation in team activities?
A. No to both questions. Participation on a non-school team is a personal choice of the student and his/her parents and may not be required or even considered when selecting school team members or allowing full participation in team activities.
2. Q. May a coach require participation in out-of-season or summer workouts as a factor in selecting members of a school team or allowing full participation in team activities?
A. No.

OSAA/OCCA Building Rubric

STUNT DIFFICULTY

0.0-1.9		
Inversions	Stunts	Transitions
Non-released inversion FROM below <u>prep</u> level group stunt	2-foot <u>prep</u> level and below group stunt	Up to 1/4 twist TO 2-foot <u>prep</u> level stunt
	1-foot <u>prep</u> level and below group stunt (lib/torch, arabesque)	Up to 1/2 twist (non-released) FROM <u>prep</u> level stunt
Dismounts and Tosses	Partner Stunts	
Straight cradle from group stunt	Shoulder sits or other comparable partner stunt	
Up to 1/2 twist dismount from below <u>prep</u> level stunt		
2.0-3.9		
Inversions	Stunts	Transitions
Non-released inversion TO below <u>prep</u> level	2-foot <u>extended</u> group stunt	Up to 1/2 twist TO 2-foot <u>prep</u> level stunt
	1-foot <u>prep</u> level FRONT variations (stretch, bow, etc.)	Full twist FROM 2-foot <u>prep</u> level stunt
	1-foot <u>prep</u> level BACK variations (scorpion, scale, etc.)	Up to 1/2 twist (non-released) FROM 1-foot <u>prep</u> level stunt
Dismounts and Tosses	Partner Stunts	
Full twist dismount from 2-foot <u>prep</u> level stunt	Chair sits or other comparable partner stunt	
Up to 1/2 twist dismount from 1-foot <u>prep</u> level stunt		
Single skill toss		
4.0-5.9		
Inversions	Stunts	Transitions
Non-released inversion TO 2-foot <u>prep</u> level stunt	1-foot <u>extended</u> group stunt (lib/torch, arabesque)	Tic/switch up TO 1-foot <u>prep</u> level stunt
Released inversion TO below <u>prep</u> level stunt		Up to 1/2 twist TO 2-foot <u>extended</u> level stunt
Fold over non-released inversion FROM up to <u>extended</u> level stunt		Full twist TO 2-foot <u>prep</u> level stunt
Dismounts & Tosses	Partner Stunts	Full around FROM any <u>prep</u> level group stunt TO any <u>prep</u> level stunt
Full twist dismount from 2-foot <u>extended</u> stunt	Hands/ <u>prep</u> level and other comparable partner stunt	Up to 1/2 twist TO 1-foot <u>prep</u> level stunt
Up to 1/2 twist dismount from 1-foot <u>extended</u> stunt		Full twist (non-released) FROM 2-foot <u>extended</u> stunt
Full twist dismount from <u>prep</u> level partner stunt		Up to 1/2 twist (non-released) FROM 1-foot <u>extended</u> stunt
Single twist toss		Full twist (non-released) FROM 1-foot <u>prep</u> level stunt
Multi-skill toss with no twist		

OSAA/OCCA Building Rubric

STUNT DIFFICULTY

6.0-7.9		
Inversions	Stunts	Transitions
Non-released inversion TO 2-foot <u>extended</u> stunt	1-foot <u>extended</u> group stunt FRONT variation (stretch, bow, etc.)	Tic/switch up TO <u>extended</u> 1-foot stunt
Non-released inversion TO 1-foot <u>prep</u> level stunt	1-foot <u>extended</u> group stunt BACK variation (scorpion, scale, etc.)	Tic/switch up with up to 1/2 twist TO <u>extended</u> 1-foot stunt
Released inversion TO 2-foot <u>prep</u> level stunt		High to low tic toc TO <u>prep</u> 1-foot stunt
Dismounts and Tosses	Partner Stunts	Full twist TO 2-foot <u>extended</u> stunt
Full twist dismount from 1-foot <u>extended</u> level group stunt	2-foot <u>extended</u> and other comparable partner stunts	Up to 1/2 twist TO 1-foot <u>extended</u> stunt
Full twist dismount from 2-foot <u>extended</u> level partner stunt		Full around FROM any <u>prep</u> level stunt TO 2-foot <u>extended</u> stunt
Single skill toss with twist		Full twist (non-released) FROM 1-foot <u>extended</u> stunt
		Up to 1 1/2 twist (non-released) FROM 2-foot <u>extended</u> stunt
8.0-10.0		
Inversions	Stunts	Transitions
Non-released inversion TO 1-foot <u>extended</u> stunt		Low to high tic toc TO <u>extended</u> 1-foot stunt
Released inversion TO 1-foot <u>prep</u> level stunt		High to high tic toc on <u>extended</u> 1-foot
Dismounts and Tosses	Partner Stunts	Tic/switch up with more than 1/2 twist TO <u>extended</u> 1-foot stunt
Full twist with additional skill dismount from 1-foot stunt	1-foot <u>extended</u> and other comparable partner stunt	Full twist TO 1-foot <u>extended</u> stunt
Full twist dismount from 1-foot <u>extended</u> partner stunt		1 1/2 twist TO 2-foot <u>prep</u> level stunt
Multi-skill toss with twist		Full around FROM any <u>prep</u> level stunt TO 1-foot <u>extended</u> stunt
		Full around FROM any <u>extended</u> stunt TO any <u>extended</u> stunt
		More than one twist (non-released) FROM 1-foot <u>extended</u> stunt
		More than 1 1/2 twist (non-released) FROM 2-foot <u>extended</u> stunt

* At least four skills from the majority of the stunt groups must be performed in order to score in that difficulty range. Skills may not be repeated to get into that range. The variety and creativity of load-ins, transitions, stunts, and dismounts will move the score through that range. The pace/speed of skills can affect difficulty.

* Stunt MAJORITY is 51% of the maximum number of stunts that can be performed based on a traditional group of four people. Teams of eight or nine have a stunt majority of one group.

* MAJORITY of the team (51%) will get a team into range, MOST of the team (75%) will get a team further through the range and ALL of the team (100%) will drive a team through the range.

* If you do not meet the requirements to score in a range, you will score 0.50 in difficulty and be accurately rewarded for the execution of the skills performed.

OSAA/OCCA Building Rubric

PYRAMID DIFFICULTY

0.0-1.9
At least 1 STRUCTURE and 1 TRANSITION, transition must be a 1/2 twist or more, release, or inversion (one of these skills).
2.0-3.9
At least 1 STRUCTURE and 2 TRANSITIONS, transitions must be a 1/2 twist or more, release, or inversion (two out of three of these skills), all structures need to include a 2-foot <u>extended</u> stunt.
4.0-5.9
At least 2 STRUCTURES and 2 TRANSITIONS, transitions must be a 1/2 twist or more, release, or inversion (two out of three of these skills), at least one structure needs to include a 1-foot <u>extended</u> stunt.
6.0-7.9
At least 2 STRUCTURES and 3 TRANSITIONS, transitions must be a 1/2 twist or more, release, or inversion (all three of these skills), all structures need to include either a 1-foot <u>extended</u> stunt or connected <u>extended</u> stunts.
8.0-10.0
At least 3 STRUCTURES and 4 TRANSITIONS, transitions must be a twist, release, or inversion (all three of these skills), all structures need to include a 1-foot <u>extended</u> stunt and one structure needs to include a majority of the stunts to be 1-foot <u>extended</u> stunts.

- * Exact skills may not be repeated to get into that range. Transitions also include load ins and dismounts. The pace/speed of skills performed can affect difficulty.
- * Skills with comparable difficulty can be used to score in a certain range (i.e. an extended two foot partner stunt can be used in place of an extended 1-foot group stunt)
- * Stunt MAJORITY is 51% of the maximum number of stunts that can be performed based on a traditional group of four people. Teams of eight or nine have a stunt majority of one group.
- * MAJORITY of the team (51%) will get a team into range, MOST of the team (75%) will get a team further through the range and ALL of the team (100%) will drive a team through the range.

STUNT AND PYRAMID EXECUTION

1-7
Poor technique, placement, flexibility and synchronization.
8-11
Standard technique, placement, flexibility and synchronization.
12-15
Nearly perfect to perfect technique, placement, flexibility and synchronization.

OSAA/OCCA Building Rubric

CHEER SKILLS

1-3
Little to no incorporation of skills. Basic skills used and/or basic visual effects.
4-7
Some incorporation of cheer skills. Average effectiveness of skills and/or intermediate visual effects.
8-10
Strong incorporation of cheer skills. Effective use of skills and/or advanced visual effects.

BUILDING CREATIVITY

1
Little to no creative elements in stunts including load-ins, transitions, and dismounts.
2-3
Some creative elements in stunts including load-ins, transitions, and dismounts.
4-5
Strong creative elements in stunts including load-ins, transitions, and dismounts.

OSAA/OCCA Cheerleading Score Sheet



BUILDING SKILLS



Team: _____ Division: _____ Judge # _____

STUNT DIFFICULTY

0....1....2....3....4....5....6....7....8....9....10 Total (25)

STUNT EXECUTION

0....1....2....3....4....5....6....7....8....9....10....11....12....13....14....15

PYRAMID DIFFICULTY

0....1....2....3....4....5....6....7....8....9....10 Total (25)

PYRAMID EXECUTION

0....1....2....3....4....5....6....7....8....9....10....11....12....13....14....15

CHEER SKILLS

0....1....2....3....4....5....6....7....8....9....10 Total (10)

BUILDING CREATIVITY

0....1....2....3....4....5 Total (5)

Total (65)

COMMENTS

OSAA/OCCA Tumbling and Jumps Rubric

STANDING TUMBLING DIFFICULTY

0.0-1.9
Skills such as forward rolls, backward rolls, cartwheels
2.0-3.9
Skills such as front walkovers, back walkovers, back extension rolls, handstand forward rolls
4.0-5.9
Skills such as BHS, series BHS
6.0-7.9
Skills such as series BHS to tuck, standing tucks
8.0-10.0
Skills such as series BHS to layout/layout variations, series BHS to fulls, standing fulls

* Jump to tumble skill is required and CAN be used to set the standing tumbling range. Other standing tumbling skills without a jump can be used to set a range. Majority of the team must perform a jump to tumble skill, but the tumble skill does not have to be of the same range.

* The point ranges are for specific skill sets performed by the MAJORITY of the team. Recycling of skills can be done in order for teams to hit majority.

* MAJORITY of the team (51%) will get a team into range, MOST of the team (75%) will get a team further through the range, and ALL of the team (100%) will drive a team through the range.

RUNNING TUMBLING DIFFICULTY

0.0-1.9
Skills such as cartwheels, roundoffs
2.0-3.9
Skills such as front walkovers, round off + skill (i.e. jump, bwo, rebound turn forward roll, etc.)
4.0-5.9
Skills such as round off BHS or series BHS or front tumbling through round off BHS or series BHS
6.0-7.9
Skills such as round off tuck, round off BHS tuck, specialty skills through to round off BHS tuck
8.0-10.0
Skills such as round off BHS layout/layout variations, specialty skills through to round off BHS layout/layout variations, round off BHS full, specialty skills through to round off BHS full

* The point ranges are for specific skill sets performed by a MAJORITY of the team. Specialty skills include front walkovers, front handsprings, whips, arabians, bounding skills, etc. Recycling of skills can be done in order for teams to hit majority.

* MAJORITY of the team (51%) will get a team into range, MOST of the team (75%) will get a team further through the range, and ALL of the team (100%) will drive a team through the range.

OSAA/OCCA Tumbling and Jumps Rubric

JUMP DIFFICULTY

1
Beginner jumps such as straight jumps, tucks, stars, etc.
2
Single intermediate/advanced jumps with no combinations or connections
3
Two connected intermediate/advanced jumps with variety
4
Three connected intermediate/advanced jumps with variety OR two connected intermediate/advanced jumps with variety and one additional jump
5
Four connected intermediate/advanced jumps with variety OR three connected intermediate/advanced jumps with variety and one additional jump

* Intermediate jumps include side hurdler, herkie, toe touch. Advanced jumps include front hurdler, pike, double nine (difficulty and variation scores higher). Variety means at least two different jumps. In order to be considered connected, a whip (continuous) approach must be used.

* The point ranges are for specific skill sets performed by a MAJORITY of the team. If a team fails to do one component in a difficulty range, their score will drop to the next lowest difficulty range.

* MAJORITY for jumps is 75%. Jumps cannot be recycled to get into a specific difficulty range.

TUMBLING EXECUTION

1-7
Poor technique, precision, low power, slow and strength. Majority of the team struggles with technique and execution.
8-11
Standard technique, precision, power, speed, and strength. Several team members struggle with technique and execution.
12-15
Nearly perfect to perfect technique & precision with advanced power, speed and strength. Few to no team members struggle with technique and execution.

JUMP EXECUTION

1-3
Jumps have poor height & chest position, below level flexibility, poor landing position & motion placement. Majority of the team displays technique and/or timing issues.
4-7
Jumps have standard height & chest position, level flexibility, standard landing position & motion placement. Some of the team displays technique and/or timing issues.
8-10
Jumps have strong height & chest position, hyper extended flexibility, strong landing position & motion placement. Few to no team members display technique and/or timing issues.

OSAA/OCCA Cheerleading Score Sheet



TUMBLING/JUMPS



Team: _____ Division: _____ Judge # _____

STANDING TUMBLING DIFFICULTY

0....1....2....3....4....5....6....7....8....9....10 Total (25)

STANDING TUMBLING EXECUTION

0....1....2....3....4....5....6....7....8....9....10....11....12....13....14....15

RUNNING TUMBLING DIFFICULTY

0....1....2....3....4....5....6....7....8....9....10 Total (25)

RUNNING TUMBLING EXECUTION

0....1....2....3....4....5....6....7....8....9....10....11....12....13....14....15

JUMP DIFFICULTY

0....1....2....3....4....5 Total (15)

JUMP EXECUTION

0....1....2....3....4....5....6....7....8....9....10

Total (65)

COMMENTS

OSAA/OCCA Overall Rubric

FORMATIONS/TRANSITIONS

1-3
Basic formations with little to no variety and multiple spacing issues. Basic transitions, little to no creativity and choppy flow across sections.
4-7
Intermediate formations with little variety and some spacing issues. Standard transitions with some creativity. Some issues with the flow of the routine.
8-10
Advanced formations with a good amount of variety and little to no spacing issues. Advanced transitions that include strong creativity. Flow has few to no issues.

ROUTINE MOTIONS

1-3
Basic motions with little variety. Poor technique and/or placement issues.
4-7
Advanced motions with some variety. Standard technique and/or placement issues.
8-10
Advanced motions with much variety. Few to no technique and/or placement issues.

* Motions are being judged throughout the routine. This could include, but is not limited to, stunts, jumps, motion sections, and/or cheer.

CROWDLEADING

1-3
Little to no attempt to lead the crowd. Ineffective use of props. Basic pace/flow. Low vocal level and clarity.
4-7
Some crowd leading. Average effectiveness of props. Intermediate visual effects. Standard vocal level and clarity.
8-10
Strong crowd leading. Effective use of props. Advanced pace/flow. Strong vocal level with clear, understandable words.

*Props can include, but are not limited to, signs, poms, flags, megaphones, etc. All types of props are not necessary to score high in this category.

OSAA/OCCA Overall Rubric

DANCE

1-3
Basic skills with little use of total body, floor work, and level changes. Performed at a slow pace. Poor technique, placement and synchronization.
4-7
Intermediate skills with some use of total body, floor work, level changes and formation changes. Performed at a moderate pace. Standard technique, placement, and synchronization.
8-10
Advanced skills using total body, floor work, level changes and formation changes with some creative and visual elements. Performed at a fast pace. Nearly perfect to perfect technique, placement, and synchronization.

SHOWMANSHIP

1-3
Little to no facial projection, eye contact, energy, confidence and/or recoveries.
4-7
Some facial projection, eye contact, energy, confidence and/or recoveries.
8-10
Strong facial projection, eye contact, energy, confidence and/or recoveries.

ROUTINE CREATIVITY

1
Little to no creative elements throughout routine.
2-3
Some creative elements throughout routine.
4-5
Strong creative elements throughout routine.

OSAA/OCCA Cheerleading Score Sheet



OVERALL ROUTINE



Team: _____ Division: _____ Judge # _____

FORMATIONS/TRANSITIONS 0...1...2...3...4...5...6...7...8...9...10
ROUTINE MOTIONS 0...1...2...3...4...5...6...7...8...9...10
CROWDLEADING 0...1...2...3...4...5...6...7...8...9...10
DANCE 0...1...2...3...4...5...6...7...8...9...10
SHOWMANSHIP 0...1...2...3...4...5...6...7...8...9...10
ROUTINE CREATIVITY 0...1...2...3...4...5

COMMENTS

Total (55)