
2020/2021

Oregon School Activities Association

Dance/Drill Handbook



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Published by
OREGON SCHOOL ACTIVITIES ASSOCIATION
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How to find information in the Dance and Drill 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**.*

OSAA Mission Statement

The mission of the OSAA is to serve member schools by providing leadership and state coordination for the conduct of interscholastic activities, which will enrich the educational experiences of high school students. The OSAA will work to promote interscholastic activities that provide equitable participation opportunities, positive recognition and learning experiences to students, while enhancing the achievement of educational goals.

Non-Discrimination Policy

(Executive Board Policies, Revised July 2019)

- A. The Oregon School Activities Association does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, marital status, age or disability in the performance of its authorized functions, and encourages its member schools, school personnel, participants and spectators to adopt and follow the same policy.
- B. A claim of discrimination against a member school shall be brought directly to the member school of concern.
- C. Any party that believes he/she has been subjected to an incident involving discrimination or discriminatory harassment at an OSAA sanctioned event, may submit a written complaint through the online complaint process provided on the OSAA website [\(Complaint Form\)](#). When the coaches, players students, staff or spectators of any members school engage in discriminatory behaviors, or 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 sanctioned by the Association, the Executive Board may treat such acts as a violation by the school of the Rules of the Association. See **Rule 3, "Contests – Sportsmanship – Crowd Control"** for additional information.

OSAA Sportsmanship Statement

Interscholastic activities are an integral part of the educational curriculum and experience. High school activities promote the character development of participants, enhance the educational mission and promote civility in society. Therefore, student-athletes, coaches, spectators and all others associated with high school activities programs and events should adhere to the fundamental values of respect, fairness, honesty and responsibility. These values should be established as a priority among all OSAA member high schools.

It is the responsibility of each member high school to establish policies for sportsmanship and ethical conduct consistent with the educational mission and goals of that school and to continually educate students, coaches, teachers, parents and all involved about those policies.

DANCE/DRILL PLAN

1. SEASON DATES

First Practice Date August 31
First Contest Date After nine days of practice
Dance Culminating Events Week April 5-11

2. **STAFF CONTACT:** K.T. Emerson, Assistant Executive Director, 503.682.6722 x227, kte@osaa.org

DANCE / DRILL (NON-CONTACT) COVID-19 REQUIREMENTS AND CONSIDERATIONS

1. SCREENINGS

- A. All coaches and students should be screened daily for signs/symptoms of COVID-19 prior to participating.
- B. Responses to screening questions for each person should be recorded and stored.
- C. Any person with positive symptoms reported should not be allowed to participate, should self-isolate, and contact their primary care provider or other health-care professional.
- D. Encourage vulnerable individuals (over 65 and/or have underlying medical conditions) to consider not supervising or participating.

2. FACILITIES CLEANING CONSIDERATIONS

- A. Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate any communicable diseases.
- B. Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.).
- C. Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- D. Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.
- E. Weight equipment should be wiped down thoroughly before and after an individual's use of equipment.
- F. Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat from transmitting onto equipment/surfaces.
- G. Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered.
- H. Students must be encouraged to shower and wash their workout clothing immediately upon returning to home.

3. REHEARSALS GUIDELINES

- A. Social distancing should be practiced throughout rehearsal.
- B. Dance/Drill participants may not practice/perform stunts. Chants, jumps, and dances without contact are permissible.
- C. Neither coaches nor participants can have any contact whatsoever with another participant (no hugging shaking hands, or fist bumps for support/encouragement).
- D. Appropriate clothing and shoes must be worn at all times.
- E. Coaches, players and trainers are required to wear a mask or face covering at all times when indoors. Coaches, players and trainers are required to wear a mask or face covering at all times outdoors when 6 feet of distance cannot be maintained. When tumbling, face coverings must be secured.
- F. There should be no shared athletic equipment (towels, clothing, shoes) between students. Each student shall have their own clearly marked handheld item (poms must be clearly labeled with student's name to insure they are used only by that student).
- G. There should be only one designated person to operate sound equipment unless it cleaned prior to use by the next individual.

H. Social distancing is required, but maneuvering can begin.

4. **COMPETITION GUIDELINES**

- A. Congregating teams in preparation and competition areas may still be prohibited. Schedules for competitions may require teams to arrive, warm up, perform, cool down and leave the facility.
- B. Scoresheet adjustments for limitations
 - 1) Exclude stunting
 - 2) Exclude maneuvering
 - 3) Costume clarifications
- C. Coaches, players and trainers are required to wear a mask or face covering at all times when indoors. Coaches, players and trainers are required to wear a mask or face covering at all times outdoors when 6 feet of distance cannot be maintained. When tumbling, face coverings must be secured.
- D. Maintain the social distancing requirements for opposing teams, spectators, etc. while in attendance.

5. **JUDGE CONSIDERATIONS**

- A. Considerations for Judges, Coaches, Other Personnel
- B. Judges, coaches and other event personnel must wear masks.
- C. Judges must come dressed to officiate; a locker room will not be provided.
- D. A separate meeting room should be made available and accessible for judges.
- E. A separate bathroom should be provided for judges when possible.
- F. Judges are recommended to bring their own food; prepackaged food provided to judges would be acceptable.
- G. Judges must be spaced 3-6 feet apart.
- H. Tabulation table – tabulators should be 3-6 feet apart; each should have their own computer or sanitize the computers between users.
- I. A cordless microphone could be used.
- J. Judges will not be expected to monitor the physical distancing; each person is responsible.
- K. Judges should bring their writing utensils to fill out score sheets. Cleaning supplies should be available on site with devices sanitized between uses.

NFHS RULES MODIFICATIONS DUE TO COVID-19

1. **RETURN TO COMPETITION**

A. **Spirit Rules Considerations**

- 1) Cheerleading and Dance General Risk Management (2-1-14, 2-1-16). Sideline and playing surface placement during game.
- 2) *Participants should be appropriately spaced on the court, field or sideline to ensure proper social distancing.*

B. **Cheerleading Apparel / Accessories (3-1-1)**. Jewelry of any kind is prohibited except for the following: A religious medal without a chain is allowed and must be taped and worn under the uniform. A medical-alert medal must be taped and may be visible.

- 1) *Masks may be worn but are not required. No masks may be worn in routines that involve stunting. Any mask worn during a routine that does not involve stunting but involves tumbling must be taped and secure.*

2. **Other Spirit Considerations Cheerleading and Dance General Risk Management**. Judge placement during adjudicated performance and competition.

- A. *Judges, officials, adjudicators, etc. should be appropriately spaced to ensure proper social distancing.*

2020 NFHS SPIRIT RULES

Order a NFHS Spirit Rules Book from the [OSAA Corner Store](#) or contact the OSAA (503.682.6722) for information.

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

2020 RULES CHANGES

Rule 1	Deleted the definition of a basket toss. Revised definition of dismount, foldover, prep and switch up.
3-2-1c	Restricts bases holding objects when supporting an extended stunt.
3-3-5	Allows the top person to make a 1/4 turn around the bracer.
3-3-5a	Clarifies the connection between a single bracer and a top person during flip inversions.
3-3-5g	Allows the top person to perform no more than one complete twist during a braced flip.
3-3-6a	Restricts the release of inverted skills to the original bases.
3-3-6a3	Allows an inversion to be released to a stunt with no more than 1/4 turn.
3-3-6c2, 4-3-6c	Allows contact to be maintained between one base or spotter and the top person during an inversion that begins at or passes through prep level. Revised language for the foldover exception.
3-5-5	Re-ordered for clarity.
3-5-5c1	Allows for an exception for hand to foot contact in braced releases to a cradle.
3-5-5c2	Editorial change.
3-5-5c3	Allows top person in a horizontal or cradle position to be released to a loading position or stunt at any level with no more than a 1/4 turn.
3-5-5d	Restricts the movement of bracers.
3-7-5, 4-7-5	List of exceptions was modified.
3-7-9	Redundant rule deleted.
3-8-9, 4-8-9	Restricts contact during airborne tumbling skills with hip overhead rotation.
3-9-4, 4-9-4	Deleted handspring from the rule.

2020 MAJOR EDITORIAL CHANGES

2.1.7 Situation B, (NEW) 2.1.7. Situation C, 3.1.1 Situation A, (NEW) 3.2.1 Situation B, 3.2.5 Situation C, 3.2.7 Situation B, 3.3.4 Situation A, 3.3.5 Situation B, 3.3.6 Situation C, 3.3.6 Situation D, 3.3.6 Situation F, (NEW) 3.3.6 Situation G, (NEW) 3.3.6 Situation K, 3.5.4 Situation, 3.5.5 Situation B, (NEW) 3.5.5 Situation E, (NEW) 3.8.2 Situation B, 4.3.6 Situation D, 4.3.6 Situation E.

2020 POINTS OF EMPHASIS

- 1. Performance Surfaces and Areas**
 - A. Consideration of practice/performance surfaces and following skill progressions are vital components of risk minimization. The following skills are only allowed on a mat, grass or rubberized track surface:
 - 1) Basket tosses, elevator/sponge tosses and other similar multi-base tosses.
 - 2) Partner stunts in which the base uses only one arm to support the top person.
 - 3) Twisting/tumbling skills (Arabians, full-twisting layouts, etc.).
 - B. Stunts and tumbling must be modified to be appropriate for the surface and/ or area and in relation to other participants. Skill practicality, difficulty and proficiency should especially be considered for performances on playing surfaces at games, as any injury could also result in stoppage of play.
- 2. Concussion Awareness in Practice**
 - A. The NFHS’s most recent injury data revealed that the majority of concussions associated with spirit programs occur at practice. To assist in the prevention of concussions, special attention should be given to length of practice, performer readiness, coach supervision, teaching of proper techniques and skill progression, and enforcement of concussion protocol.
 - B. See Appendix B: Suggested Guidelines for Management of Concussion in Sports.
- 3. Professional Development**
 - A. Professional development is one of the responsibilities of a coach. Many resources are available beyond the NFHS Spirit Rules Book and NFHS Rules App which are useful in coaches’ professional development. Scholastic organizations such as NFHS, USA Cheer, Varsity Spirit, state spirit coaches’ associations, etc., may all provide resources and training opportunities which enhance the growth and knowledge of coaches.

2020 COMMENTS ON THE RULES

2-1-7c 3-2-1	When passing props from the top person away from the stunt, a base must not hold props that are made of hard material or have sharp corners or edges. A top person may hand signs to a non-stunting person on the ground or to a non-required spotter.
Rule 3-3-5	When performing braced flips in a pyramid, the top person's hands/arms must be in continuous contact with a bracer. In the cases of a single bracer, there must be a hand/arm connection between both hands/arms of the top person and the bracer.
Rule 3-3-5d	Bracers must be in a multi-base prep with a spotter.
Rule 3-5-4	Switch-ups are permitted as long as they are caught by the original bases.

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.

OSAA ADOPTED DANCE/DRILL RULES AND INTERPRETATIONS *The NFHS Spirit Rules Book will be used.*

- A. **General.** Dance/Drill teams representing OSAA member schools are required to conform to the rules set forth in the current NFHS Spirit Rules Book.
- B. **Coverage.** The rules set forth in the current NFHS Spirit Rules Book must be followed regardless of the capacity in which the dance/drill team is functioning. The rules apply equally to teams performing at competitions and teams performing in a support function at a game or contest.

- C. **Violations.** In addition to the penalties specified for teams competing at OSAA sanctioned dance/drill contests, schools represented by dance/drill teams, which violate the dance/drill safety rules at any time, may be subject to sanctions and penalties as determined by the OSAA Executive Board.
- D. **Questions.** Questions about the legality of a particular stunt should be addressed to the OSAA prior to practicing or performing the stunt.

OSAA DANCE/DRILL POLICIES

Effective First Practice Date to End of HS Season.

1. **PRACTICE MODEL** (OSAA Handbook, Executive Board Policies) **(Revised Summer 2020)**

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) Students may participate in multiple practice sessions per day, but not on consecutive days. **Multiple practice sessions per day are prohibited for the 2020-2021 school year.**
 - a) **Single Practice Session.** No single practice session shall be longer than three hours, including warm-up and cool down. On days with a single practice session, students are limited to a maximum of one hour of weight training either before or after practice but not both.
- 3) 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.
- 4) **A student shall become eligible to participate in a jamboree or interscholastic contest/meet/competition after completing a minimum of nine days of actual practice.**

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.

DANCE/DRILL HANDBOOK *Adjustments to Handbook policies will be updated throughout the 2020-21 school year.*

1. Rules and Procedures

1.1. Eligibility

- 1.1.1. School Eligibility.** All schools entering a team in the Dance/Drill State Championships must be current members of the Dance Drill Coaches Association (DDCA) and must be registered to participate in dance/drill with the OSAA. **PENALTY:** Disqualification of the team.
- 1.1.2. Student Eligibility.** All student participants in the Dance/Drill State Championships including musicians and those who manipulate props/sets during performances must meet OSAA student eligibility rules. **PENALTY:** Disqualification of the team.
- 1.1.3. 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.**

- 1.1.4. 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.
- 1.1.5. School Representation.** No school may enter more than one team in the Dance/Drill State Championships. No team may enter more than one division in the Dance/Drill State Championships.
- 1.1.6. Previous Qualifying Competition.** All teams entering the Dance/Drill State Championships must have competed in at least one OSAA sanctioned competition during the school year of that Dance/Drill State Championships unless a specific exception to this rule has been granted in writing by the OSAA to that school for that year's Dance/Drill State Championships. **PENALTY:** Disqualification of the team.

1.2. Divisions

1.2.1. Division Restrictions

- (a)** The "Dance/Drill" divisions are open only to teams, which do not use props, sets, floor coverings, costume changes, backdrops or anything removed from the body during the routine.
 - (1)** A team member may be a musician or a dancer but may not perform as both.
 - (2)** **PENALTY:** If a team uses "Show" equipment in a "Dance/Drill" division at the Dance/Drill Culminating Week events they shall be disqualified.
- (b)** The "Show" divisions are open to teams, which use props, sets, floor coverings or costume changes.

1.2.2. Team Size Restrictions

<u>Classification</u>	<u>Number of Performers</u>
4A/3A/2A/1A Dance	Minimum 5, 34 maximum
5A Dance	Minimum 5, 50 maximum
6A Dance	Minimum 5, 50 maximum
Show	Minimum 5, 50 maximum

- (a)** Up to six more than the number of performers marked on the entry form may gain access to the culminating week events and special events.
- (b)** All teams must include at least the minimum number of performers on the floor together at **the same time** within their routines. **PENALTY:** A performance that does not include at least the minimum number of performers on the floor together at some time during the routine shall result in a 10-point deduction.
- (c)** A school may not register or initiate performance without the minimum number of performers on their team. A team who does not have the minimum number of performers on their team will not be allowed to compete.
- (d)** The number of performers in a routine shall not exceed the division maximum.

PENALTY: A performance that exceeds the divisional cap shall be disqualified from the competition.

- 1.2.3. Minimum Division Size.** If fewer than seven teams enter for a division, the division shall be combined with another division.
- 1.2.4. Awards.** A maximum of 50% of the teams in a division not to exceed five teams in any division shall receive Place Awards. Individual medallions shall be provided to the members of the top two teams in each division. In the case of an odd number of teams in a division, the number of teams receiving awards in that division shall be rounded up.

2. Performance Rules

2.1. Number of Rounds. A final round of competition.

2.2. Time Limits and Boundaries

2.2.1. Definition. The "performance area" shall be defined by the inside edge of the boundary line of the basketball court on which the competition is held.

2.2.2. Judging and timing shall begin with the first beat of the music. Judging and timing shall end when the last member crosses the performance area boundary, or the last beat of the music, whichever comes first.

2.2.3. Time Limits

(a) Dance Divisions – two minutes and 30 seconds to five minutes.

(b) Show Division – four to seven minutes.

(c) PENALTY: One-point deduction for either under or over time.

2.3. Music

2.3.1. Recordings. Recorded music, if used, must be uploaded to the OSAA website via the registration form prior to the competition.

2.3.2. Music Cue Person. A representative of each team must be present at the announcer's table during that team's practice and performance to cue the music. No responsibility will be taken by the sound crew if a representative is not present. The music cue person should have a "back-up" copy of the performance music available in case of mechanical failure of the original.

2.3.3. Mechanical Failure. In case of a mechanical failure during the performance, the team will be given the option to go back to the beginning and repeat their performance.

2.3.4. Live music. Live music, if used, may be provided by a maximum of ten musicians who must remain inconspicuously outside of the performance boundary in order not to be counted toward the roster limit. The same ten musicians must be used throughout the performance, and they must meet the OSAA student eligibility rules. PENALTY: Disqualification of the team.

2.3.5. A team member may be a dancer or a musician but not perform as both. Penalty: Infraction with live music and/or musicians is 10-point deduction.

NOTE: The Dance/Drill State Championships Finale Music ("One Singular Sensation") should not be used by a team competing at the Dance/Drill State Championships.

2.4. Special Effects. The use of special effects must be cleared through the OSAA representative (or his designee) at the Dance/Drill Culminating Week events. No provisions will be made for special lighting effects. PENALTY: Use of special effects not cleared through the OSAA representative (or his designee) at the Dance/Drill Culminating Week events will result in disqualification of the team.

2.5. Practice Time. Each dance/drill team shall receive the same amount of time on the floor for practice as is provided for other teams in the classification/division, if practice time is provided. If a team misses its practice time, there will be no rescheduling unless time allows in the practice schedule. A school may not independently schedule practice time for its team at the state championship site. If a team independently schedules a practice time or uses the floor outside its schedule practice time the school may be subject to disqualification, forfeiture, sanctions or fines.

2.6. Props / Sets

2.6.1. Definitions.

(a) A "Prop" is anything that is not permanently attached or positioned on a uniform of the performer, which is manipulated in any skillful, physical or mechanical manner to add to the overall effect of the performance.

(b) A "Set" is any piece of scenery or backdrop placed in a standing position in view of the audience to enhance the theme or overall effect of the performance.

- 2.6.2. Props and sets including floor coverings shall be constructed to fit through a standard gymnasium door. PENALTY: Props and sets exceeding the restriction will require alteration to meet those dimensions OR elect not to use the set/prop.
- 2.6.3. Props and sets must be constructed as not to damage the floor or any other part of the performance facility. PENALTY: The school(s) responsible for any damage shall be assessed damage fees.
- 2.6.4. Props and sets using special lighting or requiring electricity must be run by a power pack. No electrical provisions will be made by competition or facility personnel. PENALTY: Use of building electricity shall result in a 10-point deduction.
- 2.6.5. **Floor Damage.** To prevent damage to the performance floor, carpeting should wrap up the sides of the set from the bottom and be secured with nails from the side. No nails, tacks, staples or any other potentially damaging item shall be used on the portion of the protective material that contacts the floor.
- 2.6.6. **Questions.** Questions regarding props and sets should be clarified by the OSAA Dance/Drill State Rules Interpreter (or his designee) at the Dance/Drill State Championships prior to competition.
- 2.7. **Safety/Stunting.** The current NFHS Spirit Rules Book shall apply. For more complete information, including instruction and photographs of correct and incorrect stunt positions, see the current NFHS Spirit Rules Book available from the OSAA. For deduction penalties see the [Judges Affiliation Manual](#).

3. Rules Violations

- 3.1. **Determination of Violations.** Rules Violation Committee has the authority and responsibility to determine if the competition rules have been violated. The Rules Violation Committee will consist of the Judges Director, the Assistant Dance/Drill State Championships Director and the OSAA representative (or his designee) at the Dance/Drill State Culminating Week events. The determination of a violation may be based upon first-hand observation by a committee member or may be in response to a written protest filed by a participating coach. All decisions on alleged violations will be made by this committee and this committee only.
- 3.2. **Protests**
 - 3.2.1. If a participating coach believes that a team has violated a competition rule, that coach has the right to file a written protest to the Rules Violation Committee specifying the team involved, the rule in question and the manner in which the coach believes the rule was violated. Protests must be filed prior to the final round of the competition unless the violation occurred exclusively during the final round. The issuance of a protest against another team is a very serious accusation and should not be frivolously undertaken.
 - 3.2.2. If a protest is filed, the Rules Violation Committee shall meet to discuss the validity of the protest. Valid protests will be brought to the attention of the coaches of the offending team prior to final round, or awards (depending on when the violation occurred). Depending on the nature of the violation, the Rules Violation Committee may assess penalties against offending teams as indicated in these rules. All decisions shall be final.

4. Tabulation Procedures Performance Awards

- 4.1. **Final Round (All Teams, All Divisions)**
 - 4.1.1. Competing teams in the final round will continue to be scored by judges using the same scoresheet and linear scale, as referenced above.
 - 4.1.2. Blocking for the event will be determined by **highest score reported during a winter competition which includes penalties assessed.**
 - 4.1.3. Judge's comments will be recorded.
- 4.2. **Criteria for Determination of Winners.** The Master Tabulation Sheet shall be filled in with the numerical total points, the average score and the ordinal place from each judge. Winners shall be determined using the following criteria IN THIS ORDER:
 - 4.2.1. Placements will be awarded to the highest scores.

- 4.2.2. To determine the ordinal place, the tabulator shall add the scores from each judge and assign a place according to **the** judge's scores. The highest numerical score shall receive an ordinal place of one, the next highest two, and so on.
- 4.2.3. In the case of a tie in both score and ordinal points, an unbreakable tie shall be declared, two awards shall be given for that place and the next place shall be skipped in the assignment of placement.

5. Judging

- 5.1. **Qualifications.** Judges must meet DDCA certification criteria each year to judge at the Dance/Drill State Championships and meet the guidelines set for by the OSAA and [Judges Affiliation Manual](#).

6. Drill Down

6.1. General Rules

- 6.1.1. An advanced Drill Down competition will be held at each Dance/Drill State Championships.
- 6.1.2. The caller may use the following commands: R/L Face, Attention, Parade Rest, Dress R/L Dress, Double Arm Dress, Ready Front, At Ease, Hand Salute, About Face, R/L Flank March, To the Rear March and Double Commands. Half R/L Face, R/L Oblique, By the Numbers, Mark Time/Mark Time from an Oblique, Halt/Halt from an Oblique, Forward March/Forward March when called on an Oblique, Chain Commands, Double Chain Commands, In Place Halt, In Place Mark, Resume March, Hanging Commands, Cancel Commands.

6.2. Participants

- 6.2.1. At the Dance/Drill Culminating Week events, each participating school will be eligible to enter eight team members to compete in the Drill Down.
- 6.2.2. Must wear the following at:
 - (a) Local Competitions – Costume or traveling outfit and shoes.
 - (b) Dance/Drill Culminating Week events – Costume and shoes.
- 6.2.3. During the Drill Down, each participant will be expected to quietly leave the floor if he or she has committed an error. Students who remain in the competition the longest will be the winners of the Drill Down.
- 6.2.4. The Drill Down will generally function under an honor system, but "pullers" will be used if necessary.
- 6.2.5. A maximum of six finishers will receive awards in the drill down competition.

6.3. Drill Down Requirements

- 6.3.1. The Drill Down caller will be a certified caller approved by the DDCA Board and the OSAA Assistant Executive Director using the following criteria
 - (a) At least four years out of high school.
 - (b) Must have called at a competition during the current season.
 - (c) May not call at a venue if they are a former coach of a competing team for two years after leaving the team.
 - (d) Appearance must be professional.
- 6.3.2. The two back-up personnel must meet the following criteria:
 - (a) Must be certified callers.
 - (b) Must be a minimum of two years out of high school.
 - (c) The first back-up does not pull.
 - (d) Appearance must be professional.

- 6.3.3.** A minimum of four pullers must meet the following criteria:
- (a) Must be a minimum of two years out of high school.
 - (b) May not be a coach of a competing team at this venue.
 - (c) Must have in-depth knowledge of drill down commands.
 - (d) Must be prepared to look for correct execution of the commands.
 - (e) Must be prepared to look for proper drill down technique.
 - (f) Appearance must be professional.

6.3.4. For additional information on responsibilities, commands and errors please see the DDCA Manual.

6.4. Drill Down Caller Responsibilities – Recommended for Local and Required for State Competitions

6.4.1. The caller may not be affiliated with a team participating in the caller’s drill down. For additional requirements, please see the [DDCA Manual](#).

OSAA GENERAL POLICIES

1. [ADVERSE WEATHER CONDITIONS / AREA-WIDE EMERGENCY PROCEDURES](#) (OSAA Handbook, Executive Board Policies) (May 2020)

There may be times in the interest of minimizing risk due to adverse weather conditions and/or a clear area-wide emergency that it becomes necessary to postpone, cancel, and/or reschedule regular season or postseason events. The intent of this policy is to outline procedures and policies to provide guidance to OSAA member schools when such conditions impact an event.

A. Regular Season Events.

- 1) *Administrators have the responsibility to define and communicate contingency plans in the event of adverse weather conditions and/or a clear area-wide emergency. A stepwise progression that places emphasis on minimizing risk for athletes, coaches, contest staff, spectators, and contest officials will be used to help guide decision makers on the appropriate course of action.*
- 2) *The following steps shall be taken:*
 - a) **Suspend the Event:** *NFHS rules allow officials to “delay” or “suspend” any contest where factors may endanger the participants. At no time may officials “terminate” a contest between schools unless administrators or representatives from each school mutually agree to end the contest. If the participating schools involved mutually agree to end the game the contest will be considered complete. Officials should use the following guidelines when choosing to suspend a contest:*

Starting Time of the Event	8am to 12pm	12:01pm to 3:30pm	3:31pm to 6pm	After 6pm
Maximum Suspension	3 hours	2 hours	1.5 hours	1 hour

- b) **Modify the Event:** *NFHS rules in most sports and activities allow for modifications to timing and structure if necessary, with mutual agreement of participating schools, to address factors that may endanger the participants.*
- c) **Reschedule the Event:** *When situations arise involving a suspension of play and the participating schools cannot reach mutual agreement on ending the contest, the following steps shall be taken:*
 - (1) *Convene a meeting between representatives from participating teams*
 - (2) *Review and record contest details up to the point of suspension*
 - (3) *Review each of the following options*

Option	Implication	Contest Result
Schools agree to reschedule contest during the current game week (i.e. Friday game, continued on Saturday or Sunday).	See Executive Board Policy, "Interrupted Contests" procedures for specific sport/activity.	Upon conclusion result is final.
Schools agree to reschedule contest during a future game week (i.e. Friday game, continued on following Tuesday).	See Executive Board Policy, "Interrupted Contests" procedures for specific sport/activity.	Upon conclusion result is final.
Schools cannot reach agreement on when to reschedule contest.	Contest is suspended.	No Result.

- d) **Cancel the Event:** *Canceling the contest is not an option if the cancellation has a bearing on advancing a team(s) to the final site.*

B. OSAA Final Site Events.

- 1) *A culminating event shall be defined as the event(s) conducted at the final site only. Early round contests and district qualifying should tournaments follow the stepwise progression listed in part A.*
- 2) *School personnel have the responsibility of making alternative travel plans to final sites based upon adverse weather forecasts and any other pertinent information. It shall be the responsibility of the participating school(s) to notify the OSAA Executive Director or OSAA staff designee if the school is having difficulty traveling to the final site and may not arrive in time for the scheduled event(s) due to adverse weather conditions or a clear area-wide emergency.*

C. Championship Final Site Specifics.

- 1) *If a team/individual is unable to arrive at a final site for their scheduled competition due to adverse weather conditions or a clear area-wide emergency, that team/individual will be allowed to participate in their scheduled event provided they arrive at the site and are able to compete on the day of their scheduled event. In this situation the OSAA Executive Director or OSAA staff designee, shall adjust the schedule of the event for the purpose of allowing maximum participation for all qualified schools when these conditions are present. If the team/individual is unable to arrive to compete on the day of their event, and NFHS playing rules allow the modification, a forfeit is recorded and that team/individual shall move into the consolation bracket or be dropped from competition, whichever is applicable to the event.*
- 2) *When the number of teams/individuals unable to reach the final site for their scheduled event due to adverse weather conditions or a clear area-wide emergency exceeds 25% of those participating, the OSAA Executive Director or OSAA staff designee, shall consider postponement or cancellation of all or part of the event. An alternative schedule shall be determined by OSAA Executive Director or OSAA staff designee. Should the need arise for the schedule of a final site to be altered the next available date, including Sunday, will be used.*
- 3) *For the purpose of this policy, the TOTAL number of teams/individuals scheduled to attend the final site for that classification shall be the number used from which to obtain the percentage of those needed, regardless of the total number of classifications scheduled to attend the event.*
- 4) *Note: For the purpose of this policy, when the percentage used results in a number that is not a whole number, the number shall be rounded up to the next whole number. For example, if a tournament is being held for 30 teams, 25% of the total would be 7.5 which would be rounded up to 8.*

D. Procedures to Follow If Contests at The Final Site Are Rescheduled.

- 1) *The OSAA Executive Director or OSAA staff designee has the final authority on final site contest rescheduling.*
- 2) *If contests are rescheduled on the same day as originally scheduled but at a different site, the semifinal and championship contests will be scheduled at the same time or later than originally scheduled.*
- 3) *Time between contests may be shortened. Example: If contests were originally scheduled at two-hour intervals, they may be rescheduled at one and one half-hour intervals.*
- 4) *Individuals/teams shall be granted a minimum of 20 minutes for rest between contests.*
- 5) *Whenever possible, contests played on the final day of the tournament shall be scheduled to allow individuals/teams to return to their home community that day.*

6) ***If during the last scheduled day at the final site, contests are unable to be restarted requiring postponement overnight, only those individuals/teams still in contention for the championship will continue play. Individuals/teams not in contention for the championship shall be awarded a tie for the highest placing that could have been earned if postponement had not been necessary.***

E. ***Ticket revenue will not be refunded in the event the schedule and/or day(s) of the event are changed due to adverse weather conditions or a clear area-wide emergency.***

2. **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.

3. **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.

4. **CERTIFICATION – ATHLETIC DIRECTORS AND COACHES** <http://www.osaa.org/coaches/requirements> (Revised Spring 2019)

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.** 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.** 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.** 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.** 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).** 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.** 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.

5. **CONCUSSION MANAGEMENT** (OSAA Handbook, Executive Board Policies) (Revised Summer 2020)
- (Medical Release – Return to Participation Following a Concussion)** **(Medical Release – Return to Learn Following a Concussion)**
- A. **Member School’s Responsibilities** (Max’s Law, [ORS 336.485](#), [OAR 581-022-0421](#)) (Jenna’s Law, [ORS 417.875](#)) (**Qualified Health Care Professional, ORS 336.490**)
- 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 ***licensed*** 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 ***a Qualified*** 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 ***a Qualified*** Health Care Professional is obtained, the athlete shall not be permitted to return to athletic activity. ***As of July 1, 2020, ORS 336.490 requires athletes be cleared by one of these Oregon Qualified Healthcare Professionals: Medical Doctor (MD), Osteopathic Doctor (DO), Chiropractic Doctor (DC), Naturopathic Doctor (ND), Nurse Practitioner (NP), Physician Assistant (PA), Physical Therapist (PT), Occupational Therapist (OT) or Psychologist who is licensed or registered under the laws of Oregon. Before signing any RTP forms, except for MD and DO signers, course completion certificates from the Oregon Concussion Return-To-Play Education must be obtained by all DC, ND, PT and OT and, after July 1, 2021, by all NP, PA and Psychologists.***
 - 3) **Private Schools Only.** [\(Concussion-Private School Informed Consent\)](#)
On an annual basis prior to participation, private schools shall require each ***athlete*** and at least one parent or legal guardian of the ***athlete*** 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 ***athlete***’s signed form on file for review at any time by OSAA staff.
- B. **Official’s Responsibilities.**
- An official shall remove ***an athlete*** from a contest when that ***athlete*** 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 ***their*** designee making sure that the head coach or designee understands that the ***athlete*** 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 ***athlete*** after ***they are*** removed from play. The official does not need written permission for ***an athlete*** to return nor does the official need to verify the credentials of the ***Qualified Health Care Professional*** who has cleared the ***athlete*** to return. The responsibility of further evaluating and managing the symptomatic ***athlete*** falls upon the school and ***an*** appropriate ***Qualified Health Care Professional***.
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. **NON-DISCRIMINATION POLICY** (OSAA Handbook, Executive Board Policies) (**Complaint Form**) (Revised July 2019)

- A. The Oregon School Activities Association does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, marital status, age or disability in the performance of its authorized functions, and encourages its member schools, school personnel, participants and spectators to adopt and follow the same policy.
- B. A claim of discrimination against a member school shall be brought directly to the member school of concern.
- C. Any party that believes **they** have been subjected to an incident involving discrimination or discriminatory harassment at an OSAA sanctioned event, may submit a written complaint through the online complaint process provided on the OSAA website. When the coaches, players students, staff or spectators of any members school engage in discriminatory behaviors, or 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 sanctioned by the Association, the Executive Board may treat such acts as a violation by the school of the Rules of the Association. See Rule 3, “Contests – Sportsmanship – Crowd Control” for additional information.

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.

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 **at** 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, taunting, 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 Executive Board. The Executive Director or the Executive 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 ensure 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.
15. 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.
16. 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.
17. Q. Are “run through” signs allowed?
A. Yes, so long as the message is positive/supportive.
18. Q. May visiting schools bring signs and/or banners to hang at the host school’s venue?
A. No.
19. 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.**
20. 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.**
21. 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.
22. 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.
23. Q. What are some examples of cheers that do not encourage a positive atmosphere?
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24. 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.
25. 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.
26. 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.
27. Q. May a school use balloons at a state championship final site?
A. No.
28. 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 *their* 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.

EXECUTION – LINEAR SCALE JUDGING RUBRIC

	None of the time, to very little of the time.			Very little of the time, to less than 1/2 the time.			About 1/2 the time, to most of the time.			Most of the time, to almost the whole time.			Almost the whole time, to all the time.			
	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	
Novice	Very Little Experience	Some Experience		Minimal	Basic	Moderate	Average	Above Average	Very Good	Proficient	Advanced	Outstanding	Expert	Extraordinary	Unprecedented	
	3.0 - 3.2	3.3 - 3.5	3.6 - 3.9	4.0 - 4.5	4.6 - 5.2	5.3 - 5.9	6.0 - 6.5	6.6 - 7.2	7.3 - 7.9	8.0 - 8.4	8.5 - 8.9	9.0 - 9.4	9.5 - 9.6	9.7 - 9.8	9.9 - 10	
Technique	Dancers demonstrate no skills to some technical skills.	Dancers demonstrate no skills to some technical skills.	Technical Foundation, Rotation and Placement is lacking and demonstrated at a beginning level.	Dancers demonstrate minimal to moderate technical skills.	Technical Foundation, Rotation and Placement is basic and demonstrated at a beginning to intermediate level.	Technical Foundation, Rotation and Placement is good, evident and demonstrated at an intermediate to inter-advanced level.	Dancers demonstrate average to very good technical skills.	Technical Foundation, Rotation and Placement is good, evident and demonstrated at an intermediate to inter-advanced level.	Dancers demonstrate proficient to outstanding technical skills.	Dancers demonstrate proficient to outstanding technical skills.	Dancers demonstrate proficient to outstanding technical skills.	Dancers demonstrate proficient to outstanding technical skills.	Dancers demonstrate expert to unprecedented technical skills.	Dancers demonstrate expert to unprecedented technical skills.	Dancers demonstrate expert to unprecedented technical skills.	Dancers demonstrate expert to unprecedented technical skills.
Control	Dancers demonstrate none of the time, to very little of the time:	Dancers demonstrate none of the time, to very little of the time:	Dancers demonstrate very little of the time, to less than 1/2 the time:	Dancers demonstrate very little of the time, to less than 1/2 the time:	Dancers demonstrate about 1/2 the time, to most of the time:	Dancers demonstrate about 1/2 the time, to most of the time:	Dancers demonstrate most of the time, to almost the whole time:	Dancers demonstrate most of the time, to almost the whole time:	Dancers demonstrate most of the time, to almost the whole time:	Dancers demonstrate most of the time, to almost the whole time:	Dancers demonstrate most of the time, to almost the whole time:	Dancers demonstrate most of the time, to almost the whole time:	Dancers demonstrate most of the time, to almost the whole time:	Dancers demonstrate almost the whole time, to all the time:	Dancers demonstrate almost the whole time, to all the time:	Dancers demonstrate almost the whole time, to all the time:
Precision	Dancers demonstrate nonexistent to some precision.	Dancers demonstrate nonexistent to some precision.	Uniformity and Recovery is lacking. There is little uniformity in body placement and direction. Mistakes are constant and dancers struggle to recover.	Dancers demonstrate minimal to moderate precision.	Uniformity and Recovery is basic. There is little uniformity in body placement and direction. Mistakes are frequent and recovery is slow.	Dancers demonstrate minimal to moderate precision.	Dancers demonstrate average to very good precision.	Uniformity and Recovery is good, evident and average uniformity in body placement and direction. Mistakes are infrequent and recovery is quick.	Dancers demonstrate average to very good precision.	Uniformity and Recovery is excellent, strong, uniformity in body placement and direction is clear and distinct. Mistakes are rare and recovery is almost unnoticeable.	Dancers demonstrate proficient to outstanding precision.	Uniformity and Recovery is excellent, strong, uniformity in body placement and direction is clear and distinct. Mistakes are rare and recovery is almost unnoticeable.	Dancers demonstrate expert to unprecedented precision.	Uniformity and Recovery is superior. Uniformity in body placement and direction is flawless. Mistakes are virtually nonexistent and recovery is unnoticeable.	Dancers demonstrate expert to unprecedented precision.	Dancers demonstrate expert to unprecedented precision.
Alignment and Spacing	Dancers demonstrate as a team nonexistent to some alignment and spacing.	Dancers demonstrate as a team nonexistent to some alignment and spacing.	Clarity of Forms and Recovery is lacking. Staging errors are constant and dancers struggle to recover.	Dancers demonstrate as a team very little of the time, to less than 1/2 the time:	Dancers demonstrate as a team very little of the time, to less than 1/2 the time:	Dancers demonstrate as a team very little of the time, to less than 1/2 the time:	Dancers demonstrate average to very good alignment and spacing.	Clarity of Forms and Recovery is good, evident. Staging errors are infrequent and recovery is evident but quick.	Dancers demonstrate average to very good alignment and spacing.	Clarity of Forms and Recovery is excellent, strong. Staging errors are rare and recovery is almost unnoticeable.	Dancers demonstrate proficient to outstanding alignment and spacing.	Clarity of Forms and Recovery is excellent, strong. Staging errors are rare and recovery is almost unnoticeable.	Dancers demonstrate expert to unprecedented alignment and spacing.	Clarity of Forms and Recovery is superior. Staging errors are virtually nonexistent and recovery is unnoticeable.	Dancers demonstrate expert to unprecedented alignment and spacing.	Dancers demonstrate expert to unprecedented alignment and spacing.
	Dancers demonstrate as a team none of the time, to very little of the time:	Dancers demonstrate as a team none of the time, to very little of the time:	Dancers demonstrate as a team very little of the time, to less than 1/2 the time:	Dancers demonstrate as a team very little of the time, to less than 1/2 the time:	Dancers demonstrate as a team about 1/2 the time, to most of the time:	Dancers demonstrate as a team about 1/2 the time, to most of the time:	Dancers demonstrate as a team about 1/2 the time, to most of the time:	Dancers demonstrate as a team about 1/2 the time, to most of the time:	Dancers demonstrate as a team about 1/2 the time, to most of the time:	Dancers demonstrate as a team most of the time, to almost the whole time:	Dancers demonstrate as a team most of the time, to almost the whole time:	Dancers demonstrate as a team most of the time, to almost the whole time:	Dancers demonstrate as a team most of the time, to almost the whole time:	Dancers demonstrate almost the whole time, to all the time:	Dancers demonstrate almost the whole time, to all the time:	Dancers demonstrate almost the whole time, to all the time:
	Physical Dynamics — Proper physical conditioning and neuromuscular efficiency (to develop proper coordination and strength: functional flexibility; balance and stability; muscular endurance; muscular strength).															
	Body Alignment — Correct alignment of all the 5 kinetic chain checkpoints: feet/ankles, knees, hips, shoulders, neck/head.															
	Technical Foundation — Proper use of plié, relevé and extension.															
	Rotation — Proper rotation of all extremities (appropriate for dance style).															
	Placement — Proper body placement with the appropriate technique, for the chosen style of dance (head, neck, shoulders, hips, arms, hands, legs and feet).															
	Uniformity — Proper unity, timing, body placement and body directions.															
	Recovery — Quick recognition and adjustment to errors.															
	Clarity of Forms — Proper alignment of formations and correct spacing between performers. Properly maintained forms during transitions. Correct timing/arrival at form during transitions.															
	Recovery — Quick recognition and adjustment to errors.															

CONTENT – LINEAR SCALE JUDGING RUBRIC

	None of the time, to very little of the time.			Very little of the time, to less than 1/2 the time.			About 1/2 the time, to most of the time.			Most of the time, to almost the whole time.			Almost the whole time, to all the time.			
	Novice		High	Developing		High	Good		High	Excellent		High	Superior		High	
	Low	Mid	Very Little Experience	Low	Mid	Moderate	Low	Average	Above Average	Very Good	Proficient	Advanced	Outstanding	Expert	Extraordinary	Unprecedented
	3.0 - 3.2	3.3 - 3.5	3.6 - 3.9	4.0 - 4.5	4.6 - 5.2	5.3 - 5.9	6.0 - 6.5	6.6 - 7.2	7.3 - 7.9	8.0 - 8.4	8.5 - 8.9	9.0 - 9.4	9.5 - 9.6	9.7 - 9.8	9.9 - 10	
Staging	Designer demonstrates no skills to some staging skills. Use of Space, Dimensions/Layers and Focus is lacking & demonstrated at a beginning level. Designer demonstrates none of the time, to very little of the time:			Designer demonstrates minimal to moderate staging skills. Use of Space, Dimensions/Layers and Focus is basic and demonstrated at a beginning to intermediate level. Designer demonstrates very little of the time, to less than 1/2 the time:			Designer demonstrates average to very good staging skills. Use of Space, Dimensions/Layers and Focus is good, evident and demonstrated at an intermediate to inter-advanced level. Designer demonstrates about 1/2 the time, to most of the time:			Designer demonstrates proficient to outstanding staging skills. Use of Space, Dimensions/Layers and Focus is excellent, strong and demonstrated at an inter-advanced to highly advanced level. Designer demonstrates most of the time, to almost the whole time:			Designer demonstrates expert to unprecedented staging skills. Use of Space, Dimensions/Layers and Focus is extraordinary and demonstrated at an expert level. Designer demonstrates almost the whole time, to all the time:			
Consistency:	<p>Use of Space — Inventive staging and formation design, with a purposeful use of floor. Phrasing, musicality and continuity in the progression of forms/transitions. Forms that are appropriate for team size and style of dance.</p> <p>Dimensions/Layers — Staging that enhances and highlights the choreography, through creative texturing, layering, depth, height, weight, density and use of negative space. Staging that matches the concept/style of dance.</p> <p>Focus — Ability to direct the audience's focus through the staging and choreography. Create a manipulation of focus that is intentional, purposeful, demonstrates different methods of focus, maintains interest and highlights key moments.</p>															
Choreography	Designer demonstrates no skills to some choreographic skills. Style and Creativity, Musicality and Phrasing, Movement and Layers/Level is lacking and demonstrated at a beginning level. Designer demonstrates none of the time, to very little of the time:			Designer demonstrates minimal to moderate choreographic skills. Style and Creativity, Musicality and Phrasing, Movement and Layers/Level is basic and demonstrated at a beginning to intermediate level. Designer demonstrates very little of the time, to less than 1/2 the time:			Designer demonstrates average to very good choreographic skills. Style and Creativity, Musicality and Phrasing, Movement and Layers/Levels is good, evident and demonstrated at an intermediate to inter-advanced level. Designer demonstrates about 1/2 the time, to most of the time:			Designer demonstrates proficient to outstanding choreographic skills. Style and Creativity, Musicality and Phrasing, Movement and Layers/Level is excellent, strong and demonstrated at an inter-advanced to highly advanced level. Designer demonstrates most of the time, to almost the whole time:			Designer demonstrates expert to unprecedented choreographic skills. Style and Creativity, Musicality and Phrasing, Movement and Layers/Level is extraordinary and demonstrated at an expert level. Designer demonstrates almost the whole time, to all the time:			
Consistency:	<p>Style and Creativity — Unique individual and ensemble choreography that is inventive and demonstrates a strong adherence to style.</p> <p>Musicality and Phrasing — Choreography that is driven by the music and utilizes multiple beats, sounds, rhythms, vertical layers, levels and syncopations. Choreography that animates the music and brings the audio track to life, with phrases that are full, complex and continuous. (If the beats, rhythms or vocals in the music are not the intended driving force behind the choreography, is the interpretation and intent of the choreography apparent?)</p> <p>Movement — Choreography that flows and easily transitions from one movement to the next, in a way that is appropriate for the style of dance.</p> <p>Layers/Levels — Choreography that has intricate levels and layers that are well-coordinated with the forms and staging.</p>															
Complexity (Difficulty)	Designer and dancers demonstrate nonexistent to some choreographic and staging complexity. Demand, Combined Skills and Appropriateness is lacking and demonstrated at a beginning level. Designer and dancers demonstrate difficulty of choreography and staging none of the time, to very little of the time through:			Designer and dancers demonstrate moderate choreographic and staging complexity. Demand, Combined Skills and Appropriateness is basic and demonstrated at a beginning to intermediate level. Designer and dancers demonstrate difficulty of choreography and staging very little of the time, to less than 1/2 the time through:			Designer and dancers demonstrate average to very good choreographic and staging complexity. Demand, Combined Skills and Appropriateness is good, evident and demonstrated at an intermediate to inter-advanced level. Designer and dancers demonstrate difficulty of choreography and staging about 1/2 the time, to most of the time through:			Designer and dancers demonstrate proficient to outstanding choreographic and staging complexity. Demand, Combined Skills and Appropriateness is excellent, strong and demonstrated at an inter-advanced to highly advanced level. Designer and dancers demonstrate difficulty of choreography and staging most of the time, to almost the whole time through:			Designer and dancers demonstrate expert to unprecedented choreographic and staging complexity. Demand, Combined Skills and Appropriateness is extraordinary and demonstrated at an expert level. Designer and dancers demonstrate difficulty of choreography and staging almost the whole time, to all the time through:			
Consistency:	<p>Demand — Aerobic and strength conditioning required; technical skills required; challenges of stability, balance, use of center; speed, agility and quickness. Performer-to-performer responsibilities. Demands of the staging and formations, complexity of transitions, weight sharing and stunting.</p> <p>Combined Skills — Challenging technical and athletic dance combinations. Combined and layered skills demonstrated simultaneously. Flexibility, ambidexterity, directional changes and multiple planes of motion utilized within combinations. (Consistency: What is the percentage of team members demonstrating these skills?)</p> <p>Appropriateness — Ability to create demand on the dancer that is appropriate for the skill level and training of the dancers on the team. Choreography that is safe for dancers to perform.</p>															

EFFECT – LINEAR SCALE JUDGING RUBRIC

		None of the time, to very little of the time.			Very little of the time, to less than 1/2 the time.			About 1/2 the time, to most of the time.			Most of the time, to almost the whole time.			Almost the whole time, to all the time.		
		Novice			Developing			Good			Excellent			Superior		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Creativity	Consistency:	No Experience	Very Little Experience	Some Experience	Minimal	Basic	Moderate	Average	Above Average	Very Good	Proficient	Advanced	Outstanding	Expert	Extraordinary	Unprecedented
	Skill Level:	3.0 - 3.2	3.3 - 3.5	3.6 - 3.9	4.0 - 4.5	4.6 - 5.2	5.3 - 5.9	6.0 - 6.5	6.6 - 7.2	7.3 - 7.9	8.0 - 8.4	8.5 - 8.9	9.0 - 9.4	9.5 - 9.6	9.7 - 9.8	9.9 - 10
Creativity	Consistency:	Designer demonstrates non-existent to some creativity.														
	Skill Level:	Designer demonstrates none of the time, to very little of the time: less than 1/2 the time: Concept, Visual Coordination and Progression of Design is basic and demonstrated at a beginning to intermediate level. Designer demonstrates very little of the time, to less than 1/2 the time: Concept, Visual Coordination and Progression of Design is good, evident and demonstrated at an intermediate to inter-advanced level. Designer demonstrates about 1/2 the time, to most of the time: Concept, Visual Coordination and Progression of Design is excellent, strong and demonstrated at an inter-advanced to highly advanced level. Designer demonstrates proficient to outstanding creativity. Designer demonstrates expert to unprecedented creativity.														
Projection	Consistency:	Dancers demonstrate no skills to some projection skills. Delivery and Communication, Character and Confidence is lacking and demonstrated at a beginning level. Dancers demonstrate none of the time, to very little of the time: Dancers demonstrate very little of the time, to less than 1/2 the time: Dancers demonstrate minimal to moderate projection skills. Delivery and Communication, Character and Confidence is basic and demonstrated at a beginning to intermediate level. Dancers demonstrate average to very good projection skills. Delivery and Communication, Character and Confidence is good, evident and demonstrated at an intermediate to inter-advanced level. Dancers demonstrate most of the time, to almost the whole time: Dancers demonstrate proficient to outstanding projection skills. Delivery and Communication, Character and Confidence is excellent, strong and demonstrated at an inter-advanced to highly advanced level. Dancers demonstrate almost the whole time, to all the time: Dancers demonstrate expert to unprecedented projection skills.														
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Overall Impression	Consistency:	The show and performers demonstrate a nonexistent to some Overall Impression. Artistic Impression and Distinctive Qualities of the show are lacking and demonstrated at a beginning level. The show and performers demonstrate none of the time, to very little of the time: The show and performers demonstrate very little of the time, to less than 1/2 the time: The show and performers demonstrate a minimal to moderate Overall Impression. Artistic Impression and Distinctive Qualities of the show are basic and demonstrated at a beginning to intermediate level. The show and performers demonstrate average to very good Overall Impression. Artistic Impression and Distinctive Qualities of the show are good, evident and demonstrated at an intermediate to inter-advanced level. The show and performers demonstrate most of the time, to almost the whole time: The show and performers demonstrate a proficient to outstanding Overall Impression. Artistic Impression and Distinctive Qualities of the show are excellent, strong and demonstrated at an inter-advanced to highly advanced level. The show and performers demonstrate almost the whole time, to all the time: The show and performers demonstrate an expert to unprecedented Overall Impression. Artistic Impression and Distinctive Qualities of the show are extraordinary and demonstrated at an expert level.														
	Skill Level:	The show and performers demonstrate a nonexistent to some Overall Impression. Artistic Impression and Distinctive Qualities of the show are lacking and demonstrated at a beginning level. The show and performers demonstrate very little of the time, to less than 1/2 the time: The show and performers demonstrate a minimal to moderate Overall Impression. Artistic Impression and Distinctive Qualities of the show are basic and demonstrated at a beginning to intermediate level. The show and performers demonstrate average to very good Overall Impression. Artistic Impression and Distinctive Qualities of the show are good, evident and demonstrated at an intermediate to inter-advanced level. The show and performers demonstrate most of the time, to almost the whole time: The show and performers demonstrate a proficient to outstanding Overall Impression. Artistic Impression and Distinctive Qualities of the show are excellent, strong and demonstrated at an inter-advanced to highly advanced level. The show and performers demonstrate almost the whole time, to all the time: The show and performers demonstrate an expert to unprecedented Overall Impression. Artistic Impression and Distinctive Qualities of the show are extraordinary and demonstrated at an expert level.														



Oregon School Activities Association

25200 SW Parkway Avenue, Suite 1
 Wilsonville, OR 97070
 503.682.672 http://www.osaa.org



OSAA / DDCA DANCE DRILL SCORESHEET

Team: _____ 6A 5A 4A 3A 2A 1A Division: _____

Event/Date: _____ Judge: _____

None of the time, to very little of the time. *Very little of the time, to less than 1/2 the time.* *About 1/2 the time, to most of the time.* *Most of the time, to almost the whole time.* *Almost the whole time, to all the time.*

Novice			Developing			Good			Excellent			Superior		
Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
No Experience	Very Little Experience	Some Experience	Minimal	Basic	Moderate	Average	Above Average	Very Good	Proficient	Advanced	Outstanding	Expert	Extra-ordinary	Unprecedented
3.0 - 3.2	3.3 - 3.5	3.6 - 3.9	4.0 - 4.5	4.6 - 5.2	5.3 - 5.9	6.0 - 6.5	6.6 - 7.2	7.3 - 7.9	8.0 - 8.4	8.5 - 8.9	9.0 - 9.4	9.5 - 9.6	9.7 - 9.8	9.9 - 10

Technique	Reward the performer's proper demonstration of: Technical Foundation Rotation Placement	Score /10
Control	Reward the performer's proper demonstration of: Body Alignment Physical Dynamics Quality	/10
Precision	Reward the performer's accuracy and clarity as a team for: Uniformity Recovery	/10
Alignment & Spacing	Reward the performer's accurate demonstration of staging for: Clarity of Forms Recovery	/10
Staging	Reward the routine's creative written design through: Use of Space Dimensions/Layers Focus	/10
Choreography	Reward the routine's creative written choreographic design through: Style & Creativity Musicality & Phrasing Movement Layers/Levels	/10
Complexity (Difficulty)	Reward the routine's written use of choreographic and staging difficulty through: Demand Combined Skills Appropriateness	/10
Creativity	Reward the show's inventiveness of performance design through: Concept Visual Coordination Progression of Design	/10
Projection	Reward the performer's emotional commitment and communication abilities for: Delivery & Communication Character Confidence	/10
Overall Impression	Reward the entire show's connection and communication through: Artistic Impression Distinctive Qualities	/10

The term "show" refers to the overall design concept of a routine (the big picture). In this context, it is applicable to all divisions/routines. It is not referenced to the Show Division, but it does include it.

Total Points (100)	/10
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