

Advisory Committee Consent Items

June 15, 2020

Boys/Girls Basketball

1. Boys and Girls Tournament Rules Section VIII. B, and C. and State Final Passes Section IX. D. 1):

Recommendation: The committee recommends a limit of twenty-two (22) total the bench personnel. The personnel include eligible dressed players, coaches, managers etc.

Rationale: This change allows schools to determine the number of dressed players, the number of coaches and managers who will sit on the bench without increasing the total number of allocated seats for state series games.

2. Boys and Girls Section VI. C. a) 3) (new) Tournament Structure and Time Schedule Sessions: Class 1A, 2A, 3A and 4A Regional Tournaments:

Recommendation: The committee recommends that the higher seed host school determine the start time of the Saturday Regional play-in or quarterfinal game to begin between 1:00pm and 7:00pm.

Rationale: Sets parameters for start time of the Regional play-in or quarterfinal game. (Note: If the schools in the play-in game choose not to host, then the pre-determined Regional site must host the game. If the pre-determined Regional site does not host the quarterfinal game, then the host guarantee will be reduced.)

3. Non-Consent Recommendation

Administrative Recommendation:

1. **State Adoptions:**

Recommendation: The committee recommends the adoption of the following rules for the 2020-21 season:

a. Mercy Rule: will be used in all regular season contests, regular season tournament games and through the Super Sectional level in the IHSA State Series contests. A running clock shall be used in the fourth quarter in which there is at least a 30-point differential score. Once a game reaches this differential and the clock starts running, it will continue running and stop only for one of the following:

- A team timeout
- An injury timeout or the removal of a disqualified player
- The administration of a penalty for a technical foul
- An officials' timeout
- Correctable error situation.

Note: The Mercy Rule will not be used during the Boys' or Girls' State Final contests.

b. 28' Coaches Box

Rationale: These state adoptions are allowed for in accordance with the NFHS Basketball Rules Book.

Boys/Girls Basketball – Three Point Showdown

1. Boys and Girls Section IV. A. 2) Access to Facility:

Recommendation: The committee recommends there are no limits to the number of fans who wish to support their 3-point shooter.

Rationale: Since the 3-point contest is open to all fans there should be no limit to the number of fans watching the contest prior to the game. After the contest if a fan does not have a ticket to the game that fan leaves the facility.

Competitive Cheerleading

1. Recommendation: VIII. Tournament Rules C. Competition Guidelines 4 Props f.

~~f. No other props may be allowed.~~ **f. Props are not permitted. Only crowd leading signs, poms, school flags/banners may be used in a safe manner per VIII. C. 4. a.**

Rationale: Teams are using signs in the shape of cameras, film makers, jackets, houses, playing cards, shopping bags, top hats etc. Some are printing small school initials in the corners. Others have signs that say nothing that is school related (jackpot, free spins, towels, round 1, round 2...) or that represent the school identity or lead the crowd. None of these items are being used to LEAD the crowd. This rule revision will assist in clarification.

2. Recommendation: XI Officials A. Assignments 1. Sectionals:

“1. Sectionals: At each sectional level of competition seven (7) officials will be assigned to each sectional: One (1) head official, three (3) panel officials, and three (3) technical officials in which one will be designated as the head tech official. **The head official will make comments only.**”

Rationale: By allowing head officials to provide “comments only” we are providing schools additional information and feedback, but not placing additional demands on the head official to enter scores and complete the other duties as a head official. This allows for some of the highest rated officials to provide feedback to teams, ensuring that they get adequate comments in each rubric category.

Administrative Recommendations:

1. Tournament Information: Information to assigned and/or advancing schools from the host site(s) regarding competition shall be emailed to the head coach and the IHSA official representative.

Rationale: In some sports and activities, information for the tournament is sent directly to the coach or advisor. The IHSA official representative should also receive this information as he/she is ultimately responsible for making sure his/her teams abide by local and IHSA rules and guidelines for competition. If the IHSA official representative does not receive this information, important deadlines and submission of critical information may be missed

2. Scoresheet, Rubric and Execution Descriptors: Below is the recommended scoresheet, rubric and execution descriptors to be implemented in the 21-22 school year.

Score Sheet Out of 100 Points - Rubric - 4 Levels with a 10-5 Difficulty - Execution Split

Detailed Execution Descriptors, Detailed Projection/Showmanship, Skill Utilization and Overall Impression Descriptors – Updated execution descriptors.

2021 IHSA COMPETITIVE CHEERLEADING SCORESHEET

JUMPS	/ 10 pts _____
Execution	/ 5 pts _____
TUMBLING	/ 10 pts _____
Execution	/ 5 pts _____
PYRAMID / TOSSES	/ 10 pts _____
Execution	/ 5 pts _____
PARTNER STUNTS	/ 10 pts _____
Execution	/ 5 pts _____
MOTIONS / DANCE	/ 10 pts _____
PROJECTION / SHOWMANSHIP	/ 10 pts _____
SKILL UTILIZATION	/ 10 pts _____
ROUTINE COMPOSITION	/ 10 pts _____

RAW SCORE _____ / 100 pts
 - DEDUCTIONS _____
 - LEGALITIES _____
 TOTAL _____ / 100 pts

2021 IHSA COMPETITIVE CHEERLEADING
 RUBRIC AND DESCRIPTORS

Difficulty Rubric

JUMPS

Additional jumps beyond four will be rewarded in the Skill Utilization category.

LEVEL 1: 4.5-5.5 6-7	LEVEL 2: 5.5-6.5 7-8	LEVEL 3: 6.5-7.5 8-9	LEVEL 4: 7.5-8.5 9-10
-One full team synchronized advanced* jump -Two different advanced* jumps	-Two different advanced* jumps Including: <ul style="list-style-type: none"> • One full team synchronized advanced* jump 	-Three different advanced* jumps Including: <ul style="list-style-type: none"> • One full team synchronized advanced* jump • One combination jump 	-Four advanced* jumps Including: <ul style="list-style-type: none"> • One full team synchronized advanced* combination jump • Three different advanced* jumps • One combination jump

TUMBLING - Standing or Running

If both running and standing tumbling are performed, the degree of difficulty will be based on the skills (either running or standing) that have the highest difficulty. Additional tumbling skills will be rewarded in the Skill Utilization category.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
-Basic roll (forward or backward) -Handstand -Cartwheel -Roundoff -Front or back walkover	-Front handspring -Running or standing back handspring -Aerial cartwheel -Advanced jump to back handspring	-Front aerial walkover -Punch front -Running or standing tuck -Running or standing pike -Advanced single jump to back tuck	-Advanced combination jump to back tuck -Specialty passes with two or more no handed skills -Running or standing layout -Arabian or whip passes -Running or standing full

PYRAMIDS OR TOSSES

If both Pyramids and Tosses are performed, the degree of difficulty will be based on the skill (either pyramid or toss) that has the highest difficulty. Additional skills will be rewarded in the Skill Utilization category.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
-Pyramid must include: <ul style="list-style-type: none"> • One extended single leg position • One release transition. and/or -One skill toss	-Pyramid must include: <ul style="list-style-type: none"> • One extended single leg position. • One release that ends in an extended position and/or -Two skill toss	-Pyramid must include: <ul style="list-style-type: none"> • Two extended single leg structures • Two release transitions - one that ends in an extended single leg position. and/or -Two skill toss	-Pyramid must include: <ul style="list-style-type: none"> • Three extended single leg structures • A variety of top people in extended single leg positions • Two release transitions - one inversion AND one that ends in an extended single leg position and/or -Three skills toss including a twist

including a twist

PARTNER STUNTS

If more than the required skills are performed in a given rubric range at or below the level achieved for degree of difficulty, those skills will be rewarded in the Skill Utilization category.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
<ul style="list-style-type: none"> -Intermediate level partner stunts -Prep level skills -Extensions -¼ or ½ up to prep level -¼ or ½ up to extended skill -Full up to prep level 	<ul style="list-style-type: none"> -High to low tick-tock -Low to low full around -Ground inversion to prep -Prep level inversion release to top -Extended single leg skill variations with a full twisting dismount -Switch up, quick toss, ¼ up, ½ up to extended level with one advanced body position* with a full twisting dismount -Prep level inversion to extended single leg skill -Assisted single base extended skill -Unassisted single base prep level skills 	<ul style="list-style-type: none"> Must also demonstrate at least one (1) Level 3 skill with two (2) different advanced body positions* AND a full twisting dismount from an extended advanced body position or a single based extended stunt -Switch up to advanced body position -Switch up with ¼ turn to extended single leg skill -Full up to extension -Ground inversion to extended -Ground level inversion release to prep -Low to high tick-tock beginning in a liberty -Low to high full arounds -Low to high tick-tock ½ twist to liberty -Prep level inversion release to extension -Unassisted single base extended skill 	<ul style="list-style-type: none"> Must demonstrate at least two (2) different Level 4 skills with three (3) different advanced body positions* AND a full twisting dismount from an extended advanced body position or a single based extended stunt -Switch up with at least a ½ twist to an extended advanced body position -Full up to an extended single leg skill -1 ½ up to extended -Low to high tick-tock advanced to advanced body position -High to high tick-tock -Low to high full around to an extended single leg skill -High to high full arounds -Prep level inversion release to extended single leg skill -Ground level inversion release to extended -Double up to extended -Unassisted toss hands continuing to an extended skill

**Please note: Lists of stunts are not all inclusive. **

*Extended advanced body positions include: Arabesque, heel stretch, over stretch, bow and arrow, scale, scorpion, needle etc.

MOTIONS and DANCE

Technique = A team's effectiveness in demonstrating proper form, synchronization, precision, and uniformity.

Errors that distract from the performance will also be included.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
<ul style="list-style-type: none"> -Below average level of technique -Little to no visual effects* -Slow pace 	<ul style="list-style-type: none"> -Below average level of technique -Basic visual effects* -Average pace 	<ul style="list-style-type: none"> -Average level of technique -Multiple visual effects* -Fast pace 	<ul style="list-style-type: none"> -Above average level of technique -Multiple visual effects* -Variety of motions and dance -Full team incorporated -Fast pace

*Visual effects include: Level changes, ripples, transitions movements, foot and floor work.

PROJECTION and SHOWMANSHIP

A team's ability to demonstrate natural expressions to make the routine appear effortless within their ability level.

Ability to capture the crowd and demonstrate genuine enthusiasm, energy, and confidence. Use of appropriate volume relative to number of athletes, inflection, enunciation, pace, smiles, spirit, facial expressions, and poise.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
--------------	--------------	--------------	---------------

<ul style="list-style-type: none"> -Words are hard to hear or understand in cheer -Team lacks a natural energy and fun expression for the majority of the routine -The team lacks energy and enthusiasm during their skills, transitions and other routine elements 	<ul style="list-style-type: none"> -Words are somewhat clear and loud for less than half of the routine -Team has a natural energy and fun expression for less than the majority of the routine -The team has energy and enthusiasm through about half of their skills, transitions and other routine elements 	<ul style="list-style-type: none"> -Words are clear and loud for the majority of the routine -Team has a natural energy and fun expression for the majority of the routine -The team carries their energy and enthusiasm into most of the skills, transitions and other routine elements 	<ul style="list-style-type: none"> -Words are clear and voices are loud throughout the cheer -Team has a natural energy and fun expression throughout most of the routine -The team is entertaining during skills, transitions and other routine elements
--	---	---	--

SKILL UTILIZATION

A team's use of additional skills at or below the level of difficulty achieved by the team, synchronized skills, and repetition of skills throughout the routine. Maximizing the use of athletes.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
<ul style="list-style-type: none"> -The team only demonstrates skills that get them into a skill based rubric range -Many times, throughout the routine athletes are not utilized effectively -Additional skills performed distract from routine 	<ul style="list-style-type: none"> -The team demonstrates more than the required skills defined in 1 skill based rubric category -Three to four times throughout the routine athletes are not utilized effectively 	<ul style="list-style-type: none"> -The team demonstrates more than the required skills defined in 3 skill based rubric categories -One to two times throughout the routine athletes are not utilized effectively 	<ul style="list-style-type: none"> -The team demonstrates more than the required skills defined in 4 skill based rubric categories -Athletes are utilized effectively throughout the entire routine

ROUTINE COMPOSITION

A team's ability to demonstrate precise spacing and seamless patterns of movement throughout the routine, as well as, incorporation of visual, innovative, and intricate ideas to enhance the overall appeal.

LEVEL 1: 6-7	LEVEL 2: 7-8	LEVEL 3: 8-9	LEVEL 4: 9-10
<ul style="list-style-type: none"> -Transitions have a slow pace, with down time between the majority of routine elements - Most transitions utilize ineffective pathways, where athletes do not move easily across the mat -Spacing issues on most of the formations -Little to no creative elements -Visual/creative elements distract from overall appeal 	<ul style="list-style-type: none"> -The routine is set at a moderate pace, with down time between several routine elements -Some transitions utilize effective pathways where athletes easily move across the mat -Spacing issues on several formations -Several creative elements performed during the routine -Visual/creative elements minimally enhance the overall appeal 	<ul style="list-style-type: none"> -The routine is set at a fast pace, with little down time between a few routine elements -Most transitions utilize effective pathways where athletes easily move across the mat -Spacing issues on a few formations -Creative elements performed during the majority of the routine -Visual/creative elements moderately enhance the overall appeal 	<ul style="list-style-type: none"> -Routine maintains a fast pace, with little to no down time between routine elements -Most transitions utilize effective pathways where athletes easily move across the mat. -Precise spacing throughout routine -Creative elements performed throughout the entire routine -Maximized visual/creative elements to enhance the overall appeal

2021 IHSA COMPETITIVE CHEERLEADING EXECUTION RUBRIC

JUMPS

Below Level: 2-3	Average Level: 3-4	Above Level: 4-5
<ul style="list-style-type: none"> -Less than the majority of jump preps are the same -Less than majority of the team have uniform arm and leg positions while in the air -Less than the majority of the team lands jumps with feet together -Less than the majority of the team has level or above level jumps -Less than the majority of jumps are synched 	<ul style="list-style-type: none"> -The majority of jump preps are uniform -The majority of the team have uniform arm and leg positions while in the air -The majority of the team lands jumps with feet together -The majority of jumps are at level -The majority of jumps are synched 	<ul style="list-style-type: none"> -Most of jump preps are uniform -Most of the team have uniform arm and leg positions while in the air -Most of the team lands jumps with feet together -Most jumps are at or above level -All jumps are synched

STANDING or RUNNING TUMBLING

Below Level: 2-3	Average Level: 3-4	Above Level: 4-5
<ul style="list-style-type: none"> -Less than the majority of athletes start and end with feet together -Less than majority of athletes have proper form and body lines during skills -Less than the majority of athletes do not have movement after landing pass (hops, steps etc.) -Less than the majority of the team has a consistent speed/increase in speed during skills -Less than the majority of athletes' connections are smooth and controlled 	<ul style="list-style-type: none"> -The majority of athletes start and end with feet together -The majority of athletes have proper form and body lines during skills -The majority of athletes do not have movement after landing pass (hops, steps etc.) -The majority of the team has a consistent speed/increase in speed during skills -The majority of athletes' connections are smooth and controlled 	<ul style="list-style-type: none"> -Most athletes start and end with feet together -Most athletes have proper form and body lines during skills -Most athletes do not have movement after landing pass (hops, steps etc.) -Most of the team has a consistent speed/increase in speed during skills -Most connections are smooth and controlled

PYRAMIDS or TOSSES

Below Level: 2-3	Average Level: 3-4	Above Level: 4-5
<ul style="list-style-type: none"> -Less than the majority of skills and releases in pyramid are executed to the top -Less than the majority of bases have little to no movement under skills -Less than the majority of pyramid skills are executed the same when different groups do the same skill -Less than the majority of top persons have uniform body control 	<ul style="list-style-type: none"> -The majority of skills and releases in pyramid are executed to the top -The majority of bases have little to no movement under skills -The majority of pyramid skills are executed the same when different groups do the same skill -The majority of top persons have uniform body control 	<ul style="list-style-type: none"> -Most skills and releases in pyramid are executed to the top -Most bases have little to no movement under skills -Most pyramid skills are executed the same when different groups do the same skill -Most top persons have uniform body control
<ul style="list-style-type: none"> -Less than the majority of bases have little to no movement during toss prep -Less than the majority of bases move in a path that indicates correct execution of the toss -Less than the majority of tosses are executed the same when different groups do the same skill -Less than the majority of top persons have uniform body control 	<ul style="list-style-type: none"> -The majority of bases have little to no movement during toss prep -The majority of bases move in a path that indicates correct execution of the toss -The majority of tosses are executed the same when different groups do the same skill -The majority of top persons have uniform body control 	<ul style="list-style-type: none"> -More than the majority of bases have little to no movement during toss prep -More than the majority of bases move in a path that indicates correct execution of the toss -More than the majority of tosses are executed the same when different groups do the same skill -More than the majority of top persons have uniform body control

		persons have uniform body control
--	--	-----------------------------------

Partner Stunts

Below Level: 2-3	Average Level: 3-4	Above Level: 4-5
-Less than the majority of bases have little to no movement under stunts -Less than the majority of the skills are executed the same when different groups do the same skill -Less than the majority of top persons have uniform body control -Less than the majority of top persons have uniform flexibility	-The majority of bases have little to no movement under stunts -The majority of the skills are executed the same when different groups do the same skill -The majority of top persons have uniform body control -The majority of top persons have uniform flexibility	-Most bases have little to no movement under stunts -Most of the skills are executed the same when different groups do the same skill -Most top persons have uniform body control -Most top persons have uniform flexibility

Competitive Dance

1. VIII. TOURNAMENT RULES D. Coaching

Recommendation: 1. A maximum of ~~three (3)~~ **four (4)** competitive dance coaches shall be allowed to coach on the competition floor.

Rationale: Many schools have either two coaches for two levels for a total of four coaches on staff or three levels with a total of four coaches. Aligns the number of coaching passes allowed with cheer.

2. VI. TOURNAMENT STRUCTURE AND TIME SCHEDULES C. State Final Time Schedule:

Recommendation: SESSION 3- 1A, 2A & 3A Team Finals 2:00pm 3A Team Award ~~3:20pm~~ **3:32 pm**

Rationale: The adjustment in the time schedule will allow for 3A teams to perform every 7 minutes, instead of 6, during finals which provides additional time for officials to score.

3. VIII. TOURNAMENT RULES A. Competition Guidelines

Recommendation: 7. When standing at attention, apparel must cover the midriff. The midriff is defined as the three inches from the belly button ~~all the way around the body including the back.~~ **up around the front and sides of the body.**

Rationale: Finding dance costumes meeting the current rule is increasingly difficult. Many teams are incurring additional expenses to get costumes into compliance with the current rule. This aligns with other rule codes such as gymnastics and swimming which allow a modest open back.

4. Non-Consent Recommendation

Administrative Recommendation:

1. **State Final Floor Information:** Add the 1.5-foot marking for the top of the key (3pt. line) to the State Final Floor Information document provided on the IHSA website. The diagram will note the top of the key is measured from center court, not the baseline, since the Marley is 4 ft. shorter than a standard high school basketball court. The marking is placed 17 ft. from center court on the Marley floor.

Rationale: The additional marking assists teams with staging and spacing.

Boys/Girls Gymnastics

1. (BOYS) Terms and Conditions. C. State Final Meet: Two Session State Meet. VI.C.1 & VI.C.2

Recommendation: 1. Team Individual Preliminary-/All-Around Championship

Session 1 Individual Prelims/All Around Finals: Individual preliminary and all-around finals. All ranked and at-large qualifiers for the all-around in all 6 individual events will compete Friday at 5:00 p.m. At the conclusion of the meet the top 5 in the all-around competition will be awarded and the top ten finishers on each event will advance to the finals, Session 2.

Session 2: Individual Finals/ Team Championship: Team Finals and Individual Finals: The top 10 event finishers from Session 1 and the top 8 teams from the sectionals. Competition at 11:30 a.m. The top 8 teams will be grouped together.

Rationale: Allows athletes more rest time between competitions. Creates a better competition environment and more efficient State Final. Elimination of Saturday night session also reduces end of the year school conflicts. Two officials per event will be assigned each session.

2. (GIRLS) XI. OFFICIALS 3) State Final:

Recommendation: a. 47-9 judges shall be assigned to the preliminary session at the State Final.

Rationale: Moving to a 2-judge panel per event is consistent with how gymnasts are judged throughout the season. The current state final prelim scoring system drops the high and low score and averages the two in the middle, the change in prelim assignments would average the scores received from the two assigned judges. This recommendation also will allow for more space on the competition floor.

3. Non-Consent Recommendation

4. Non-Consent Recommendation

5. Non-Consent Recommendation

Administrative Recommendations:

1. (GIRLS) Scoresheet

Recommendation: Edit the Illinois specific scoresheet to include more detail and professional formatting.

Rationale: The information added to the scoresheet will provide coaches with clearer understanding to educate themselves and their gymnasts on the judges scoring.

Boys/Girls Soccer

No Terms and Conditions Recommendations Forwarded

Administrative Recommendations:

1. State Adoptions 8. Caution Count, new Notes 3. and 4.:

Recommendation: 3. The committee recommends that Soccer officials submit an explanation in the Yellow Card report that describes the offending behavior or language when a player or coach is issued a yellow card for dissent.

Recommendation: 4. The committee recommends that administrators review yellow card reports submitted for dissent in a timely manner so that they may address the offending player or coach in regard to their behavior before their next game.

Rationale: The committee believes that schools administrators should address and work with the player or coach immediately when cautioned for dissent, so the negative behavior does not continue in future games.

2. 2020-21 IHSA State Association Adoptions

Recommendation: The committee recommends the continued use of the current Soccer State Association Adoptions and any necessary editorial changes to be made by Beth Sauser for the 2020-21 seasons.

Rationale: The State Association Adoptions are in accordance with provisions set forth in the NFHS Soccer Rules Book. The adoptions have been in place in Illinois for years, and the committee favors their continued use since the rules have been accepted and successfully administered over the years.

Boys/Girls Swimming

1. Item VII-B – State Swim Qualifying Standards

Recommendation: To adopt the following qualifying standards. Sectional Qualifying Standards for the Boys' and Girls' State Finals will be determined in the following manner. The Qualifying Standards for each individual swimming event will be calculated by determining the 30th place time from all sectionals. That time will then be used to obtain an average of the last FIVE years' average times in each event. In relay events the same process will be implemented but the 24th sectional place time will be used to make the calculations. Any time calculated to be slower than the existing qualifying time would not be used in that event. The existing time would remain. Using this process, the proposed qualifying standards for the 20-21 seasons are:

Event	Girls	Boys
200 Medley Relay	1:47.96	1:37.02
200 Free	1:54.88	1:44.17
200 IM	2:08.95	1:56.89
50 Free	:24.34	:21.76
100 Butterfly	:57.89*	:51.90
100 Free	:52.86	:47.71*
500 Free	5:09.03*	4:44.11*
200 Free Relay	1:37.82*	1:27.37
100 Back	:58.42	:52.90
100 Breast	1:06.46	:59.35
400 Free Relay	3:34.55	3:12.86*

*Proposed State Qualifying Time same as last year

Rationale: The advisory committee feels that we are on the right track by using this system. We will use the five-year average. Other associations and swim organizations use a method similar to the objective method proposed in this system. Using an objective system should be easier to use, easier to defend and provides fair standards for competitors. If necessary in the future, the system is adjustable by using a different average sectional time or a different average (i.e. 4 years). The Assistant Executive Director working with the swimming and diving advisory committee has reserved the right to make changes if it is obvious that this would be necessary in order to protect the integrity of the meet. Any time calculated to be slower than the existing qualifying time would not be used in that event. The existing time would remain.

2. Item V-D: Permissible Changes During the Electronic Sectional Seeding Meeting Item V-G: Entry Substitutions

Recommendation:

V-D: ~~PERMISSIBLE CHANGES DURING THE ELECTRONIC SECTIONAL SEEDING:~~ Event Times, Ind. Events ~~ON A PERSON FOR PERSON BASIS.~~ Name and times changes are permissible in individual events only, ~~NO RELAY NAME CHANGES AFTER THE LOP DEADLINE. RELAY MEMBERS MUST COME FROM THE 8 NAMES SUBMITTED ON THE LIST OF PARTICIPANTS.~~ All changes during the Electronic Seeding meeting must be completed on or before 6:00 p.m. on Wednesday of the Sectional week. After the LOP deadline, changes to names or times will not be permissible for neither individual events nor relays. The only allowable changes prior to 6:00p.m. of the Electronic Seeding meeting are those that involve misspelling of names or a correction to an athlete's year in school.

V-G: Entry Substitutions: AT THE SECTIONAL MEET - In case of illness or injury, as certified to in writing by a principal or physician, an entry substitution may be made in an individual event following the Electronic Sectional Seed Meeting on a person for person basis only. Additionally, in circumstances where the school has deemed an athlete ineligible to compete as certified to in writing by a principal, an entry substitution may be made in an individual event following the Electronic Sectional Seed Meeting on a person for person basis only. These substitutions must be made at the Sectional Meet Scratch Meeting (Referee and all coaches) to be held immediately prior to the start of the Sectional meet. No contestant shall be permitted to change events in order to act as a substitute. The replaced swimmer shall not participate in any Sectional Meet events. However, a swimmer who is replaced at the Sectional and who is listed for the Sectional Meet as one of the possible swimmers in any Relay event may participate in the Relay(s) at the State Final only in the event that Relay(s) qualifies for the State Final Meet.

Note: A different swimmer may be substituted in each event in which the injured or ill swimmer was entered. All Swimmers/Divers used as substitutes must have been on this year's school team and must be eligible in all respects.

Rationale: The advisory committee feels that by eliminating the ability to make changes to ANY entries or times after the LOP deadline, it will not only further simplify the seeding process, but also eliminate any potential for sectional hosts to gain any unfair advantages after being able to see all entries. Also, by adjusting item V-G, it allows for substitutions at the Sectional scratch meeting on a person for person basis in individual events not only for just injured and ill competitors, but also for those deemed ineligible to compete for any reason by their school as long as the principal or a licensed physician (in cases of illness or injury) have provided written confirmation. In other words, this modification to V-G should provide coaches the ability to make substitutions in circumstances beyond illness and injury.

Boys Wrestling

1. **Non-Consent Recommendation**
2. **Non-Consent Recommendation**
3. **Non-Consent Recommendation**
4. **Non-Consent Recommendation**
5. **VIII. Tournament Rules C. Weight Control Plan Entries**

Recommendation: All wrestlers must be certified at their lowest weight class they will enter the Individual or Dual Team Wrestling State Final Tournament by the conclusion of weigh-ins for the Regional Tournament. If a wrestler is not able to meet this deadline due to an injury, he/she may certify and participate at the Dual Team Sectional or Dual Team State Finals for the first time all season as long as he/she is medically cleared and has met all other weight certification requirements.

Rationale: Current language says that a wrestler must be certified to wrestle in the postseason by the conclusion of weigh-ins at the Regional. The committee feels that a wrestler who misses this opportunity because of an injury should be able to participate later in the season in the Dual Team Sectional or Dual Team State Finals, if he/she is medically cleared to participate.

Administrative Recommendations:

1. **Non-Consent Recommendation**

Athletic Officials

Administrative Recommendations:

1. **Non-Consent Recommendation**

2. **Recommendation:** The IHSA will develop a specific training curriculum and licensing option for volleyball line judges. The program would include the following details, implemented over the next two school years.

- Starting with the fall 2020 IHSA Girls Volleyball State Finals, line judges who are assigned to the State Finals will attend a line judge refresher course and training session held two hours prior to the officials meeting on Thursday night.
- Allow an official to declare if he/she would like to be assigned as a line judge in the state series.
- Develop and implement a stand-alone line judge training program.
- Develop and implement licensure for individuals who would like to license solely as a line judge.

Rationale: A more formal line judge licensing and training program will benefit officials, schools, and will ultimately lead to better-officiated contests.

3. **Recommendation:** Starting in the 2020-21 school year, an officials' clinic must be approved/endorsed by an officials' association in order for officials to receive IHSA credit from the clinic. This recommendation is only applicable to sports that have at least one association.

Rationale: An association's direct support will assist in promoting a clinic and will maintain the educational benefits as the primary focus of the clinic.

Chess

1. **Changes to Submitted LOP's (VI-A-4)**

Recommendation: Clarifies that the LOPs for Sectionals cannot be changed after the date listed in VI-A-3. Clarifies that the LOP for State can be changed after Sectionals in Chesscalate until date listed in VI-A-3.

Rationale: There was a lot of confusion in 2020 regarding when and how a coach can change the List of Participants before both Sectionals and State.

2. **LOP Deadline (III-H-I)**

Recommendation: Move up the deadline of the Sectional LOP from (W29Wed) to (W27Fri)

Rationale: The current LOP deadline is the day before Sectionals are posted. There are numerous schools that don't have the correct information inputted by the deadline, and therefore we have to follow-up to see if they are participating in Sectionals. Moving up this date will give us more time to confirm which schools will be participating before posting Sectional assignments.

3. **Sectional Pairing Procedures (V-C-I)**

Recommendation: Use the accelerated pairing system instead of the standard non-accelerated Swiss pairing system to pair Sectionals.

Rationale: This system is better suited to shift through teams at the bottom of each Sectional and provide better matchups in later rounds.

Rule Book Recommendation:

1. **Delete all Situations**

Recommendation: Delete all Situation examples throughout the Chess Rule Book.

Rationale: Most of the examples are outdated as the rules have evolved over the years. Instead, the ICCA would like to create a casebook that more thoroughly describes rules situations and can act as an additional resource for coaches.

2. **Repetitive Positions (Rule 12 Section 11)**

Recommendation: Strike out the word "consecutive"

Rationale: The Committee determined that the moves did not need to be played consecutively in order to be classified as “repetitive positions” resulting in a game drawn

Administrative Recommendation:

1. Non-Consent Recommendation

2. In order to streamline the LOP/Chesscalate process, the following timeline has been revised. The major change is that Chesscalate will not be used until after Sectionals:

- Final Roster (ANY eligible player) due in Schools Center LOP (W27Fri)
- Final 12 Players and Strength Order for Sectionals due in Schools Center by midnight (W30Wed)
- Chesscalate passwords sent out to State Qualifiers Monday after Sectional (W31Mon)
- Final 12 players for state and their strength order can be edited (in Chesscalate) until midnight the Thursday before the Seed Meeting (W31Thu)
 - (W31Fri) lineups are locked and sent to Seeding Committee
- After this date, neither the 12 eligible players nor the Strength Order can be changed
 - However, coaches can continue editing the lineups for each round at state

It was determined that there was no need to introduce Chesscalate before Sectionals to do one simple function (setting Strength Order) when it cannot be used for everything else (scoring, lineups, etc.). It just made things unnecessarily complicated.

Esports

No Terms and Conditions Recommendations Forwarded.

Journalism

No Terms and Conditions Recommendations Forwarded.

Music Solo/Ensemble

1. Item VI. A. 3 - Contest Committee

Recommendation: Delete language and subsequent sections...~~The manager of each contest shall appoint a Contest Committee.~~

Rationale: With the advancements of technology, this is antiquated language and no longer practiced. (Subsequent sections referencing Contest Committee also needs to be edited: Table of Contents, VI.A.3, VI.A.4, VI.A.5, XI.A).

2. Item III. F. 4 - Solo/Ensemble

Recommendation: Delete language (~~vocal ensembles are not considered as ensembles for this purpose~~).

Rationale: Strike the section in parentheses to better clarify the choir designation. Edit is needed to explain earlier references to chamber choir and madrigal choir and better clarify the designation. A student can participate in each of these choirs.

3. Item VI. A. 7 - Directors Meeting

Recommendation: Delete language...~~DIRECTORS MEETINGS:
The local manager shall schedule a time for a meeting of directors from participating schools...~~

Rationale: With the advancements of technology, this is antiquated language and no longer practiced.

4. Item VIII. A. 4 - Suitability of Selections

Recommendation: Strike the language and move from terms and conditions to the recommended repertoire page. ~~Acoustic/Classical Guitar material should be classical in nature. (The following are examples that would be considered appropriate for acoustic/classic guitar solos: Bouree' from the Bach Cello Suite; Paganini: Twenty Fourth Variation; Stairway to Heaven; Fernando Sor's Preludes, Etudes, even up to the Grand Solo; Mauro Guiliani's Preludes and Etudes; Ferdinand Carulli Etudes, Waltzes and Suite excerpts.)~~

Rationale: As popularity of guitar solos increased, the language was added in the music solo & ensemble terms and conditions. The language is a better fit on the IHSA recommended repertoire page.

5. Item VIII. A. 6. a. i - Memorization

Recommendation: There is no memorization requirement for instrumental entries, however scales must be performed from memory.

Rationale: By adding that scales are memorized; we are better clarifying and aligning with the directions in Appendix A.

6. Item VIII. B. 1 - Ukulele

Recommendation: Add event 408 Ukulele under the String section.

Rationale: As the ukulele has grown in popularity as an entry in the music solo and ensemble contest, it needed its own category line for entry.

7. Item VIII. C. 7 - Student Conductors

Recommendation: Ensembles shall perform without conductor. High school students are permitted to conduct any choir. Instrumental choir events (nos. 701-750) and keyboard percussion ensemble (no. 614) may be conducted by a high school student. The student conductor's technique will be considered in the evaluation of the performance. Student conductors are not counted when determining the total number of students in an entry.

Rationale: By adding the following language, we are clarifying that student conducts are allowed in any choir.

Music Organization

1. Item VI. A. 2 - Contest Committee

Recommendation: Delete language and subsequent sections...~~The manager of each contest shall appoint a Contest Committee.~~

Rationale: With the advancement of technology, this is antiquated language and the process is no longer used. (Note: Language also need to be eliminated/edited along with subsequent sections and references to a contest committee: VI.A.2, VI.A.3, VI.A.4, XI.A).

2. Item VI. A. 6 - Directors Meeting

Recommendation: Delete language...~~DIRECTORS MEETINGS:
The local manager shall schedule a time for a meeting of directors from participating schools...~~

Rationale: With the advancements of technology, this is antiquated language and no longer practiced.

Scholastic Bowl

1. **Recommendation:** Add the following cases to the case book to help further clarify rules 4-H-1k and 4-H-1l.

4-H-1k: CASE #1:

The following tossup question is asked:

Name the author of *The Adventures of Huckleberry Finn*.

The printed answer is "Mark Twain."

Player #1 on Team X rings in and answers "Samuel Clemens."

The moderator rules: "Incorrect."

Team Y rings in (or not); if an answer is given, it is ruled correct or incorrect; in any case, the printed answer is revealed.

Team X appeals.

Samuel Clemens is acceptable under Rule 4-B-11; apply the remedy for Rule 4-H-1k: Adjust the score appropriately.

4-H-1k: CASE #2:

The following tossup question is asked:

Name the sixth President of the United States.

The printed answer is "John Quincy Adams", with "Quincy" and "Adams" underlined as required information.

Player #1 on Team X rings in, and answers "Adams."

The moderator rules "Incorrect."

Team Y rings in (or not); if an answer is given it is ruled correct or incorrect; in any case, the printed answer is revealed.

Team X appeals.

Clearly, Team X should have been prompted, so Rule 4-H-1k does not apply. We do not know whether the prompt would have elicited the correct answer; furthermore, the printed answer will have been revealed during or after Team Y's attempt. Instead, apply the remedy for Rule 4-H-1c: Discard and replace the toss-up and read it for both teams.

4-H-11: CASE #1:

The following tossup question is asked:

Name the author of *The Adventures of Huckleberry Finn*.

The printed answer is "Mark Twain."

Player #1 on Team X rings in and answers "Charles Dickens."

The moderator rules: "Incorrect."

Player #1 on Team Y rings in and answers "Samuel Clemens."

The moderator rules: "Incorrect" – and reveals the printed answer.

Team Y appeals.

Samuel Clemens is acceptable under Rule 4-B-11; apply the remedy for Rule 4-H-11: Adjust the score appropriately.

4-H-11: CASE #2:

The following tossup question is asked:

Name the sixth President of the United States.

The printed answer is "John Quincy Adams", with "Quincy" and "Adams" underlined as required information.

Player #1 on Team X rings in, and answers "Monroe."

The moderator rules "Incorrect."

Player #1 on Team Y rings in and answers "Adams."

The moderator rules: "Incorrect" – and reveals the printed answer.

Team Y appeals.

Clearly, Team Y should have been prompted, so Rule 4-H-11 does not apply. We do not know whether the prompt would have elicited the correct answer, and once the moderator has ruled the answer incorrect, prompting is inappropriate. Instead, apply the remedy for Rule 4-H-1d: Read a replacement toss-up for the second team only.

Rationale: Appropriate application of these two Rules hinges on an interpretation of the phrase "potentially correct." If the answer that has been ruled incorrect is "potentially correct" because it is discovered that it was indeed an alternative correct answer, then these Rules, and their remedies, apply. If the answer that has been ruled incorrect is "potentially correct" because it could be argued that, had the moderator prompted, the player might possibly have come up with the correct answer, these Rules, and their remedies, do not apply – the more

appropriate remedies are those in Rules 4-H-1c and 4-H-1d if the situation arises on a toss-up question, or Rules 4-H-1g and 4-H-1h if the situation arises on a bonus part . These additional Cases are for toss-up questions; similar reasoning should be applied for bonus questions.

Administrative Recommendation:

- 1. Question Source:** The committee supports the recommendation to allow Brad Fischer to continue to serve as the Head Editor for the IHSA State Series Questions for the 2020-21 school year.
The committee is aware of the potential conflict of interest that arises because Brad’s wife is the coach of a team that participates in the State Series. Brad will provide a written assurance that he will keep the questions confidential, and the committee feels that bringing the potential conflict to light serves to further ensure that no infractions occur.

Speech Individual Events

- 1. Recommendation:** IV. Financial Arrangements D. E. F. Regional, Sectional, State Event Fees: For each event in which a school has entered participants in the regional contest, an event fee of ~~\$10.00~~ **\$15.00 dollars** (per event) shall be paid to the regional host school at the regional entry meeting. The \$15.00 per event shall also be paid to the sectional host school and the state final venue. No contestant from a school will be permitted to participate in the regional, sectional or state final contest if event fees are not paid. *(Effective for the 2021-22 school year)*

Rationale: This modest increase of fees will assist with the host school/venue expenses that continue to increase. The Speech: Individual Event fees have not increased for over 16 years, since the 2003-04 school year where the entry fees increased from \$7 to \$10. (Note: PIR still remains \$20.00)

Speech Debate

- 1. Recommendation:** IV. Host Financial Arrangements A. Event Fees

An Event Fee of \$50.00 per Policy team, \$25.00 per Lincoln-Douglas, ~~\$15.00~~ **\$20.00** per Congressional Debate Entry and \$25 per Public Forum Debate Entry shall be paid to the State Final Contest Manager. *(Effective for the 2021-22 school year)*

Rationale: This modest increase of fees will assist with the host school/venue expenses that continue to increase. The Congressional Debate event fees have not increased for over 17 years, since the 2002-03 school year.

- 2. Recommendation:** II-B -Dates and Sites

Move the Debate State Final from March 19-20, 2021 to March 12-13, 2021 to align with ISU’s spring break

Rationale: This date change would coincide with ISU’s spring break which would allow for more classroom availability for competition.

Speech Drama/Group Interpretation

- 1. Recommendation:** IV. Host Financial Arrangements A.

Schools will be required to pay event fees for all entries listed on the Assignment page which can be found on the IHSA website at www.ihsa.org after December 1. No contestant from a school will be permitted to compete if such fees are not paid. Checks for event fees should be made payable to the host school for Sectionals and to the IHSA for the State Final. *(Effective for the 2021-22 school year)*

	Sectional	State
Dramatics	\$75.00 \$100.	\$75.00 \$100.
Group Interpretation	\$75.00 \$100.	\$75.00 \$100.

Rationale: This modest increase of fees will assist with the host school/venue expenses that continue to increase. The Drama/GI event fees have not increased since the 2012-13 school year (8 years) where the entry fees increased from \$50 to \$75.

2. **Recommendation:** VIII. Tournament Rules B. Group Interpretation g.

~~Participating schools will provide their own stools, chairs, boxes, platforms, ramps, risers and stairs only. Standardized GI pieces (boxes, platforms, ramps, risers and stairs) shall be used by all competing schools. Participating schools will provide their own stools and chairs.~~

Rationale: For 2021-22 Standardized GI pieces shall be used by all competing schools. Standardized Group Interp. pieces will assist competing and host schools when dealing with the challenges of the planning process, cost, and storage of group interp, materials.

3. **Recommendation:** VIII. Tournament Rules C. Short Film (Adjust C & D accordingly)

1. Definition: Short Film is an event in which students create an original video. Short Films may be narratives, documentaries, animations, or other works.

2. Purpose: The purpose of Short Film is to give students experience in producing, directing and acting while using an electronic medium.

3. Selection: Short film shall be original in nature and may be collaborative effort between students.

4. Time Keeping: The length of the performance is no longer than 5 minutes from opening title screen to final credits

5. Standard of Excellence: Judging will be based on creativity, effective storyline, technical aspects, acting, artistic merit, and overall presentation.

6. Fee: Schools are allowed to enter 1 (one) short film and the event fee per school shall be \$25. To cover the cost of adjudication.

7. Awards: This event would not count towards team trophy award points. This event would be in a rating format.

Rationale: To encourage participation, support filmmaking education, and recognize student achievement in film, students can showcase their talents in this added event. Short film is both an art form and communication tool that encourages creativity in visual storytelling, and sharpens students' knowledge of conceptualizing, researching, writing, casting, directing, acting, producing, and editing.

4. **Non-Consent Recommendation**

Sports Medicine

January 22nd Meeting:

1. **Board Approved Recommendation 1 in March**

2. **Recommendation:** The Committee recommends that fall baseball and softball be included in the Fall Sports Acclimatization Policy.

Rationale: The Committee feels that the exclusion of fall baseball and softball was an oversight and that these athletes should also be acclimatizing properly prior to their fall season.

Administrative Recommendation:

1. The Committee discussed the Playoff football injury reports. They talked about the original purpose, being to track injury when football playoffs were played on Wednesday and Fridays. With the suspension of that football playoff schedule and the limited window of injuries that are being tracked; the SMAC recommends suspending this practice.

April 6th Meeting:

No Recommendations Forwarded

Student Advisory Committee

No Recommendations Forwarded

Do What's Right - Sportsmanship

1. Non-Consent Recommendation

Athletic Administrators

No Recommendations Forwarded

Activities Directors

No Recommendations Forwarded