

ETHICAL STANDARDS FOR COACHES

The role of coach is an extension of that of being a professional educator, even if a particular coach is not on the staff of a particular school. It is expected that all of the norms of acting in a professional capacity in the classroom extend to the coaching arena. The competition we participate in is an extension of the classroom – it is first and foremost a learning experience for the players, who are learning to compete in a healthy and ethical manner.

- A. Being “caught up in the moment” is no excuse for unsportsmanlike or inappropriate conduct.
- B. Coaches are expected to speak up when they know that a player on the opposing team has given a correct answer and is not receiving credit for it from the moderator.
- C. Coaches who register for tournaments are expected to be there with a team. Coaches who fail to call and cancel at the earliest possible moment are creating an inconvenience to the host. The key is communication; when a team realizes that it is not going to be able to attend a tournament or that its status is in serious doubt, the coach should contact the host immediately.
- D. When seeding teams at the annual seeding meeting, coaches should make a concerted effort to rank teams according to their actual accomplishments. Each voter is expected to pay attention to the information presented at the meeting and use that information to decide who the top teams are. It is not acceptable to rate a team high or low because of one’s relationship to the other team. Coaches should also do their utmost to fairly and objectively rank individual players nominated for All-Sectional/All-State honors.
- E. It is unethical to falsify a team record or individual statistics for purposes of seeding or to accrue individual honors. Coaches should be careful to avoid making errors when entering team records. Coaches are required to submit the results of all five-on-five matches played during the year by their best team available on any given day.
- F. If a team is far ahead during a match, the coach needs to consider the feelings of the opponent. While their actions may depend on the exact situation, coaches should consider substituting players and reminding their own team to treat the other team with respect.
- G. While coaches are not ultimately responsible for the actions of non-player spectators, they are obliged to help tournament officials deal with any inappropriate behavior by non-players who are there watching their team.
- H. Coaches who are not moderating should not address members of the other team during a match. If a coach has a problem with the actions of his/her opponent, the coach should ask the moderator to intervene. Coaches who are moderating should be sure when they do address members of another team that they do so respectfully.

I. There are special ethical considerations that must be addressed in regard to using a “B” team in a tournament. The following are the guidelines adopted by the IHSSBCA in regard to ethically using a “B” team in a tournament.

1. The normal expectation at a tournament, unless communicated otherwise by the tournament director, is that a school’s “A” team is composed of the best team of five that can be assembled from the team members present at the tournament that day. This does not necessarily mean that the five highest scoring players must play on the “A” team, but a coach should be prepared to defend his/her choice if questioned. Coaches should not violate this ethic in an effort to get both teams into the playoffs. This type of violation is often called ‘stacking’.
2. Before accusing a coach of stacking, one should consider the many factors which could lead to a “B” team’s success. Just because a school’s “B” team advances and its “A” team doesn’t, does not mean a breach of ethics has occurred.
3. Whether “B” team players may join the “A” team later in a tournament is at the discretion of the tournament director. Generally, players on the “A” team may NOT be moved down to the “B” team in the afternoon. Coaches should check with the tournament director before moving a player up in the afternoon.
4. A player who clearly belongs on the “A” team should not be played on the “B” team as punishment or for disciplinary reasons.
5. The record of the “A” team that day, even if normal starters are missing, is the team’s official record, and at the varsity level, **MUST** be included on the team’s official record for IHSA seeding purposes.

J. Because coaches who moderate are performing two functions at once that are in some senses contradictory, they must be especially committed to the fairness of the competition.

1. In the absence of a qualified neutral moderator, coaches or their adult designee are to split the duties of reading. If one coach chooses to give up that right and permit the other coach (or designee) to read for the entire match, that is his/her right. Tournament directors are allowed to choose moderators, and, especially during frosh-soph tournaments, it is well within their rights to permit upperclassmen to read.
2. When coaches are reading, they are expected to avoid penalizing the opponent unless an obvious violation occurs or a warning has been given previously.
3. When a coach is moderating, any error or possible error on his/her part that causes the opposing team encumbrance (penalty, loss of opportunity, etc.) should be handled so as to give the benefit of the doubt to the opponent.
4. Though coaches are sometimes assigned to split moderating duties, coaches who are aware that they are poor moderators should bring a more competent reader along to take that duty, ask the host if there is a neutral moderator available, or waive the right to read to the other coach.

ETHICAL STANDARDS FOR TOURNAMENT HOSTS

Tournament hosts have great latitude in how they organize their events. What they use as their question source and how they decide to place teams within pools can strongly impact the outcome of the event and the quality of each team's experience.

A. Tournament hosts should include information regarding the source of questions, the basic format of each round, their method of seeding pools/brackets, and rules about A/B teams in the initial contact letter to potential participants.

B. Tournament hosts have an obligation to try to keep the tournament running on time. In order to do this, they may request that a coach waive the right to read if (s)he has a history of being a slow reader, and thus may place the tournament behind schedule.

C. Tournament hosts have the right to moderate matches, with the following caveats:

1. If the host team is playing, the host must split moderating time with the opposing coach or designee, unless the opposing coach allows the host to read the whole match. To do otherwise may give the host school an advantage.
2. If the host school is involved, and a moderator of equal or better ability is available, the neutral moderator should read the entire match.

D. There are several ways of setting up pools/brackets for the morning preliminary rounds of play. Tournament directors are encouraged to seed the teams to the best of their ability based on the information they have, recognizing that the outcome won't be perfect. Factors to take into account include (but are not limited to) the teams' performance to date for the season, strength of schedule, geography --- that is, conference/league affiliation (e.g. splitting up teams from the same conference), and the schools' IHSA class (A or AA). Methods of setting up pools include the following:

1. True seed – Teams are seeded according to record or some other such objective criteria, and are split up accordingly. For example, in a six-pool tourney of 30 teams, the breakdown would be:

Pool A:	1	12	13	24	25
Pool B:	2	11	14	23	26
Pool C:	3	10	15	22	27
Pool D:	4	9	16	21	28
Pool E:	5	8	17	20	29
Pool F:	6	7	18	19	30

2. Separation of top seeds – This method separates the top teams (based on tournament experience or record to date) into different pools, with one or two “top teams” in each pool. The remainder of the teams are placed randomly:

Pool A:	1	12	3 other teams
Pool B:	2	11	3 other teams
Pool C:	3	10	3 other teams
Pool D:	4	9	3 other teams
Pool E:	5	8	3 other teams
Pool F:	6	7	3 other teams

3. Random draw – Pools are decided based completely on random draw. To avoid problems and possible accusations (about the “randomness” of the draw), coaches could draw for their places on the day of the tournament. That way, replacement teams for those who have to cancel at the last minute are written into the schedule along with the rest of the teams. A central board can be used to display the draw results for coaches to write on their copy of the schedule.
4. Swiss pairings – The first round is scheduled based on team strength (1 vs. 16, 2 vs. 15, etc.). After the first round, the winning teams are seeded to play each other, with the highest 1-0 seed playing the lowest 1-0 seed (based on scores), and the losing teams are seeded to play each other. Accelerated Swiss pairings provide for the two highest seeded teams with 1-0 records to play in the second round.
5. Power draw – The best teams (based on some criteria such as record or previous performance) are seeded into one bracket. The remainder are then drawn randomly, or placed in groups by ability. This type of seeding assures that some relatively weak teams will advance, and will restrict the number of strong teams advancing. This system is generally seen as a way to give weaker teams a chance to advance, or to discourage top teams from attending.
6. Multiple divisions – Some tournaments have more than one division, generally based on either school enrollment (large schools/small schools) or team strength (top teams in one division, weaker teams in another). Sometimes a separate division for B (and C) teams is scheduled. Playoffs are held and trophies are awarded in all divisions.

E. When seeding teams for the afternoon playoffs, the strongest team in the morning rounds should be scheduled to play the weakest team (1 vs. 8 or 16) in the first round of the playoffs. To do otherwise does not give the stronger team the advantage it earned by its performance in the preliminary rounds.

ETHICAL STANDARDS FOR OFFICIALS

Moderators have an ethical responsibility not only to uphold the rules, but to assure that they are applied in a fair manner. Moderators must be well-versed in the rules, but should not assume that they know every detail or nuance of their application. It is recommended that they have the current IHSA rules book and case manual at hand for reference during matches.

A. It is expected that a moderator accept the concurrent opinion of two opposing coaches (typically, in regard to the correct answer to a question) unless there is a compelling reason to not do so.

B. Except in extreme circumstances, moderators are not to eject a player or coach unless a warning has been issued previously.

C. A moderator should request that (s)he be replaced when his/her presence as an official might be considered a conflict of interest, provided that there is another competent moderator available. If a conflict of interest possibly exists, and the situation cannot be addressed by using another available reader, the moderator should alert the coaches to the situation before the match begins.

D. Moderators should always address coaches and players politely and with respect, not as a “boss” addressing an underling.

E. Only if (1) both teams cannot agree, and (2) there is a lack of evidence to the contrary, and (3) the moderator does not know the topic, should a moderator use “We’ll go with the answer on the page” as a way to resolve a protest.

ETHICAL STANDARDS FOR PLAYERS

The players are the sole purpose for the existence of Scholastic Bowl competitions. These competitions are both an opportunity to learn and an opportunity to demonstrate learning. Players must be keenly aware that they are representing not only themselves, but also their coaches, their teammates, and their schools.

- A. Players are to play honestly and according to the rules at all times. Players have a responsibility to know the rules under which they compete, to follow them, and to insist that their teammates follow them.
- B. Players are to treat the opposing players, coaches, and all tournament staff with respect. Players (and coaches) need to be aware at all times that actions and words uttered with no intent to show disrespect sometimes may be interpreted as disrespectful by others.
- C. Players are expected to use a calm and respectful tone when addressing moderators. Players should not address members of the other team during the match.
- D. Players have an obligation to immediately inform their coach and/or the moderator in the event that they have heard a set of competition questions previously (in an earlier round that day, at another competition and/or at practice).
- E. Players have an obligation to respect the question authors' wishes and tournament hosts' instructions regarding question security, due to possible use of the same question sets at a later time, such as a mirror event. If so directed, they should not discuss the questions and/or answers with other players who did not hear them, be it in person or in a forum such as an online message board/social networking site, until the designated release date.
- F. Players are expected to treat equipment (especially the lockout systems) with care and respect. This includes, among other things, not slamming buzzers down, not twisting the cords, and not drawing on or otherwise defacing the equipment.
- G. Players should not touch anything in the classrooms that is not germane to the competition, including personal effects left on or under desks, and should not open cabinets, use the computers, draw on desks, or draw on black/white boards except for keeping score.
- H. Students should follow the dress code as stated for each event, as well as comply with any other general requests by the host, such as no hats inside the school, or no food and drinks in certain areas.