Agenda of Special Called / Workshop Meeting

The Board of Trustees
Copperas Cove Independent School District

A Special Called / Workshop Meeting of the Board of Trustees of Copperas Cove Independent School District will be held August 10, 2026, beginning at 5:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order
2. Mission Statement:
   The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.
3. Citizen Comments
4. Good Things
   (A) Students: 5
   15 CCHS Students — College Board National Recognitions
   Student Groups — 12th Annual Stuff the Bus School Supply Drive
   Volunteers
   (B) Staff:
   CCISD Child Nutrition Department — Texas Department of Agriculture Awards
5. Information Items
   (A) Principal Report 6

   1 Mae Stevens Early Learning Academy
   2 Martin Walker Elementary
   3 J.L. Williams/Lovett Ledger Elementary
   4 House Creek Elementary
   5 Hettie Halstead Elementary
   6 Fairview/Miss Jewell Elementary
   7 C.R. Clements/Hollie Parsons Elementary
   8 SC Lee Junior High School

9 Copperas Cove Junior High School
10 Crossroads High School
11 Copperas Cove High School
(B) Instructional Services 1361

1 Special Needs
2 Counseling and Student Support
3 Secondary Counseling
4 Digital Learning
(C) Operations & Support 1366

1 Health / Nursing
2 Child Nutrition / Warehouse
3 Safety & Security
4 Transportation
5 Maintenance & Facilities
(D) Specialized Programs and Activities 1405

1 Athletics
2 CTE
3 Fine Arts
(E) Finance 1460

1 Tax Report | Analysis of Delinquent Taxes & Services
2 Monthly | Quarterly Financial Report
3 Financial Statements & Payment of Bills
(F) Human Resources 1472

1 New Hires 2025 - 2026 School Year
2 Resignations
3 Personnel Vacancies
4 Support Personnel Vacancies
(G) Board Activity Calendar 1483

1 August
2 September
3 October
(H) 2026-27 Copperas Cove ISD Employee Handbook 1486
(I) 2026-27 Copperas Cove Student Handbooks 1583
6. Administrative Report 1721

1 Summer EOC Data AP Scores
2 Capital Project Update
7. Consent Agenda
(A) Take Action to Approve the Previous Board of Trustees Meeting Minutes 1729

1 Special Called/Workshop Meeting - July 20, 2026
2 Regular Meeting - July 27, 2026

(B) Consider to Approve an Interlocal Government Agreement with the City of Copperas Cove to Provide School Resource Officers for CCISD ($197,331.00 — Budgeted Funds) 1735

(C) Consider to Approve the amendment to the District of Innovation (DOI) Plan 1744

(D) Consider to Approve the District of Innovation Committee's Recommendation to Adjust the Grievance Procedures 1747

(E) Consider to Approve Early Childhood Education Partnership Agreement Between Copperas Cove ISD and Fort Davis ISD 1750

(F) Consider to Approve Early Education Partnership Agreement Between Copperas Cove ISD and Green Space Learning 1762

(G) Consider to Approve a Memorandum of Understanding with Coryell County EMS 1783

(H) Consider to Approve an Interlocal Agreement Between Copperas Cove ISD and the City of Copperas Cove Regarding the Copperas Cove High School EMS Program 1787

(I) Consider and Approve the Appointment of a Delegate and Alternate Delegate for the 2026 TASB Delegate Assembly — October 9, 2026 — Houston, TX 1793

(J) Items over $50K

1 Consider to Approve the Purchase of Lightspeed Software (BorderLan TIPS 260105 $69,000.00 - Budgeted Funds) 1794

2 Consider to Approve the Renewal of Skyward Software Licenses for Financial Management, Payroll, Employee Access, Crystal Reports Maintenance, and Student Management (Sole Source — $160,092.78- Budgeted Funds) 1796

8. Action Items

(A) Consider to Approve the Adoption of the Proposed 2026-2027 Budget 1801

(B) Consider to Approve a Resolution to Set the Tax Rate for Copperas Cove ISD Tax Year 2026 - 2027 1802

9. Closed Meeting:

If, during the course of the meeting, the Board determines that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Tex. Government Code, including but not limited to:

551.071, Consultation with Attorney
551.072, Real Property
551.074, Personnel Matters
551.075, Conference with Employees
551.076, Security Devices
551.082, School Children/District Employees/Disciplinary Matter or Complaint
551.083 Considering the standards, guidelines, terms, or conditions the Board will follow or will instruct its representatives to follow, in consultation with representatives of employee groups
551.084, Investigation

10. Reconvene Meeting
11. Adjournment

Copperas Cove ISD does not discriminate against any person because of race, color, religion, sex, national origin, disability, age or on any other basis prohibited by law.

Board of Trustees

Date of Meeting: August 17, 2026

Item Type: Recognition

Item Name	Good Things
District Goal	Communications/Community Partnerships: Promote positive undertakings in CCISD that demonstrate effective learning, highlight district successes, and share student college and career readiness.
Summary (Purpose/ Objective)	Good Things Students: -15 CCHS students who earned College Board National Recognitions -Student groups which volunteered at 12th-annual Stuff the Bus School Supply Drive Staff: -CCISD Child Nutrition Department for series of awards from Texas Department of Agriculture
Fiscal Impact	N/A
Administrative Recommendation	N/A
Attachments	N/A

Contact Person: Kurtis Quillin, Director of Communications

E-Mail Address: kurtis.quillin@ccisd.com

Mae Stevens Early Learning Academy

Copperas Cove Independent School District
Robin Lawrence, Principal
Kiki Richardson, Assistant Principal/Instructional Coach
302 Manning Dr. Copperas Cove, TX 76522
Phone (254)547-8289

Topic: Submission for CCISD Board Report (Mae Stevens Early Learning Academy)
Date: July 27, 2026

MSELA August Happenings and Upcoming Events:

August 3rd – District Convocation & Campus Inservice starts

- August 3rd-August 14th- Campus Inservice Days

August 10th- MSELA Meet the Teacher 5:00-6:30 pm

August 17th- First Day of School

August 19th- MSELA Staff Meeting 4:45pm

August 24th- September 4th BOY CIRCLE Assessment Window

The Copperas Cove Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law in its programs, activities, or employment practices. For inquiries regarding the non-discrimination policies, contact: Director of Human Resources or Director of Student Services at (254) 547-1227, 408 S. Main Street, Copperas Cove, TX 76522.

Martin Walker Elementary School

100 FM 3046 · Copperas Cove, Texas 76522 · Phone (254) 547-2238 · Fax (254) 547-5984

Kelly Thompson, Principal
Emily Swank, Assistant Principal
Susan McGuire, Principal's Secretary
Hillary Newton, Counselor

Copperas Cove ISD School Board Report

Martin Walker Elementary, August 2026

Campus Happenings and Activities

As preparations for the 2026-2027 school year continue, excitement is building across Martin Walker Elementary. Our custodial team has been hard at work resetting the campus, and the floors are shining as teachers return to prepare classrooms for learning. This year, our campus theme is Powered by Purpose, an extension of our commitment to One Pack, One Purpose. The theme reflects our focus on intentional actions, meaningful relationships, and student success. The building is coming alive with energy and anticipation for the new school year, and we have enjoyed staying connected with our Bulldawg families through the fun summer photos shared on our campus Facebook page.

We are excited to welcome several outstanding educators to the Martin Walker Elementary family this year. We are especially proud to welcome 3rd Grade Teacher Jomi Howeth and Kindergarten Teacher Harlee Quintero, familiar faces on our campus who previously served as student teachers through our partnership with Texas A&M Central Texas. Their transition from student teachers to classroom teachers is a testament to the strength of that partnership and our shared commitment to developing future educators. We are also pleased to welcome Music Teacher Ms. Madison Edgar, 2nd Grade Teacher Mrs. Cinthya Moya Mendoza, and 5th Grade Teacher Mrs. Shelby Marina. We know each of these educators will make a positive impact on our students, families, and staff as they begin their journey at Martin Walker Elementary.

As we prepare for the new school year, our leadership team has also been focused on creating additional opportunities for teacher leadership and professional growth. By empowering staff members to share their expertise, collaborate with colleagues, and take on leadership roles across the campus, we continue building a culture where everyone contributes to our shared mission of

student success. These efforts support our commitment to being a campus that is truly Powered by Purpose.

We are also looking forward to continuing our partnership with Texas A&M Central Texas by hosting three student teachers this year. Last year, Martin Walker Elementary hosted a total of four student teachers, all of whom are now employed as teachers within Copperas Cove ISD. We are proud to play a role in growing future educators and strengthening the teacher pipeline for our district and profession.

Upcoming August Events

- Kindergarten Screeners – July 29th, August 4th-5th
- Parent Teacher Conference Day – August 11th
- Elementary Meet the Teacher – August 13th
- First Day of School – August 17th
- Student Independence Day – August 19th
- PBIS Event, Party with the Principals – August 28th

As we look ahead to the start of the school year, we are excited to welcome students and families back to campus. The year ahead is filled with opportunities for growth, leadership, learning, and connection. Grounded in our commitment to being Powered by Purpose, we look forward to partnering with families, empowering staff leaders, and creating meaningful experiences that help every student thrive. Together, we will continue moving forward as One Pack, One Purpose, making the 2026-2027 school year our best yet.

Thank you,

Kelly Thompson
Proud Principal, Martin Walker Elementary

J.L. Williams/Lovett Ledger Elementary

Every Student, Every Day… that's the Williams Ledger Way!

Principal: Jenny Cresswell
Assistant Principal: Lauryn Canto
Assistant Principal: Victoria Mendoza

Principal's Secretary: Stacey Stark
SEL Facilitator Kristian Grant

Copperas Cove ISD School Board Report

Williams Ledger Elementary, July 2026

Reflecting on Last Year

Last year was a true testament to the strength and resilience of the Williams/Ledger community. Despite operating across two host campuses, we saw our students grow, our staff work together in remarkable ways, and our families remain committed partners. We are incredibly proud of the great things our students and staff accomplished through every challenge.

There's No Place Like Home!

We are overjoyed to return to our beautifully renovated campus! We are deeply grateful to our maintenance, technology, and custodial teams for working tirelessly throughout the summer to put the finishing touches on our school and prepare every space for students and staff. Our staff members have also generously volunteered their time to unpack, organize, and help put our campus back together.

Our instructional coaches have worked diligently to revise scope and sequences and update guiding documents, while our teachers continue refining their skills by attending professional development sessions during the Summer Learning Institute.

We are also looking forward to our upcoming ribbon-cutting ceremony as we officially celebrate coming home and beginning this exciting new chapter. We hope to see many of our families, former students, staff members, and community partners join us for this special occasion!

Looking Ahead

We are so excited to be back together at Convocation to kick off a new school year with energy, pride, and purpose. Our Williams Ledger team is ready to **Unlock the Dawg** and begin an incredible year back at home!

As we return home, we are excited to build upon last year's successes and create even more opportunities for students to learn, lead, connect, and grow. We remain focused on our mission to nurture academic potential, foster social skills, and cultivate character and integrity. Together, we are ready to make this a year of meaningful growth and memorable experiences for *Every Student, Every Day—That's the Williams/Ledger Way!*

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.909 Courtney Lane ▪ Copperas Cove, TX 76522 ▪ Phone: 254-542-3070 ▪ Fax: 254-542-3348/254-542-2794

Upcoming Events

- 7/31 New Teacher Orientation
- 8/3 Convocation
- 8/3 Ribbon Cutting Ceremony
- 8/11 Parent Teacher Conferences
- 8/13 Meet the Teacher
- 8/17 First Day of School

Jenny Cresswell, Proud Principal
Williams Ledger Elementary

909 Courtney Lane ▪ Phone: 254-542-3070

CCISD Board Report

House Creek Elementary

July 27, 2026

Welcome Back!

As we begin a new school year at House Creek Elementary, we would like to extend a warm welcome to our students, families, teachers, and staff. We are excited to continue building a culture where all students feels a sense of belonging and are valued, challenged, and supported to reach their full potential.

Our dedicated staff and leadership team have spent the summer engaging in learning and preparing for the new year. Our teachers are already busy preparing engaging learning experiences and creating welcoming classrooms that foster academic growth, character development, and meaningful relationships. We are grateful for the continued partnership of our families and community, whose support plays a vital role in the success of our students.

We would also like to thank the CCISD Board of Trustees for its continued leadership, support, and investment in our students, staff, and schools. Your commitment to our district provides the foundation for the opportunities we are able to offer our students each day.

Together, we look forward to a year filled with learning, growth, and achievement. Thank you for your continued trust and commitment to House Creek Elementary. We are excited for an outstanding school year ahead.

Campus Snapshot

Preliminary enrollment: 583 - with more students enrolling each day.

Upcoming Events:

July 31st – New teacher Orientation and CCISD Draft Celebration

We will be welcoming our newest teachers to our campus at New Teacher Orientation and providing them with a day of training to ensure they receive essential information and resources, district expectations and meet fellow educators and administrators, directors, and instructional coaches that are here to support them throughout the new year.

These new teachers will be recognized in our evening draft ceremony, where we will celebrate their choice to serve the students of CCISD and welcome them to Bulldawg Nation!

New Teachers to House Creek Elementary:

Melody Terry – 5th Grade Teacher

Josshue Salinas – 1st Grade Teacher

Kristy Dekort – Resource Math Teacher

Kellie Roberts- Functional Academics

Cristina Jensen – 4th Grade Teacher

We would also like to welcome our new paraprofessionals to our team:

Debra Williams
Maddie Oliver
Kelly Paxton
Haily Garza

August 3rd: District Convocation

On August 3rd, all CCISD staff will gather for our annual beginning of the school year kick off celebration. This opportunity gives our staff a chance to collaborate on the shared Vision and Mission of Bulldawg Nation and display our pride in our schools as we prepare for the honorable work of serving our students and families this year.

This day also kicks off our pre-service for teachers and staff. All our teachers and staff will be participating in professional development from August 3rd – August 14th. During this time, they will be focusing on learning about curriculum, strengthening instructional practices, preparing classrooms, and preparing engaging lessons.

August 7-9: Stuff the Bus – This is an opportunity for the citizens and local businesses of Copperas Cove to donate school supplies that will benefit many students in Bulldawg Nation. This will take place at our local Walmart.

August 13- Meet the Teacher Night for Elementary Campuses:

Meet the teacher will take place from 5:00 PM – 7:00 PM. We look forward to welcoming new and returning students and families back to House Creek and are excited about the new year!

August 17th – First Day of School

We look forward to the first day of school and the honor of fostering our students' love of learning, growth, and success this school year!

House Creek Elementary is continuously grateful to our families and local businesses for all the support you provide for our campus and the district. We look forward to another wonderful year working together to achieve the best outcomes for our students.

Carolyn Jackson
Principal
House Creek Elementary
It's a great day to be a Bulldawg!
#Just Different

Student Handbook

2025 TEPSA Student Leadership Workshop

2025 TEPSA STUDENT LEADERSHIP WORKSHOP
Student Handbook

The Texas Elementary Principals and Supervisors Association (TEPSA) is proud to sponsor this Student Leadership Workshop. Join us as we celebrate 25 years of supporting youth leadership in the state of Texas!

IGNITE * INSPIRE * LEAD !

Tune: Blank Spaces (by Taylor Swift)

Nice to meet you, my new friend.
I can show you how to be a leader.
Posture, voice, eye contact,
Start a movement, be a lone nut.
Light a torch, lead the way.
If you listen, you could be a star.
Oh yeah!

We don't bully, we include.
We're examples to others, too.

Leaders encourage and empower.
You are amazing, you know it's true.
Participate in all things.
Be confident, think differently.
If we can, you can, too.

You're looking at a leader
TEPSA showed us how.
Practice makes perfect, hard work never fails.
We rise by lifting others, they'll tell you we are brave.
If you wanna look at a leader,
Just look our way!

Kay Granger Elementary
Northwest ISD

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Our X account:
@TEPSALRU

#WeLeadTX

Celebrating
— 25 YEARS —
Investing in Student Leaders

#WeLeadTX

TEPSA Student Leadership Goals

To promote Citizenship

To promote Scholarship

To promote Leadership

To promote School Spirit

To promote Responsibility

To promote Teamwork

(Name of your Leadership Team)

Pledge

As a member of the *(Leadership Team Name)*,
I promise to be enthusiastic and have a can-do attitude about all activities I undertake as a student leader.
I promise to help create a team spirit within the school.
I will do any job required of me no matter how great or small.
I will make sure that the job is done well and completed on time.
I will respect everyone's ideas.
I understand that it is a privilege to be on the *(Leadership Team Name)*,
and I will take this responsibility seriously.
I will lead with integrity.

designed by freepik

Code of Leadership

Live with courage.
Take pride in what you do.
Finish what you start.
Do what has to be done.
Be resilient.
Be fair.
Keep your promises.
Be loyal to your school and the team.
Talk less and listen more.

Adapted from The Code of the West by Red Seagall

We would like to acknowledge School Life for their sponsorship of the TEPSA "Leaders R Us" school leadership program.

For over 20 years, School Life has made it possible for educators to make their schools unique and successful with custom school supplies and products. Their support helps us in our mission to develop young leaders in Texas!
www.schoollife.com

SchoolLife

What Does It Mean To Be a Leader?

My Information

This handbook belongs to: _____

My school: _____

Today I hope to learn: _____

LEADERSHIP WORD SEARCH

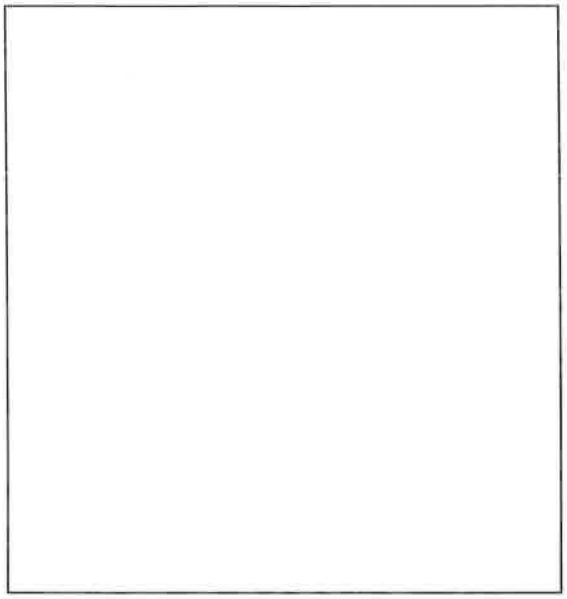
Here are some of the words you will hear today. See how many you can find!

K R O W M A E T P T Y S G O A L S F Y E
E O E L N H T P L R R F O L L O W E R O
E G A R U O C N E P T D A P E Y P C G R
L E I L I F I L D O N T C B R A V E R R
F E I R C R T L G I O E O H T L I D E I
S C N R R I N T E G R I T Y Y T R O S P
S S A I I E S E R S M N R M M Y A O P E
N O A E N N R O L E S S P E D E D E O R
E O L E A D E R S H I P T E C M A D N R
E C M M E S I L P M E I G T F P P R S C
I A E T C E P S E R E R C I A I R E I C
O F F I C E R S I R A E R N I D O A B E
P P I T R M P R I W E B N G R N J M L L
I O V D O P E E A R E T T S N N E N E F
E S O E N O C M C O N F I D E N C E S R
N I A I I W A P S S A E D I S C T T D C
S T N E M E V O M N L S K E S O S E L L
E I T S T R E N G T H E T I R I P S R I
Y V I T A E N V T G I P E P R I D E C A
D E E E E T I C O L L A B O R A T E N C

INTEGRITY	MOVEMENTS	FRIENDS	POSITIVE
MEETINGS	EMPOWER	PLEDGE	COLLABORATE
LEADERSHIP	TEAMWORK	OFFICERS	BRAVE
NORMS	IDEAS	CONFIDENCE	FAIRNESS
ENCOURAGE	PROJECTS	RESPECT	LOYALTY
DREAM	INSPIRE	PRIDE	RESPONSIBLE
GOALS	SPIRIT	FOLLOWER	STRENGTH

All About Me

Draw a picture of yourself



Name

_____

Grade

_____

Favorite Color

_____

Favorite Subject

_____

Favorite Food

_____

Favorite Music

_____

Favorite TV Show

_____

Favorite Movie

_____

Favorite Song

_____

Favorite Store

_____

Favorite Magazine

_____

Favorite Video Game

_____

Hobby

_____

Pets

_____

Favorite Sports Team

_____

Hero

_____

Favorite Vacation Spot

_____

Favorite Book

_____

The Leadership Challenge

*The **CHALLENGE** is to find other students who fit these descriptions. Take the necessary **RISK** by finding a different person for each space. Can you fill all the spaces with **NO** duplications and without using any names from your school?*

Someone with **three brothers or sisters**	Someone who visited a **water park this summer**	Someone who owns **a cow**	Someone with **braces**	Someone who is **left-handed**
Someone who can **speak two languages**	Someone who has **a cat**	Someone who has a **birthday in the summer**	Someone who has a **trophy** at home	Someone who is the **oldest child** in their family
Someone who has **a dog**	Someone who knows **sign language**	Someone whose **favorite subject is science**	Someone who is a **good artist**	Someone who is in **sports**
Someone whose **favorite ice cream flavor is vanilla**	Someone who takes **gymnastics**	Someone who is an **only child**	Someone who **walks to school**	Someone with a **birthday this month**

Student Leadership Workshop Learning Targets

Strong leaders can make a positive difference in their schools and communities. At this workshop we will talk about many of the secrets to becoming a better leader. These are the main concepts we hope you will learn by the end of the day.

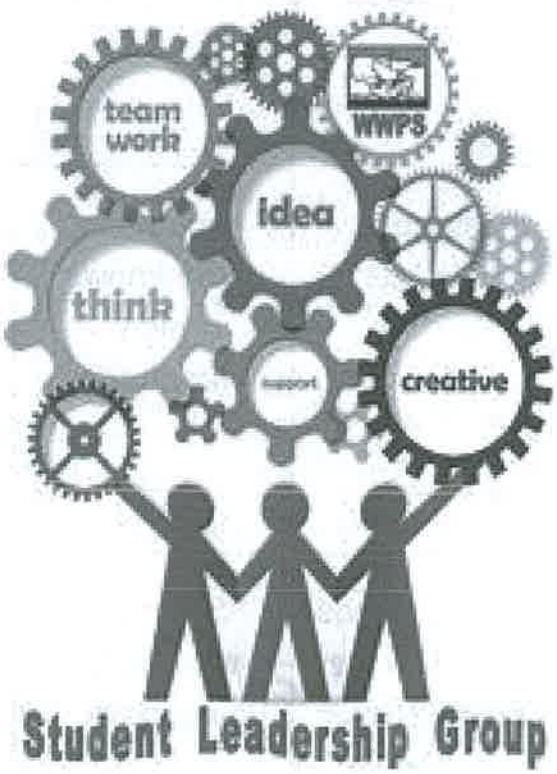
- **Discover that leaders can create movements.**
  Important movements are the reason that positive change can happen. They are always begun by people with courage and commitment.

- **Be aware of who you are as a leader.**
  We all have strengths and weaknesses. Be aware of yours and how they can influence your team. Make a goal to try to grow as a leader this year.

- **Learn to collaborate more effectively with other people.**
  Collaboration means working together with others for a common purpose. Your team can be a lot more effective when you and your other members are good at collaborating.

- **Learn to lead with integrity.**
  Integrity means being strong enough to do what you know is right. People with integrity know the difference between right and wrong, and choose to do the right thing even when it is difficult.

- **Understand how to encourage and empower others.**
  You have the power to make others feel important and valued. Your words can give them the confidence they need to go after their dreams.



What Makes a Good Leader?

Outstanding pianists or baseball players have to work hard to practice specific skills. Leaders must also practice leadership skills to be more effective. While there is no such thing as a perfect leader, successful leaders keep trying to get better.

Effective Leaders:

- **Have a sense of direction.**
  Effective leaders believe they are going somewhere and are able to influence other people to go with them.
- **Have self-control.**
  Effective leaders understand that personal control comes before being able to guide others. Unless leaders can control their own behavior and attitude, they can't expect to encourage others to exhibit self-control.
- **Have a sense of fair play.**
  Effective leaders are fair to all people.
- **Have the ability to make decisions and to plan.**
  When you have practical ideas and goals, an effective leader can make decisions and abide by them. A good leader is also able to change as needed.
- **Have courage.**
  Start by knowing yourself and sticking with your beliefs and decisions.
- **Are prepared to work hard.**
  Effective leaders work harder than others. They pay attention to details. They are organized and follow through with ideas.
- **Can get along with others.**
  Effective leaders are good listeners. They try to understand what is needed and collaborate well with others. They communicate effectively.
- **Have the ability to lead a movement.**
  Effective leaders are able to build momentum by inspiring others.
- **Provide an atmosphere of warmth, security, and safety.**
  A safe environment encourages others to feel confident and take risks.

Characteristics of a Confident Leader

Leaders demonstrate confidence through both their words and actions. Many students will **see** more of your actions than they **hear** words that you say. So, what are your actions saying? Do they say you are a confident leader?

Posture:
Posture is the way your body is positioned when sitting or standing. People can tell from your posture if you are fearful, tired, unhappy, or excited.

Eye Contact:
Practice looking people directly in the eye, even when just walking in the hallway. Others notice a person who makes good eye contact because it makes them feel important.

Voice:
When speaking with others, use your voice to sound positive and enthusiastic. You want the other person to feel you are really excited to talk with them.

Facial Expression:
An interesting looking face is more attractive than a handsome or beautiful one. People can tell by looking at your face if you are interested or bored with what they are saying.

Happiness:
Happiness is attractive and contagious. If you show happiness, others will want to be around you. So, what if you are not happy sometimes? **Fake it!** There is a saying that goes, ***"Fake it 'til you make it!"*** If you act happy, you will start to feel that way.

Center Doors:
Did you know that confident people often enter buildings through the center doors of a building? Less confident people tend to enter the doors closest to the walls. Less confident people also walk closer to the walls in hallways, while more confident people walk in the center.

Shoulder to Shoulder:
When joining a circle of people who are talking, a more confident person will move into the circle and stand right next to each other. People who are less confident tend to stand a little behind.

Sitting:
Those who don't have confidence will usually choose tables that are at the edges of the room. Confident people choose the centermost seats so they can see more and be seen by more people.

Be Friendly:
Confident people are friendly and want to talk with everyone. When you talk to someone, you are recognizing that person and making him or her feel important.

Positive Self-Talk:
When you make a mistake, tell yourself it's okay. We often learn best through our mistakes! People who make mistakes achieve more than those who never make them.

Comfortable with Self:
You are with yourself all the time. Learn to appreciate and enjoy your own company.

Source: adapted from The National Association of Secondary School Principals

What Kind of Leader Are You?

LEADERSHIP STRENGTHS

_____does not participate in bullying
_____works hard until the job is done
_____treats others fairly
_____leads by example with integrity
_____does a great job even when no one is watching
_____thinks of others first
_____uses appropriate language at all times
_____speaks well in front of a group
_____arrives early and stays late
_____is prepared and organized
_____is a good listener
_____makes everyone feel important
_____brings out the best in others by asking for their opinions
_____takes charge of a situation when needed
_____delegates (assigns or shares) important jobs
_____focuses on the group's goals

My Top Two Strengths

1. _____

_____

2. _____

_____

What Kind of Leader Are You?

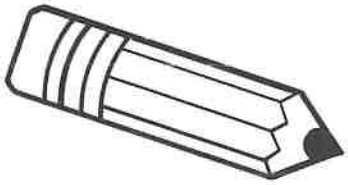
LEADERSHIP AREAS FOR GROWTH

_____engages in bullying
_____quits when the job gets tough
_____can be disrespectful
_____has trouble speaking in front of a group
_____is bossy, pushy and gives orders
_____has poor attendance or is often late
_____wants to be the center of attention or the class clown
_____acts like they are more important than others
_____wants to only associate with their own friends
_____is unorganized and may not complete tasks
_____does not work well in a group
_____makes decisions without asking others
_____expects a lot of praise and rewards
_____has trouble making decisions

The Main Area I Want to Improve

1. _____

_____



Now think about how you could turn this area into a personal goal.

Write your goal on your yellow workspace page.

Six Things the Best Leaders Do

In the workshop we like to talk about actions we can take to become better leaders. Here are some of the things we discuss and practice.

1. **Great leaders reach out and meet new people.**
   It can be a little scary to put yourself out there and meet new people. Leaders know it's important to have the confidence to get out of their comfort zone and take that risk.

2. **Great leaders step and make sure they follow directions.**
   If you're a leader, that means others believe that you are responsible and make good choices. Always show that you are ready and willing to do what is asked.

3. **Great leaders must learn to think differently and look for new ways to solve issues.**
   Part of your job is to come up with solutions to problems in your school, and you can't always be effective by doing the same old things over and over. Get good at thinking differently and creatively to come up with new and better solutions.

4. **Great leaders ALWAYS participate.**
   Remember that you are the leader and others are watching. It's important that you always set a good example and encourage others to participate.

5. **Great leaders lead with kindness, heart and do their part!**
   It's important that leaders always do their part in making their school great. You can do that by always showing kindness and leading with heart to help create a positive atmosphere.

6. **Great leaders encourage and empower others.**
   Did you realize that, as a leader, you have a lot of influence over others? A few words of encouragement from you can help other students see that they, too, can make a positive difference.

Leadership Takes Time

10 Timely Leadership Tips

Organize yourself before you go to bed each night.

- Lay out clothes for the next day.
- Put books and other items that need to go to school in the same place.

Don't let technology gobble up your time.

- Limit the time you spend online, gaming, texting, or watching TV.

Reward yourself.

- Do something you enjoy after you finish a difficult job.

Plan for leisure time.

- Know what hobbies or sports you would like to learn better.
- Schedule about a half an hour each day for recreation.

Divide big jobs or projects into small parts.

- Chunk the work into small parts and set a time limit for each.
- Schedule breaks for yourself. You won't do your best work If you're tired or rushed.

Be prepared for unexpected times that become available.

- Always have something ready to occupy your mind in case you find yourself waiting.
- Keep items like reading material, math facts and vocabulary words handy.

Identify your most productive time.

- Schedule those things that may be most challenging for your most productive time of the day. You'll be more successful!

Respect others' time.

- Be prompt for appointments and meetings.
- Don't keep others waiting and wasting their time.

Practice makes perfect . . . but you don't have to be.

- Do your best, but it is impossible to be perfect 24/7. Be realistic about what you can accomplish.

Mental Diet for Student Leaders

As a student leader, you will step into the position of being a **role model** on the campus. Other students will **watch** everything you do and **hear** everything you say. Your words and your actions will tell others who you really are!

You Are What You Read!

You Are What You Listen To!

You Are What You Watch on TV!

You Are What You See on the Computer!

You Are What You Talk About!

You Are Who You Tell Yourself You Are!

You Are Who Your Friends Are!

Always project a positive image of yourself.
Project it until you perfect it!

Who Are The "Critters" On Your Leadership Team?

The Shark: Sharks have awesome ideas, but they aren't that great at listening to others. They love to take charge, and are good at it, but they can be a little bossy. Sharks think it works best when they tell the team what to do, so they don't always let others help make decisions. Sharks enjoy being the center of attention.

The Bear: They are the peacemakers and try to build harmony. They don't like for others to disagree or argue. Bears make others feel important and needed by including them in decision-making. Everyone likes them because they work well in any group. However, bears can sometimes be so nice that nothing gets done.

The Fox: Foxes think rules are the only important thing and can never be questioned. They are good at compromising, meaning they try to get everyone to give up part of their own ideas to come to a decision everyone likes. However, foxes sometimes get a little stuck because they are so worried about the rules. It's hard for them to think creatively and move forward.

The Turtle: Turtles have lots of good ideas but are shy and have trouble speaking in front of a group. They only share their ideas when asked. Turtles don't like it when others disagree, so they withdraw from conflict among the members. Even though turtles are the quiet type, the team can always depend on them to be organized and prepared for the meetings.

The Owl: Owls have many good leadership strengths. He or she is a great listener and wants to include everyone. This person is also organized and ready to finish any task. When the team wants someone to do a great job, big or small, they will always go to the owl. The owl is a also a good decision-maker.

Eight Tips for Leadership Teams

1. A Leadership Team is a special organization of students who are serious about:
   - leadership
   - citizenship
   - school spirit
   - academics
   - responsibility
   - teamwork.

2. A Leadership Team is a special organization, but it is not exclusive. Your work as a team member is not finished until you have made every student in your school feel like they belong.

3. Names, names, names! There is nothing more powerful than remembering the names of students on your campus. It makes everyone feel special when you call them by name. Have a goal to learn at least two new names each day.

4. Teams that want to be their very best must learn to function as a team. There is a big difference between being a group of individuals and being a Leadership Team! Team members have an all-for-one and one-for-all attitude. They come to the aid of other team members when they are experiencing difficult times.

5. Leadership teams are not the place for goof-offs! Everyone must pull his or her share of the load.

6. Don't forget that each member has different strengths. Learn to make use of these individual strengths. No single person on the team is good at everything. Great leaders make use of the talents of others.

7. Your campus is filled with students who want to help with projects and assignments. Ask them to help when you need an extra pair of hands.

8. Being a leadership team member is one of the greatest **privileges** that you can have while in school, but it is also one of the biggest **jobs** that you will ever have. The privilege of being a leadership team member comes with great responsibility. As one of the student leaders on the campus, you will determine the success or failure of the projects that you will undertake during the year.

Interested in Running for Office?

Being a leadership team officer is a great privilege and a very big responsibility. Student leaders on the campus can determine the success or failure of the many events and projects during the year. Here are some things you can do if you're thinking of running for an officer position.

1. Attend all meetings the advisor schedules. That's when you'll discuss the expectations of being an officer, such as academic grades, citizenship grades, class participation, attendance, tardies, completion of homework, using time wisely in class, working well with others, and being organized.

2. The advisor may ask that you have some forms completed by yourself, your teachers or your parents. Make sure you return any required forms to your advisor by the due date. This shows you can be trusted to be responsible.

3. Make an effort to learn about different officer responsibilities so you can figure out which office fits you the best. You can read about possible offices by looking at the "Nuts and Bolts of Being a Leadership Team Officer" page in this handbook.

4. Sometimes candidates might need to make a campaign speech to the students who will be voting. Don't be nervous! Your advisor can give you some tips to help you prepare. When thinking about what you want to say, reflect on the many things that will project a positive image of the school. There will probably also be strict rules for campaigning, so make sure you follow those perfectly! You probably won't be allowed to run if you break the rules.

5. Officers of the leadership team can be in charge of some things, while other things are controlled by the teachers and principal. You can learn about this by reading the "Levels of Authority'' page in this handbook. During your campaign, make sure you are not promising anything that does not fall under your authority.

6. **This is important:** The students will decide if you'd make a good leader based on how you act every day. Do you always try to be nice to everyone? Do you work hard for your grades, your citizenship, your appearance, and your manners? Are you respectful to all students and adults? All of these things make a difference!

7. Remember that not everyone will be selected to run for office. Even if you are able to run, you might not get elected. That's OK! You still have a big job by doing everything you can to support the success of your leadership team. Every person on the team is important!

Who Are the Leadership Team Officers?

Every school is different, but here are some of the offices that might be available on your school's leadership team.

The President
The president is the leader of the team and is responsible for the meetings. The president also prepares an agenda, calls the meeting to order, follows the agenda, and leads the discussion without imposing his or her own opinions. The president needs to be able to summarize the discussions to the team.

The Vice President
The vice president is the president's chief assistant and must know the president's responsibilities. He or she must be able to replace the president in case of absence. The vice president also coordinates committees and is in charge of programs.

The Secretary
The secretary keeps a record of attendance at meetings. The secretary also writes the minutes (a written record of each meeting), motions, and the number of votes for and against. He or she must read the minutes from previous meetings, write and respond to any letters pertaining to team business, and publicize all meetings.

The Treasurer
The treasurer is responsible for keeping neat and accurate records of all team money and how it is spent. He or she keeps a record book, prepares budgets, and pays bills (with staff assistance). The treasurer reports on financial matters at each meeting.

The Historian
The historian has the responsibility of chronicling team and/or campus events and activities for the entire year. This is done by completing a scrapbook, a slideshow, and/or a leadership team webpage.

The Parliamentarian
The job of the parliamentarian is to teach parliamentary procedure to the leadership team, make sure that the rules are followed by all members during a meeting, and count and tally votes.

The Representatives
Representatives are the "oil and power" that make the leadership team machine run smoothly and effectively. They are the leadership team's link to what is happening on the campus. Representatives report important leadership news to their assigned classrooms. They should develop a good understanding of the students' opinions.

The ABC's of Running for Office

Attend a meeting to hear the expectations that the school has established for students who wish to hold an office on the leadership team.

Become familiar with the expectations for being an officer.

Choose which leadership office is best for you.

Determine the guidelines for campaigning.

Expect to make a campaign speech.

Finalize your speech and work really hard to practice it over and over.

Get happy! Always project a positive image of yourself and the goals of the school.

Be Humble! Never forget that you become a role model the minute you step into the role of a campus leader.

Leadership Team Levels of Authority

NO AUTHORITY

Grades and academics

Homework policies, practices, and grading

School maintenance, supplies, and schedules

School equipment

Hiring and firing of personnel

Hall passes

School discipline rules

Lunchroom management or what is served each day

Grading procedures

Length of school day, lunch times, or school vacations

Selection of teachers or principal

School boundaries

COMPLETE RESPONSIBILITY

with advisor & principal

Recommendations for anything of student concern in the building

Publicity of Leadership Team events

Knowledge, application of the Leadership Team constitution

Leadership Team meetings, reporting about them to the student body

Leadership Team elections

Complete project setup, follow through, clean up

Student involvement

Fundraising

Listening to the opinions of the student body

Representing the school in an exemplary way when in the community

SHARED RESPONSIBILITY

with principal, advisor, faculty

School spirit

Welfare of students, faculty, and community

Schedule of Leadership Team meetings and events

Final approval of projects

Development of school traditions

Promotion of good behavior, citizenship, leadership, and scholarship on the campus

Safety education

Evaluation of the Leadership Team effectiveness on the campus

Roles and Responsibilities of Officers and Representatives

Roles and Responsibilities of the PRESIDENT

As the leader of the leadership team, the **PRESIDENT** is responsible for announcing meetings, preparing the meeting room, having the necessary papers and supplies at each meeting, and conducting the actual meeting.

Before the meeting, the President:

- Prepares an agenda with input from the other officers and the advisors.
- Distributes a copy of the agenda to all leadership team members, the advisor, and the principal 24 hours prior to the meeting.
- Checks to see that the meeting room is ready. The room needs to be neat and clean with all the materials and equipment needed ready for use.
- Has the following materials with him or her:
  * a calendar for the year with all meetings and activities recorded.
  * a list of committee assignments.
  * extra copies of the agenda, pencils, gavel, etc.
- Is organized; always has a notebook and pencil handy.

At the meeting, the President:

- Calls the meeting to order. **"The meeting of the (leadership team name) will now come to order."**
- Asks the secretary to call the roll.
- Asks the secretary to read the minutes of the previous meeting.
  * After the secretary has read the minutes, the president asks, **"Are there any corrections or additions to the minutes?"**
  * If there are corrections or additions, allow the secretary to make the changes
  * Then say, **"The minutes stand approved as corrected."**
  * If no corrections or additions, say, **"The minutes stand approved as read."**
- Asks each officer and homeroom representative to give a report.
  - The vice president will report on any projects that are in place.
  - The secretary reads letters that have been received. He/she reports on letters of appreciation that have been written since the previous meeting.
  - The treasurer reports on fund balance and expenditures.
  - The parliamentarian will only make a report if the leadership team needs to be reminded about one of the rules of parliamentary procedure.
  - The historian will report on the progress of the scrapbook, slideshow, and/or webpage and-share what has been accomplished to that point.

The President:

- Asks homeroom representatives to give a report on any ideas and information from their homerooms. As each representative reports, the secretary uses a chalkboard, computer that projects on a screen, or chart tablet to record any new ideas for projects so that all members can see and consider the ideas.
- When an action item is brought before the leadership team, the president will:
    - Ask for a member to make a motion that addresses the item. The member says, **"I move that we...."**
    - Ask for a member to second the motion by saying, **"The motion has been made to...** [restate the details of the motion, then]
    - President: **"Do I hear a second to the motion?"** The person who seconds the motion will say, **"I second the motion that we...**
    - * Restates the motion again after it has been seconded by a member. **"The motion has been made and seconded to .... The motion is now open for discussion."**

* Leads the discussion, but refrains from taking part in the discussion.

* The president can limit the time for debate. The president can also limit the discussion to one person speaking "for" the motion and one person speaking "against" the motion.

- Calls for a vote on the item. President only votes in case of a tie.
- Announces the results of the vote.
- Always refers to himself or herself as the **"chair"** (e.g. **"The 'chair' recognizes Mary"** or **"The 'chair' limits the debate to one comment for the motion and one comment against the motion".**
- Regularly praises the leadership team members for all they do and thanks the members both individually and collectively.
- Delegates responsibilities using everyone's talents
- Encourages members to express their ideas.
- Keeps the discussion orderly and centered on the business at hand.
- Introduces any guests that may be present.
- Adjourns the meeting by saying, **"The meeting of the (leadership team name) is now adjourned".**

*Being President is a **huge** responsibility. You are a role model and an official ambassador of the campus. You lead the meetings that determine the success of your team.*

I Am the President...Now What Do I Do?

Refer to the **Roles and Responsibilities of the President** answer these questions:

1. Name 5 things a president must do prior to a leadership team meeting.
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
2. What does the president say to call the meeting to order?

   _____
3. After the secretary has read the minutes, what does the president say?

   _____
4. If there <u>are</u> corrections made to the minutes, what does the president say?

   _____
5. If there <u>are no</u> corrections to the minutes, what does the president say?

   _____
6. What does a member say to make a motion on an item?

   _____
7. After a motion has been made, what does the president say?

   _____
8. After a motion has been made and seconded, what does the president say?

   _____
9. Does the president get to participate in the discussion?

   _____
10. When does the president get to vote on an item?

    _____
11. How does the president refer to himself or herself?

    _____

Sample Meeting Script

Page 1

"The meeting of the (leadership team name) will now come to order."

- **"[Secretary's name], please call the roll."**
- **"[Secretary's name], please read the minutes of the previous meeting."**
- [After the secretary has read the minutes] **"Are there any corrections or additions to the minutes?"**
- [If there are corrections or additions, permit the secretary to make the changes. **"The minutes stand approved as corrected."**
- [If no corrections or additions] **"The minutes stand approved as read."**
- **"We will now have officer and homeroom representative reports."**
    - **"[Vice president's name] do you have any reports on projects or committees?"**
    - **"[Secretary's name], please report any letters we have received or letters of appreciation that have been written since the last meeting."**
    - **"[Treasurer's name], please read the Treasurer's Report."**
    - **"[Parliamentarian's name], do you have a report at this time?"**
    - **"[Historian's name], do you have a report on the progress of the scrapbook [and/or slideshow/webpage]?"**
    - **"Homeroom representatives, please report any project ideas from your homeroom.** [As each representative reports, the secretary records new ideas for projects.]

- [When an action item is brought before the council, the president says:]
    - **"Do we have a motion to** [what is being discussed]**?"**
    - [When the member says, **"I move that we....,"]** the president says, **"The motion has been made to** [repeat motion made by member.]**"**
    - **"Do I hear a second to the motion?"** (member who seconds says, **"I second the motion that we** [repeat the motion.]**"**
    - **"The motion has been made and seconded to** [restate the motion.] **The motion is now open for discussion."**
    - [Leads the discussion on the motion, but refrains from taking part.]
    - [The president can limit time for debate or discussion to one person speaking "for" the motion and one person speaking "against".]
- **"All those in favor, please raise your hand and keep it up."** [pause]
- **"All those opposed, please raise your hand and keep it up."** [pause] [The president only votes in case of a tie.]
- [Announce the results of the vote.] **"The motion passes (or fails) and the recommendation is (or is not) adopted."**
- [Always refers to himself or herself as the "chair" **"The 'chair' recognizes (name of person speaking),"** or **"The 'chair' limits the debate to one comment for the motion and one comment against the motion."]**
- [Introduce any guests that may be present.]
- [Adjourns the meeting by saying,] **"The meeting of the (leadership team name) is now adjourned."**

Roles and Responsibilities of the VICE PRESIDENT

The **VICE PRESIDENT** acts as the coordinator of committees and serves as the program chairperson. The vice president is the official replacement for the president should he/she be unable to fulfill his/her responsibilities. The vice president offers positive leadership and has a working knowledge of leadership and parliamentary procedure. The vice president supports the president and helps keep a balance on the leadership team.

The Vice President:

- Coordinates and oversees the work of all committees
- Serves as program chairperson for leadership team meetings
    - Work with advisors, with input from officers, to:
        - determine the need for program(s)
        - make arrangements with speaker(s) to come
        - set up the room
        - introduce the speaker or group
- Knows the roles and responsibilities of the president and is prepared to preside over leadership team meetings in his or her absence
- Helps prepare the agenda with the president, other officers, and the advisor(s)
- Offers praise and encouragement

As Committee Coordinator, the Vice President:

- Coordinates the work of all committees
- Selects committee chairpersons and may help select committee members.
- Sets deadlines for committee work
- Uses the Project Task Assignment List (in the advisor book) to make sure committee work is completed on time
- Evaluates committee work with committee chairpersons, officers, and advisor(s).
- Helps committee leaders recognize and use the individual talents of members
- Helps chairperson settle disputes
- If necessary, helps the chairperson by taking the lead on committee work

*Being the Vice President is a **major** responsibility because you will be in charge of programs and all committee work. Your effort will directly determine the success of the leadership team projects.*

I Am the Vice President...Now What Do I Do?

Refer to the **Roles and Responsibilities of the Vice President** to answer these questions:

1. Name the 5 big responsibilities of the vice president.
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

2. What list do you use to make sure committee project work is completed on time?

_____

_____

3. List at least 2 duties required of you as Program Chairperson.

_____

_____

_____

_____

4. If you must replace the president at a meeting, what will you say to call the meeting to order?

_____

_____

5. After the secretary has read the minutes, what does the president say?

_____

_____

6. If there are corrections made to the minutes, what does the president say?

_____

_____

7. After a motion has been made, what does the president say? _____

_____

_____

Vice President's Report

Date of Leadership meeting_____

Purpose of Meeting: _____ Regular meeting _____Special called meeting

Committee Report:

1. Name of Committee:_____

   Action Taken: _____

   _____

1. Name of Committee_____

   Action Taken: _____

   _____

   1. Name of Committee: _____

   Action Taken: _____

   _____

Program Report:

Name of Person or Group: _____

Date Presented: _____

Short Description of Program:

_____

_____

_____

_____

Roles and Responsibilities of the SECRETARY

The three major responsibilities of the **SECRETARY** are:

1. Maintain an accurate record of attendance for each member.
2. Prepare and distribute a copy of the minutes after each meeting.
3. Write all correspondence for the leadership team.

The Secretary:

- Compiles and distributes a list of all officers and representatives to the members. The list should include homeroom teachers' and room numbers.
- Keeps a roster of all leadership team members. Calls the roll at each meeting so an accurate record of attendance can be maintained for each member.
- Keeps neat, accurate notes, paying close attention to all business conducted as the meeting progresses. It is not necessary to write down every word spoken during the meeting, just key words and phrases to help you recall later.
- Rewrites the notes using the **Meeting Minutes Notes** as a guide. The form for the minutes can be written on a computer and saved to the designated location. The minutes are a formal record of what business was conducted, the discussions that were held, and the team's unfinished business.
- Includes the accurate wording of each motion and the number of votes both for and against each motion.
- Distributes copies of the minutes of each meeting to every team member including all officers and homeroom representatives, the advisor/s, and the principal. A copy should also be posted in the school for all students and parents. (Many leadership teams have a bulletin board in the hall or library to display important team news and events.)
- Writes all correspondence from the leadership team. For example, letters may need to be written to local businesses asking for donations or to thank them for a previous donation (see **Sample Thank You Note)**. It is a good idea to write these letters on school or leadership team stationery. The secretary also writes invitations for special events such as a breakfast for Teacher Appreciation Day.

*Being a secretary is a **major** responsibility, because you are in charge of corresponding with others and recording everything the leadership team accomplishes.*

I Am the Secretary...Now What Do I Do?

Refer to the **Roles and Responsibilities of the Secretary** to answer these questions:

1. The three major responsibilities of the secretary are to:
   1. _____
   2. _____
   3. _____

2. Copies of the minutes for each meeting should be given to:
   1. _____
   2. _____
   3. _____
   4. _____

4. Minutes must have the following content:
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____

5. Minutes are a record of what was _____ at a meeting and not what was _____ at a meeting.

6. Is the secretary required to sign the copy of the minutes? _____

Meeting Minutes Note Page

Meeting Date: _____

Presiding Officer: _____

Roll Call: ☐ *Check if taken.*

Reading of Minutes: (Corrections or additions) _____

_____

Motion to approve by: _____

Seconded by: _____

Officer Reports:

Vice President (reports on committee work):_____

_____

Secretary (reports on attendance and written correspondence):_____

_____

Treasurer (reports on receipts and expenditures): _____

_____

Historian (reports on progress of the scrapbook): _____

_____

Parliamentarian (updates on any rule changes): _____

_____

Homeroom Representatives (each representative shares ideas from homeroom): _____

_____

Committee Reports (reports from committee chairpersons): _____

_____

Old Business (information is shared regarding previous projects): _____

_____

New Business (ideas are shared regarding new projects): _____

_____

Program (name and topic of speaker, if any): _____

Adjournment Time: _____ *Minutes taken by:* _____

Sample Thank You Note

Dear _____:

Thank you so much for the donation of _____ for our *(leadership team name)*. It was appreciated very much! We will use the money *(supplies, etc.)* to _____ *(brief description)*. Your generous gift will be very helpful as we work hard to keep improving our school and community.

We are extremely grateful for your kind assistance to the *(leadership team name)* at _____ *(Elementary/Middle)* School. Thank you again for supporting our team and our school!

Sincerely,

_____

Secretary

Roles and Responsibilities of the TREASURER

The major responsibility of the **TREASURER** is to keep neat and accurate records of all leadership team money. The treasurer will indicate how much money is raised and how much money is spent. The treasurer will also be expected to report the status of the leadership team funds at each meeting, telling the members how much money they have made, how much money they have spent, and how much they have on hand. (See the Sample **Monthly Financial Report** form. You can use this format for the treasurer's report at each team meeting.)

Here are some factors to keep in mind:

- Do keep your records in a bound record book or in a loose-leaf binder.
- Do write the figures clearly so they can be read easily.
- Do check and double check for accuracy.
- Do ask questions if you don't understand. The advisor and a third party must be present when money is being counted.

Preparing a budget for the year is a big job. This is easiest done with the help of the advisor, other team members, and the principal. It is done as a part of planning the activities for the year. A budget is an estimate of how much the leadership team thinks fundraisers will make and how much activities will cost. The treasurer prepares the budget based on the information from the planning meeting. This gives the leadership team a good idea of what to expect and helps greatly in keeping projects and leadership team members on track.

The treasurer is also the coordinator for all fundraising activities. The treasurer keeps track of money taken in and money distributed. The treasurer makes sure the figures are accurate and deposits the money appropriately.

*The position of treasurer is a **major** responsibility on the leadership team. The person who works with the team's money must have integrity and honesty. It is a position of **great trust,** so take it seriously and feel proud of being given that trust.*

I Am the Treasurer...Now What Do I Do?

Refer to the **Roles and Responsibilities of the Treasurer** to answer these questions:

1. What is the major responsibility of the treasurer? _____

_____

_____

2. The treasurer needs to indicate how much money is _____ and how much money is _____.

3. At a leadership team meeting, what 3 pieces of information must the treasurer be prepared to share with the members?

- _____
- _____
- _____

4. Why is it important to write all figures legibly?

_____

_____

5. Who should always be present when money is being counted and why?

_____

6. Who helps the treasurer prepare the budget for the year?

- _____
- _____
- _____

7. What is a budget?_____

_____

Sample Monthly Financial Report Form

The treasurer will use a report similar to this to present at Leadership team meetings.

Date: 10/15/2022

Balance Brought Forward: (from previous month)	$125.00
Income (money earned):	
T-Shirt sales	$ 48.00
Popcorn Friday sales	$ 14.50
Total Income:	$ 62.50
Expenses (money spent):	
Thank you cards	$ 5.45
Purchase of popcorn	$ 8.00
Refreshments for WINS reception	$ 8.25
Total Expenses:	$ 21.70
Current Balance:	$165.80

(balance brought forward + total income - total expenses = current balance)

Treasurer's Report Form

Date: _____

Balance Brought Forward: (from previous month) $_____

Income (money earned):

Item or Event Description

_____ $_____

_____ $_____

Total Income: $_____

Expenses (money spent):

Item or Event Description

_____ $_____

_____ $_____

_____ $_____

Total Expenses: $_____

Current Balance: $_____

(balance brought forward + total income - total expenses = current balance)

Roles and Responsibilities of the PARLIAMENTARIAN

The **PARLIAMENTARIAN** teaches the rules of parliamentary procedure to the team, makes sure the rules are followed during a meeting, and helps count and tally votes.

Parliamentary procedure is a set of rules that allows everyone to be heard and to make decisions without confusion.

The rules:

- All members have equal rights and privileges.
- Every person's rights are fully protected.
- Each question is fully discussed by the members.
- Only one issue is discussed at a time.
- The meaning of each item must be clear before the vote is taken.
  When there is no further discussion, the Leadership team votes.
- It is the responsibility of the president to apply the rules fairly. The president does not vote except in the case of a tie.

All members need to know:

1. How to obtain the floor and address the president.
2. What is a motion and how to make a motion.
3. The rules for voting on a motion.

1. **How to obtain the floor and address the president:**
   When a leadership team member wishes to address the group to make a motion or to discuss a motion that has been proposed, this is called "**obtaining the floor.**" When the last speaker has finished, rise and address the president by saying, "Mr./Madam President". This is called **"addressing the chair."** Always wait until the president recognizes the team member before beginning to speak. Always speak in a clear, concise manner.

2. **What a Motion is and how to make a Motion:**
   All decisions are reached through motions presented to the leadership team members. The purpose of a motion is to introduce items to the membership for their consideration. Any member may **"make a motion."** It must be "seconded" to show that at least two people are interested in the proposal.
   - Obtain the floor by rising and addressing the president.

- Always state a motion affirmatively. Say, **"I move that we ....."**.
- Wait for someone to second the motion. Another member will second the motion or the president will say, **"Do I hear a second to the motion?"**
- If there is no second, the motion is lost or canceled. It is not brought to a vote.
- If the motion is seconded, the president will say, **"It has been moved and seconded that we ...."** This will place the motion before the membership for consideration and action.
- The membership will have the opportunity to debate the motion. The president will say, **"The motion is now open for discussion."**
- The president will determine when all discussion on an item has been completed. The president can declare the discussion closed or limit the debate, for example, to three minutes. Or the president can limit the discussion to one person speaking "for" the motion and one person speaking "against" the motion. Time will always be a factor in determining this.
- No person who has spoken may speak again until everyone who wishes to speak has had a turn.
- The president will ask, **"Are you ready to vote on the question?"** If there is no more discussion, the president calls for a vote.

3. **The rules for voting on a motion:**
   - By voice - The president asks those in favor to say, **"yes"** and those opposed to say**, "no"**. This method is easy and fast.
   - By roll call - Each member answers **"yes"** or **"no"** as his name is called.
   - By show of hands - Gives an exact count quickly.
   - By secret ballot - Members write their vote on a slip of paper. This method is used when secrecy is desired. (This method is recommended.)

Votes are decided by:

- Majority vote - At least one more than half of the total votes cast.
- Plurality vote - The most votes cast.
- Two-thirds vote - At least two-thirds of the votes cast.

*Being the parliamentarian is a **major** responsibility because you have been given the job of ensuring that all leadership team members are provided with the opportunity to share their ideas and do so in an orderly fashion.*

*More information on *Roberts Rules of Order* can be found at www.robertsrules.com.

I Am the Parliamentarian...Now What Do I Do?

Refer to the **Roles and Responsibilities of the Parliamentarian** for these questions:

1. What is parliamentary procedure? _____

   _____

2. The parliamentarian has two main jobs. What are they?
   1. _____
   2. _____

3. What are six rules that need to be taught to the leadership team members?
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____

4. All leadership team members need to know three things. What are they?
   1. _____
   2. _____
   3. _____

5. How does a leadership team member obtain the floor?

   _____

   _____

6. What does a leadership team member say when he/she makes a motion?

   _____

   _____

7. Name four ways to vote on a motion:
   1. _____
   2. _____
   3. _____
   4. _____

Parliamentarian Meeting Checklist

____ Motion made: a member will say, **"I move that...."**

____ Motion seconded: a member will say, **"I second the motion that we..."**

____ President states: **"It has been moved and seconded that we..."**

____ President says: **"The motion is now open for discussion."**

PARLIAMENTARIAN WILL TIME THE DISCUSSION

(should be less than five minutes.)

____ After discussion, the president calls for a vote.

____ Count and tally votes if show of hands or note majority of yes or no votes.

- Majority vote - At least one more than half of the total votes cast
- Plurality vote - The most votes cast
- Two-thirds vote - At least two-thirds of the votes cast

Roles and Responsibilities of the Historian

The **HISTORIAN** has the responsibility of completing a record (scrapbook, slideshow, website, etc.) of the leadership team and campus events that occur during the year. The historian can select a committee to assist with this task. Selecting a committee is an effective way to include the officers and representatives who are artistic and creative. If the historian forms a committee, he or she should set regular meeting times each month. At this meeting, the committee shares materials that have been gathered and work on the pages or slides for that month. If the committee works on it each month, it will not seem such a difficult job.

Supplies that will be needed:

- A camera to record all events.
- A scrapbook, thumb drive, or site to store photos and/or create a slideshow.
- Art/scrapbooking supplies if creating a scrapbook.

Suggested articles to collect for the scrapbook:

- A copy of the yearly calendar of meetings and activities.
- Copies of all minutes from the meetings.
- A picture of each student and staff member.
- Pictures taken at all activities.
- A group picture of the officers with the advisor(s).
- A picture of each homeroom representative with his or her homeroom.
- A signed copy of the Leadership Contract.
- A copy of the leadership team constitution.

Suggestions for slideshow:

- Create at least one slideshow for each semester to be shown to the student body.
- Include at least one picture of each student and staff (classes, groups, etc.)
- Pictures taken at all activities that reflect what happened and who attended.
- Slideshows should be about twenty minutes. Show the first half, sing a song or have another activity, then show the remaining ten minutes of the slideshow.
- Music with the slideshow must be pre approved by advisor(s) or administrator(s).
- Have a final copy of the slideshow to the advisor(s) or administrator(s) one week before it is shown in case changes need to be made

*Being the historian is a **very important** job because you will create memories that students this year and in future years will enjoy as they reflect on their special time on your campus.*

I Am the Historian...Now What Do I Do?

Refer to the **Roles and Responsibilities of the Historian** to answer these questions:

1. What is the main responsibility of the historian? _____

_____

2. What supplies will the historian need in order to complete the scrapbook?
   1. _____
   2. _____
   3. _____

3. Name five things that might be important to put in the scrapbook.
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

4. What are two ways to select a theme for the scrapbook or slideshow.
   1. _____
   2. _____

5. Name one good way to organize the scrapbook or slideshow. _____

_____

6. Will you try to do the scrapbook or slideshow by yourself or will you form a committee to help you? _____

7. If you are creating a slideshow, who approves the music that accompanies the slides? _____

8. Why must you have your slideshow to the principal or advisor(s) at least one week before it is shown? _____

9. If you decide to use a committee, how will you pick the members?

_____

_____

Historian's Report

Committee Action: _____

Photographed Event Name (example: Meet the Teacher): _____

_____

Slideshow created for Event Name (example: Spirit Rally): _____

_____

Scrapbook completed through the month of (example: October): _____

Grade Level Photo Assignments:

Kindergarten Photographer	
First Grade Level Photographer	
Second Grade Level Photographer	
Third Grade Level Photographer	
Fourth Grade Level Photographer	
Fifth Grade Level Photographer	
Sixth Grade Level Photographer	
Seventh Grade Level Photographer	
Eight Grade Level Photographer	

Event Assignments:

Photographer(s)	Event	Date	Time

Roles and Responsibilities of the REPRESENTATIVE

The **REPRESENTATIVES** are the **"oil and power"** that make the leadership team machine run smoothly and effectively. The representatives are the leadership team's link to what is happening on the campus. They are the communication link between the team officers and the rest of the student body.

The Responsibilities of the Representative

- Take good notes at every leadership meeting.
- After each meeting, create a report to the students in the homeroom so they will be well-informed. Use the form in the Student Handbook to organize your ideas. Ask the following questions to seek input from the students you represent and record responses in report form:
    - "What suggestions do you have for our leadership team?"
    - "Do you have any ideas for projects you want me to bring before our leadership team?"
- Conduct a brainstorming session with the students in the homeroom to identify concerns and ideas for projects to best benefit the school and the community.
- Be an active participant at all leadership meetings.
- Be prepared. Each homeroom representative will be asked to give a report from his or her homeroom at each leadership meeting.
- Give praise to individuals in the homeroom and individuals on the leadership when praise is due.
- Establish homeroom ideas for all students to participate in projects. Examples:
    - Homeroom Celebration - If all students participate in a project, celebrate (popsicle party, an extra 15 minutes recess, a homework pass, etc). Make the celebration something the students consider worthwhile. The teacher and students will have some good ideas. The rewards must always meet teacher and principal approval.
    - Tag Team - Each person in the room is responsible to get one other person to participate. The tag buddy can be chosen by a drawing.

The leadership team cannot properly function without the representatives! You will communicate important information to the rest of the school and help your leadership team stay in touch with the concerns, feelings and opinions of all students.

I Am a Representative...Now What Do I Do?

Refer to the **Roles and Responsibilities of the Representative** to answer these questions.

1. It says, "The representatives are the 'oil and power' that makes the leadership team run smoothly and effectively." What does that mean? (Hint: Think about what oil and power do for a car._____

   _____

2. Why are representatives so important to the leadership team?_____

   _____

3. Name the seven responsibilities of the representative.

   1. _____
   2. _____
   3, _____
   4. _____
   5. _____
   6. _____
   7. _____

4. After each leadership team meeting, the representatives must give a report to the homeroom. What are the three things that need to be discussed at the homeroom meeting?

   1. _____
   2. _____
   3. _____

Representative Report to Homeroom

Date of Leadership Team meeting_____

Purpose of Meeting: _____ Regular meeting _____Special called meeting

Important items on the agenda I need to share with my homeroom:

1. _____
2. _____
3. _____
4. _____

Suggestions from homeroom to report to the leadership team:

1. _____
2. _____
3. _____
4. _____

Ideas for projects from my homeroom:

1. _____
2. _____
3. _____

What Happens at a Meeting?

Steps to a Better Meeting

Before the Meeting:

1. Plan the meeting carefully: Who? What? When? Where? Why? How many?
2. Prepare the agenda in advance.
3. Come early and set up the meeting room.
4. Have all materials ready.

At the Beginning of the Meeting:

5. Start on time.
6. Open the meeting with a Silly Song of Leadership.
7. Recite the Leadership Team Pledge.
8. Review the agenda.
9. Set clear time limits for each part of the meeting.
10. Review items to address from earlier meetings.

During the Meeting:

11. Stick to the agenda.
12. Use whiteboard, chart, computer, etc., to record discussion items. Write down everything so it is visible to help everyone take good notes.

At the End of the Meeting:

13. Make assignments: Who? What? When? (set deadlines)
14. Review the notes.
15. Allow time for questions.
16. Set the date, time, and place of the next meeting.
17. Take a few minutes to give special recognition to individuals who have done an outstanding job for the leadership team since the previous meeting.
18. Close the meeting on a positive note with a Silly Song.

After the Meeting:

19. Clean up and put the room back in order.
20. Follow up on "action items" and plan for the next meeting.

Sample Agenda

I. Call to Order

- The president calls the meeting to order.
- The secretary writes down the time the meeting started.

II. Roll Call

- The secretary performs the roll call by reading the names of members and marking in the record book if they are present or absent.

III. Approval of Minutes

- The secretary reads the minutes of the previous meeting.
- The president asks for corrections or additions.
- The minutes stand approved as read or approved as corrected.

IV. Officer and Homeroom Representative Reports

- The president makes announcements.
- The vice president reports on special projects that he or she is working on.
- The secretary reads letters received and reminds members of any letters written since the previous meeting.
- The treasurer reports on funds.
- The parliamentarian and historian give reports.
- The president asks each homeroom representative to give a report.
- The secretary records ideas on the chalkboard, on a chart tablet, or on a computer that projects the image.

V. Committee Reports

- The chairperson of each standing committee reports on the their work.

VI. Old Business

- The president calls for any unfinished business from the previous meeting.

VII. New Business

- New ideas are presented by representatives and officers.
- If there is enough interest, motions are discussed and voted on.

VIII. Program

- If a program is planned, members respectfully listen and/or watch.
- The president adjourns the meeting. The secretary writes down the time.

IX. Adjournment

- The president adjourns the meeting. The secretary writes down the time.

THE FIRST MEETING

Describe Your Leadership Team
Define your goals and who you are. Discuss the history of your team, including the kinds of projects students have done in the past.

Practice the Leadership Team Pledge
Remind leadership team members of the meaning of the pledge. Plan to recite it at the beginning of each meeting.

Review the Duties of the Officers and the Representatives
Review the roles and responsibilities of the officers and the representatives. Make sure there is ample time for the students to ask questions and discuss. It might be a good time to complete the "Now What Do I Do?" activities in the Student Handbook.

Schedule Meetings
Under the guidance of your advisor, ask the students about a consistent day and time for meetings. Decide if your team will meet weekly, every two weeks, or monthly. Provide team members with a calendar. After you know the dates and times, make sure everyone has entered the information on their calendars.

Introduce the Principal
It is a good time to introduce your school's principal and let him/her say a few words about student government and his/her expectations for the leadership team.

Review the Constitution
The first meeting is a great opportunity to review the Constitution. Emphasize the importance of what is in this document. Each leadership team member and their parents should be required to sign that they have received a copy of it.

Develop a Leadership Contract
As a group, draw up a Leadership Contract and have all members of the group sign it. Post it in a prominent place in the meeting room. The contract can be amended when a behavior is interfering with leadership team performance.

Write your Meeting Norms
Work with your team to come up with the norms, or rules, that you will have during meetings. Make sure they are clear and easy to understand.

All Leadership Team Members Need:

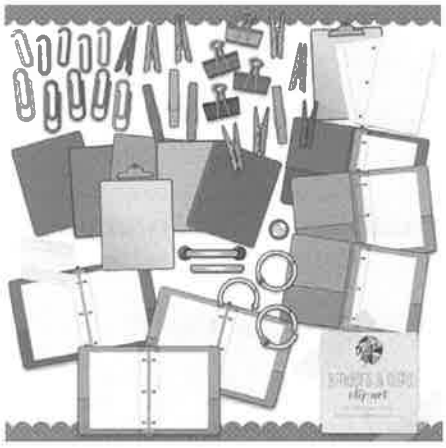
Each leadership team member needs a notebook; a three-ring binder works well. Leadership team members should be required to bring this notebook to each meeting. The notebook could be divided into five sections, such as:

1. **Leaders 'Я' Us Handbook**

2. **A 12-month calendar**
   Blank calendar pages can be downloaded from www.pdfcalendar.com. These blank calendar pages can be three-hole punched and inserted behind the first tab. The members will keep important leadership team dates recorded on these pages. By doing this, there will never be an excuse for a team member to miss a meeting or an important activity.

3. **Minutes of Meetings**
   This section is reserved for copies of minutes from preceding meetings. The secretary is required to provide a copy of the minutes to all leadership team members.

4. **Treasurer's Reports**
   This section is reserved for copies of the treasurer's reports. Each team member should receive a copy at each meeting.



5. **Meeting Notes**

This section should contain blank Roles and Responsibilities Report forms (found in the specific role section) and notebook paper where the leadership team members can take notes at each meeting. Homeroom representatives will also use their form and these pages to take notes from their homeroom meetings. It is important that each leadership team member accepts the responsibility to take notes. The note-taking will help to focus each member's attention on the task at hand.

Team members might enjoy a contest to design the notebook cover!

LEADERSHIP GALLERY

One of the first and most important things that must be done on a leadership team is to begin to establish a "sense of team." This can only be done when the team members know and respect each other. This is a great activity to complete at one of your first team meetings of the year. If you are a returning member, you may recall completing this last year, but some of your "favorites" may have changed and there are new student leaders on your team.

Materials:

- Digital camera
- Source for laminating
- A Student Leadership Gallery handout for each leadership team member

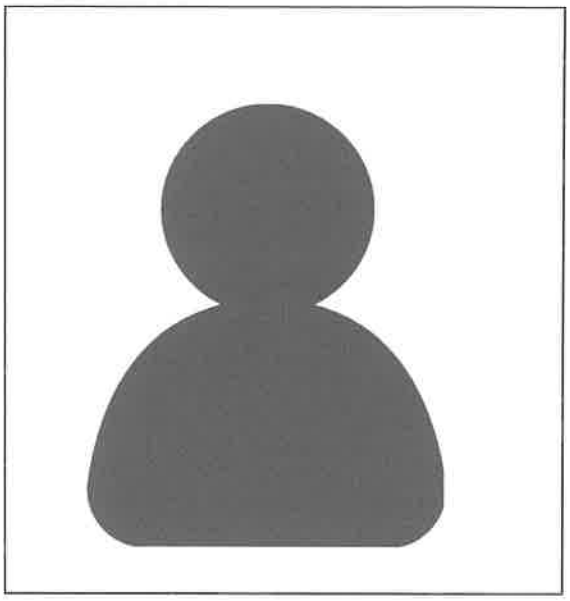
Process:

- Provide a Student Leadership Gallery handout for each student.
- Time to complete your profile or take it home to complete (This will be displayed, so do your best and neatest work)
- Historian or advisor takes a photograph of each student (use an interesting background)
- Print individual photos
- Mount photo on profile, laminate, then post in meeting room if possible. If not possible, consider creating a "Meet Your Student Leaders" bulletin board in a high traffic area in the hallways.
- Take a gallery walk and get to know your fellow student leaders!

Respond to following questions on a blank page in your notebook and then share with at least one student leader you do not know well:

1. What do you have in common with other student leaders on your team?
2. What do you find interesting about someone else's profile?
3. How would your response have been different last year?
4. Share your responses with at least one other student you do not know well.

Student Leadership Gallery



Name

_____

Grade

_____

Favorite Color

_____

Favorite Subject

_____

Favorite Food

_____

Favorite Music

_____

Favorite TV Show

_____

Favorite Movie

_____

Favorite Song

_____

Favorite Store

_____

Favorite Magazine

_____

Favorite Video Game

_____

Hobby

_____

Pets

_____

Favorite Sports Team

_____

Hero

_____

Favorite Vacation Spot

_____

Favorite Book

_____

Student Leaders and Bullying

Student leaders can work to stop bullying on their campus. Bullying can be:

Direct (Face-to-Face)

- Verbal (teasing, insults, harassment*)
- Physical (shoves, pushes, hitting, assault*)
- Psychological (making a mean face, rolling your eyes, "dirty looks" uttering threats*, extortion*)

**These actions are against the law.*

Indirect (Behind Someone's Back)

- Gossip (lowering people's opinions about the victim)
- Leaving out, exclusion, shunning
- Social aggression (telling people not to be friends with a victim)
- Cyberbullying

Students will play one of these roles in a bullying situation:

- The Bully
- The Victim
- The Bystander (close enough to see or hear bullying behavior)
- The Intervenor (willing to try to stop the bullying)

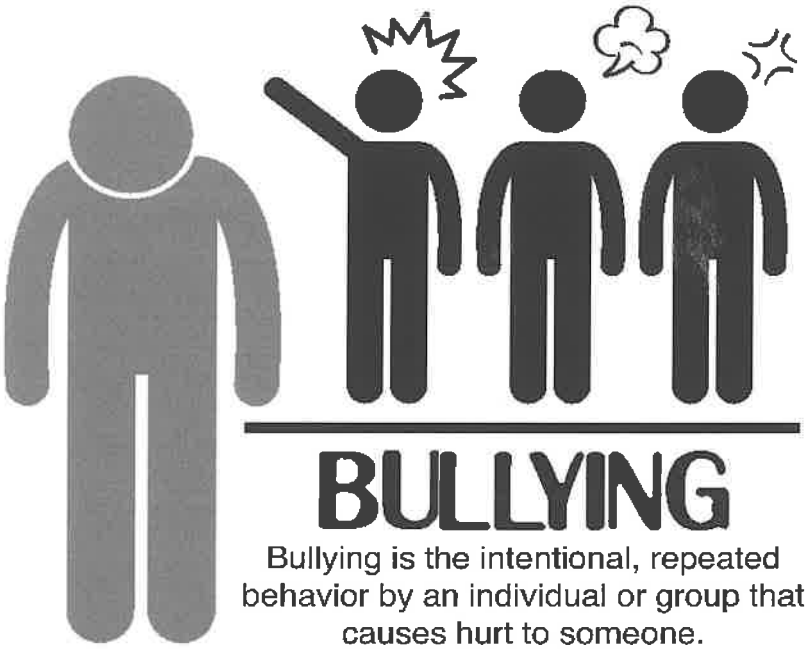
Remember: Telling is reporting to get someone OUT of trouble.
Tattling is reporting to get someone INTO trouble.

Put the brakes on bullying!

1. Conduct an anonymous survey to see how many students have been bullied in the past week.
2. Do an environmental assessment: On a map of the school, ask students to show where bullying happens.
3. Develop student-led presentations about bullying. (skits, assemblies, classroom presentations)
4. Develop a Circle of Caring Program in which students volunteer to serve as "supporters" to students who are victims of bullying.
5. Make posters for students to post anti-bullying messages
6. This can't be "one and done". Make a plan for year-round bullying prevention activities.
7. You will have lots of great ideas yourself...start planning!

(Source: adapted from The Melissa Institute – Miami, FL)

Bullying is the **abuse** of **power** in relationships.



BULLYING

Bullying is the intentional, repeated behavior by an individual or group that causes hurt to someone.

When these things are done repeatedly to the same person...

IT IS BULLYING.

Taking someone's belongings.

Spreading rumors about someone.

Sending hurtful or untrue text messages.

Kicking, shoving, or hitting someone.

Giving someone a rude gesture.

Telling hurtful stories about someone.

Teasing someone about their appearance.

Songs of Leadership

Leadership Songs

Everywhere We Go
(cadence style)

LEADER: Everywhere we go
GROUP: Everywhere we go

LEADER: People wanna know
GROUP: People wanna know

LEADER: Who we are
GROUP: Who we are

LEADER: So, we tell them
GROUP: So we tell them

LEADER: We are great leaders
GROUP: We are great leaders

LEADER: The mighty, mighty leaders!
GROUP: The mighty, mighty leaders!

ALL: AND IF THEY CAN'T HEAR US
WE SHOUT A LITTLE LOUDER!

(REPEAT)

Good Morning

G-O-O-D M-O-R-N-I-N-G
Good Morning!
Hey! Hey!

G-O-O-D M-O-R-N-I-N-G
Good Morning!
Hey! Hey!
Good Morning!

Boom Chicka Boom
(A repeat after me song)

I said a Boom Chicka Boom
I said a Boom Chicka Boom
I said a Boom Chicka Rocka, Chicka Rocka, Chicka Boom!
Uh-Huh! Oh, Yeah!
One More Time
Texas style

Texas Style:
I said a Boom Chicka Ya'll
I said a Boom Chicka Ya'll
I said a Boom Chicka Rocka, Chicka Rocka, You all!
Uh-Huh! Yee-Haw!
One More Time
Like Valley Girl style

Valley Girl Style
I said like a Booma Chicka Boom
I said like a Booma Chicka Boom
I said a Boom, Chicka Rocka, Chicka, gag me with a spoon!
Like a Uh-Huh! Like a Oh, Yeah!
Like a one more time
Like a Elvis style

Elvis Style
I said a Boom Chicka Boom
I said a Boom Chicka Boom
I said a Boom Chicka, Don't you step on my blue suede shoes
Uh-Huh! Oh, Yeah!
One more time.
Stu Co Style

StuCo Style
I said a Boom Chicka Boom.
I said a Boom Chicka Boom
I said a Boom Chicka Rocka, Chicka Rocka,Chicka Boom!
Real High, Real Low
Real Soft! Real Loud!
That's All! Shhhhhhhhhh!

We are Leaders
Call and Response
(Clap — Stomp — Clap — Stomp)

Leader: We are leaders, hear us say!
Group: We are leaders, hear us say!

Leader: Leading others every day!
Group: Leading others every day!

Leader: With respect and kindness too,
Group: With respect and kindness too!

Leader: That's what leaders always do!
Group: That's what leaders always do!

Leader: Listen closely, use your voice!
Group: Listen closely, use your voice!

Leader: Always make the best choice!
Group: Always make the best choice

Leader: Step by step and hand in hand,
Group: Step by step and hand in hand!

Leader: We can lead and take a stand!
Group: We can lead and take a stand!

Leader: Lead with integrity, show your heart
Group: Lead with integrity, show your heart

Leader: Leaders always do their part!
Group: Leaders always do their part!

I'm Alive, Alert, Awake, Enthusiastic

I'm alive, alert, awake, enthusiastic!
Oh, Yeah!
I'm alive, alert, awake, enthusiastic!
Oh, Yeah!
I'm alive, alert, awake. I'm awake, alert, alive.
I'm alive, alert, awake, enthusiastic!
Oh, Yeah!

The Fast Food Song

A Pizza Hut, A Pizza Hut
Chick-fil-A chicken
And a Pizza Hut.
A Pizza Hut, A Pizza Hut,
Chick-fil-A chicken
And a Pizza Hut.
McDonald's, McDonald's,
Chick-fil-A chicken
And a Pizza Hut.
McDonald's, McDonald's,
Chick-fil-A chicken
And a Pizza Hut.

A Burger King, A Burger King,
A DQ Blizzard,
And a Burger King.
A Burger King, A Burger King,
A DQ Blizzard,
And a Burger King.
Red Lobster, Red Lobster
A DQ Blizzard
And a Burger King.
Red Lobster, Red Lobster,
A DQ Blizzard
And a Burger King.

A Lean Cuisine, A Lean Cuisine
An Ultra Slim Fast
And a Lean Cuisine.
A Lean Cuisine, A Lean Cuisine
Ultra Slim Fast
And A Lean Cuisine.
Weight Watchers, Weight Watchers
Ultra Slim Fast
And a Lean Cuisine
Weight Watchers, Weight Watchers,
Ultra Slim Fast
And a Lean Cuisine.

Tarzan

(A repeat after me song)

Tarzan
Was swingin' on a rubber band
Crashed into a frying pan
Now Tarzan has a tan.

Jane
Was flyin' in a air-o-plane
Crashed into a freeway lane
Now Jane has a pain
Now Tarzan has a tan.

Cheetah
Was movin' to the beatah
Walkin' down the streetah
Now Cheetah is Velveeta
Now Jane has a pain
Now Tarzan has a tan.

Charlie
Was ridin' on his Harley
Crashed into Bob Marley
Now Charlie's very gnarly
Now Cheetah is Velveeta
Now Jane has a pain
Now Tarzan has a tan.

Shamu
Was swimmin' in the ocean blue
Crashed into a big canoe
Now Shamu's gonna sue
Now Charlie's very gnarly
Now Cheetah is Velveeta
Now Jane has a pain
Now Tarzan has a tan.

Wigalo

Leader: Hey students! All: Hey what?
Leader: Hey students! All: Hey what?
Leader: Are you ready? All: For what?
Leader: To Wigalo! All: Right On!

(Chorus)
All: With your hands up high
And your feet down low
Now that's the way we Wigalo!
Wig-a-lo-o!
Wig-wig-a-lo-o!

(Repeat 3 to 5 times, using different motions)

Let Me See Your Groovin' Moves

With heads bowed, leaders stomp feet loudly, marching in place to the beat. Raise heads to yell out
"What's that you say?"

Leader: Let me see your groovin' moves!
All: What's that you say?
Leader: I say, let me see your groovin' moves!
All: What's that you say?
Leader: I say, let me see your groovin' moves!
All: What's that you say?
All: [Everyone freestyles] I say,
Ooh, ah ah ah, ooh. Ooh, ah ah ah, ooh.

Chorus:
Leaders: (start stomping) Aaand…
All: …we're marching, we're marching, we're marching, marching, marching.

Leader: Let me see your Frankenstein!
All: What's that you say?
[Repeat two times]
All: [arms straight out] I say, aargh, grrrr

(Chorus)

Additional Verses:
Let me see your Elephant.
Let me see you Eat Peanut Butter.
Let me see your Grizzly Bear.
Let me see your Kung Fu Fighting.

Singing in the Rain

Chorus: I'm singing in the rain.
Just singing in the rain.
What a glorious feeling,
I'm ch, ch, ch, ch, ch, ch, ch,
Student Leaders! [school mascot]
Ch,ch,ch,ch,ch,ch,ch
Student Leaders!! [school mascot]
(Chorus)

Leader: Arms out!
All: REPEAT
(Chorus)

Leader: Arms out! Thumbs up!
All: REPEAT
(Chorus)

Leader: Arms out! Thumbs up! Elbows back!
All: REPEAT
(Chorus)

Leader: Arms out! Thumbs up! Elbows back!
Knees bent!
All: REPEAT
(Chorus)

Leader: Arms out! Thumbs up! Elbows back!
Knees bent! Bottom out!
All: REPEAT
(Chorus)

Leader: Arms out! Thumbs up! Elbows back! Knees bent! Bottom out! Head back!
All: REPEAT
(Chorus)

Leader: Arms out! Thumbs up! Elbows back! Knees bent! Bottom out! Head back! Tongue out!
All: REPEAT
(Chorus)

The Chicky Chicky Song

To the front (take step forward)
Chicky, chicky - chicky chicky chicky
To the back (take step back)
To the ground (squat)
Chicky, chicky - chicky chicky chicky

All around (turn in squatting position)
Chicky, chicky - chicky chicky chicky

Break it down (dance freestyle)
Chicky, chicky - chicky chicky chicky

Hey there leaders, you're real cool cats.
You got a lot of this
And you got a lot of that
We all think
That you're real neat
So come on dow!n
And do the chicky chicky beat

Boom Boom, Ain't It Great to be a Leader!

Chorus
Boom, boom, ain't it great to be a leader?
Boom, boom, ain't it great to be bold?
Kind and strong and ready to try —
Boom, boom, ain't it great to be a leader?
We work hard and we work as a team,
Even when things aren't easy as they seem.
We cheer each other and do our part —
That's where real leadership starts!

Verse 1:
We speak the truth and we do what's right,
Even when no one's in sight.
We take the lead with honesty —
That's called integrity!
(Chorus)

Verse 2:
We follow through on what we say,
We show up strong and lead the way.
We help our team and show respect —
Leaders lead with intellect!
(Chorus)

Workshop Location: _____

Leaders Got Talent

School Submission Form

School: _____

District: _____

Tune: _____

Theme Suggestion: _____

Lyrics/words:

Leadership Quotes

"Why fit in when you were born to stand out?"

-Dr. Seuss

"What you do has far greater impact than what you say."

-Steven Covey

"A leader is one who knows the way, goes the way, and shows the way."

-John Maxwell

"If your actions inspire others to dream more, learn more, do more, and become more, then you are a leader."

-John Quincy Adams

"This is key. You must be easy to follow!"

-Derek Sivers, Dancing Guy Video

"True leaders don't create followers. They create more leaders."

-Anonymous

"What will you create that will make the world awesome?"

-Kid President

"Remember the difference between a boss and a leader. A boss says GO. A leader says LET'S GO."

-E. M. Kelly

Student Leaders

When all meetings
Come to an end,
We all bond even
Closer as friends.

We all are leaders;
At pep rallies, we're loud!
We all have enthusiasm
And we're all very proud!

All of the advisors,
Reps, and officers, too,
We all have spirit
So, we try not to be blue.

We're all alert,
Alive, and awake.
Oh, what an
Outstanding team we make!

Evie Harlan
Kyle Elementary
Hays CISD

TEPSA

Texas Elementary Principals and Supervisors Association

SchoolLife

#WeLeadTX

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Participants authorize TEPSA to use photographs taken during the Leaders 'R' Us Student Council Workshop for use in TEPSA publications and promotional materials including the website. Principals guarantee that a current student photo release form is on file at the school for each child in attendance at a Student Council Workshop. Advisors agree to notify TEPSA immediately if a child should not be photographed at an event. Principals and advisors also guarantee that students who are included in StuCo in Action photos have a photo release form on file in the school office. Furthermore, principals and advisors authorize TEPSA to use StuCo in Action photos in publications and promotional materials.

Constitution

Article One (Name)

The name of this organization shall be the House Creek Elementary Top Dawgs.

Article Two (Purpose)

The purpose of the Top Dawgs shall be to:

1. Strive for good citizenship
2. Strive for academic excellence
3. Respect all individuals in the school and community
4. Involve all students in sharing ideas to make our school the best it can be
5. Help all students work together in our school
6. Give all students practice in democracy in action
7. Help other citizens and groups in our community.

Article Three (Membership)

1. All students in grades 3 through 5 shall have the opportunity to be nominated, to vote, and to offer ideas for leadership team action.
2. The members of the Top Dawgs shall be the officers elected by the students in grades 3 through 5 and homeroom representatives elected by their homerooms.
    a. Only grade level peers vote for officers since they know them the best.
    b. The leadership team can also have at-large positions deriving from the election runners-up. The at-large representatives attend all meetings. In the event that one of the officers had to vacate the position, the at-large member who ran for that office would fill the position.
3. The officers shall be elected from 5th grade. The officers shall be defined as the President, Vice President, Secretary, Treasurer, Historian, and Parliamentarian.
4. Each homeroom in grades 3 through 5 shall elect a homeroom representative.
5. The principal of House Creek Elementary School shall be the final authority over all actions of the Top Dawgs.

Article Four (Qualifications)

1. Any student who wishes to be a member of the Top Dawgs, either an officer or a homeroom representative shall:
    a. Maintain passing grades and a good citizen of the classroom for each six weeks.
    b. Strive to be well- organized.

    c. Collaborate well with others.
    d. Maintain high attendance at school.
    e. Be punctual to school, class, and Top Dawg meetings.
2. A meeting will be held with all students in grades 3-5 during the first six weeks of each school year. During the meeting, students will be informed of the criteria for membership on the Top Dawgs as homeroom representatives.

Article Five (Officers)

1. The officers shall be the President, Vice President, Secretary, Treasurer, Historian and Parliamentarian.
2.
    a. A Student leader evaluation form will be used as the criteria to become an officer on the Top Dawgs.
    b. Any student in the 5th grade who wishes to be considered for office on the leadership team should request two copies of the Student Leadership Evaluation Form from the Leadership Sponsor(s).
    c. One copy of the student leader evaluation form will be given to the student's homeroom teacher, and one copy will be given to a teacher of the student's choice. The forms will be due back to the leadership team sponsor no later than _____. (A designated date before fall or spring elections)
    d. The leadership advisors and the principal will review the evaluation forms. All students who qualify to seek an office on the leadership team will attend a meeting to discuss the election process and the guidelines for campaigning.
3. The term of office will be the school year for which the officer was elected.
4. In the event than an elected officer is unable to fulfill his or her role to which he or she was elected, the student who was first runner up for the position will fulfill the obligation of that office. If there was no runner-up, the leadership team would elect one of the homeroom representatives from 5th grade to fill the vacant position.
5. An officer may be placed on probation for a period of six weeks when:
    a. At the end of the grading period, the officer's report card grades are not passing.
    b. At the end of the grading period, the student did not maintain good citizenship.
    c. Attendance at meetings is judged to be poor. (No more than 5 meetings missed, with the exception of excused absences)
    d. Tardies to meetings and/or school become excessive to where grades are slipping.

e. Failure to perform requested/required duties such as:
    i. Having a prepared officer report ready for each meeting
    ii. Having needed supplies at the meeting.
    iii. Failure to complete work on a project more than two times.

The decision to place an officer on probation will be made by the advisors, homeroom teacher, and campus principal. The student will be informed of the decision and reason for being placed on probation in a private conference. While the officer is on probation, he or she will not be permitted to attend the leadership team meetings or any leadership team activities. His or her office will be filled b the first runner-up for that position. At the end of the designated probationary period, if the officer has met the requirements of the probation to hold an office on the leadership team

Article Six (Homeroom Representatives)

1. Each homeroom in grades 3-5 shall have one elected representative and an alternate. The alternate will be the first runner-up for the position. The alternate will attend the leadership meetings in the event the elected representative is absent.
2.
    a. The designated student leader evaluation form will be used as the criteria to become a homeroom representative on the leadership team.
    b. Any student in grades 3-5 who wish to be considered for a homeroom representative on the leadership team, may obtain two copies of the evaluation form from the advisor
    c. One copy of the designated student leader evaluation form will be given to the students homeroom teacher from the previous year and one copy will be given to a teacher of the student's choice. In the event he student was not a student ton the campus the previous year, the student will give a copy of the evaluation form to the current homeroom teacher. In the even that the student's homeroom teacher from the previous year is no longer on campus, the student may give the form to any teacher from the previous year. Staff members will be made aware that the information on the evaluation forms is considered confidential and will not be shared with students, parents, or other staff members.
    d. The forms will be due back to the House Creek Top Dawg's advisor on of before the designated date.
    e. The advisor and the principal will review the Student Leader Evaluation Forms. All students who qualify to seek to be a homeroom representative on the leadership team will attend a meeting to discuss the election process.

3. The term of office will be the school year for which the homeroom representative was elected.
4. In the event that the elected representative is unable to fulfill the role to which he or she was elected, the student who was the runner-up in the election will fulfill the obligation of that office.
5. A representative may be placed on probation for 1 six weeks when:
    a. At then end of the grading period, a students grades are not all As and Bs.
    b. Attendance at meetings is judged to be poor. (No more than 5 meetings missed, with the exception of excused absences)
    c. Failure to perform requested/required such as:
        i. Reporting back to the classroom after each leadership event/meeting.
        ii. Neglecting to collect ideas and opinions from homeroom members
        iii. Having a prepared homeroom report for each leadership team meeting.
    d. While the representative is on probation, he or she will not be permitted to attend the leadership team meetings or any team activities. The student will be informed of the decision and reason for being placed on probation in a private conference. His or her office may be filled by the first runner-up for that position. If at the end of the grading period the representative has met the qualifications to hold an office on the leadership team, he or she will be reinstated to that position. The parent(s) will be informed of the decision an reason for probation in writing, combined with a telephone call or conference.
6. If a representative needs to be placed on probation for the second time, the representative may be removed from office by an agreement of the advisor(s), homeroom teacher, and campus principal. The student will be informed of the decision and reason for removal in a private conference. The parent will be informed of the decision and reason for removal in writing, combined with a telephone call or a conference.

Article Seven (The Election Process)

1. The Election of offices will take place as follows:
    a. Option 1: Election of officers should take place late in the spring preceding the upcoming school year. This option allows for an installation of officers by current officers. It also facilitates summer and back to school activities by the officers. With this option, voting will be limited to students of the grade level of the candidates. Representatives may be elected at the beginning of the new school year. The homeroom class members will vote for their homeroom representatives.

b. Option 2: Election of officers and homeroom representatives may take place up through the fourth week of school. **All students** in grades 3-5 will be permitted to vote for the leadership team officers. The homeroom class members will vote for each homeroom representative.
c. Option 3: Grade level peers vote for officers since they know them well.
d. Additional option for representatives: Elect two representatives from each homeroom. The representative with the most votes represents that homeroom. The representative with the second most votes represents a younger grade level room; for example, fifth grade represents corresponding room in second grade, fourth grade represents first grade, third grade represents kindergarten. If there are more classrooms in a younger grade level, on of the at large positions would represent that section.

2. The principal and the advisor(s) have the right to limit the number of candidates fo each position. For example, 3 students will be permitted to run for each office on the leadership team. In the event that there are more than three students who wish to run for the office, the three students with the best scores on the student leader evaluation form will be chosen. The advisor(s) and the principal have the final approval of the candidates.
3. Campaigning guidelines for leadership team officers are as follows:
    a. Campaigning will be permitted up to five days before the election.
    b. All campaigning must be done 30 minutes before class begins and 15 minutes after school is dismissed. It is not to interfere with the instructional day.
    c. Each candidate will be permitted to make a maximum of two posters
        i. Will be posted in a place designated by the principal and advisor(s)
        ii. Posters must be created by the students
        iii. May not have a professionally printed poster.
    d. **No candidate will be permitted to distribute any articles such as candy, gum, or other monetary items during or outside of the school day.**
    e. Candidates who do not follow the specified guidelines **will not** be permitted to run for office.
    f. Homeroom representatives will have campaigns at the discretion of the homeroom teacher. (It is recommended that the choice to campaign or not campaign be consistent across the grade level.)
    g. Campaigning and voting timelines will be determined by the campus. It is suggested it be completed either in the prior spring or withing the first four weeks of the new school year. Voting will be done by secret ballot in a central location on the campus. Results will be announced as soon as

voting is complete and are tallied. *Consider using technology to enhance this process*

h. When determining the winner in any election, there should be at least a 5% margin of the total voter enrollment between the first-place candidate and the candidate in second place. If a margin of less than 5% occurs, there should be a run-off election with the candidate receiving the most votes declared the winner.

Article Eight (Meetings)

1. Leadership team meetings shall take place at least twice monthly. The leadership members will determine the appropriate meeting dates and times each year (i.e. the first and third Friday of the month at 7:30 AM). An agenda shall be prepared and made available to each member of the leadership team at least one day before each meeting. StuCo/leadership team members may initiate agenda items. All items for the agenda must be submitted to the president, advisor, or principal two days before each meeting.
2. Each Homeroom Representative shall conduct class meetings at least 2 days after each leadership team meeting. The purposes of the meeting will be to (1) share information covered at the leadership team meeting, and (2) solicit ideas to take to the next leadership team. (If a representative is working with a younger grade level, consider having them go to the classes they represent during announcements one time a week to keep them informed and solicit input as appropriate.)

Article Nine (Voting Procedures and Rules)

1. If a quorum (half of members plus one) is not present for a meeting, no action may be voted upon. Each officer and each representative shall have one vote. The president votes only in case of a tie.
2. All motions require a second. All motions require a majority vote of the leadership members for passage.
3. The advisor shall be the authority on any question of parliamentary procedure.
4. Any and all actions of the campus leadership team are not official until approved by the principal.

HALSTEAD ELEMENTARY

Summer Update & Beginning of the 2026–2027 School Year

💙 **BELIEVE • BELONG • SUCCEED** 💛

REFLECTIONS ON THE 2025–2026 SCHOOL YEAR

As we reflect on the 2025–2026 school year, we are encouraged by the academic growth our students demonstrated and the increase in student attendance across our campus. These accomplishments reflect the dedication of our students, staff, families, and community working together to support student success.

Our campus remains committed to building on this momentum by continuing to recognize and incentivize excellent student attendance while maintaining a strong focus on student academic achievement and continuous growth. Through high-quality instruction, data-driven decision-making, targeted interventions, and meaningful partnerships with families, we will continue striving to ensure every student reaches their full potential. We know that consistent attendance and exceptional instruction work hand in hand to maximize student success, and these priorities will remain at the forefront of our work throughout the 2026–2027 school year.

SUMMER PREPARATION

The summer months have been filled with purposeful planning, preparation, and collaboration as Halstead Elementary staff work to ensure a successful start to the 2026–2027 school year.

Campus leadership has spent the summer reviewing student performance data, refining instructional practices, planning professional learning opportunities, coordinating campus operations, preparing classrooms, and finalizing schedules and procedures. These efforts are designed to provide every student with a safe, welcoming, and engaging learning environment on the very first day of school.

Our teachers and staff are eager to welcome students back and continue fostering a culture of high expectations, meaningful relationships, and academic excellence.

JULY 31 | NEW TEACHER ORIENTATION & CCISD DRAFT CELEBRATION

On July 31, Halstead Elementary will welcome our newest educators during New Teacher Orientation. This important event provides an opportunity for new teachers to learn about district expectations, receive essential information and resources, connect with fellow educators, and begin building relationships that will support their success throughout the school year.

As part of this celebration, our new teachers will also be recognized at the CCISD Draft, where we will celebrate and welcome the newest members of our district family. We are excited to introduce the following new members of the Halstead Elementary team:

Staff Member	Position
Erika Mytlik	Life Skills Teacher
Eric Dawson	Behavior Support Classroom (BSC) Teacher
Fatma Khamis	Kindergarten Teacher
Jennifer Ramirez	2nd Grade Teacher
Faith Williams	2nd Grade Teacher
Gina Gomez	ESL Intervention Teacher

AUGUST 3 | DISTRICT SCHOOL YEAR KICK-OFF

Also on August 3, staff from across Copperas Cove ISD will come together for the annual District School Year Kick-Off celebration.

This event provides an opportunity to celebrate the beginning of a new school year, recognize the important work of educators, strengthen district unity, and proudly showcase our Bulldawg Pride as we prepare to serve students and families throughout the coming year.

AUGUST 3 | PRE-SERVICE BEGINS

On August 3, Halstead Elementary will officially welcome teachers and staff back for pre-service, marking the beginning of the 2026–2027 school year.

During pre-service, faculty and staff will participate in district and campus professional learning focused on strengthening instructional practices, reviewing district and campus expectations, collaborating with grade-level teams, planning engaging lessons, and preparing classrooms for student success. These learning opportunities help ensure consistency in instruction and reinforce our commitment to providing high-quality educational experiences for every student.

We are especially excited to welcome our newest Paraprofessionals to the Halstead family. Their talents and commitment to students will strengthen our campus, and we look forward to the positive impact each will have on our school community.

Rebecca Larsen	**Instructional Paraprofessional**
Sarah Robertson	**Instructional Paraprofessional**

AUGUST 7–9 | STUFF THE BUS

From August 7–9, Copperas Cove ISD will host its annual Stuff the Bus school supply drive at Walmart.

This community-wide event invites local businesses, families, and community members to donate school supplies that directly benefit students throughout the district. We are incredibly grateful for the generosity of our community and the continued partnerships that help ensure every student begins the school year equipped with the supplies needed for success.

AUGUST 13 | MEET THE TEACHER

Halstead Elementary will host Meet the Teacher on Thursday, August 13, from 5:00–7:00 p.m.

This event provides students and families with the opportunity to meet teachers, visit classrooms, become familiar with campus procedures, and begin establishing the positive relationships that are essential to student success. We look forward to welcoming our Halstead families back to campus as we begin another exciting school year together.

AUGUST 17 | FIRST DAY OF SCHOOL

The first day of school is Monday, August 17.

Our faculty and staff are excited to welcome students back to Halstead Elementary for another year of learning, growth, and achievement. We remain committed to creating an environment where every child feels safe, valued, challenged, and supported while receiving an exceptional educational experience.

LOOKING AHEAD TO 26-27

The excitement surrounding the opening of the 2026–2027 school year is evident throughout our campus. As we welcome students and families back, Halstead Elementary remains focused on cultivating a positive school culture where students are challenged academically, supported socially and emotionally, and inspired to reach their highest potential. We appreciate the continued support of the Copperas Cove ISD Board of Trustees, district leadership, our families, and the Halstead community. Together, we look forward to another outstanding year of learning, growth, and success.

Dr. Tonya Sweeney

Hettie Halstead Elementary School

Student Council Constitution
Hettie Halstead Elementary
2026-2027

Article One
The name of this organization shall be the Hettie Halstead Elementary School Student Council, hereinafter called the StuCo.

Article Two
The purpose of the StuCo shall be to:

1. Strive for good citizenship.
2. Strive for academic excellence.
3. Respect all individuals in the school and community.
4. Involve all students in sharing ideas to make our school the best it can be.
5. Help all students work together in our school.
6. Give all students practice in democracy in action.
7. Help other citizens and groups in our community.

Article Three

Section 1: All students in Grades 4 going into grade 5 shall have the opportunity to be nominated, to vote, and to offer ideas for Council action.

Section 2: The members of the Student Council shall be the officers elected by the student body and representatives chosen by a teacher and administrator committee.

Section 3: The officers shall be elected from current students in grade 4 going into grade 5. The officers shall be defined as the President, the Vice President, the Secretary, Historian, and the Treasurer.

Section 4: Each homeroom in Grades 4 and 5 for the 2026-2027 school year will have a chosen representative (s).

Section 5: The principal of Hettie Halstead Elementary School, Dr. Tonya Sweeney, shall be the final authority over all actions of the Student Council.

Article Four
Section 1. Any student who wishes to be a member of the StuCo, either an officer or a homeroom representative shall:

1. Maintain grades of A's and B's on the report card at the end of each six weeks.
2. Maintain a grade of E in citizenship on the report card at the end of each six weeks.
3. Have all homework completed on time.
4. Have all classwork completed on time.
5. Strive to be well organized.
6. Have the ability to work well with others.
7. Maintain high attendance at school.
8. Be punctual to school, to class, and to Council meetings.

Article Five
Section 1: The officers shall be the President, the Vice President, the Secretary, and the Treasurer
Section 2: (Process)

- The Student Leader Evaluation Form will be used as the criteria to become an officer on the Hettie Halstead Elementary Student Council.
- Any student in the current grade 4 who wishes to be considered for office on the Council for the next school year should request an application and complete all of the criteria on the application.
- The forms will be due back to the Council sponsor no later than the due date specified on the application.

Section 3: (Term of office) The term of office will be the school year for which the officer was elected.

Section 4: In the event that the elected officer is unable to fulfill his or her role to which he or she was elected, the student who was first runner-up for the position will fulfill the obligation of that office. If there was no runner-up, StuCo will elect one of the homeroom representatives from grade 5 to fill the vacant position.

Section 5: An officer may be placed on probation for a period of six weeks when:

- At the end of the six weeks, the officer's grades are not all A's and B's on the report card.
- At the end of the six weeks, a student's citizenship grade is less than an A on the report card.
- Attendance at meetings is judged to be poor.
- Tardies to meetings and school become excessive.
- Failure to perform requested/required duties.

The decision to place an officer on probation will be made by the sponsor and the principal.

While the officer is on probation, his or her office will be filled by the first runner-up for that position. At the end of the six weeks if the officer has met the qualifications to hold an office on StuCo , he or she will be reinstated to that position.

Section 6: Removal from office:

If an officer needs to be placed on probation for the second time, the officer may be removed from office by a majority vote of the Student Council with final approval by the counselor and the principal.

Article Six (Homeroom Representatives)

Section 1: There will be 4th and 5th grade Student Council Representatives chosen.

Section 2: (Process)

- The Student Leader Evaluation Form will be used as the criteria to become a homeroom representative on the Elementary Hettie Halstead Elementary Student Council.
- Any student in grades 4 and 5 who wishes to be considered for a homeroom representative on StuCo, may obtain an application packet including two copies of the Student Leader Evaluation Form from the Student Council sponsor.
- One copy of the Student Leader Evaluation Form will be given to the student's homeroom teacher.
- The forms will be due back to StuCo on by the date specified on the application.
- StuCo sponsor will review the Student Leader Evaluation Forms. All students who qualify to seek to be a representative on StuCo will attend a meeting to discuss the election process.

Section 3: (Term of office) The term of office will be the school year for which the homeroom representative was elected.

Section 4: In the event that the elected representative is unable to fulfill his or her role to which he or she was elected, the student who was the runner-up in the election will fulfill the obligation of that office.

Section 5: A representative may be placed on probation for a period of six weeks when:

- At the end of the six weeks, a student's grades are not all A's and B's.
- At the end of the six weeks, a student's citizenship grade is less than an E or they have been referred to the office for disciplinary reasons.
- Attendance at meetings is judged to be poor.
- Tardies to meetings and school becomes excessive.
- Failure to perform requested/required duties such as:
    - reporting back to the homeroom after each Council meeting.
    - having a prepared homeroom report ready for each Council meeting.
    - having Council supplies at the meeting.
    - failure to complete work on a project more than two times.

At the end of the six weeks if the representative has met the qualifications to hold an office on the StuCo, he or she will be reinstated to that position.

Section 6: Removal from office:

If a representative needs to be placed on probation for the second time or has a severe disciplinary infraction resulting in suspension (in school or out of school), the representative may be removed from office by decision between the sponsor and the principal.

Article Seven (The election process)

Section 1: Election of Student Council officers and homeroom representatives shall take place**. All students in 5th grade will be permitted to vote for the Council officers.**

Section 2: Campaigning guidelines for Student Council officers:

- Campaigning will be permitted up to five days before the election to be conducted in November of 2026.
- Campaigning includes posters and self-promotion through a positive attitude and caring and is student-generated.
- Campaigning may include welcoming students into class, greeting in the hallway and standing near your poster.
- Each candidate will be permitted to make a maximum of one poster (22" X 28"). They will be hung in an approved location by the homeroom class.
- Candidates are **not** permitted to pass out any fliers or items to get votes. Your overall character and citizenship should be the driving force of your campaign.
- Campaigning should not be discussed during the school day if possible.
- Any campaigning that leads to social conflicts including singling people out, excluding friends, inappropriate or negative remarks will be addressed by the principal and may lead to your name being removed from the roster of candidates.

Section 3: Any one approved to run for office who does not get voted in as an officer, will be an automatic consideration for homeroom representative. You may choose to apply for homeroom representative using the previously completed application or complete a new one. It will be up to those students and may choose either at the beginning of the next school year.

Section 4: Voting will be done by secret ballot in each classroom on the campus. Results will be announced as soon as the voting is complete and the ballots are tallied.

Article Eight (Meetings)

Section 1: Student Council meetings shall take place each week at a designated time before instruction or immediately following dismissal. Agenda items may be added at the beginning of each Council meeting by a majority vote of Council members. Students will be asked to share the agenda items with parents to update them on any upcoming events or activities.

Fairview/Miss Jewell Elementary

710 South 5th Street · Copperas Cove, Texas 76522 · Phone (254)547-4530 · Fax (254)547-6378

Vanessa Vazquez, Principal | Leslie Bellah, Assistant Principal | Amanda Brown, Counselor

Copperas Cove ISD School Board Report

Fairview/Miss Jewell Elementary, August 2026

Campus Happenings & Activities

As we begin the 2026–2027 school year, Fairview/Miss Jewell Elementary proudly reflects on the accomplishments of the previous year. Our students demonstrated tremendous academic growth, leadership, and perseverance, while our staff remained committed to creating meaningful learning experiences and strong relationships with every child.

From celebrating student achievements through PBIS incentives and attendance initiatives to outstanding performances in academics and extracurricular activities, the success of our campus is a direct reflection of the dedication of our students, staff, families, and community partners.

As we look ahead, we remain committed to building upon that success while embracing new opportunities for growth.

Investing in Our Staff

Even before returning to contract, many Fairview/Miss Jewell educators dedicated part of their summer to professional learning through CCISD's **Summer Learning** opportunities. Their willingness to invest personal time in learning new instructional strategies, strengthening their practice, and growing professionally demonstrates the passion and commitment they have for serving students.

During pre-service, teachers and staff continued this work through district and campus professional learning focused on instructional excellence, collaboration, leadership development, safety, and student success.

Welcoming New Staff

Fairview/Miss Jewell Elementary is excited to welcome several outstanding educators to our campus family for the 2026–2027 school year.

We are pleased to welcome:

- **Keanu Dockins** – Kindergarten
- **Shanice Wills** – Kindergarten
- **Jasmine Hill** – 1st Grade

- **Hannah Brockett** – 2nd Grade
- **Candace Nattiel** – 3rd Grade
- **Jennifer Clark** – 3rd Grade
- **Ashley Torres** – 3rd Grade
- **Alexandra Allen** – 5th Grade

These talented educators bring a variety of experiences, strengths, and enthusiasm to our campus. We look forward to the positive impact they will have on our students and school community.

Looking Ahead

Excitement continues to build as Fairview/Miss Jewell prepares to welcome students back for the 2026–2027 school year.

Upcoming events include:

- August 3 – Teachers Return & CCISD Convocation
- August 3–15 – Pre-Service Professional Learning
- August 7–9 – Stuff the Bus School Supply Drive
- August 17 – First Day of School

The Fairview/Miss Jewell staff is eager to welcome students back and begin another year of learning, leadership, and growth. We are excited to continue building upon our strong foundation while creating new opportunities for every student to thrive.

Fairview/Jewell Elementary School
Student Lighthouse Council Consitition and Guidelines

Revised 2026

Article One

The name of this organization shall be the Fairview/Jewell Elementary School Student Lighthouse Council.

Article Two

The purpose of the Council shall be to:

1. Strive for good citizenship.
2. Strive for academic excellence.
3. Respect all individuals in the school and community.
4. Involve all students in sharing ideas to make our school the best it can be.
5. Help all students work together in our school.
6. Help plan leadership events and opportunities throughout the school year.

Article Three

Section 1: All students in grades 3, 4, and 5 shall have the opportunity to be nominated, vote, and offer ideas for Council action.

Section 2: The members of the Student Lighthouse Council shall be made up of the officers elected by the student body (3rd, 4th, and 5th graders) and the classroom representatives that are chosen by their individual classroom and teacher.

Section 3: The officers shall be elected from current students in grades 4 and 5. The officers shall be defined as the President, Vice President, Secretary, Treasurer, and Historian. Officers must have served on the Student Lighthouse Council the previous year.

Section 5: The principal of Fairview/Jewell Elementary School shall be the final authority over all actions of the Student Lighthouse Council.

Article Four

Section 1: Any student who wishes to be a member of the Council, as either an officer or classroom representative, shall:

1. Maintain passing grades each six weeks.
2. Complete all of their assignments and make up any missing work.
3. Be independent, reliable, and respectful.
4. Possess a strong work ethic.
5. Demonstrate expemplary conduct and citizenship in and out of school.
6. Demonstrate good judgement and decision-making skills.
7. Demonstrate and model the 7 habits for their peers.
8. Maintain a high attendance record at school.
9. Be involved and active within the Student Lighthouse Council and attend meetings regularly.

Section 2: A meeting will be held with all students in grades 3, 4, and 5 during the school day, before school, or after school at least once a month throughout the school year. During the meetings, students will be informed of the standards and expectations for membership on the Council as an officer or classroom representative.

Article Five (Cabinet Positions)

Section 1: The officers shall be the President (Facilitator), Vice President (Co-Facilitator), Secretary (Scribe), Treasurer (Financial Advisor), and Historian.

Section 2: (Process)

- The Student Lighthouse Council Application and teacher referral will be used as the criteria to become an officer on the Fairview/Jewell Elementary School Student Lighthouse Council.
- Any student currently in grades 4 and 5 who wishes to be considered for office on the council should request an application from their teacher or council sponsor/facilitator.
- The forms will be due to the Council sponsor/facilitator no later than the due date specified on the application.

Section 3: (Term of office) The term of office will be the school year for which the officer was elected.

Section 4: In the event that the elected officer is unable to fulfill his or her role to which he or she was elected, the student who was the first runner-up for the position will fulfill the obligation of that office. If there is no runner-up, the Council will elect one of the classroom representatives from 4th or 5th grade to fill the vacant position.

Section 5: An officer may be placed on probation for a period of 3 weeks if:

- At the six weeks mark, the officer's grades are lower than a "C".
- Attendance at meetings is judged to be poor.
- Tardies and absences from school become excessive.
- The student fails to perform requested/required duties.

The decision to place an officer on probation will be made by the sponsor/facilitator and the principal.

While the officer is on probation, his or her position will be filled by the sponsor/facilitator. At the end of the 3 week period, if the officer has met the qualifications to hold an office on the council, he or she will be reinstated to that position.

Section 6: (Removal from office)
If an officer needs to be placed on probation for the second time, the officer may be removed from office permanently with final approval by the sponsor and the principal.

Article Six (Classroom Representatives)

Section 1: There will be one 3rd, 4th, and 5th grade Student Lighthouse Council Classroom Representative chosen per class.

Section 2: (Process)

- The Student Lighthouse Council Application form and teacher referral will be used as the criteria to become a classroom representative on the Fairview/Jewell Elementary School Student Lighthouse Council.
- Any student in grades 3, 4, and 5 may obtain an application.
- The forms will be due to the Council sponsor/facilitator by the date specified on the application.
- The Council sponsor/facilitator and principal will review applications and hold interviews.

Section 3: (Term of office) The term of office will be the school year for which the officer was elected.

Section 4: In the event that the representative is unable to fulfill his or her role to which he or she was elected, the student who was the first runner-up for the position will fulfill the role.

Section 5: A representative may be placed on probation for a period of 3 weeks if:

- At the six weeks mark, the officer's grades are lower than a "C".
- Attendance at meetings is judged to be poor.
- Tardies and absences from school become excessive.
- Failure to perform requested/required duties such as:
  -reporting back to the classroom after each Council meeting
  -failure to complete work or assigned project more than three times

The decision to place a representative on probation will be made by the sponsor/facilitator and the principal.

Depending on the severity of the issue, the representative will be placed on probation until report cards are distributed for the six weeks.

While the representative is on probation, his or her position will be filled by another representative. At the end of 3 weeks, if the representative has met the qualifications, he or she will be reinstated to that position.

Section 6: (Removal from council)
If a representative needs to be placed on probation for a second time, the representative may be removed from office permanently with final approval by the sponsor and the principal.

Article Seven (The election process)

Section 1: Election of Student Council officers and classroom representatives shall take place. All students in grades 3, 4, and 5 will be permitted to vote for the Council officers for the current school year. The student council representatives will be chosen at the beginning of the school year by individual classrooms.

Section 2:
The principal and the sponsor will have the right to limit the number of candidates for each position. For example: Three students will be permitted to run for each office on the Council. In the event that there are more than three students who wish to run for the office, the three students with the best scores on the Student Leader Evaluation Rubric will be chosen. The sponsor and the principal will have the final approval of the candidates based on interviews.

Section 3: Campaigning guidelines for Student Council officers:

- Campaigning will be permitted up to five days before the election. Campaigning will take place during a designated week.
- All campaigning must be done up to 25 minutes before class begins and at the end of the school day. It is not to interfere with the instructional day.
- Campaigning may include welcoming students into class, greeting in the hallway or in the cafeteria, and passing out stickers or fliers.
- Each candidate will be permitted to make a maximum of one full sized poster. They will be hung by the sponsor in the gym.
- Candidates are not permitted to pass out any candy or bribes to get votes. Your overall character and citizenship should be the driving force of your campaign.
- Campaigning should not be discussed during the school day if possible.
- Any campaigning that leads to social conflicts including singling people out, excluding friends, and inappropriate or negative remarks will be addressed by the principal and sponsor and may lead to your name being removed from the roster.
- Do not leave your classroom and disturb another class with campaign materials.

Section 4: All elected officer positions will be asked to deliver a speech. The speech will be given during an assembly for the 3rd, 4th, and 5th graders to view before voting.

Section 5: Voting will be done electronically. Results will be announced as soon as voting is complete and the votes are tallied.

Article Eight (Meetings)

Section 1: Student Council meetings shall take place at least once a month in a designated area. An agenda shall be prepared by the sponsor and student council president and handed out to each member of the Council at the meeting. Student Council members may initiate agenda items for the following meeting. Additional agenda items may be added at the beginning of each Council meeting by a majority vote of Council members. Students will be asked to share the agenda items with parents to update them on any upcoming events or activities.

Section 2: Each Classroom Representative shall conduct a 1-minute meeting with their homeroom class after each Student Council meeting. The purpose will be to share the information discussed in the student council meeting.

I have read and understand the St. Elmo Student Council Constitution and understand the guidelines set forth.

_____ Parent Signature

_____ Student Signature

_____ Date

BULLDAWG ARCHERY

TEAM CONSTITUTION & HANDBOOK

Fairview / Miss Jewell Elementary

National Archery in the Schools Program (NASP)

TEAM MOTTO Aim Sharp. Think Smart. Shine Bright.

School Year: _____

Head Coach: Dr. Amanda Brown

amanda.brown@ccisd.com | 254-547-4212

Welcome to Bulldawg Archery

Bulldawg Archery is a school competition team and developmental archery program. It follows the National Archery in the Schools Program (NASP) curriculum and builds safe international-style target archery skills while strengthening focus, discipline, self-control, responsibility, and sportsmanship.

SAFETY FIRST Every archer, every practice, every arrow. Safety rules and coach directions take priority over scoring, speed, and competition results.

How this handbook works

- The Constitution establishes the permanent purpose, authority, membership structure, and decision-making framework of the team.
- The Handbook explains day-to-day expectations for tryouts, practice, conduct, academics, competitions, equipment, transportation, and family communication.
- Annual schedules, tournament dates, team size, and scoring rubrics may be issued separately by the coach and become part of this handbook for that season.
- District policy, campus rules, NASP rules, and event-host rules govern whenever they are more specific or restrictive than this handbook.

Team values

Value	What it looks like
Safety	Following range commands immediately and handling all equipment exactly as taught.
Focus	Listening, practicing with purpose, and remaining aware of the range.
Responsibility	Arriving prepared, caring for equipment, meeting academic and behavior expectations, and communicating absences.
Respect	Using appropriate language and actions with teammates, coaches, staff, competitors, families, and officials.
Growth	Accepting feedback, reviewing skills, and working to improve from one practice to the next.
Sportsmanship	Encouraging all archers and representing the school positively, regardless of results.

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PART I

Team Constitution

The articles below establish how Bulldawg Archery is organized and operated as a school-sponsored competition team and developmental program.

ARTICLE I

Name and Identity

The organization shall be known as the Fairview / Miss Jewell Bulldawg Archery Team, referred to in this document as “Bulldawg Archery” or “the Team.”

- Team classification: school-sponsored competition team with a developmental/tryout program.
- Instructional framework: National Archery in the Schools Program (NASP).
- Team motto: Aim Sharp. Think Smart. Shine Bright.
- School representation: members represent Fairview / Miss Jewell Elementary and Copperas Cove ISD.

ARTICLE II

Purpose and Objectives

Bulldawg Archery exists to provide a safe, structured opportunity for students to learn and compete in international-style target archery.

- Teach safe equipment handling, range procedures, whistle commands, scoring, and the 11 Steps for Archery Success.
- Develop focus, self-control, perseverance, responsibility, confidence, and respectful teamwork.
- Provide fair, skill-based opportunities for students to pursue membership on the competition team.
- Prepare eligible archers to represent the school at approved tournaments and events.
- Recognize growth, effort, knowledge, safe practice, sportsmanship, and achievement both on and off the range.

ARTICLE III

Authority and Governance

Bulldawg Archery is governed by the head coach under the authority of campus and district administration. The team does not operate as a student-led social club and therefore does not require elected student officers.

3.1 Governing authority

- District policy, student code of conduct, campus procedures, and administrative directives.

- Current NASP safety, competition, and curriculum requirements.
- Rules of tournament hosts and approved competition sites.
- This Constitution and Handbook, annual team calendar, and coach-issued season materials.

3.2 Decision-making

The head coach makes instructional, safety, practice, selection, lineup, and competition decisions. Campus administration may review or modify any team decision when required by district policy, student safety, or school operations.

3.3 Student leadership

The coach may appoint captains, peer mentors, equipment helpers, or other student leadership roles. These are service positions rather than elected offices and may be changed or removed by the coach. Leadership roles do not guarantee a competition position.

ARTICLE IV

Membership and Team Structure

4.1 Eligible students

The program serves students who meet the grade-level and enrollment requirements established by the campus and NASP. NASP curriculum is designed for students in grades 4-12; campus participation is limited to grade levels approved for the school program.

4.2 Participation groups

Group	Purpose
Developmental / Tryout Archers	Students learning safety, skills, scoring, and tournament routines while preparing for team selection.
Returning Competition Archers	Prior-year competition members who practice and are reevaluated under the current season's requirements.
Competition Team	Selected, eligible archers approved to practice and compete for the school.
Alternates / Developmental Members	Qualified students who continue training and may fill openings at the coach's discretion.

No student is guaranteed a position based on previous participation, grade level, friendship, equipment ownership, or prior scores.

ARTICLE V

Eligibility and Continued Participation

5.1 Initial requirements

- Submit all required permission, medical, emergency, transportation, and expectation forms by the stated deadline.

- Attend assigned practices and tryout activities.
- Demonstrate safe behavior and readiness to learn.
- Complete required knowledge and skill assessments.

5.2 Ongoing requirements

- Maintain passing grades.
- Maintain appropriate behavior during the school day, practice, travel, and competitions.
- Receive zero office referrals while participating in the program, subject to coach and administrator review of verified circumstances.
- Attend regularly, arrive on time, participate fully, and communicate absences.
- Follow all school, range, safety, technology, and equipment rules.

IMPORTANT Participation and competition placement are privileges. An archer may be held from practice or competition, placed on a behavior/academic improvement plan, or removed from the program when eligibility or safety expectations are not met.

ARTICLE VI

Selection of the Competition Team

6.1 Fair selection

Competition-team selection is based on demonstrated readiness across multiple measures rather than shooting score alone. The coach shall provide the season's tryout dates, rubric, and deadlines before final selection.

6.2 Evaluation areas

- NASP skills, form, accuracy, and safe equipment handling.
- Written knowledge of range rules, whistle commands, scoring, equipment, and the 11 Steps for Archery Success.
- Attendance and punctuality.
- Active participation and willingness to learn.
- Practice behavior, focus, respect, and sportsmanship.
- School-day behavior, responsibility, and teacher feedback.

6.3 Current 100-point framework

The detailed tryout packet lists the following 100-point framework. If a later coach-issued season rubric differs, the later written rubric controls and must still total 100 points.

Area	Points
NASP Skills	40

Area	Points
Written Test	20
Attendance	10
Participation	10
Practice Behavior	10
Teacher Rating	10
Total	100

6.4 Results and openings

The coach will communicate results to families after evaluations are completed. Selection is not guaranteed by earning a particular raw score when team size, tournament roster rules, safety readiness, attendance, or verified eligibility affect available positions. If a position opens, the coach may use tryout results, current eligibility, attendance, and readiness to name an alternate or replacement.

ARTICLE VII

Coach and Team Responsibilities

7.1 Head coach

- Provide trained supervision, safe instruction, and clear range commands.
- Publish schedules, tryout criteria, and competition information.
- Maintain or coordinate equipment, records, scoring, and team communication.
- Apply expectations consistently and consult administration when needed.
- Make final decisions regarding practice grouping, competition rosters, lineups, travel readiness, and student leadership roles.

7.2 Archers

- Attend regularly, be on time, and arrive ready to learn.
- Follow all safety rules and coach directions immediately.
- Participate fully in lessons, drills, scoring practice, and team responsibilities.
- Respect teammates, coaches, teachers, officials, competitors, facilities, and equipment.
- Practice good sportsmanship at school, practice, competitions, and team events.
- Review archery knowledge and work to improve each week.

7.3 Families

- Support consistent attendance and timely pickup.
- Communicate absences and concerns directly with the coach.

- Encourage review of skills and materials at home.
- Reinforce positive behavior, responsibility, and sportsmanship.
- Cheer for all archers and promote a positive team spirit regardless of tryout or tournament results.

ARTICLE VIII

Meetings, Practices, and Competitions

8.1 Schedule

Practices are held on days, times, and locations announced by the coach. The current materials describe after-school practice in the Fairview Gym, with dismissal through the Fairview building. The annual calendar controls when dates or times change.

8.2 Attendance

- Archers must attend the practice group assigned by the coach.
- A parent/guardian should notify the coach before an absence whenever possible.
- Repeated absences or tardiness may reduce tryout points, limit competition readiness, result in loss of a roster position, or lead to removal.
- School-required activities and documented circumstances will be considered individually; communication does not automatically erase attendance consequences tied to missed instruction.

8.3 Competition participation

Only archers who are eligible, safe, prepared, and selected by the coach may compete. Tournament entries, travel plans, arrival times, uniforms, meals, supervision, and dismissal procedures will be communicated for each event. Families must meet all deadlines.

ARTICLE IX

Conduct, Accountability, and Due Process

9.1 Conduct standard

Team members must meet campus behavior expectations during the school day and all archery activities. Cell phone use is not permitted during after-school archery activities unless the coach gives specific permission for an approved purpose.

9.2 Progressive responses

When appropriate, the coach may use reteaching, warning, conference, parent contact, practice restriction, improvement plan, competition suspension, or removal. Immediate restriction or removal may occur for serious or repeated safety violations, defiance of range commands, misuse of equipment, fighting, harassment, leaving supervision, or conduct that creates a substantial risk.

9.3 Review

Before long-term removal, the student should be told the concern and given an opportunity to respond, when safety and circumstances permit. The coach will communicate with the parent/guardian and may consult campus administration. Any review or appeal follows district and campus procedures.

ARTICLE X

Family Partnership and Communication

- Official information will be distributed through coach-approved school communication methods.
- Families are responsible for keeping contact, emergency, and pickup information current.
- Questions should be directed first to the head coach at amanda.brown@ccisd.com or 254-547-4212.
- Concerns should be discussed respectfully and away from active instruction, the shooting line, scoring areas, and tournament operations.
- Tryout and lineup decisions may be explained by criteria, but private information about other students will not be shared.

ARTICLE XI

Finances, Uniforms, and Equipment

11.1 Equipment

All archery equipment is provided unless the coach gives approval for an exception. Students may use only equipment assigned or approved by the coach and may not handle equipment without permission and supervision.

11.2 Clothing and uniform

- Closed-toe shoes are required.
- Long hair must be tied back.
- Clothing must permit safe movement and must not include loose jewelry, baggy sleeves, or other items that could interfere with the bowstring or equipment.
- Competition uniforms or team shirts must be worn as directed and returned when school-owned.
- Team branding and the motto may be used only with campus approval.

11.3 Costs and fundraising

Any fees, fundraising, donations, purchases, or financial assistance shall follow district policy and receive required approval. A student's access to the educational program will be handled in accordance with district requirements.

ARTICLE XII

Amendments and Annual Review

The head coach may propose amendments after consultation with campus administration. Amendments take effect when approved through the school's required process and communicated in writing to students and families. Safety, legal, NASP, district, or administrative updates may take effect immediately. This document should be reviewed before each season.

PART II

Team Handbook

Practical expectations for tryouts, practice, safety, competition, and family support.

1. Joining Bulldawg Archery

- Return the permission slip and all required forms.
- Receive a practice assignment from the coach.
- Sign the tryout or competition expectations contract.
- Attend required instruction and demonstrate safe participation.
- Complete all tryout requirements if seeking a competition-team position.

2. Tryout Process

The model described in the current tryout packet includes eight instructional practices followed by a two-week tryout tournament. Specific dates may change each school year.

Stage	What students demonstrate
Instruction	Range rules, whistle commands, equipment knowledge, 11 steps, scoring, etiquette, and safe practice.
Knowledge Check	Understanding of safety, procedures, skills, and competition routines.
Skills Assessment	NASP form, accuracy, preparation, shooting steps, safety, scoring, and etiquette.
Whole-Student Review	Attendance, participation, practice behavior, teacher feedback, and school-day responsibility.
Selection	Coach reviews all measures, verifies eligibility, and communicates results to families.

REMEMBER Accuracy matters, but a high score cannot replace safe conduct, consistent attendance, positive behavior, and coachability.

3. Practice Expectations

Before practice

- Report to the assigned location and follow dismissal procedures.
- Wear closed-toe shoes and safe clothing; secure hair, jewelry, sleeves, or other loose items as directed.
- Keep cell phones and unrelated items put away.
- Wait for coach permission before touching equipment.

During practice

- Listen for whistle commands and verbal directions.
- Stay in the assigned lane and designated waiting, shooting, or target area.
- Use only assigned arrows and equipment.
- Participate in instruction, string-bow practice, shooting, scoring, and cleanup.
- Use quiet, respectful behavior while archers are shooting.
- Encourage partners and accept coaching feedback.

After practice

- Return equipment as directed and report damage immediately.
- Help reset the area when assigned.
- Follow the approved dismissal plan.
- Be picked up promptly at Fairview building dismissal area unless written permission authorizes walking or biking.

4. Competition Expectations

- Meet all eligibility, paperwork, arrival, uniform, and transportation deadlines.
- Remain with the team and supervising adults.
- Follow coach, official, facility, and NASP instructions.
- Treat all competitors, spectators, volunteers, and officials respectfully.
- Remain composed while scoring and verify scores according to event procedures.
- Celebrate teammates without distracting archers on the line.
- Use social media and personal devices only as allowed by school and event rules.

5. Academic and Behavior Check

Expectation	Possible response if not met
Passing grades	Academic conference, improvement plan, practice or competition restriction, or removal.
Zero office referrals	Coach/administrator review; restriction, improvement plan, suspension, or removal based on the verified incident.
Safe range behavior	Immediate stop and reteaching; serious or repeated violations may result in immediate restriction or removal.
Regular attendance	Reduced tryout credit, missed lineup opportunity, alternate status, or removal.
Respect and sportsmanship	Conference, parent contact, improvement plan, competition restriction, or removal.

6. Parent/Guardian Quick Guide

- Check the annual calendar; practice days and end times may change.
- Send the student in safe clothing and closed-toe shoes.
- Notify Dr. Brown of absences and pickup changes.
- Review the 11 Steps, whistle commands, and study materials together.
- Reinforce that safety, focus, and sportsmanship matter as much as score.
- Use the designated pickup location and arrive on time.
- Support the entire team and allow coaches and officials to manage instruction and competition.

APPENDIX A

Range Safety and Whistle Commands

NON-NEGOTIABLE Obey whistle commands and coach directions immediately. Safety is always the first priority.

Whistle commands

Signal	Meaning	Required action
Two blasts	Get bows	Walk to get bows and move to the shooting line as directed.
One blast	Shoot	Load only when directed and begin shooting at the assigned target.
Three blasts	Go get arrows	Walk to the targets only after the signal and coach direction.
Five or more blasts	Emergency stop	Stop immediately, secure the arrow as directed, place the bow on the rack, and move behind the waiting line.

Range rules

1. Know and obey all range commands and instructor directions.
2. Practice courtesy and sportsmanship.
3. Use only the arrows assigned by the instructor.
4. Approach the shooting line only after two whistle blasts.
5. Keep arrows in the quiver until the one-whistle shooting command.
6. When an arrow is removed from the quiver, keep it pointed toward the target.
7. Only draw or shoot a bow when an arrow is properly nocked.
8. Aim and shoot only at the assigned target downrange.
9. Remain aware of the range and report any obstruction or unsafe condition.

10. Shoot with one foot on each side of the shooting line.

11. If an arrow drops, leave it on the ground until retrieval is authorized.

12. Stop immediately after five or more whistle blasts.

13. Walk at all times on the range.

14. Stand behind the waiting line when finished or not shooting.

15. Approach targets only after three whistles and the direction to retrieve arrows.

16. Only one archer at a target should remove arrows at a time.

17. Before removing arrows, make sure no one is standing too close behind.

18. Carry retrieved arrows with points safely covered or controlled as taught, return them to the quiver, and move behind the waiting line.

APPENDIX B

11 Steps for Archery Success

Step	Name	Practice focus
1	Stance	Balanced, repeatable position at the shooting line.
2	Nock	Place the arrow on the string as instructed.
3	Drawing Hand Set	Set fingers and drawing hand consistently.
4	Bow Hand Set	Place and relax the bow hand correctly.
5	Pre-Draw	Prepare posture, alignment, and focus.
6	Draw	Draw smoothly and under control.
7	Anchor	Reach a consistent reference point.
8	Aim	Focus on the target using the taught aiming process.
9	Shot Set-Up	Complete final alignment and prepare the release.
10	Release	Release smoothly without forcing the shot.
11	Follow Through / Reflect	Maintain form, observe the result, and identify the next adjustment.

APPENDIX C

Scoring and Range Etiquette

Scoring principles

- Target rings score from 10 at the center outward through 1; an arrow outside all scoring rings scores 0.
- An arrow shaft touching a scoring-ring line receives the higher point value.
- A bounce-out should be reported by raising a hand; a replacement arrow may be authorized.
- An arrow deflected by another arrow is scored where it remains in the target.
- An arrow that skips from the floor and remains in the target is scored where it remains.
- An arrow that was in the target but later falls completely out while shooting continues is handled as a bounce-out under the taught procedure.

Partner scoring and etiquette

- Remain on your feet and follow the taught scoring protocol.
- Call and record arrows accurately; pay attention while your partner calls and scores.
- Initial the score box after each end when required.
- Remain behind the target waiting line while a partner removes arrows.

- Stay within your half of the lane.
- Remain quiet while others shoot and interact positively with your partner.

APPENDIX D

Season Forms and Acknowledgment

Annual information to be completed

Item	Season information
Practice days/time	_____
Practice location	_____
Tryout dates	_____
Competition dates	_____
Uniform requirements	_____
Primary communication method	_____
Additional coach(es)	_____

Student and family acknowledgment

We have received and reviewed the Fairview / Miss Jewell Bulldawg Archery Team Constitution and Handbook. We understand that participation is a privilege and that safety, attendance, academics, behavior, effort, and sportsmanship affect continued participation and competition-team placement.

We agree to follow school, district, coach, NASP, range, and tournament requirements. We understand that schedules, competition rosters, and annual tryout details may be issued separately.

Student name: _____

Student signature / Date: _____

Parent/Guardian name: _____

Parent/Guardian signature / Date:

_____

Primary phone: _____

Primary email: _____

Dismissal plan

Check one and complete the information:

☐ Picked up at the Fairview building dismissal area by: _____

☐ Walk home with parent/guardian authorization.

☐ Ride a bike home with parent/guardian authorization.

☐ Other coach-approved plan: _____

Coach use

Practice group/day	_____
Forms complete	☐ Yes ☐ No
Tryout / team status	_____
Notes	_____ _____

The Copperas Cove Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law in its programs, activities, or employment practices. For inquiries regarding the non-discrimination policies, contact: Director of Human Resources or Director of Student Services at (254) 547-1227, 408 S. Main, Copperas Cove, TX 76522

Copperas Cove Independent School District
408 South Main
Copperas Cove, Texas 76522

School Board Report
Clements Parsons Elementary
August 2026

Enrollment	Students on Campus	Attendance Rate
Total	TBD	

CPE is the place to be!

Great things:

- Our theme this year at CPE: School is your passport to progress!
- Clements Parsons is welcoming several new staff members as we start the school year! Welcome to Allison Nash, 1st grade math and science teacher, Michele Kelsay, 3rd Grade ELA teacher, Leticia Zarco, 4th grade Science teacher, Yesenia Muniz, 5th grade bilingual teacher, and Dominigue Hendrich, Life Skills Teacher! Our front office staff welcomed Sandra Copeland, receptionist, and Elizabeth Frogge, our new Parent and Community Outreach Coordinator! Our new paras include life skills para Kayla Eckrich, title paras Tosha Rowberry and Shaylee Cardenas, SPED Inclusion Para Celeste Flores, and instructional paras Kayla Sullivan, Jevaeh Crathers, Diamond Hudson and Jessica Walters! We also added Luke Hopkins as a social emotional facilitator and Katelynn Natale as an Instructional Coach to our administration team!

What is coming up in August:

- **August 3: Convocation**
- **August 13: Meet the Teacher 5-7PM**
- **August 17: First Day of School**
- **August 18: Rules and Routines Assembly (K-2) 9AM (3-5) 2PM**
- **August 19-31: BOY Testing**

The Clements Parsons Family is thankful for the commitment from the school board and district for investing in our students' well-being and educational growth. We appreciate the time you take investing in our students and staff! We look forward to an outstanding year of growth and learning! Go Dawgs!

Heather Peacock, Principal
Clements Parsons Elementary

Campus Activities Report – SC Lee Middle School

As we prepare to welcome students and staff back for the 2026–2027 school year, SC Lee Junior High has been hard at work creating a fresh, welcoming environment and laying the foundation for another successful year. Throughout the summer, numerous campus improvement projects have been completed to enhance both the appearance and functionality of our school. Hallways and classrooms have received fresh paint, and our gymnasium has undergone a significant facelift with newly painted walls and a beautifully refinished gym floor. These updates reflect our commitment to providing students with a campus they can be proud of.

A tremendous amount of this work would not have been possible without the dedication of our outstanding custodial staff. Their hard work throughout the summer has ensured that every classroom, hallway, and common area is clean, refreshed, and ready to welcome students and staff back for another successful school year. We are incredibly grateful for the pride they take in preparing our campus.

While campus improvements have been underway, our administrative team has been busy preparing for an exciting school year. From planning campus initiatives and refining procedures to organizing professional learning opportunities, the team has been focused on ensuring that staff and students have a successful start. We are especially excited to welcome our newest faculty members on July 31 for New Teacher Orientation. The day will conclude with a mentor dinner, providing an opportunity for our new teachers to connect with their campus mentors, begin building meaningful relationships, and experience the supportive culture that makes SC Lee Junior High a great place to work and learn.

Students have remained engaged throughout the summer by participating in a variety of activities that promote leadership, teamwork, and personal growth. Many students took part in Bulldawg Strength and Conditioning, demonstrating dedication to their athletic development and preparing for the upcoming fall sports season. Our cheerleaders also attended summer cheer camp, where they developed new skills, strengthened teamwork, and built excitement for supporting our Bulldawgs throughout the year. These opportunities have allowed students to remain connected to their school community while continuing to develop the character, discipline, and school pride that define SC Lee Junior High.

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Looking Ahead

The excitement continues as we officially kick off the new school year. Faculty and staff will gather on August 3 for District Convocation before participating in several days of professional development focused on collaboration, instructional excellence, and student success. These learning opportunities will ensure that every staff member is equipped to provide engaging instruction and meaningful support for every student as we begin the year strong.

We are also excited to welcome our families back to campus during Meet the Teacher on August 11 from 5:00–7:30 p.m. This event provides students and parents the opportunity to meet teachers, become familiar with classrooms, and establish the strong partnerships that are essential to student success.

As the first day of school approaches, there is a tremendous sense of excitement across our campus. We are eager to reconnect with returning students, welcome new families into the SC Lee community, and begin a year filled with opportunity. With refreshed facilities, exceptional staff, engaged students, and supportive families, SC Lee Junior High is ready to Unlock the Dawg as we work together to make the 2026–2027 school year one of growth, achievement, and lasting success for every Bulldawg.

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Chapter Bylaws
of the
S. C. Lee Chapter
of the
National Junior Honor Society
Adopted: 05/21/2026

ARTICLE I: NAME

The name of this chapter shall be the S. C. Lee Chapter of the National Junior Honor Society of S. C. Lee Junior High School, Copperas Cove, TX.

ARTICLE II: PURPOSE

The purpose of this chapter shall be to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, to develop character, and to encourage good citizenship in students of S. C. Lee Junior High School.

ARTICLE III: POWERS

Section 1: This chapter operates under the direction of and in full compliance with the National Constitution of NJHS. In addition, this chapter will maintain active affiliation with the national organization on an annual basis.

Section 2. The chapter adviser is given the authority to supervise the administration of chapter activities, as delegated by the school principal.

Section 3: Final authority on all activities and decisions of the chapter resides with the school principal.

Section 4: Nondiscrimination. Our chapter of NJHS maintains policies and practices that are designed to prevent discrimination against any qualified candidate or member on the basis of race, color, religion, ancestry, national origin, gender, and disability. This policy of nondiscrimination applies to all practices, including the chapter administration and the selection, discipline, and dismissal of members.

ARTICLE IV: MEMBERSHIP

Section 1. Membership in this chapter is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of scholarship, service, leadership, character, and citizenship.

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Section 2. Membership in this chapter shall be known as active, honorary, and alumni. Active members become alumni members at graduation. Alumni and honorary members have no voice or vote in chapter affairs.

Section 3. Eligibility:

a. Candidates eligible for selection to this chapter must be in the second semester of sixth grade or members of the seventh, or eighth grade class.

b. To be eligible for selection to membership in this chapter, the candidate must have been enrolled for a period equivalent to one semester at S.C. Lee Junior High School.

c. Candidates eligible for election to the chapter shall have a minimum cumulative grade average of 90% on a 100% scale.

d. Upon meeting the grade level, enrollment, and CGA (Cumulative Grade Average) standards, candidates shall then be considered based on their service, leadership, character, and citizenship.

ARTICLE V: SELECTION OF MEMBERS

Section 1. The selection of members to this chapter shall be by a majority vote of the faculty council which consists of five faculty members appointed by the principal. The chapter adviser shall be the sixth, nonvoting, *ex officio* member of the faculty council.

Section 2. The selection of active members shall be held once a year during the second semester of the school year.

Section 3. Prior to the final selection, the following shall occur:

a. Students' academic records shall be reviewed to determine scholastic eligibility.
b. All student candidates who are eligible scholastically shall be notified and asked to complete and submit the candidate information form for further consideration.
c. The faculty shall be requested to evaluate candidates determined to be scholastically eligible using the official input forms provided by the chapter adviser.
d. The faculty council shall review the candidate information forms, faculty input, and other relevant information to determine those who fully meet the selection criteria for membership.

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Section 4. Candidates become members only after being officially inducted at a special ceremony.

Section 5. An active member of the National Junior Honor Society who transfers from this school will be given an official letter indicating the status of his/her membership.

Section 6. An active member of the National Junior Honor Society who transfers to this school will be automatically accepted for membership in this chapter. The faculty council shall grant to the transferring member one semester to attain the membership requirements and, thereafter, this member must maintain those requirements for this chapter in order to retain his/her membership.

ARTICLE VI: OBLIGATIONS OF MEMBERS

Section 1. A nonrefundable enrollment fee for new members of this chapter shall be $20. The fee will be payable to the chapter within 30 days of induction.

Section 2. Each member of this chapter who is in good standing with regard to the membership standards and member obligations shall be entitled to wear the emblem adopted by the National Junior Honor Society.

Section 3. Any member who withdraws, resigns, or is dismissed from the chapter shall return the emblem to the chapter.

Section 4. Each member is expected to represent the S. C. Lee Chapter at all times in conduct at activities sponsored by the Chapter and at individual service project(s).

ARTICLE VII: OFFICERS

Section 1. The officers of the chapter shall be president, vice president, secretary, and treasurer.

Section 2. Student officers shall be elected at the last meeting of each school year. All returning members in good standing with the chapter are eligible to run for a position as an officer. Any active member can nominate an eligible member as a candidate for office.

Section 3. Voting shall be by secret ballot. A majority vote shall be necessary to elect any officer of this chapter. If the first vote does not yield a majority, a second vote shall be taken of the two candidates receiving the highest number of votes.

Section 4. It shall be the duty of the president to preside at the meetings of the chapter, and serve as the official representative of the chapter at school and community functions.

Section 5. The vice president shall preside in the absence of the president and shall also keep a record of members' contributions to leadership and service.

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Section 6. The secretary shall keep the minutes and attendance records for meetings, be responsible for all official correspondence, and keep historical records of the chapter's participation at school and community activities.

Section 7. The treasurer shall keep the record of business expenses, dues, and all other financial transactions of the chapter.

Section 8. Officers and the faculty adviser(s) shall collectively be known as the chapter's executive committee. The executive committee shall establish annual goals for the chapter and have general charge of the meetings and the business of the chapter, but any action by the executive committee is subject to the review of the chapter members.

Section 9. Vacancies:

a. If in the event the president position becomes vacant, due to resignation, removal from office, or are dismissed of their membership duties as described in Article X, the vice president will assume that role.
b. If in the event the vice president, secretary, or treasurer officer positions become vacant, due to resignation, removal from office, or are dismissed of their membership duties as described in Article X, a special election will be held to nominate and elect new officers to fill vacancies from members in good standing with the chapter.

ARTICLE VIII: MEETINGS

Section 1. Regular meetings of this chapter shall be bi-weekly. Special meetings can be called by the president with approval of the adviser.

Section 2. This chapter shall conduct its meetings according to *Robert's Rules of Order.*

Section 3. Members are expected to attend all chapter meetings.

ARTICLE IX: ACTIVITIES

Section 1. The chapter shall determine one or more service projects for each year.

Section 2. All members shall regularly participate in these projects.

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Section 3. These projects shall have the following characteristics: fulfill a need within the school or community; have the support of the administration and the faculty; be appropriate and educationally defensible; and be well planned, organized, and executed.

Section 4. Each member shall have the responsibility for choosing and participating in an individual service project which reflects his or her particular talents and interests and as approved by the chapter adviser. This is in addition to the chapter projects to which all members contribute.

Section 5. Each member shall have the responsibility of performing five (5) cumulative hours of service in individual service project(s) annually.

a. Each member shall maintain a cumulative hour of service in the individual service project(s) log which must be signed by the adult responsible for the individual service project.
b. Hours of credible service in individual service is intended to be the benefit of the community at large and may include a wide array of activities deemed appropriate.

Section X. The chapter shall publicize and promote its projects in a positive manner.

ARTICLE X: DISCIPLINE and DISMISSAL of MEMBERS

Section 1. Any member who falls below the standards of scholarship, service, leadership, character, or citizenship may be considered for discipline or dismissal from the S. C. Lee Chapter of the National Junior Honor Society. A member of the National Junior Honor Society is expected to maintain his/her academic standing and take an active role in service and leadership to his/her school and community.

Section 2. If a member's cumulative grade point average falls below the standard in effect when he/she was selected (85%) he/she will be given a written warning and a reasonable time period for improvement. If the cumulative grade point average remains below standard at the end of the warning period the student will be subject to further disciplinary action by the faculty council that includes consideration of dismissal from the chapter.

Section 3. Violations of the law or school regulations can result in immediate consideration of the dismissal of a member (see Section 5 below). These violations include, but are not limited to stealing; destruction of property; cheating; truancy; or possession, selling, or being under the influence of drugs or alcohol at school or school-related activities or in the community.

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Section 4. Offenders of the school conduct code (such as use of profanity, failure to comply, unexcused absences, excessive tardiness, etc.) will receive written warning notification. A conference may be requested by either party (faculty council or student/parent). If the member is involved in another violation of the school conduct code, the member may be considered for dismissal.

Section 5. Chapter officers, as representatives of the chapter, can be removed from their positions as a consequence of disciplinary action taken by the faculty council.

Section 6. In all cases of pending dismissal:

a. The member will receive **written notification** from the adviser/faculty council indicating the reason for consideration of dismissal.
b. The member has the right to respond to the charge(s) against him/her at a hearing before the faculty council prior to any vote on dismissal (in accordance with due process identified in Article X of the National Constitution). The member has the opportunity to present his/her defense either in person or via a written statement presented in lieu of the face-to-face hearing. Following the hearing, the faculty council will then vote on whether to dismiss. A majority vote of the faculty council is needed to dismiss any member.
c. The results of the faculty council vote will be presented to the principal for review, and then stated in a letter sent to the student and parents. Dismissed members must surrender any membership emblems to the adviser.
d. The faculty council's decision may be appealed to the building principal and afterwards according to provisions of the school district discipline policies.
e. A member who is dismissed or resigns may never again be considered for membership in the National Junior Honor Society.

Section 7. In lieu of dismissal, the faculty council may impose disciplinary sanctions upon a member as deemed appropriate.

ARTICLE XI: RATIFICATION, APPROVAL, and REVIEW.

Section 1: These bylaws will be approved upon receiving a two-thirds affirmative vote of all active members of the chapter, a majority affirmative vote of the faculty council, and approval by the administration.

Section 2: These bylaws shall be reviewed and if necessary, revised within five years from the date of approval noted on this document.

ARTICLE XII: AMENDMENTS

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These bylaws may be amended by a two-thirds vote of the chapter, provided notice of the proposed amendment has been given to members at least one month prior to the vote. The exceptions are Articles IV, V, and X, which are developed by the faculty council with the approval of the principal.

Approved on May 21, 2026

Signatures:

_____
President

_____
Secretary

_____
Stacy Tomblin-Weaver,
Adviser

_____
Marshall Chauvin
Principal

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Copperas Cove Junior High School

702 Joe Lombardi Way · Copperas Cove, Texas 76522 · Phone (254)547-6959 · Fax (254)518-2620

Rebekah Shuck, Principal

Crystal Martinez, Assistant Principal — Julie Armstrong, Counselor

Michael Supinski, Assistant Principal — Yoshenobia Harris, Counselor

CCISD Board Report

Copperas Cove Junior High School

August 2026

Attendance By Month by Grade Level

6th	
7th	
8th	

Campus Happenings & Activities

Meet the Teacher Night

Meet the Teacher Night will provide students and families with an opportunity to visit the campus, meet teachers and staff, locate classrooms, and become familiar with the school environment before the start of the academic year. Families will receive important information regarding classroom expectations, daily schedules, attendance procedures, transportation, campus communication, student support services, and other beginning-of-year requirements. The event is designed to strengthen the partnership between families and the school while helping students feel informed, prepared, and confident as they begin the new school year.

Grade Level Assembly

Grade-level assemblies will be conducted for all 6th, 7th, and 8th grade students at the beginning of the school year. The purpose of these assemblies is to review campus rules, procedures, and behavioral expectations to ensure consistency across all grade levels. Topics will include attendance and tardy procedures, arrival and dismissal expectations, hallway and cafeteria behavior, dress code, cell phone and electronic device policies, classroom conduct, student safety, emergency procedures, and respectful interactions with staff and peers. Administrators will also reinforce the importance of accountability, academic responsibility, and school pride. These assemblies will provide students with a clear understanding of campus expectations and support a safe, structured, and successful start to the school year.

Upcoming Events:

Sept. 18th- Fall Pictures

Sept. 21st-25th – Start with Hello September

Sept. 28th-Oct. 2nd – Homecoming Week

Sept. 28th – Math RTI Meeting

Sept. 29th – Math RTI Meeting

Sept. 30th – Homecoming Pep Rally

CONSTITUTION

OF THE
NATIONAL JUNIOR HONOR SOCIETY
COPPERAS COVE JUNIOR HIGH SCHOOL
COPPERAS COVE, TEXAS 76522

ARTICLE I
NAME AND PURPOSE

Section 1. NJHS is:

- An extracurricular activity that actively supports the educational goals of the school.
- A national recognition program found in every state in the U.S. as well as in schools in more than 70 other countries.
- An opportunity to involve chapter members in significant learning experiences, especially in the area of service.
- Inclusive-open to all students who choose to apply themselves and consequently meet the established criteria of scholarship, leadership, service, citizenship and character.
- A chance for faculty to bestow membership; this membership is a privilege for, not a right of students.
- A program with national guidelines linked with opportunity for significant local input to reflect local educational standards.
- A program for all middle level students.

Section 2. The name of this chapter shall be the Copperas Cove Junior High Chapter of the National Junior Honor Society of Secondary Schools.

Section 3. The purpose of this chapter shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to encourage the development of character and citizenship in all students of Copperas Cove Junior High School.

ARTICLE II
MEMBERSHIP

Selection to NJHS is a privilege, not a right. Students do not apply for membership per se; instead, they provide information to be used by the local selection committee to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council. This is not an election, nor is membership automatically conveyed simply because a student has achieved a specific level of academic performance. NJHS is more than just an honor roll because other areas are taken into consideration, namely leadership, service, citizenship, and character.

Section 1. Membership in this chapter shall be based on character, scholarship, leadership, service, and citizenship.

Section 2. Membership in this chapter shall be known as active and honorary. Active members are those who have met the selection criteria and have been selected by the faculty council. Honorary membership may be conferred upon school officials, administrators, teachers, NJHS advisors, or community members in recognition of outstanding service, character, leadership, scholarship, or other criteria deemed suitable.

Section 3. Any member of the National Junior Honor Society who transfers from this school will be given a letter (at student's or parent's request), signed by the principal, indicating the status of his / her membership.

Section 4. Members who resign or are dismissed are never again eligible for membership of NJHS or its benefits.

ARTICLE III

ELECTION OF MEMBERS

Section 1. Students eligible for election in this chapter must be members of the sixth, seventh, or eighth grade classes.

Section 2. To be eligible for election to membership in this chapter, the student must have been enrolled for a period equivalent to one semester in this junior high school.

Section 3. Any member of the faculty may recommend students for membership in this chapter.

Section 4. Qualified students are selected for National Junior Honor Society membership on the basis of scholarship, leadership, service, citizenship, character, and by a majority vote of the faculty council and the final approval of the principal.

Section 5. No student who has been suspended or expelled or been in ISS during the 6th, 7th, or 8th grade years will be considered for membership.

Section 6. Candidates must attain at least a cumulative scholastic average of 85% to meet the academic requirements.

Section 7. Eligibility shall then be considered on the basis of service, leadership, character, and citizenship. A minimum average of 2.5, on a 4.0 scale will be required for membership.

Clause 1. Description of the point system

4 points...exceptional, creative, unusual (outstanding)
3 points...receptive, constructive (superior)
2 points...cooperative, somewhat passive (average)
1 point...negative, non-productive (weak)

Clause 2. Service shall be considered o n :

(a) Willingness to render service to the school and community when called upon.
(b) Willingness to do committee or staff work.
(c) Readiness to show courtesy by assisting visitors, teachers, and other students.
(d) Willingness to uphold scholarship and maintain a loyal school attitude.
(e) Participation in some outside activity: Girl Scouts; Boy Scouts; church groups; volunteer services for the aged, poor, or disadvantaged.
(f) Readiness to volunteer dependable and well-organized assistance, and to sacrifice to offer assistance.
(g) Willingness to work with others and to take on difficult or inconspicuous responsibilities.
(h) Willingness to represent the class or school in inter-class and inter-scholastic competition.

Clause 3. Leadership shall be considered on:

(a) Demonstration of leadership in the classroom and in school or community activities.
(b) Demonstration of leadership in promoting school activities.
(c) Successfully holding school offices or positions of responsibility, conducting business efficiently and effectively.
(d) Exemplifying positive qualities and attitudes.
(e) Resourcefulness in proposing new problems, applying principles, and making suggestions.
(f) Influence on peers in upholding school ideals.
(g) Contribution of ideas that improve the civic life of the school.
(h) Ability to delegate responsibility.
(i) Ability to inspire positive behavior in others.
(j) Demonstration of academic initiative.
(k) Demonstration of dependability in any responsibility accepted.

Clause 4. Character shall be considered on:

(a) Meeting pledges and responsibilities to the school promptly.
(b) Demonstration of the highest standards of honesty and reliability.
(c) Cooperation with school regulations.
(d) Demonstration of courtesy, concern and respect for others.
(e) Willingness to accept criticism and recommendations graciously.
(f) Consistently exemplifying desirable qualities of behavior (cheerfulness, friendliness, poise, stability).
(g) Displaying principles of morality and ethics.
(h) Observing instructions and rules, punctuality, and faithfulness both inside and outside of the classroom, and showing unwillingness to profit by the mistakes of others.
(i) Readiness to help rid the school of bad influences or environment.

Clause 5. Citizenship shall be considered on:

(a) Demonstration of understanding of the importance of civic involvement.
(b) Demonstration of a high regard for freedom, justice, and respect of the American form of government.
(c) Demonstration of a mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

Section 8. All students who meet the academic requirements (a cumulative average of 85 or better in all classes) will be asked to complete forms which will provide information on the student's leadership, service, citizenship, and character. These forms will be used by the faculty council in making their final decisions regarding the issuance of invitations for membership in the NJHS. Selected students will be notified via acceptance letters and presented with copies of the constitution. If the eligible student and his/her parents accept membership and agree to abide by the by-laws of this organization, as indicated by signing and returning a document so stating, the student will be invited to attend a ceremony to be formally inducted as a new member of the National Junior Honor Society.

Section 9. The election and induction process for 8th graders will be conducted during the first semester. The election and induction process for 6th and 7th graders will be conducted during the second semester.

Section 10. Any member of the National Junior Honor Society who transfers to this school will automatically be accepted into membership of this chapter provided they are in good standing at the initial school and can meet the requirements of this chapter. The one semester residency requirement will be waived. This member must maintain the membership requirements for this chapter in order to retain his/her membership.

ARTICLE IV
DISMISSAL

Section 1. Members who fall below the standards which were the basis for their selection shall be promptly warned in writing by the chapter advisor and given a reasonable amount of time (as determined by the executive committee) to correct the deficiency. In case of flagrant violation of school rules or civil laws, a member does not necessarily have to be warned.

Section 2. Students who fail to maintain their academic standing will be given 6 weeks to improve their grades.

Section 3. Students who violate school regulations must make immediate changes in their behavior.

Section 4. No more than two warnings will be given.

Section 5. If the student does not make the improvement in the specified time, that student is liable for whatever disciplinary measures are considered appropriate by the faculty council and the executive committee.

Section 6. If the faculty council decides, by a majority vote, that dismissal may be warranted, the member is allowed to present his case before the faculty council.

Section 7. If the member is dismissed, written notice of the decision will be sent to the member, his/her parents, and the principal.

Section 8. If the member is dismissed, he/she must surrender the NJHS emblem and membership card to the chapter advisor. If the member is unwilling to do this, the chapter advisor will write a letter detailing the student's failure to honor his/her commitment. This letter will be placed in the student's permanent school file until such time as the emblem and membership card are returned.

Section 9. A member who has been dismissed may appeal the decision of the faculty council under the same rules for disciplinary appeals in the school district.

ARTICLE V
OFFICERS

Section 1. The officers of this chapter shall be the president, first-vice president, second vice-president, secretary, treasurer, reporter, and parliamentarian and will be chosen from the upperclassmen.

Section 2. A majority of votes cast shall be necessary to elect any officer of this chapter.

Section 3. It shall be the duty of the president to preside at the meetings of this chapter and to provide direction.

Section 4. The first vice-president shall preside in the absence of the president and shall serve as chairman of the program committee.

Section 5. The second vice-president will serve as coordinator of committees and will preside at the meetings in the absence of the president and first vice-president.

Section 6. The secretary shall record attendance and keep minutes of the meetings, maintain a record of all business, and attend to clerical duties and correspondence. He/ She shall, with the approval of the principal or advisor, certify to the secretary of the National Council the names of all members for the current school year on the annual report submitted to national headquarters.

Section 7. The treasurer shall help organize all fundraising activities of the chapter and keep an account of receipts and disbursements in accordance with school regulations.

Section 8. The reporter shall submit the proceedings and other newsworthy items to the press.

Section 9. The parliamentarian shall count election votes, both oral and written, and settle questions concerning rules of order.

Section 10. Should the office of president become vacant, the first vice-president will assume that position.

Section 11. Should a vacancy occur in any elected position, other than that of the presidency, that position will be filled by the president with the approval of the executive committee.

ARTICLE VI
EXECUTIVE COMMITTEE

Section 1. The executive committee shall consist of the faculty council and the officers of the chapter.

Section 2. The executive committee shall plan the meeting and administer the business of the chapter, but any action on the part of the executive committee may be subject to the review of the chapter's membership.

Section 3. The president of the chapter shall act as chairman of the executive committee.

ARTICLE VII
SUPERVISION

Section 1. The sponsors shall be chosen by the principal to supervise the activities of the chapter.

Section 2. The principal shall reserve the right to approve all activities and decisions of the chapter. This authority extends to selection and dismissal of members.

ARTICLE VIII
MEETINGS

Section 1. The regular meetings of the chapter shall be held during the school year on days designated by the executive committee and approved by the principal.

Section 2. Special meetings, approved by the sponsors, may be called by the president.

Section 3. All meetings shall be open meetings and shall be held under the supervision of the sponsors.

Section 4. This chapter shall conduct its meetings according to *Robert's Rules of Order, Newly Revised* in all points not expressly provided for in the constitution of this chapter.

Section 5. The officers of this chapter shall be elected in the spring of the year preceding their term in office.

ARTICLE IX
ACTIVITIES

Section I. The membership shall select one or more service projects for each year.

Section 2. All members shall regularly participate in these projects.

Section 3. These projects shall have the following characteristics: fulfill a need within the school or community; have the support of the administration and the faculty; be appropriate and educationally defensible; and be well planned, organized, and executed.

Section 4. Each member must contribute to the chapter project. In addition, each member is expected to participate in a service project of his/her choosing that reflects his/her particular talents and interests.

Section 5. Should a student fail to meet these obligations, warnings will be issued and dismissal procedures will be instituted.

ARTICLE X
EMBLEM

Section I. Each member of this chapter shall be entitled to wear the emblem adopted by the National Junior Honor Society of Secondary Schools.

Section 2. Any member who withdraws or is dismissed from the chapter shall return the emblem.

Section 3. Each member agrees that, whether the emblem comes to him as a gift, a personal purchase, an award, or from whatever source, the title to the emblem shall rest with the chapter of which he is a member. The faculty council can request that any member return the emblem. In the case where the emblem can be shown to have been a personal purchase by the member, the chapter shall reimburse the member the original cost of the emblem upon its surrender. Furthermore, each member agrees that his acceptance of the emblem shall be considered affirmation of this stipulation in regard to the title of the emblem.

Section 4. All insignia must be procured from the national secretary of the National Junior Honor Society, 1940 Association Drive Reston, Virginia, 22091. All insignia are registered in the United States Patent Office, and cannot be duplicated by anyone.

ARTICLE IX
DUES

Section 1. No dues shall be required for membership in this chapter.

ARTICLE XII
ABSENCES

Section 1. In the event of an absence, members must present a written explanation to the secretary.

Section 2. No member may have more than three consecutive unexcused absences from club meetings.

Section 3. Excused absences shall be determined by the executive committee. Absences shall be excused if they are due to any of the following: absence from school, appointment with a doctor, death in the family, school activities that cannot be missed, and family obligations.

Section 4. After three consecutive unexcused absences, the member shall present his/her case before the executive committee which will make a recommendation to either retain or dismiss the member.

ARTICLE XIII
RATIFICATION OF CONSTITUTION

Section 1. This constitution will become operational upon its ratification by a two thirds majority vote of the membership present and the approval of the principal.

ARTICLE XIV
AMENDMENT

Section 1. This constitution may be amended by a two-thirds vote of the chapter, provided that the proposed amendment has been approved by the chapter's executive committee and that notice to members has been given at least one month prior to the meeting at which it is to be voted upon.

Copperas Cove High School Cheerleading Handbook

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INTRODUCTION/MISSON STATEMENT

This Handbook is designed to be used as a guideline to ensure members in the program are developing into the best team members each one can be. Good judgment by the coaches and common sense will be used when events are not covered in the Handbook. The coaching staff may be allowed to place certain restrictions upon the members of the cheer program as allowed by this Handbook. This document can be changed at the discretion of the coaching staff with the approval of supervising administrators.

The purpose of this organization shall be to promote school spirit, strive for excellence, and to set an academic and behavioral example for fellow students. CCHS Cheerleaders will represent the high school at appropriate athletic events and school functions, as well as competitive cheer events. Good sportsmanship and conduct will be stressed at all times. Further purpose includes developing character, leadership, and individual responsibility in each member while maintaining high standards. Each team member agrees to abide by the rules and regulations as set forth in this handbook.

It is our goal that being a Copperas Cove High School Cheerleader will produce young women and men who will be able to enter the community and become constructive contributing members of society; citizens that will leave their mark on this world by making it a better place for future generations.

COMMUNICATION CHAIN OF COMMAND

General questions should be directed to team leadership. For example- report time, uniform questions, basic needs. If Captains do not know the answer, they will reach out to the coaches. This prevents multiple people asking the same questions multiple times.

ANY AND ALL issues that cannot be handled by team leadership should be directed to the coaches first. The expectation will be for cheerleaders to come to us with issues BEFORE parents come to us or before issues are taken further. When this is not followed, situations cannot be handled properly. If a cheerleader comes to you with an issue, please ask that they come to us first. If the issue cannot be handled by us, we will take the proper steps to manage the situation while maintaining communication with all involved.

Everyone's support in keeping this chain of command will ensure that issues and concerns are handled in a timely and consistent manner. Please encourage your cheerleader to maintain an open line of communication with us so that we can maintain the integrity and purpose of our program.

REQUIREMENTS FOR TRYOUT CANIDATES

The following items must be turned in by the assigned due date to be eligible to try out for the Copperas Cove High School Cheer Program. No exceptions.

I. Physical Examination

A current physical examination is required every year for all students. The physical form is available from the athletic department. Use only the approved UIL form to record physical examinations. Club or organization forms will not be accepted. The athletic trainers will schedule multiple dates for physicals during May, July, and August for all junior high and high school athletes. THIS MUST BE TURNED IN TO THE CCHS ATHLETIC TRAINERS!

II. Athletic Department Forms Packet (located on RankOne)

The packet should be filled out completely! Do not leave any requested information blank! Students should be aware of the dangers and laws related to:

Steroids
Supplement abuse and dietary supplements
Sudden Cardiac Arrest
Concussions
Heat Related Injury

III. Acknowledgement of COPPERAS COVE ISD Athletic Handbook (located on RankOne)

The student-athlete and the parent/guardian will sign the Handbook Acknowledgement form. It should then be returned to the Athletic Department through RankOneSport.com This shows receipt of the Athletic Handbook and acknowledges that the student-athlete and parent/guardian will comply with the rules and policies contained in the handbook. These signatures will also acknowledge and agree to Copperas Cove ISD media releases, transcript releases, drug testing authorization and parent/student athletic handbook.

IV. Academic Eligibility

Students must turn in a copy of their 4th six weeks report card. 10 points will be taken off the student's total tryout score for every failing grade they received for that six weeks.

V. Discipline Eligibility

Students must turn in a copy of their discipline report from Skyward. 10 points will be taken off the student's total tryout score for every office referral and 5 points for every classroom referral. **Being a Copperas Cove High School Cheerleader is a privilege and you will be held to a higher standard.**

VI. Military Students

Military students that are new to the school after the tryout date may schedule a tryout. Candidates must be in good standing with their previous school, team, and coach. Candidates must have a previous coach recommendation and provide all the above paperwork to be eligible to try out.

Varsity Team Requirements:

- Proper motion placement
- Proper jump technique
- **Consistent** standing back handspring

Just because an athlete performs the Varsity requirements, does not mean that they automatically make Varsity. If an athlete does perform their Varsity requirements at tryouts and makes Varsity; they will be required to perform those requirements again at our first practice of the summer. This is called their Skills Check. The expectation is that they are **consistent** with those skills for the duration of their time on Varsity. If they are not able to perform those skills, they will be automatically moved to JV. If at any point in the year, they lose or regress in their skills, may result in being moved to JV. This is not a punishment.

Junior Varsity Team Requirements:

- Proper motion placement
- Proper jump technique

TEAM SELECTION

The Copperas Cove High School cheerleading team selection will be made by a panel of judges. **The decision made by the judges is FINAL**. We will not be releasing score sheets, but we will share any feedback given by the judges. You must contact the coaches to set up a phone call or meeting. Feedback will no longer be available for review 2 weeks from the tryout date.

Tryout candidates will perform a personalized cheer and band chant that are different every year. Other skills that will be judged are jumps, tumbling, voice projection, showmanship, motion placement, execution, memory, coordination, precision, timing, and rhythm.

CAPTAIN SELECTION

To be eligible for a leadership position, at least one full year as a Varsity cheerleader will need to be completed. Captain candidates will tryout with a specially selected panel of judges. Along with completing the Captain Tryout packet, the captain candidates will be required to:

- Create a power point. Explain what they could bring to the program as a leader, why they believe they are the best choice for the team and what qualifies them, and if they were to not receive a captain position, how they could still be beneficial to the team.
- Answer interview questions from a panel of judges.

The decision made by the judges is FINAL!

COPPERAS COVE HIGH SCHOOL CHEERLEADING PROGRAM EXPECTATIONS

RESPECT: You will respect each other. You will respect your coaches, as well as other staff members and adults. You will respect yourself!

Rule of thumb: Conduct yourself in a manner that your grandmother or a college admissions board would be proud of.

DISCIPLINE: Discipline yourself so that others don't have to!

Each situation may require a different type of discipline. Whatever type of discipline is required, the purpose is to help athletes improve themselves, and to become better people. Failure to accept this on the part of the athlete or parent/guardian may result in dismissal from the cheer team and/or athletic program. The different discipline techniques listed below may be used.

- Verbal Correction
- Extra Conditioning: toe touches, extra laps, etc.
- Documentation on Discipline Sheet
- Parent-Coach-Athlete conference with Athletic Director / Spirit Administrator
- Behavioral Contracts
- Withdrawal of privileges such as participation in performances / activities
- Dismissal from cheer program

Discipline will be handled on a regular basis. Each time a cheerleader fails to meet the set expectations, it will be documented. If a cheerleader receives 3 disciplinary actions, she will lose the privilege of performing at the next scheduled performance. For example- if they get a third discipline, they will sit out the first quarter of the next game. Subsequent marks will add to the amount of time they are benched. The cheerleader will be required to attend all events but will sit with the coaches. Severe disciplinary action may include removal from the team and will be handled at the discretion of the coaches and Spirit Administrator. If an athlete reaches the point of sitting for an entire game, further disciplinary measures may be taken.

DISCPLINARY REMOVAL-

- **Depending on the severity of offenses, may result in automatic dismissal from the Copperas Cove Cheer Program at the discretion of the coaches and Cheer Administrator.**
- **If student receives ISS, OSS, criminal charges, or assigned DAEP at any time while they are a CCHS Cheerleader, will result in an automatic dismissal.**

You are a role model for this school and community, you will be held to a higher standard!

Each Varsity Cheerleader is expected to:

- Attend camp with the Varsity squad during the summer
- Attend all scheduled practices
    - Cheer members are highly encouraged to attend tumbling classes during the summer and throughout the school year. We will not have enough time and resources during the school year to exclusively work on tumbling.
- MUST be enrolled in the Cheer period- 7th and 8th period.
- All scheduled Varsity fall and spring sporting events and competition
- All pep rallies
- All scheduled school events
- All fundraising events, school and booster club
- All scheduled community events, (e.g. Back to School Bash, Stuff the Bus, Kris Kindle Mart)
- Spirit Support Activities, (e.g. any planned team bonding activities)

Each JV Cheerleader is expected to:

- Attend cheerleading camp with the Junior Varsity squad during the summer
- Attend all scheduled practices
    - Cheer members highly encouraged to attend tumbling classes during the summer and throughout the school year. We will not have enough time and resources during the school year to exclusively work on tumbling.
- MUST be enrolled in the Cheer period- 7th and 8th period
- All scheduled 9th/Junior Varsity fall and spring sporting events and competitions if JV athlete makes the competition team or is an alternate.
- All pep rallies
- All scheduled school events
- All fundraising events; school and booster club
- All scheduled community events, (e.g. Back to School Bash, Stuff the Bus, Kris Kindle Mart)
- Spirit support activities, (e.g. any planned team bonding activities)

PARENT/GUARDIAN EXPECTATIONS

Parents/Guardians must be willing to cooperate and communicate with the cheer coaches concerning important information about the student. Parents/Guardians are expected to always act professionally and in the best interest of the team. Our program will not tolerate disrespect, or ANY form of harassment directed towards another parent/guardian, the coaches, cheerleader, or any staff member. If a parent/guardian does not communicate or conduct themselves in a respectful and professional manner, their student will be removed from the program at the discretion of the coaches and supervising administrators. If disrespectful and unprofessional behavior is conducted on any CCISD property or CCISD event, parents/guardians will be asked to leave the premises. Depending on severity of the behavior or incident, may

result in being prohibited to attend any events on CCISD property at the discretion of the supervising Administrators.

ACADEMIC ELIGIBILITY

All students are required to remain academically eligible to participate. Students must be passing all classes at each report card. If a cheerleader fails a report card, they will be placed on Academic Probation, per UIL rules. Students will still dress out and participate in practices but will not be able to perform or attend/travel to any games. Remember **"No Pass – No Play." A student failing more than 2 grading periods in one school year, will result in immediate dismissal from the CCHS Cheer team and class period. You are a STUDENT athlete.**

ATTENDANCE

Students are expected to be in class and be on time. The cheer period is an athletic period, not a free period. If a student must miss an athletic period, be sure to contact the coaches as soon as the conflict arises. It is not acceptable to tell the coaches at the last minute. This is a team sport and attendance is required for us to be successful. If a student does a "no call, no show" at any point and time, that is grounds for automatic dismissal. *You are growing into young adults and part of learning to be responsible and independent is communicating effectively.*
If a student must leave during the school day because of illness, please contact a coach *before* you leave.
It is highly discouraged on vacations during the school year. Cheerleading is a team sport, so not only does it take away vital practice time, but it could also negatively affect athletes' grades. We urge parents not to plan their vacations during times when there will be possible conflicts. If an absence occurs during practice time leading up to a performance, it will result in removal from the performance.

INJURIES/ILLNESSES AND DOCTOR'S APPOINTMENTS

All injuries and illnesses need to be reported to the coaches in a timely manner. If you are going to miss practice due to an illness, you must report to a coach in writing as soon as you know (do not wait until the cheer period has started or rely on someone else telling us). Failure to report an absence will result in disciplinary action and possible loss of performance time. All injuries must be reported to the coaches and the athletic trainers for documentation. If you see a doctor, you must bring written documentation of the injury and any limitations to the athletic trainer. Failure to do so will make you ineligible and you will not be allowed to practice until documentation is obtained. All appointments need to be scheduled at a time outside of the cheer period and practice times. Cheer is from 2:10 to 3:55 and after school practice is usually until 5:00 unless otherwise stated. Please do not schedule pre-planned appointments (orthodontist, eye doctor, dentist etc.) during this time unless absolutely necessary. When we are missing athletes, there are many things we cannot do as a team. Please schedule these appointments outside of cheer time. If an appointment is scheduled during the cheer period for non-emergent issues, you must report this to us at least 24 hours in advance and provide

documentation of the visit to avoid disciplinary action. If you miss the practice before a performance (regardless of reason) you may lose performance time depending on the type of performance.

DRESS AND APPEARANCE

Students are expected to conduct themselves in a professional manner in uniform, any CCHS cheer clothes, and out. All attire will be posted to our Band App. It is the expectation that all members wear the correct attire for practices, games, and events. Wrong practice attire will result in signing the Discipline Documentation Book. If a cheerleader wears the wrong uniform to a game/event, it will result in loss of performance. They will be required to sit with the coaches for the game/event. *You are growing into young adults, part of that is learning to be responsible and independent.*

ELECTRONIC DEVICES

NO cell phones or personal electronic recording devices will be permitted in the locker room. Coaches will monitor the times students may have and use their devices on trips, at games etc. All cell phones will be put up and secured by coaches prior to practice, events, or competitions. Cell phone violations may result in a possible verbal warning, signing the book/parent contact of warnings/loss of performance, or dismissal from the program at the discretion of the coaches, Spirit Administrator, and AD depending on the severity. **Phone violations during school hours will be handled according to current District policy.**

SOCIAL MEDIA

I. Be careful with how much and what kind of identifying information you post on social networking sites. It is discouraged to make available information such as full date of birth, social security number, address, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All of these can facilitate identity theft or stalking. **Remember - once posted the information becomes the property of the website.**

II. Be aware that potential current and future employers and college admissions offices often access information you place on online social networking sites. Realize that any information you post will provide an image of you to prospective employers and/or schools. The posting is considered public information. **Protect yourself by maintaining a self-image that you can be proud of years from now.**

III. Do not have a false sense of security about your rights to freedom of speech. Understand that freedom of speech is not unlimited. **Social networking sites are NOT a place where you can say and do whatever you want without repercussions.**

******All athletes are subject to discipline and may be dismissed from team and/or program for any information and/or pictures posted on the internet or social media sites. Social media posts that are deemed inappropriate at the discretion of the coaches will be sent to the Cheer Administrator/Athletic Director for further evaluation and disciplinary action. ******

BODY MODIFICATIONS

Although every person is unique and expresses their individuality in their own way, cheerleaders will need to present themselves in a uniform way for **games/performances**. The following guidelines are put into place to help unify the team in spirit, presentation, and SAFETY. Any body modifications are at the discretion of the Cheer Coach. **Failure to comply with this agreement will result in a consequence.**

I. Hair

All teammates' hair must be of a natural occurring color. Hair may be of any length, occurring naturally or otherwise. All hair must be able to be worn in team styles for all sports, competitions, and throughout the year for various performances.

II. Piercings

ANY piercing must be taken out according to UIL Spirit and NFHS Guidelines. It is highly discouraged to get new piercings during high-activity parts of our year; this includes visible and non-visible piercings. Even if you just got the piercing, you will still be expected to remove it during anything cheer related. This is not an opinion; it is an expectation. Gauges are highly discouraged.

"3.1.1 SITUATION A: A participant is wearing: (a) hands-free pom attached at the wrist by a band or strap; (b) post earrings covered by tape; (c) a religious medal on a chain; (d) a naval ring; (e) plug or spacer in a piercing; (f) a dermal piercing with the jewelry adornment; (g) gauge in stretched ear piercing; (h) hair tie on the wrist. RULING: All are illegal."

Excerpt From NFHS Spirit Rules Book NFHS

III. Tattoos

Any tattoos must not be visible in any uniform. Highly encouraged to not get any new tattoos while being a CCHS Cheerleader. We are constantly active in our sport so there is no proper healing time. **There is no true "cover-up" and any tattoo that would be visible in uniform will make you ineligible to participate.**

Copperas Cove High School Cheerleading Program Expectations Handbook Agreement

By signing this document, I hereby promise to abide by the rules and expectations set forth as a Copperas Cove High School Cheerleader and the parent/guardian of a Copperas Cove High School Cheerleader.

Student Name (Printed): _____

Student Signature: _____

Date: _____

Parent Name (Printed): _____

Parent Signature: _____

Date: _____

TEXAS ASSOCIATION OF STUDENT COUNCILS

RESOURCE GUIDE

SECTION 2: COUNCIL STRUCTURE AND ORGANIZATION

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WHAT IS A STUDENT COUNCIL?

A Student Council is a group of elected and volunteer students working together with an adult advisor within the framework of a constitution or bylaws to provide a means for student expression and assistance in school affairs and activities, give opportunities for student experience in leadership and encourage student/faculty/community relations.

THROUGH PROJECTS AND ACTIVITIES, STUDENT COUNCILS WORK TO:

PROMOTE CITIZENSHIP

- By supporting and further developing democracy as a way of life
- By involving students in meaningful, purpose-oriented activities
- By helping each student develop a sincere regard for law and order appropriate to this democratic society
- By leading each individual in developing a sense of personal responsibility and earned self respect
- By example through teaching the processes and procedures of a democracy
- By encouraging desirable attitudes and the continuous upward development of valued patterns of good citizenship
- By providing a forum for student opinions, interests and desires so these may be understood by the entire student body, faculty, administration and community
- By honestly reflecting and interpreting the student viewpoint

PROMOTE SCHOLARSHIP

- By contributing to the total educational growth of all students in the school
- By encouraging highest standards of scholarship and positive student involvement in learning and thinking
- By providing experience in genuine problem-solving procedures
- By providing training and experiences in the skills and techniques of good citizenship and leadership to prepare articulate citizens and leaders for a progressing society

PROMOTE LEADERSHIP

- By providing young people with the power and right to speak and, especially, the power, right and privilege of being heard by those in authority
- By avoiding the commercial or cultural exploitation of students
- By providing coordination of school-sponsored student activities with constant evaluation in terms of the selected purposes
- By promoting opportunities for leadership among student body members
- By utilizing the ideas and support of students in solving relevant school problems

PROMOTE HUMAN RELATIONS

- By helping create harmonious relationships among faculty, administration, student body and the community
- By providing organized services to the school in the interest of the general welfare
- By communicating purposes, activities and the other positive elements of school life through mass media to the entire community
- By helping young people further realize the genius and dignity of each individual

PROMOTE CULTURAL VALUES

- By sparking school loyalty, pride, patriotism and individual student development
- By providing real experiences in group development and human understandings
- By helping students earn and protect individual rights and responsibilities
- By selecting projects and activities which seek to achieve purposes which are significant in the life of the school community
- By giving young people deeper reasons for attending school and the stimulus for developing commitments to worthy goals
- By helping each student reach maximum educational growth and development

A student council is a group of student leaders who work with an adult advisor to collaborate with others to impact their school community, which impacts their city or town, which impacts our state, which impacts our country, which changes the world.
Definition created by 2008-09 TASC State Officers and District Presidents

OBJECTIVES OF STUDENT COUNCILS

1) To initiate, implement, and complete projects and activities which will be of help to the school, the students, the faculty, the administration, the Board of Trustees and the community.

2) To develop and provide opportunities for leadership and service in the local school and in the community.

3) To encourage personal growth of leaders through participation in district, state and national meetings and organizations.

4) To provide a living workshop of democratic processes, through such activities as elections, participation in a constitutional representative assembly, etc.

5) To contribute to the educational experiences of students by providing them with a positive involvement in the school, with widened areas of responsibilities and with more direct participation in organizing and implementing activities.

6) To promote respect for law and order and general welfare of the school and community.

7) To promote an awareness of human relations, of power structures and how one effectively operates within them. These objectives are realistically approached through increasing avenues of cooperation among the administration, faculty and students.

8) To provide a viable means for student expression and an increasing amount of self-direction.

9) To improve understanding between and within groups through interaction and communications.

10) To develop student potential and encourage to make a well-informed, honest, interested and active citizenship.

11) To develop not only leadership abilities within the youth of today, but also leadership for the community, state and nation of tomorrow. In this process, it is also the objective to develop an awareness of good leadership qualities, hopefully, for a more informed, concerned and active citizenry of tomorrow.

12) To increase student involvement and school pride.

The projects in which the Student Council participates should be those which promote harmony among all groups with which the Student Council works. All projects should be submitted for approval to the principal who has final veto power on any activity.

Developed by Dr. Earl Reum

MINIMUM STANDARDS FOR THE OPERATION OF A STUDENT COUNCIL

These standards were developed and endorsed by a joint effort between the Texas Association of Secondary School Principals and the Texas Association of Student Councils. These standards are written with the understanding that conditions in schools vary, making it necessary for student councils to function differently from school to school.

I. ORGANIZATIONAL STRUCTURE

A. Local Constitution on file that recognizes Student Council activities are subject to the approval of the principal
B. Faculty advisor designated or approved by the principal
C. Systematic election of representatives - Student Council Representatives should represent the total student body. High grade standards should not be a requirement for membership, although UIL standards should be met.

II. OPERATIONS

A. Meetings
   1. Executive Board (Officers & Committee Chairpersons)
   2. General Council Meetings (no less than once a month)
   3. Committee Meetings
B. Written agenda for each meeting
C. Minutes
   1. Dated and signed with permanent record maintained
   2. Copy to advisor and principal (and Superintendent, if requested)
D. Annual evaluation and report of achievements submitted to the Principal. (Consider using Outstanding Student Council Report)

III. FINANCIAL STRUCTURE

A. Annual budget itemizing projected income and expenditures
B. TASC Dues (which include TASC District Dues) paid by school
C. NASC dues paid by school
D. Summer Workshop for officers subsidized by Student Council projects or school
E. State Conference registration fee subsidized by council or school. Other costs paid by students or council
F. Advisor Workshop subsidized by school or student council projects

IV. COMMITTEES

A. Required
   1. Executive Committee - Composed of Student Council officers
   2. Election Committee - Plans and organizes the schoolwide elections
   3. State Project Committees - (Drugs, Alcohol, Safety, Health; Energy & Environment, Pride & Patriotism, Community Service)
B. Others as determined by school need

V. ACTIVITIES

A. School Activities
   1. Promote school spirit/pride
   2. Sponsor school social activities
   3. Supervise school elections
   4. Sponsor at least one activity on citizenship
   5. Staff Appreciation activities
   6. New student orientation
   7. Support club activities
   8. Involved in formulation/review of Handbook
   9. Assist with school assemblies
   10. Assist with Open House
   11. Alcohol, drug, safety, health education
   12. Provide energy and environment activities
   13. Sponsor homecoming activities
   14. Keep a record of council activities
B. Community Activities
   1. Public relations with community
   2. Sponsor Community Service projects
C. TASC State/District Activities
   1. Attend TASC District meetings
   2. Complete/submit Outstanding Student Council Report Form
   3. Complete/submit other TASC report forms (DASH, E&E, P&P, CS)
   4. Participate in TASC State Service project(s)
   5. Receive training at one or more TASC workshop (Advisor, Summer)
   6. Attend TASC State Conference (HS or ML)

AREAS OF STUDENT COUNCIL AUTHORITY

A breakdown of communications between the principal and the student council may result when the council fails to understand its areas of authority. Council must recognize the levels in which it may operate, and this information must come from the principal of the individual school. Nevertheless, council has only delegated powers, and the principal retains the veto power over every action of the council. Cooperation, understanding, and advance planning will usually result in relatively few veto actions.

Essentially there are three levels of student participation in school government: the area in which the students have no authority at all, the area of nearly complete authority (*subject to advisor and principal), and the areas shared with the administration and faculty. This latter category is generally the largest. Sample areas of authority are listed below:

NO AUTHORITY

1. Grades and scholarships
2. Homework
3. School maintenance
4. School equipment purchase
5. Hiring and firing of personnel
6. Hall passes
7. Discipline and punishment
8. Cafeteria personnel, cost
9. Length of vacations and school day
10. Teacher pay
11. Counseling, administrative procedures
12. Student enrollment
13. Academic Credits
14. National Honor Society selection
15. Teaching procedures and curriculum
16. School Board policies

SHARED AUTHORITY

1. Homecoming
2. Dances and social events
3. Organization and chartering of new clubs
4. School morale and pride
5. General welfare of student and faculty
6. Schedule of activities and meetings
7. Code of dress and conduct
8. Charity drives
9. Promote citizenship, scholarship, leadership
10. Fund raising
11. Safety Education
12. Student-faculty-student council relations and communications
13. Freshmen orientation
14. School policy: reactions and revisions
15. Assemblies

NEARLY COMPLETE AUTHORITY*

1. Assigned council projects
2. Staff appreciation
3. Publicity responsibilities
4. Council meetings
5. Evaluation of projects
6. Evaluation of student council constitution
7. Elections, general school
8. Annual report to Board/Education
9. Student attitude and involvement
10. Committee recommendations
11. Committee set-up and follow-through
12. Council fund raising
13. Spirit week

GETTING ALONG . . .

. . . WITH THE PRINCIPAL
. . . WITH THE FACULTY
. . . WITH THE STAFF

Student councils have to "get along" to be effective. All the great ideas for projects, activities, happenings, and events must have the support of the principal, faculty, and staff to be considered potential successes. An effective student council will consider various approaches to insure the support of these crucial people.

GETTING ALONG WITH THE PRINCIPAL

The administration is a group of people who are legally responsible for the school program. If mistakes are made, the administration—and, more specifically, the principal—must bear the brunt of the criticism. Because of the principal's authority, the council-principal relationship is crucial.

The principal cannot delegate any of his or her responsibility, but he or she can delegate authority. It is proper for the principal to delegate certain powers to the student council. The student council has no power unless the principal delegates it. When a student council fails to understand its areas of authority, a breakdown of communications between the principal and the student council may result. A student council needs to know the levels in which it may operate. This information must come from the principal of the individual school.

The student council must keep the principal informed at all times about its actions, because the principal maintains the final approval and authority for all projects.

Ideas to gain administrative support and to better relations with the principal and administration include:

1. Hold periodic meetings with the administrative team, particularly the principal, to inform them of the student council's activities, to discuss student council business and administrative policies. These meetings could be held at lunch to encourage informality.
2. Distribute minutes of student council meetings to all members of the administrative team.
3. Invite administrators to all business meetings and give them opportunities to discuss programs they administer with the student council.
4. Recognize the principal as a resource person, who has a wide perspective on education and knowledge of the particular school.
5. Do not be afraid to take a stand and speak for something. The principal has final authority; presenting sound reasons may influence the final decision.
6. Try asking a principal, "What can we do for you?" instead of "Can we do this?" (See article on "How Student Councils can help Principals" on TASC website.)

GETTING ALONG WITH THE FACULTY

The faculty is a very important support group for a student council. A strong working relationship with the faculty is a definite advantage. Student council members must continuously strive through their consideration and their activities to emphasize a student council's place in the school and to ensure faculty support.

Ideas to encourage faculty support:

1. Issue an open invitation to all teachers for student council meetings.
2. Conduct a teacher appreciation day.
3. Start a Teacher Pal project. Have each student council member choose one or two teachers as their pals. On holidays, during finals week, or for just a regular school day, each student council member gives their secret pals something—a cake, a red grading pen, a little candy, a birthday or greeting card, or just a small personal note. The teachers are not told who their teacher pals are until the end of the year when there is some sort of get-together to reveal the teacher pals.
4. Issue a sincere welcome back to all teachers at the beginning faculty meeting before school opens. Perhaps some sort of welcome back gift package could be arranged.
5. Request five or ten minutes at monthly faculty meetings. Ask the teachers if they have any suggestions or ideas. Be prepared to answer questions about council activities.
6. Provide student aides for teachers a few days before school begins.
7. Invite teachers (by special, personal invitation) to all activities sponsored by the student council (dances, Homecoming, other special events).
8. Help with moving in and out at the beginning and end of the year.

GETTING ALONG WITH THE STAFF

The support personnel in the school are often affected by the activities of the student council. Their help and cooperation enables projects and activities sponsored by the council to run more smoothly and efficiently. Dances, special activities after school hours, and Saturday functions such as district conventions require the aid of custodial and cafeteria personnel. Student council members should treat them with the same respect that they would accord anyone who helps and cooperates to make a project or activity a success.

Ideas for positive relations with support personnel:

1. Always give prior notice of any activities requiring their services.
2. Write thank you notes to all support personnel who helped at the conclusion of projects or after an activity.
3. Have a morning brunch (pastries and coffee) prepared for them before school or special desserts for lunch.
4. Do not leave all cleaning up to the custodians. See that after an activity, student council members help clean up. If any special decorations were put up, these should be taken down by council members themselves.
5. Plan staff appreciation projects (not just teacher appreciation).

ADVISOR'S RESPONSIBILITIES

Student council is as successful as the advisor wishes it to be. It takes someone with a great deal of patience, enthusiasm and love of young people to advise, coach, inspire, communicate and, in general, to keep the council moving successfully forward. It takes training to be successful in this role.

The advisor develops leadership in the student council members through the delegation of duties and responsibilities.

The advisor walks a delicate line between representing students and representing administration. Keeping one's balance depends upon using common sense, communicating with those concerned and maintaining a knowledge of the policies governing the student council.

AS A STUDENT COUNCIL ADVISOR:

1. Ask for and assist in developing a job description for the position. This will help you and others to look at the role, objectives, and expectations of the advisor and the activity.
2. Ensure your principal has both approved and has a copy of your Constitution and By-Laws.
3. Establish communication lines and methods to be as inclusive as possible - the more information that is commonly available, the less hassle when decision-making time occurs.
4. Provide orientation for officers and members.
   A. Workshop, planning session to develop methods of operation and skills training.
   B. Set goals and activities for the year.
   C. Become involved in state sponsored activities.
5. Establish a periodic evaluation.
6. Maintain your public relations link with the staff and administration.
7. Evaluate what you have done at the end of the year and put it into written form for next year's Council.
8. Continually seek training opportunities to further your skills.

Being an ADVISOR means being a resource person, a leader, a good example, a unique representative of students to faculty and administration. It is advising and coordinating all phases of the council program while making it a learning experience for those involved and an integral part in the school program. ADVISORSHIP is one of the toughest challenges in the school program today. If successful, it can be one of the most beneficial and personally rewarding experiences.

MEMO TO ADVISORS
1972

A hundred years from now
It will not matter
What your bank account was,
The sort of house you lived in,
Or the kind of car you drove,
But the world may be
A little different because
You were important in
The life of someone young . . .

STUDENT COUNCIL PROCEDURES:

- ❑ Have a working constitution (*)
- ❑ Have an agenda for every contact with kids
- ❑ Take notes or minutes
- ❑ Use forms-project planning/evaluations/reports (*)
- ❑ Outline roles of members/officers (*)
- ❑ Use committees (*)
- ❑ Directory
- ❑ Calendar
- ❑ Member handbook
- ❑ Support opportunities for membership other than only elections
- ❑ Communication System
- ❑ Online storage of project plans, report forms, and evaluations
- ❑ Provide leadership training

PERSONAL MANAGEMENT:

- ❑ Train students in procedures/process/leadership skills (*)
- ❑ Manage stress level
- ❑ Lead by example
- ❑ Networking (*)
- ❑ Have fun
- ❑ Provide office space
- ❑ Have supportive/understanding personal relationships

PUBLIC RELATIONS:

- ❑ Administration: school board, superintendent, principal, staff leadership
- ❑ Community: media, civic involvement
- ❑ Student Body: paper, announcements, press releases, etc.
- ❑ Parents: election letter, thank you notes, newsletters
- ❑ Staff: bulletin, staff appreciation

(*) Areas where TASC can provide direct assistance.

WRITING A CONSTITUTION AND BYLAWS

A student council constitution is a written document that sets forth the fundamental governing principles under which the council is organized and operates. To many people, the word "constitution" implies formality and intimidating rules and regulations. A constitution is simply a written set of rules for a group. The constitution defines the limits of authority of the organization and gives a sense of both order and purpose for conducting business. A student council's constitution should be stated in simple, easily understood language and should include only essential items. The student council constitution should be developed in cooperation with school staff and the student body. Amendments should be simple and direct.

Bylaws are rules adopted by a group for its own meetings or affairs. Bylaws cover such areas as the number of members needed to constitute a quorum (enough members to vote on an issue or proposal); procedure for filling an office that has been vacated during the year; procedure of impeachment of delinquent members and officers.

The constitution/bylaws should be designed to help the council accomplish its goals. It must not be so difficult to follow that it hinders the effective functioning of the council. The constitution must be studied regularly and changed to stay vital and meaningful.

WRITING THE CONSTITUTION

Creating a constitution can be a difficult, time-consuming process. The following steps can take some of the hassle out of the process and ensure that your group develops a constitution that is an accurate reflection of its mission.

1. **Gather ideas and information from group members, faculty members, administrators, and constitutions from other organizations.** At this stage, use a constitutions survey to gather ideas from your organization's members.
2. **Review the gathered information.** It can be tedious for a group of 25 members to pour over the information, so a smaller committee is recommended. You might want to have a constitution committee or a group of officers compile all of the information.
3. **Decide the basics of your constitution.** Decide what your constitution will consist of. Think of broad, general topics at this point rather than specific rules and regulations. For example, you may decide that your constitution will outline the duties of officers, attendance policies, etc.
4. **Decide the basics for each part of the constitution.** You don't necessarily have to use complete sentences and ornate language. Rather, concentrate on putting down in writing of what each topic will consist. For example, list the duties of each officer.
5. **Edit the constitution.** Smooth out the rough edges and write everything out in complete sentences. Use a dictionary and thesaurus to help select the right wording.
6. **Seek feedback.** To make sure the constitution is clear and easy to understand, get the feedback of the entire organization. You might also seek feedback from the advisor, principal, English or journalism teacher (for clarity of writing), or other students who are not involved in the organization to get a fresh perspective.
7. **Ratify (vote to adopt) your constitution.** Vote on each part of the constitution separately so members will know which parts they agree on so they can be adopted as is. The group will also know which parts need to be discussed further. If necessary, continue to edit the constitution until ratification is completed.
8. **Distribute copies of your constitution to all members, your advisor, faculty members, administrators, and any other interested students.**

SUGGESTED ELEMENTS OF A STUDENT COUNCIL CONSTITUTION

WRITING A CONSTITUTION AND BYLAWS

Most student council constitutions do not have a preamble. The document contains the basic principles under which the council is organized and operated. Most constitution/by-laws follow a generally accepted form. First, most have articles. These articles follow a logical sequence and each discusses one broad area. Generally, the following topics are articles:

Article I Statement of the name of the organization

Article II The general purpose(s) of the group

Article III Powers vested in the organization; the right of veto by the principal

Article IV Definition of membership for the group; qualifications of membership; duties of membership

Article V Establishment of the time, methods, and procedures for nomination and election of members, officers, and advisors

Article VI Frequency of meetings and provisions for special sessions (may be omitted in the body of the constitution if included in the by-laws)

Article VII The duties and responsibilities of the organization, the officers, the members, and the advisor

Article VIII Method and procedure for ratification of the constitution

Article IX Provisions for amending the constitution

When it becomes necessary to discuss more than one topic in any one article, it is proper to number these and refer to them as sections. Each section also has a title for quick reference.

Example:

Article VII The duties and responsibilities of the organization, the officers, the members, and the advisor

Section 1: Organization Responsibilities
- A. Conduct school elections
- B. Organize homecoming activities
- C. Etc.

Section 2: Officer Responsibilities

A. President
1. Preside at all meetings
2. Etc.

SUGGESTED ELEMENTS OF STUDENT COUNCIL BY-LAWS

Article I Number of members needed to constitute a quorum (enough people to legally vote)

Article II Description of standing committees and provisions for the formation of special committees as the need arises

Article III Rules for conducting elections (if not included in the constitution body)

Article IV Procedure for filling an office that has been vacated

Article V Procedure for amending the by-laws

Article VI Parliamentary authority; definition of the parliamentary rules of order for conducting business

All constitutions should include the date of adoption/revision.

WHAT IS MY JOB?

The exact duties and responsibilities of officers will vary according to local council constitutions.

JOB DESCRIPTIONS

DUTIES OF OFFICERS, MEMBERS AND COMMITTEES

The person responsible for the job must know what that job is! Each officer has specific work to achieve and functions to perform. However, even the job description is subject to personal perceptions of what constitutes that job, and co-workers, constituents, and political rivals have other ideas.

Obligations and responsibilities of officers, members and committees should be written, analyzed and evaluated annually. Obligations of office should be listed along with purposes, opportunities and the channels of procedure.

Duties of office should include relationship with others in Council, the procedures and the objectives. There should be a recognition of available resources and equipment for achieving Council goals.

Group and member roles played and status requirement fulfilled by individuals are vital ideas. Both officers and members must be informed about the Council, its committees, its leadership and its progress in reaching objectives. Obligations to the community should be listed as well.

STUDENT BODY/COUNCIL OFFICERS (THESE OFFICES ARE SUGGESTIONS, NOT REQUIREMENTS)

I. Student Body President

A. Represent the student body at school district and civic events and other meetings.

B. Be responsible for coordinating the interviewing, selection and functioning of committee chairpersons and task forces.

C. Supervise the functioning of the elected student body officers.

D. Develop the agenda for and preside over the meetings of Student Council.

II. Student Body Vice-President

A. Represent the student body at school district, civic events, and other meetings as requested by the president.

B. Coordinate the work of committees.

C. Preside over Student Council meetings in the absence of the president.

III. Student Body Secretary

A. Maintain the student body files.

B. Prepare agendas for meetings.

C. Take and distribute minutes of meetings.

D. Represent the student body at school district, civic functions, and other meetings as requested by the president.

E. Type material for student body officers and committee chairpersons as needed.

G. Sign all purchase orders.

(Continued)

IV. Student Body Treasurer

A. Coordinate the preparation of the annual budget.

B. Present the proposed budget to Student Council for adoption.

C. Maintain financial records of the student body.

D. Prepare financial reports for meetings of Student Council.

E. Assist the bookkeeper with sales as necessary.

F. Coordinate fund raising projects for the student body.

G. Sign all purchase orders.

AS A MEMBER...

- Leave your personal problems outside the meeting
- Treat everyone with respect
- Be punctual
- Let those in charge control the meeting
- Pay close attention
- Participate in the discussion
- Look for ways to HELP!

V. Student Body Historian

A. Gather materials in preparation for the Student Council Scrapbook.

B. Be responsible for the completion of the scrapbook.

C. Maintain a file of materials about activities of the school.

D. Make sure pictures are taken of all activities.

E. Coordinate work on other historical presentations (i.e., slide shows, video).

VI. Student Body Parliamentarian

A. Provide advice on questions of parliamentary procedure.

B. Make the Council members aware of good parliamentary practices.

VII. Student Body Reporter

A. Write, edit, and submit stories about the Council to the school paper and local media.

B. Organize publicity for Student Council meetings and events.

VIII. Committee Chairperson

A. Recruit members of the committee.

B. Call and preside over meetings of the committee.

C. Inform officers of progress and problems which arise.

D. Delegate tasks of committee and follow up with members to be sure plans are completed.

IX. The Council Member

A. Communicate ideas from the student body to the Council.

B. Report to the class the results of Council action.

C. Serve on or chair committees.

D. Volunteer as needed.

TIPS FOR ORGANIZING ELECTIONS

Any election procedure should teach use of the democratic process to students. Elections should be a significant learning experience in citizenship. The democratic process includes procedures for candidates to announce their intention to run a campaign which acquaints voters with candidates, and voting which teaches young people the value of citizen's participation.

A. Schedule with the master calendar
   1. Avoid conflicts
   2. Include dates of assemblies.
      a. Check with building committee for any regulations which affect conflicts in dates.
      b. Avoid assemblies during the last week of a marking period.

B. Schedule use of voting machines with the Election Commission if applicable

C. Publish dates of all elections including:
   1. Voter registration, if required.
   2. Petitions for all school officers.
   3. Candidates' meeting.
   4. Primary assembly or speak-out.
   5. Primary elections.
   6. Final assembly or speak-out.
   7. Final election.
   8. Petitions for class officers.
   9. Assembly.
   10. Primary election.
   11. Final election.
   12. Petitions for Student Council representatives.
   13. Assembly.
   14. Primary elections.
   15. Final election.

D. Registration
   1. Arguments for and against.
      a. When a student registers for school, he/she is automatically registered to vote.
      b. Registration is educational and it is required for adult citizens (not automatic).
   2. Procedures
      a. Forms can be used resembling legal registration forms.
         1) Are compiled into a registration book.
         2) Election committee checks for errors.
      b. Alphabetical lists of students in the school are available from most principals' offices.
         1) Are available by class or school as a whole.
         2) Registration can be accomplished by signing next to students name.
      c. Takes a large campaign to get students to register.

E. Petitions - One process requires a certain number of signatures before a name is put on the ballot
   1. Petitions force a commitment from the candidate.
   2. Petitions force candidates to seek support from fellow students.
   3. Contents of petition:
      a. Name of candidate.
      b. Office sought.
      c. Blanks for predetermined number of students.
      d. Approval of two teachers.
      e. Counselor's approval.
      f. Office approval.
      g. Parents' approval.
   4. Establish source of petitions.
      a. Election committee table.
      b. Student Council advisor.
   5. Adhere to deadline.
   6. Check petitions for accuracy.
   7. List of candidates compiled.
      a. Qualifications checked.
      b. If required, grade point averages verified.

F. Meeting of candidates
   1. Election rules are clearly understood.
   2. Rules should contain:
      a. Rules stated by the constitution.
      b. Assembly restrictions.
      c. Restrictions on campaign material
         1) Total cost.
         2) Number, size, placement of posters.
         3) Handbills.
         4) Skits.
      d. Length of campaigning
         1) Removal of campaign material.
         2) Consequences of non-adherence to rules.
         3) Election assembly planned.

G. Primary election
   1. Voting machines.
      a. List of candidates, verified by advisor, submitted to Election Commission at least 4 days before elections.
      b. Election Commission prints ballot.
      c. Election Commission sets voting machines and instructs students in:
         1) Method of operations.
         2) Method of reading results.
      d. Consider electronic voting.

STUDENT COUNCIL POINT SYSTEM

Many student councils employ a point system for active membership/participation. For best results, point systems should be positive (not punitive) and should be designed to create successful engagement with the council. Success should be reasonably achievable and attainable, while still maintaining high standards. In most cases, students accumulate points through local participation and minimum points are required to maintain active membership. Often, advisors use points to determine student eligibility in special activities such as attending workshops/conferences, running for office or fulfilling councils "work-on" requirements. There are many variations of the actual systems used, methods for tracking and purposes of points. As with other areas, it is up to each school to determine whether or not to use a point system and the methods for implementation. Below are two samples of point systems used by TASC schools.

POINT SYSTEM SAMPLE #1

Midway High School, Waco

STUDENT COUNCIL OFFICER AND MEMBER

25 points per hour - Attending Stu-Co Monthly Meeting

25 points per hour - Community Service – non-Stuco Event

10 points per item - Donation of items for events (x multiples by discretion of advisor)

25 points per Committee - Points only accumulated if you work the meeting event

50 points per hour - Working Stu-Co initiated events

500 points per semester - required to maintain StuCo membership

Minimum of 1500 points accumulative – in order to be eligible for State Student Council Conference

POINT SYSTEM SAMPLE #2

For a member to remain in good standing or to work-on to the council, a student must earn 50 points each semester.

Students can earn points as follows:

Meetings: Attending a meeting +1 point

Committees: Attending and contributing to committee +1

Projects/Events: Participation/work on projects or events +1 point/per hour

Special Activities: points vary and are designated by the advisor. Special activities may include attending a TASC training or workshop, special leadership roles (such as district activities or serving as a TASC junior counselor)

Students are required to record and submit accumulated points to the secretary

LETTERING IN STUDENT COUNCIL

UIL does not govern how students letter in any school-sponsored or extra-curricular activity. Lettering standards are defined by the individual school or local district. Schools or districts may choose to award major awards to other groups not listed as an official UIL activity. Just because it is not a UIL sanctioned activity does not mean it is not worthy of a major award by your school.

For UIL documentation visit www.uil.utexas.edu and the UIL Constitution and Contest Rules (C&CR) Chapter 1, Sub-chapter O, Section 480 Limitations of Awards and the UIL & TEA Side by Side document.

UIL and TEA encourage school districts to include unsanctioned UIL teams, clubs, and organizations under UIL rules for the purpose of academic eligibility standards and extracurricular absences much like those used for cheerleading, drill team, and FFA.

The decision to include organizations in addition to those specified by UIL is left up to the local school district's board of trustees. All extracurricular activities are subject to state law, whether they are UIL or not. So these non UIL activities are required to follow state law as it applies to extracurricular activities.

Student Council Advisors are encouraged to develop lettering standards for your council. A student lettering in Student Council should be an active participant and significant contributor to your council.

See sample criteria below (from Texas High School, Texarkana):

LETTERING

1. Must have held an office for 2 years.
2. Must have been in Leadership Class for at least one year.
3. Must have a specific number of documented volunteer hours in the year receiving the letter.
4. Must have approval of the principal and advisor.

PATCH PURCHASING

1. Must have been an active member of Student Council for 2 years.
2. Must have the advisor's permission.
3. The council does not pay for the patch.

GRADUATION CORDS AND DIPLOMA SEALS

1. Local schools determine the wearing of honor cords at graduation and the placement of seals on diplomas.
2. Graduation cords and diploma seals are sold to advisors only.

2026-2027 CCJH Dance Program

Copperas Cove Junior High Dance Team Contract

Purpose:

As a Copperas Cove Junior High Dance Team member, students serve as our school's ambassadors. They are expected to uphold the highest leadership, sportsmanship, and character standards. This contract outlines the expectations, disciplinary procedures, and academic requirements for participation.

Expectations:

All members must:

- Always Follow the Copperas Cove Junior High Student Code of Conduct.
- Demonstrate respect for teammates, coaches, teachers, and staff.
- Exhibit positive behavior in and out of school, serving as role models for peers.
- Maintain good sportsmanship and school spirit at all events.
- Commit to attending all practices, performances, and designated events.
- Always maintain a proper uniform appearance.
- Attend all mandatory events and practices. Failure to attend without prior approval may result in disciplinary action.
- Wear the proper practice uniform as designated by the team captain. All team members must match the planned attire. Failure to follow the dress code at practices and events will result in demerits.

- Maintain a neat and clean appearance in uniforms. Uniforms must be free of stains and wrinkles, and undergarments such as bra straps must not be visible. Failure to meet uniform appearance standards will result in demerits.
- Bring an ample supply of water to every practice. The athlete brings all necessary medical needs (inhalers, insulin pumps, epi-pens, etc.) to all practices and games.

Academic and Behavior Requirements:

- Students must maintain a minimum grade average of 70 in all classes.
- Any student who receives a failing grade on a progress report or report card will be placed on academic probation and have two weeks to improve their grade.
- Suppose a student fails for two consecutive six-week grading periods. In that case, they must appear before the Spirit Committee in a hearing to determine their status on the team and if removal is necessary.
- Students must have satisfactory conduct in all classes. Persistent behavioral issues, disciplinary referrals, or violations of the Student Code of Conduct may result in suspension or removal from the team.
- Members receiving in-school suspension (ISS), out-of-school suspension (OSS), or alternative school placement will be subject to review and possible dismissal from the team.
- Any student exhibiting negative behaviors such as disrespect, vaping, drug use, inappropriate conduct of a sexual nature, or any other serious misconduct may be

subject to probationary contracts, suspension, or removal from the team at the coach's discretion.

Demerit System:

The following demerit system will be in place to maintain discipline and uphold team expectations.

Infraction	Demerits
Tardiness to practice or event	1 Demerit
Minor uniform infractions	1 Demerit
Failure to notify the coach of an absence	1 Demerit
Disrespect toward teammates, coach, or staff	2 Demerits
Unexcused absence from practice	2 Demerits
Inappropriate behavior at school events	2 Demerits
ISS assignment	3 Demerits
Inappropriate language or gestures	3 Demerits
OSS assignment	5 Demerits

2026-2027 CCJH Dance Program

Infraction	Demerits
Inappropriate social media behavior	5 Demerits
Bullying or harassment	5 Demerits
Vaping, drug use, alcohol use, or fighting	10 Demerits

Consequences for Accumulating Demerits:

- **5 Demerits** – Meeting with the coach to discuss behavior and expectations.
- **10 Demerits** – Suspension from one or more games or events.
- **15 Demerits** – Parent/coach meeting and probationary contract.
- **20 Demerits** – A hearing with the Spirit Committee to determine future participation on the team. Possible removal from the team.

Demerits will reset at the end of each semester; however, any significant infractions may result in immediate consequences regardless of accumulated demerits.

2026-2027 CCJH Dance Program

If a student reaches **20 demerits**, a hearing will be held with the Spirit Committee to determine the student's status on the team. The student may not try out for a full calendar year if removed.

Your leadership may give up to 3 demerits.

Earning Back Demerits:

Students may work off demerits by volunteering and demonstrating positive leadership by giving back to the school and community. The coach will approve opportunities to work off demerits and must align with the spirit of teamwork, respect, and school involvement. The following system will be used for earning back demerits:

Demerits Removed	Activity
1 Demerit Removed	One hour of approved school or community service
2 Demerits Removed	Demonstrating leadership through mentoring or assisting younger team members for one week
3 Demerits Removed	Organizing or participating in a school spirit event approved by the coach

The coach must approve all demerit recovery activities in advance and complete them within a reasonable timeframe.

2026-2027 CCJH Dance Program

Financial Responsibility:

By signing this contract, both the parent/guardian and student acknowledge that they are responsible for all uniform and camp fees associated with the team. Failure to pay these fees in full may result in the student being asked to step down from the team until the balance is resolved.

Parent/Guardian Acknowledgment:

By signing below, I acknowledge that I have read and understand the expectations, academic and behavioral requirements, and disciplinary procedures outlined in this contract. I agree to support my student in meeting these expectations and understand the consequences of violations.

2026-2027 CCJH Dance Program

Student Agreement:

I, _____, agree to abide by the rules and expectations of the Copperas Cove Junior High Dance Team. I understand that my participation is a privilege and that failure to meet the expectations may result in disciplinary action or removal from the team.

Coach Signature: _____

Date: _____

2026-2027 CCJH Dance Program

Dancer Standards:

Dancers are role models by title and by position. Remember that your actions reflect on yourself and the Copperas Cove Junior High Dance program. People are watching everything you say and do, so it is essential always to represent yourself, your team, and your school with integrity and pride, in and out of uniform.

To maintain high standards, team members are expected to:

- Always sign and abide by the provisions of this contract.
- Attend all scheduled practices, games, performances, and team events unless excused by a doctor's note, a death in the family, a medical emergency, or prior coach approval.
- Always set an example of good behavior (whether in uniform or not) in class, at games, and all school functions (this includes social media).
- Use language that is socially acceptable and age-appropriate. Profanity, vulgarity, and inappropriate gestures will NOT be tolerated.
- Cooperate with teammates and follow the instructions of the cheerleading and dance coaches and team leaders.
- Demonstrate school pride and spirit at all games, performances, and events.
- Respect and abide by all Copperas Cove ISD and CCJHS rules and policies during practices, games, and team activities.

- Respect the dignity of all persons; therefore, no physical, mental, or emotional abuse or bullying of any kind will be tolerated.
- Respect the property of others; therefore, no abuse of school property or personal belongings will be allowed.
- Always maintain good sportsmanship. Negative behavior, complaining, or bringing down the team's spirit will not be tolerated.
- Stay focused and engaged during all practices, games, and events. Talking, playing on your phone, or distracting others is unacceptable and will result in demerits.
- Stay uniform during games and sit with the coach/advisor during suspensions. This is not a time to socialize.
- Dancers must know all dances, and formations. Failing to see the material may result in a loss of performance opportunities.
- While doctor and dental appointments are necessary, every attempt should be made to schedule these appointments around practices and games.
- Any violation of the rules outlined in this contract will result in one or more consequences administered at the discretion of the cheerleading and dance coaches and/or school administration. Consequences may include a verbal warning, parent conference, temporary suspension from games or performances, or permanent removal from the team.

Appearance and Grooming:

Dancers are always expected to maintain a polished and professional appearance:

- Hair must be neatly groomed and styled uniformly with the rest of the team, as directed by the coach.
- Hair accessories (bows, ribbons, etc.) must match the rest of the team and be approved by the coach.
- Nails must be neat, well-maintained, and short. Long, gaudy nails will not be allowed, as they pose a safety hazard and detract from the team's overall polished look.
- Uniforms must be clean, wrinkle-free, and adequately fitted at all times. Undergarments should not be visible.
- For safety reasons, jewelry (including earrings, bracelets, necklaces, and rings) is NOT allowed during performances or practices.
- Makeup should be natural and uniform with the team's overall look as designated by the coach.
- Failure to follow grooming and appearance expectations will result in demerits and may impact performance opportunities.
- Hair must be a natural color (no pinks, purple, blue, jet black, etc..)

Spirit Nights and Fundraisers:

- The team will participate in two fundraisers per semester. These are mandatory as the funds help cover competition costs and team expenses.
- The team will also host and participate in spirit nights to raise money for the program and build positive relationships in the community.

- Attendance at spirit nights and fundraisers is MANDATORY unless excused by the coach with a doctor's note or prior approval.
- Failure to participate in spirit nights or fundraisers without an excused absence may result in disciplinary action or loss of performance privileges.

Game Expectations:

- **Arrive One Hour Early**: Members must arrive one hour before the game starts.
- **No Early Departures**: Members may not leave the game early without prior approval from the coach.
- **Missing Games**: Missing games are unacceptable unless an excused absence exists.
- **Uniform Upkeep**: You are responsible for the upkeep of your uniform. Uniforms should remain neat and clean throughout the season.
- **Dancing Area:** Dancers must remain in the designated cheering and dancing area during the game. Socializing with players, crowd members, or parents during the game is prohibited.
- **Eating**: Dancers should eat before or after the game, not during halftime.
- **Meals**: Meals will be offered before every home game at your own expense, and order forms will be sent home before the football and volleyball seasons begin.

2026-2027 CCJH Dance Program

We are excited for the season ahead and look forward to a successful year of growth, team spirit, and memorable experiences. Let's make this season the best one yet!

Student's Name: _____

Parent/Guardian's Name: _____

Date: _____

Bylaws of Copperas Cove Jr. High JS2S Program

Article I: Name

The name of this program shall be the Copperas Cove Jr. High JS2S Program (Junior Student-to-Student Peer Support Program).

Article II: Purpose & Mission

Mission: Copperas Cove Jr. High JS2S is a student-led, faculty-advised initiative that trains young leaders to welcome new students and support them as they adjust to a new school and community.

Purpose: The program's goal is to ease transitions for highly mobile military-connected students by helping them build positive peer relationships and overcome social or academic challenges.

The program is run through the Military Child Education Coalition (MCEC) and is often supported by Department of Defense Education Activity (DoDEA) grants.

Article III: Membership

Membership is open to all students at Copperas Cove Jr. High who wish to serve as peer mentors to incoming students, with a special emphasis on those from military-connected backgrounds. Members must demonstrate empathy, strong communication skills, and a commitment to fostering a welcoming environment.

Article IV: Officers & Faculty Advisor

This program is student-led and faculty-advised but does not currently have a formal officer structure (e.g., President, Vice President). Instead, members will take on leadership roles as needed—such as facilitator, training coordinator, or event planner—under the guidance of the faculty advisor. A formal leadership structure may be established as the program grows.

Article V: Training & Operation

All JS2S members will undergo training provided through MCEC to equip them with the skills needed to support new students effectively. The training focuses on inclusive strategies, leadership, peer support, and a mindset of '100% Acceptance'—ensuring all new students feel welcomed and supported.

Following training, members will lead or assist in orientation activities, peer mentoring sessions, campus tours, and social integration events.

Article VI: Sponsorship & Funding

The JS2S program operates under the sponsorship of the Military Child Education Coalition (MCEC) and may receive funding through grants from the Department of Defense Education Activity (DoDEA). All program activities and expenditures are subject to district oversight and approval.

Article VII: Amendments

Amendments to these bylaws may be proposed by any program member or the faculty advisor. Changes require a majority vote of the active members and approval from the faculty advisor.

2024 – 2025 JS2S Membership Contract

Membership Requirements:

1. **Academic Standing**:
    - Members must be passing all classes.
    - Members must have no office referrals.
2. **Probation Policy**:
    - Monthly academic and behavioral checks will be conducted.
    - If a member is failing a class or receives a class referral, they will be placed on probation for one six-week period.
    - During probation, members must improve their academic performance and behavior.
    - Failure to do so will result in removal from the organization.
    - An office referral will result in immediate removal from the organization.
3. **Meeting Attendance**:
    - Members are required to attend a minimum of two meetings each month.
    - Members must check Schoology for updates on any meetings they miss.
4. **Volunteer Participation**:
    - Members are expected to participate in volunteer activities organized by the organization.
    - Members may occasionally be pulled from classes to assist in welcoming new students.

Commitment: By signing this contract, you agree to uphold the standards and expectations set forth by JS2S. Your participation is essential to creating a welcoming environment for all new students.

Acknowledgment: I, the undersigned, have read and understood the requirements and responsibilities of membership in [Student Organization Name].

Member Name: _____

Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Copperas Cove Junior High School

702 Joe Lombardi Way · Copperas Cove, Texas 76522 · Phone (254)547-6959 · Fax (254)518-2620

Rebekah Shuck, Principal

Crystal Martinez, Assistant Principal — Julie Armstrong, Counselor

Michael Supinski, Assistant Principal — Yoshenobia Harris, Counselor

CCISD Board Report

Copperas Cove Junior High School

August 2026

Attendance By Month by Grade Level

6th	
7th	
8th	

Campus Happenings & Activities

Meet the Teacher Night

Meet the Teacher Night will provide students and families with an opportunity to visit the campus, meet teachers and staff, locate classrooms, and become familiar with the school environment before the start of the academic year. Families will receive important information regarding classroom expectations, daily schedules, attendance procedures, transportation, campus communication, student support services, and other beginning-of-year requirements. The event is designed to strengthen the partnership between families and the school while helping students feel informed, prepared, and confident as they begin the new school year.

Grade Level Assembly

Grade-level assemblies will be conducted for all 6th, 7th, and 8th grade students at the beginning of the school year. The purpose of these assemblies is to review campus rules, procedures, and behavioral expectations to ensure consistency across all grade levels. Topics will include attendance and tardy procedures, arrival and dismissal expectations, hallway and cafeteria behavior, dress code, cell phone and electronic device policies, classroom conduct, student safety, emergency procedures, and respectful interactions with staff and peers. Administrators will also reinforce the importance of accountability, academic responsibility, and school pride. These assemblies will provide students with a clear understanding of campus expectations and support a safe, structured, and successful start to the school year.

Upcoming Events:

Sept. 18th- Fall Pictures

Sept. 21st-25th – Start with Hello September

Sept. 28th-Oct. 2nd – Homecoming Week

Sept. 28th – Math RTI Meeting

Sept. 29th – Math RTI Meeting

Sept. 30th – Homecoming Pep Rally

CENTRAL TEXAS

INNOVATION ACADEMY

Inaugural Principal Newsletter

AUGUST

2026

Patrick Crawley
Principal

A NEW CHAPTER IN FLEXIBLE, STUDENT-CENTERED LEARNING

WELCOME TO CTIA

Dear CTIA Families and Community,

Welcome to the inaugural year of Central Texas Innovation Academy. CTIA is Copperas Cove ISD's first public virtual school and represents an exciting new opportunity for students in grades 3-12.

Students may enroll in a fully virtual program or a hybrid model that combines online academics with opportunities to participate in fine arts, athletics, and Career and Technical Education (CTE) courses at Copperas Cove High School.

PREPARING OUR TEAM

Our teachers are actively preparing for launch through intensive training on FlexPoint, CTIA's TEKS-aligned virtual curriculum. Over the next 10 days, staff will also complete professional learning designed to strengthen instruction, relationships, safety, and student support.

- Capturing Kids' Hearts (CKH) and Lowman Social Studies Curriculum
- Savvas Special Education and mCLASS Reading
- Sharon Wells Math, StudySync, Desmos, and Get More Math
- TELPAS, ESL practices, emergency procedures, and additional student-support tools

HONORING CROSSROADS HIGH SCHOOL

In late August or early September, Crossroads High School will celebrate its final graduating class. We expect approximately 10-20 students to walk the stage and represent XRHS one last time.

We proudly honor the students, families, and staff who made Crossroads a place of second chances, perseverance, and achievement. Their legacy will remain an important part of our district's story.

160+

STUDENTS ENROLLED AS OF AUGUST 6

CTIA AT A GLANCE

- Serving students in grades 3-12
- Fully virtual and hybrid pathways
- Access to CCHS fine arts, athletics, and CTE
- Partnerships with several private schools
- Flexible learning with district support

"Together, we are building the future of learning."

- Patrick Crawley

WHAT COMES NEXT

As CTIA opens its doors, our focus remains clear: rigorous instruction, meaningful relationships, responsive support, and flexible opportunities that help every student thrive.

Thank you for trusting us with your child's education and for joining us at the beginning of this innovative journey.

Copperas Cove High School

"A Foundation of Excellence – A Future of Success"

August Principal's Report

We are embarking on another amazing year at Copperas Cove High School with several new changes to improve outcomes for students. Our team has been hard at work in preparation for the return of teachers and students.

We are excited about the exciting new culture being built through intentional processes and procedures. This summer has supported us with a focus on great instruction and feedback to pour into both our students and teachers. We have evaluated our mission, vision, and purpose and developed exceptional plans to facilitate growth here at CCHS.

I wanted to acknowledge the great work that Coach Diaz and Coach Hall have done this summer to strengthen an already powerful cheer team. They participated at their annual UCA cheer camp in Grapevine, TX where several of our ladies received awards.

All American Recipients: Katelyn Rizley, Kaylen Carpenter, Kendall White, Lexi Lowery, Kinsley Reveile, Joey Morris, Caniesha Pettaway, and Sage Sheldon

Pin it Forward (Picked by Universal Cheerleaders Association staff/other teams): Ava Casson, Kaybriegh Busby, and Kimberly Berrios

*Ava Casson got invited to tryout to be a UCA staffer

Team Awards: Varsity- 2nd Place for Camp Routine
Junior Varsity- 1st Place for Camp Cheer, 1st Place for Spirit Routine, and 2nd Place Camp Routine

Upcoming Events:

Dawg Days- August 4, 2026	8:00-11:00pm for all Seniors
Dawg House Welcome- August 4, 2026	1:00-4:00pm for all Freshman
Dawg Days- August 6, 2026	8:00-11:00pm for all Juniors 1:00-4:00pm for all Sophomores

Herf Jones will be here on August 6th to fill orders for class rings only.

August 15, 2026- Spirit Spectacular @ Bulldawg Stadium

We have several sports who will be kicking off their seasons in the month of August. Please see the schedule below.

We look forward to an exceptional year, not by chance, but by design. Thank you for giving us the opportunity to serve this community and these students.

Sincerely,

Jeff Shannon, Principal
Copperas Cove High School

COPPERAS COVE HIGH SCHOOL

AUGUST

ONE PACK. ONE PURPOSE.

Bulldawg Pride!

AUGUST 3
- V TENNIS vs GATESVILLE
- FRESHMAN VOLLEYBALL @ LOMETA

AUGUST 4
- SENIOR DAWG DAYS • 8:00 AM – 11:00 AM
- DAWGHOUSE WELCOME • 1:00 PM – 4:00 PM
- V TENNIS vs ELLISON
- V TENNIS @ CHINA SPRINGS

AUGUST 6
- JUNIOR DAWG DAYS • 8:00 AM – 11:00 AM
- SOPHOMORE DAWG DAYS • 1:00 PM – 4:00 PM
- V TENNIS vs KILLEEN

AUGUST 7
- V TENNIS @ SHOEMAKER

AUGUST 8
- VOLLEYBALL SCRIMMAGE @ COVE

AUGUST 7-9
- **STUFF THE BUS**
  Help us support our students and community!

AUGUST 10
- V TENNIS vs LEANDER GLENN

AUGUST 11
- VOLLEYBALL THORNDALE
- V TENNIS vs LAMPASAS
- MEET THE TEACHER • 5:00 PM – 7:00 PM

AUGUST 12-13
- JROTC BULLDAWG BOOTCAMP

AUGUST 13-15
- V VOLLEYBALL @ WESTWOOD

AUGUST 14
- CROSS COUNTRY @ TEMPLE
- TENNIS @ COLLEGE STATION
- FRESHMAN & JV VOLLEYBALL ELGIN

AUGUST 15
- SPIRIT SPECTACULAR • 4:00 PM – 7:00 PM

AUGUST 17
- **FIRST DAY OF SCHOOL**
  Let's have a great year!

AUGUST 18
- V TENNIS TEMPLE
- VOLLEYBALL BURNET

AUGUST 20-22
- V VOLLEYBALL @ GATESVILLE

AUGUST 20
- FOOTBALL SCRIMMAGE @ GEORGETOWN
- JV TENNIS vs HH

AUGUST 21
- V TENNIS @ PFLUGERVILLE

AUGUST 25
- VOLLEYBALL @ MARBLE FALLS
- KONA ICE (DURING LUNCH)

AUGUST 27
- VARSITY VOLLEYBALL @ BRYAN
- FRESHMAN VOLLEYBALL @ LOMETA
- JV FOOTBALL @ ELLISON
- FRESHMAN FB vs ELLISON
- JV TENNIS @ BRYAN

AUGUST 28
- PEP RALLY
- CROSS COUNTRY @ TEMPLE
- VARSITY FOOTBALL vs ELLISON
- V VOLLEYBALL @ BRYAN

AUGUST 28-29
- V VOLLEYBALL @ BRYAN

AUGUST 29
- FRESHMAN VOLLEYBALL @ LOMETA

AUGUST 31
- **LAST DAY TO MAKE SCHEDULE CHANGES**

COPPERAS COVE ISD • EST. 1883

Go Dawgs!

@CCHSDawgs | #BulldawgPride

Accounting Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Accounting Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 920: HIGH SCHOOL ACCOUNTING CONTEST

(a) **THE CONTEST.**
  (1) Purpose. The Accounting Contest prepares students in principles and practices of accounting for sole proprietorships, partnerships and corporations.
  (2) Format. The contest may include bookkeeping terminology, the worksheet with adjustments, income statement, balance sheet, trial balance, account classification, journalizing, posting, bank reconciliation, payroll and other items related to the basic accounting cycle.
  (3) Calculators. Refer to the contest handbook for restrictions on calculators.

(b) **ENTRIES.**
  (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.
  (2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) **QUALIFICATION.** Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) **TIES.**
  (1) Individual Competition. No ties are to be broken.
  (2) Team Competition. Refer to Section 902 (h)(3)(D).

Accounting
Contest Rules and Procedures

1. **TEST FORMAT.** The UIL Accounting test will be comprised of 80 objective questions in multiple formats, worth five points apiece, with 20 potential bonus points awarded for starred questions, for a total potential score of 420. The tests will measure contestants' understanding of UIL Accounting Concepts as outlined at the end of this handbook.
2. **SOURCES USED FOR COMPOSING TESTS**. State-adopted high school, first-year accounting texts will be used in test writing, without preference to any particular text.
3. **CONTEST ROSTER.** A contest roster will be generated by the meet director from the UIL Spring Meet Online Entry System, listing the school, contestant number, contestant name, district or region number and alternates. Scores and/or results will be recorded on this form and returned to the meet director after the contest, who will then enter the results/scores into the online system before verification is held for the event.
4. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test and answer sheet.
5. **ROLL CALL**. The contest director will call roll from the contest roster, assigning contestant IDs, and replace any contestant who is not present with a certified substitute at district and the certified alternate or team substitute at regional and state. School personnel should notify the meet director of any changes so an updated roster can be generated. After roll call, all persons except contestants, the contest director, assistants and monitors will be excluded from the room during the test.
6. **SUBSTITUTIONS**. Schools may replace ONE individual contestant on its team with a substitute as long as the coach or contestant presents the contest director with the appropriate documentation, signed by an authorized school official. If a member of a school's team cannot compete at the Regional or State meet, only one substitution may be made. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
7. **ALTERNATES**. If an individual qualifier who placed first, second or third cannot compete at the next higher meet, the school whose student cannot compete shall make every effort to notify the school of the first alternate that such alternate will be allowed to compete at the next higher meet. In the absence of such notification, individual alternates listed on the contest roster may still compete at the Regional or State meet in the absence of a qualifying contestant by being present at roll call when the absence of the qualifying contestant is confirmed.
8. **SEATING**. Contestants will be seated sparsely around the room and away from other contestants from the same school.
9. **LATE ARRIVAL.** Except in emergencies, the UIL does not recommend allowing contestants to enter the room after the contest has begun. The decision to allow late entry rests with the contest director of the meet.
10. **CALCULATORS.** Contestants are restricted to using basic four-function calculators only. Contest officials shall check all calculators prior to the beginning of the contest. The decision to allow or disallow a calculator rests with the contest director of the meet.

    a. Basic Four-Function Calculators. Contestants may use their own cordless, silent, calculators, which shall not be equipped with a tape and do not require external wall plugs. Calculators shall not possess any built-in features that would enable pre-recorded alpha or numeric data to be brought into the contest room. Higher-level calculators such as, financial, statistical, graphing, scientific, etc. are not allowed. Calculators that allow 10-key entry by touch are encouraged, but any scrolling display must be turned off or covered.

b. Allowed Functions. Examples of standard, allowed functions include +, –, x, ÷, % and √ (square root). Simple memory is permitted as indicated by M+, M-, Memory Subtotal and Memory Grand Total. If a calculator is otherwise considered a basic four-function calculator but includes minimal additional functions (such as sales tax, markup, currency exchange, average, etc.), the calculator is allowed.

c. Disallowed Calculators. If a calculator is disallowed and the contestant can obtain an allowable calculator from any willing source, the contest director may allow the substitution of a calculator. The disallowed calculator should be put away by the student and completely inaccessible.

11. **TEST DISTRIBUTION**. Testing materials will be distributed, and the contestant number assigned during roll call should be written in the top right-hand corner of the test and answer sheet. Contestants shall not open the test prior to instructions from the contest director.
12. **SCRATCH PAPER**. Contest directors shall provide contestants with three sheets of scratch paper to be distributed with the test and answer sheet. Contestants are permitted to write on the scratch paper ONLY after the testing period begins. If contestants wish to have their scratch paper returned with their test, contestant ID numbers should be written on the pages.
13. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
14. **START AND STOP SIGNALS**. Contest directors will give the signal to start. After 55 minutes have expired, the contest director should give the verbal notification, "Five minutes remain." After 60 minutes, the contest director will give the verbal notification to stop.
15. **CONTESTANT ITEMS**. Allowable items during the contest include pencils, mechanical pencils, erasers, highlighters, calculators, standard watches or silent timing devices. No smart watches, cell phones, listening devices, or other electronic equipment may be accessed in the testing room. All personal items (purses, caps, backpacks, electronics, good-luck charms, pencil boxes, etc.) should be completely inaccessible during the contest.
16. **ANSWER SHEETS.** All answers shall be written on the answer sheet. Graders will ONLY consider answers written on the answer document during grading.
17. **LEGIBILITY.** Contestants should complete the Legibility Control section at the bottom of the answer sheet to indicate how they write or print their numerals and letters. After reviewing a contestant's Legibility Control section, if graders cannot read an answer, the answer will be marked as incorrect.
18. **CONCLUSION OF TESTING PERIOD**. When the time has elapsed, the contest director should collect all test materials, including scratch paper, and deliver all materials to the grading room.
19. **LEAVING EARLY**. Contestants shall remain seated with their papers during the 60-minute testing period, unless there is an emergency. If a contestant leaves the room, testing materials shall be turned in before exiting, and the contestant may not re-enter. The contestant's answer sheet shall be graded, scored and ranked as submitted.
20. **GRADERS**. Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader.
21. **VERIFICATION OF KEY**. Coaches are allowed to review the test and answer key during the testing period; however, all testing materials must be returned to the contest or grading room to be returned with their schools' materials at the appropriate time.
22. **ANSWER KEY CONCERNS**. Prior to the start of grading, the Head Grader should immediately communicate to the contest director any reviewers' concerns or suggested changes to the answer key. In the case of a suspected error on the answer key, the contest director or meet director should contact the UIL State Office (at the number shown on the last page of this handbook) and/or contact the state contest director as soon as possible to communicate the suspected error and to seek clarification. Any key corrections or changes must be approved by the UIL State Office or the state contest director.

23. **GRADING THE CONTEST**. Each test should be graded by more than one person and errors initialed by the grader who marked the error. Graders do not need to understand Accounting theory in order to grade the objective answer sheets.
24. **SCORING**. Answer sheets shall be carefully scored, awarding five points for each correct answer. That subtotal score will be added to the sum of the extra points earned (one point for each star on starred questions answered correctly) to determine the contestant's total score. Write the total score in the appropriate blank on the answer sheet.
25. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place is awarded to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. No individual ties are to be broken.
    b. Team Competition. The sum of the top three scores from each school constitutes the team score for the school. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. All team members who qualify to regional or state will compete for individual honors.
    c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.
26. **VERIFICATION PERIOD**. Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Contestants and coaches not present at verification waive their opportunity to ask questions and accept final results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
27. **ANNOUNCING OFFICIAL RESULTS**. Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.
28. **RETURNING THE PAPERS**. If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than late Saturday of Regional weekend.
29. **CONFIDENTIALITY**. Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
30. **SWEEPSTAKES POINTS**. Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM
Secure a testing room of adequate size for the number of contestants expected. The room should have chairs and desks or tables of proper height. A second room is needed for the graders during and after the contest.

MATERIALS AND EQUIPMENT
The contest director will provide:

- Three blank sheets of scratch paper for each contestant
- Accurate clock for timing
- One large, manila envelope for each competing school, labeled with 'Accounting' and the school name (to be used after grading to sort contest materials for verification)

Contestants should provide:

- Number two pencils and erasers
- Highlighters (allowed, not required)
- Timing devices (as allowed)
- Basic 4-function calculators only (see calculator restrictions).

CONTEST PACKET
The League office will provide a contest packet including:

- A copy of the UIL Accounting Handbook
- Copies of tests and keys
- Answer sheets

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL (District and Region)
At the District and Regional meets, coaches of competitors may serve as contest directors, contest assistants, room monitors and graders. At the State meet, coaches may serve as conference assistants, monitors, inspectors, and graders, as needed by the state director.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Graders should be coaches of the contestants, as much as possible, in order to utilize their skill and experience to ensure accurate and efficient grading of the test papers. One grader should be designated as Head Grader. Teams advancing to the Regional and State Meet shall provide a grader to score papers, unless excused for a valid reason by the contest director.

PERSONNEL (State)
After the Regional Meet, EVERY coach of a state contestant (whether the contestant is competing as an individual or as a member of a team) shall respond to the State Contest Director by email as outlined in the "Memo from the Accountng State Contest Director" posted on the UIL Academics website.

TIME REQUIRED
Allot a minimum of 90 minutes to two hours for the contest. Plan for at least 30 minutes for announcements, grader sign up, approval of calculators, roll call, instructions, distribution of materials and contestant completion of the Legibility Control section of their Answer Sheet. One hour of working time will be allotted for the actual testing period exclusive of time required for instructions. The one hour begins when contestants are instructed to start. It is critical to stay on schedule, as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. Scores and/or results will be recorded on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Check all tests to ensure that all pages are printed clearly and completely. Ensure a sufficient number of tests and answer sheets are provided for the number of competitors listed on the roster, as well as three sheets of scratch paper for each competitor.

(REGION) If there is more than one conference at the meet, it is important to differentiate schools by conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Acquire and label a large manila envelope for each school that has contestants entered in the contest. After the verification period, contestants' tests, answer sheets and a key should be placed in the appropriate envelope for return to each school. The meet director and the contest director should ensure that testing materials are returned to schools based on UIL guidelines about the official release date.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room separating contestants from the same school.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Distribute the test, answer sheet and three pieces of scratch paper. Caution contestants not to open the test until instructed.
7. Instruct contestants to complete the Legibility Control section at the bottom of their answer sheets prior to the start of the testing hour.
8. Read aloud the announcements listed below.

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Write the assigned contestant number in the top right-hand corner of the answer sheet and test. (Check for accuracy if it has already been written by contest officials.)
c. Contestants should complete the Legibility Control section at the bottom of the answer sheet to indicate how they write or print their numerals and letters. After reviewing a contestant's Legibility Control section, if graders cannot read an answer, the answer will be marked as incorrect.
d. Scratch paper has been distributed with tests and answer sheets. No other paper may be brought into contest room. Contestants are permitted to write on the exam and on scratch paper provided, but only after contest time begins. If you wish to have your scratch pages returned with your test, be sure to identify them with your contestant number.
e. Write all answers legibly on the answer sheet. Graders will not consider answers written on the test or scratch paper. Contestants should not use the answer sheet for calculations or other marks.
f. Only basic 4-function calculators that have been approved by the contest director of this meet may be used during the contest. All approved calculators, including backups, for each contestant must remain on the testing surface.
g. Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. Such disallowed devices shall not be accessible during testing.
h. You will have one hour to take the test. A five-minute warning will be announced after fifty-five minutes.
i. Contestants must remain seated and retain their papers during the 60-minute testing period, unless there is an emergency. A contestant exiting early must turn in all testing materials and will not be allowed to reenter.
j. Be considerate of fellow contestants and avoid unnecessary noise from page turning, calculator use, etc. Once the testing hour begins, absolutely no talking is allowed.
k. Verification period will be held in (room) at (time). This is the contestants' and coaches' only time to verify grading and unofficial results.

l. Are there any questions?
m. You may begin the contest.

9. Give contestants the signal to start. After 55 minutes have expired give the verbal notification, “five minutes remain.” After 60 minutes, give the verbal notification to stop.
10. When the time has elapsed, the contest director should collect all test materials, including scratch paper.
11. Deliver all materials to the grading room.
12. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

Graders should report to the grading room as soon as the contest begins. Head Grader will provide answer keys, surplus tests and scoring charts. Persons not assigned to grade should not enter the grading room. Alternates not called to compete may review contest materials with the graders only with the consent of the contest director of the meet. After the review of the test and prior to grading, alternates who reviewed with the graders should be excused from the grading room.

Graders should review the test and verify the official answer key. The purpose of the review is to verify the official key. Questions should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director. See 'Answer Key Concerns' under Contest Rules and Procedures above.

Teams advancing to the Region and State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS

The procedures listed below should be followed during grading:

a. The Head Grader will provide answer keys for all graders and have tests available for reference. Persons not assisting in grading should not enter the grading room.
b. At the district and regional contests, each test should be graded by two scorers, with the eight highest-scoring papers being scored a third time. Graders should write their initials and indicate the number of correct answers in the designated blank.
c. When marking the answer sheets, no mark should be made if the item is correct.
d. Mark part of an X over the question number that is incorrect. Grader 1 begins the X; grader 2 completes the X; grader 3 completes a star. Do not mark over the contestant's answer.
e. Do not write the correct answer if the answer written is incorrect.
f. If any answer space is left blank, draw a line through the blank, as well as marking the X.

SCORING

Answer sheets shall be carefully scored, awarding five points for each correct answer. That subtotal score will be added to the sum of the extra points earned (one point for each star on starred questions answered correctly) to determine the contestant's total score. Write the total score in the appropriate blank on the answer sheet.

PLACES AND TIES

Refer to Accounting Contest Rules and Procedures.

IDENTIFYING PAPERS FOR RETURN

Ater papers have been ranked, write on each answer sheet and test the name of the school that corresponds with the contestant number. This will expedite both the verification process and the sorting of contest materials for return after the meet concludes. Each school's materials may be sorted into envelopes.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Contest directors shall give the completed contest roster/results form, as well as all test materials, to the meet director immediately after the contest papers are scored. Resolve questions at this time. All scores must be entered into the online entry system prior to verification and announcement of individual and team results. Return any substitution forms received at roll call to the meet director as well.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. Place these instruments out of sight in briefcases, purses, book bags, etc. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's scored answer sheet
- Contestant's test
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System (except for State)

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores. Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of scores to be reviewed by contestants and coaches during the Verification Period.

At the State Meet only, the contest director may omit a display of data entry into the UIL Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period. If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth and announce the schools of the first and second place teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place

winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the Regional meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to schools at the close of the meet.

ACCOUNTING QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing 1 – grading
PREP TIME —30 **TEST TIME** — 60

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock or timer, 8 1/2 x 11-inch scratch paper, and one large manilla envelope per school.

PERSONNEL
During contest
- Director
- One or more assistant(s)/monitor(s)
- Head Grader

NUMBER OF ENTRIES
(District) six per school
(Region) 1st/2nd/3rd individuals per district; 1st place team (four members) per district; wild card team.

TIES
- Individual — Break no ties.

If tie for 3rd place, both advance.
- Team — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3, preferably more. Coaches are encouraged to be graders.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

ADVANCE
Top 3 individuals and 1st place team. One wild card team per region will also advance to regional meet. One wildcard team will also advance to State.

Study Material

Visit https://www.uiltexas.org/academics/resources/study-materials for information on how to download study materials.

- Study packet includes materials from every level of competition for the stated year.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Accounting Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals.

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

Calculator Restriction

Contestants are restricted to using basic four-function calculators only. Contest officials shall check all calculators prior to the beginning of the contest. The decision to allow or disallow a calculator rests with the meet director.

(a) Basic Four-Function Calculators. Contestants may use their own cordless, silent, calculators, which shall not be equipped with a tape and do not require external wall plugs. Calculators shall not possess any built-in features that would enable pre-recorded alpha or numeric data to be brought into the contest room. Higher-level calculators such as, financial, statistical, graphing, scientific, etc. are not allowed. Calculators that allow 10-key entry by touch are encouraged, but any scrolling display must be turned off or covered.

(b) Allowed Functions. Examples of standard, allowed functions include +, –, x, ÷, % and √ (square root). Simple memory is permitted as indicated by M+, M-, Memory Subtotal and Memory Grand Total. If a calculator is otherwise considered a basic four-function calculator but includes minimal additional functions (such as sales tax, markup, currency exchange, average, etc.), the calculator is allowed.

(c) Disallowed Calculators. If a calculator is disallowed and the contestant can obtain an allowable calculator from any willing source, the contest director may allow the substitution of a calculator. The disallowed calculator should be put away by the student and completely inaccessible.

WWW.UILTEXAS.ORG
/UILTEXAS
@UILTEXAS
@UILTEXAS
#UILSTATE

ART CLUB

Operating Guidelines

Art Club is an Open invitation organization for any registered CCHS student that meets on Tuesdays in room 468 from 4:15-5:15. We follow the school handbook guidelines for conduct. Students do not apply but attend as often as is convenient. There are no officers or cost associated with the club. We operate under the guidelines of social contracts from CKH.

Duties and Responsibilities of NAHS/NJAHS Chapter Officers

Each officer plays a crucial role in the successful functioning and growth of the NAHS/NJAHS chapter, working together to promote artistic excellence, community engagement, and a vibrant artistic community.

The following is a list of suggested NAHS/NJAHS Chapter Officers and descriptions of duties and responsibilities. Some chapters choose to have leadership commissions in lieu of officers. Please use and adapt to meet the needs of your school and chapter.

President

- Provide leadership and direction to the chapter.
- Oversee chapter meetings and activities.
- Collaborate with other officers and members to plan events and initiatives.
- Represent the chapter at school and community events.
- Serve as a liaison between the chapter and school administration.

Vice President

- Support the President in their duties and responsibilities.
- Assume the President's role in their absence.
- Assist in organizing and coordinating chapter activities and projects.
- Encourage active participation among chapter members.
- Foster a positive and inclusive atmosphere within the chapter.

Secretary

- Maintain accurate records of chapter meetings, activities, and attendance.
- Handle communication and correspondence for the chapter.
- Assist in documenting and sharing information about chapter events and achievements.
- Ensure that chapter members are informed about upcoming events and opportunities.

Treasurer

- Manage the chapter's finances and budgets.
- Keep track of expenses and maintain financial records.
- Work with the chapter sponsor to ensure financial transparency and accountability.
- Assist in fundraising efforts for chapter projects and activities.

Copperas Cove High School National Art Honor Society By Laws

Section 1: A chapter should include bylaws to amplify sections of its constitution. Bylaws do not need to be approved by the National Council if they are consistent with regulations outlined in the constitution. A current copy of the local chapter bylaws must be filed with NAEA.

Section 2: To remain a member in good standing, a member must pay dues and complete **20** service hours in the visual arts each year.

Section 3: Annual dues of **$25** will be collected from each member.

Section 4: Attendance is required at all meetings to maintain membership and privileges unless otherwise discussed with the President or Teacher Sponsor.

Section 5: All members must participate in **5** projects, activities, and fundraisers.

Section 6: For the NAHS officers, attendance is also required at any executive meetings called outside of the regularly scheduled meetings.

Section 7: To graduate with NAHS honors and earn the right to wear a cord, pin, or tassel at graduation, a member must remain in good standing and accomplish requirements outlined in NAHS documents until the graduation date.

Section 8: Members must retain an **A** average in all Art classes.

Section 9: Members must have and maintain a **B** average in all non-art classes.

Section 10: Members may remain active during such a time when there are no visual arts on their class schedule as long as they fulfill all of the other requirements each year.

Section 11: In the event of an infraction of the rules, a review by the officers and sponsors will be conducted. If the individual in question is an officer, he/she will not participate in the decision making process. This applies to all community laws as well as school and chapter rules.

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NAHS Constitution and By Laws 2022-2023

I have read and understand the NAHS Constitution and the By Laws as they pertain to Copperas Cove High School. I am willing to abide by all the rules and expectations to be a member of NAHS. I will also be held to the Copperas Cove ISD handbook rules and expectations.

Student Name:_____ Date:_____

Student Signature:_____

CCHS AYPYN Sponsored Clubs	Sponsor(s)	Location
Art Club	Crissy Bachie, bachiec@ccisd.com Linda Lapierre, lapierrel@ccisd.com	465 468
Billard Club	Christopher Hancock, hancockc@ccisd.com Katie Taylor, taylorka@ccisd.com	207 201
Blue Beacon	Daniel Stark, starkd@ccisd.com Arin Jalbert, jalberta@ccisd.com	219 226
BSU (Black Student Union)	Jonnee Riley, rileyjo@ccisd.com	347
Bulldawg Archery Club	Daniel West, westda@ccisd.com Rebecca Garbacky, garbackyr@ccisd.com	340 346 1/2
Bulldawg Crafty Creations	Raysharon Brown, brownra@ccisd.com	313
Bulldawg Debate Club	Keylynn Boyce, boycek@ccisd.com	225
Bulldawg Run Club	JaNelle Casson, cassonj@ccisd.com	479
Coding Club	Jason Long, longja@ccisd.com	311
Comic Book Club-Endgame	Gregory Fitzgerald, fitzgeraldg@ccisd.com	210
Cove Digital Media/Film Club	Madison Seifert, seifertm@ccisd.com Rebecca Garbacky, garbackyr@ccisd.com	325 346 1/2
Criminal Justice Club/Texas Public Service Association	Kyle Herrera herrerak@ccisd.com Kara Boardman, boardmank@ccisd.com	326 327
Crochet Club	Aleena Velasco, velascoa@ccisd.com Madison Bigford, bigfordm@ccisd.com	309 310
C Zeta Phi (Step Team)	Jonnee Riley, rileyjo@ccisd.com	347
Dawgs @ Dawn	Ella Doubleday, ella@ccisd.com Cynthia Kidner, kidnerc@ccisd.com Rebecca Garbacky, garbackyr@ccisd.com	Nurse Office Nurse Office 346 1/2
Dawgs BBQ Club	Andrew Coonrod, coonroda@ccisd.com Robert Turner, turnerr@ccisd.com Sydney Garland, garlands@ccisd.com	333 CTE Bldg 601
DAWG Pound Spirit Club	Rebecca Garbacky, garbackyr@ccisd.com Amy Trimm, Trimma@ccisd.com	346 ½ 10th gr office
Doodle & Stitch Club	Kristen Payne, paynek@ccisd.com	328
Dungeon & Dragons (DnD)	Joseph Valencia, valenciaj@ccisd.com	302
EcoDawgs Aquatics Club	Marlaina Mills, Millsm@ccisd.com	303
eSports Club	Jason Long, longja@ccisd.com Aleena Velasco, velascoa@ccisd.com Kyle Ward, wardk@ccisd.com John De Los Santos, delossantosj@ccisd.com	311 309 237 237
FCA (Fellowship of Christian Athletes)	Janelle Casson, Cassonj@ccisd.com	479

	Hailey Hawkins, Hawkinsh@ccisd.com Jennifer Cochran, cochranj@ccisd.com	220 212
Fresh Start Morning Workout Club	LaBrent Epps, eppsl@ccisd.com	355
Game Show Club	Kristen Payne, paynek@ccisd.com	328
Gaming Club	Theresa Coons, coonst@ccisd.com Jennifer Olivares, oliverasj@ccisd.com Nathan Herrod, Herrodn@ccisd.com	Technology 349 252
Girls LEAD	Keesha Davis, davisk@ccisd.com	348
Guitar Club	Vincent Lavallee, lavalleev@ccisd.com	322/Baseball fd
JROTC (Junior Reserve Officer Training Corp)	Major Earl Wilson, wilsone@ccisd.com	JROTC Hall
LEGO Legends	Ruth Lautenschlager, lautenschlagerr@ccisd.com	314
Military Child Education Coalition	Robert Jewell, jewellr@ccisd.com	ECHO HALL
Multi-Culture Club	Lisa Yates, yatesl@ccisd.com	196
Murder Mystery Club	Arin Jalbert, jalberta@ccisd.com	226
Physics Club	Madison Bigford, bigfordm@ccisd.com Marlaina Mills, millsm@ccisd.com	310 303
Pokemon Club	Aleena Velasco, velascoa@ccisd.com	309
Recycling Club	Tonya Rosas, rosast@ccisd.com Rebecca Garbacky, garbackyr@ccisd.com	474 346 1/2
She's The First	Arin Jalbert, jalberta@ccisd.com	226

South View High School, Cumberland County, NC
AYPYN International Baccalaureate Club

Army Youth Programs in Your Neighborhood (AYPYN) Administrator's Guide

ISSUED BY:
Department of Army
Installation Management Command (IMCOM), G9
Fort Sam Houston, Texas 78234

2025-2026

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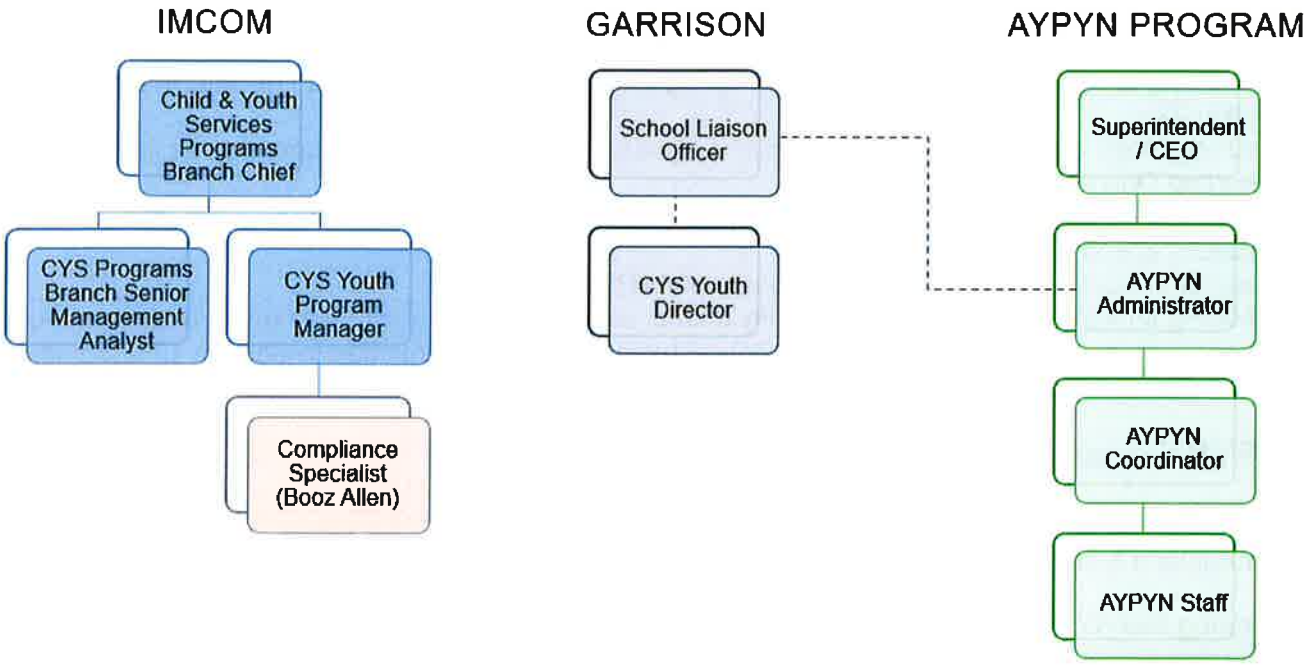

Note: The dotted lines represent the collaboration between the School Liaison Officer, AYPYN Administrator, and CYS Youth Director regarding School Support Services.

3.1 HEADQUARTERS IMCOM G9

HQ IMCOM G9 is responsible for the execution of the AYPYN site contracts, providing oversight and support of the program, and ensuring that the afterschool program is of high quality and consistent with the afterschool programs / activities offered on garrisons. AYPYN sites are required to be in good standing in order to receive annual funding.

3.2 SCHOOL DISTRICT SUPERINTENDENT OR CEO

The school district superintendent or CEO, as the executor of the AYPYN contract, is responsible for ensuring that all requirements of the contract are fulfilled. Their responsibilities include, but are not limited to:

a. Signing the AYPYN Contract.
b. Appointing an AYPYN Administrator to implement and oversee the AYPYN program.
c. Participating in the on-site audit out-brief and scheduled AYPYN meetings.

3.3 AYPYN ADMINISTRATOR

The AYPYN Administrator is responsible for oversight of the AYPYN program. The AYPYN Administrator may designate support staff (i.e. grant accountant, executive assistant, finance manager, etc.) to assist in facilitating their responsibilities as needed. However, the support staff and their roles are defined by the AYPYN Administrator and are outside the scope of this guide. The AYPYN Administrator's responsibilities include, but are not limited to:

a. Designating and providing training for AYPYN coordinators at each AYPYN site.
b. Ensuring that AYPYN coordinators and AYPYN staff are trained on AYPYN contract and the requirements of the AYPYN program at the beginning of the year.
c. Scheduling and facilitating ongoing staff meetings that ensure quality programming and compliance requirements are maintained.
d. Meeting with the garrison School Liaison Officer (SLO) at the beginning of each school year to provide

d. Homeschool Connections
e. Post-Secondary Education / Opportunities

The SLO is committed to providing stakeholders with ongoing support and initiatives that facilitate support for the military connected student.

3.7 Compliance Specialist (Booz Allen Hamilton)

The Booz Allen Hamilton Compliance Specialist conducts audits of AYPYN Programs in accordance with the Operational Guidance and executes the audit process in accordance with parameters set up by the CYS Program Branch Chief and CYS Program Managers. The Compliance Specialist submits After Action Reports to HQ IMCOM G9 for approval. Further information on the audit process is included in Section 10.

4 ELIGIBILITY

4.1 Eligibility Criteria

Army-connected youth are considered any youth that are enrolled in grades 6-12 off the installation and whose parent/guardian is one of the following:

a. Army Active Duty
b. Activated Army Reserve
c. Activated Army National Guard
d. Department of Army civilian
e. Gold Star family

4.2 Validating Eligibility

AYPYN Administrators are responsible for maintaining an accurate account of all eligible Army-connected youth that attend before and afterschool activities. AYPYN Administrators may use a single source of eligibility, or multiple sources, to develop an auditable eligibility roster. Any of the following methods may be utilized to determine eligibility:

a. AYPYN Eligibility Form: a locally generated form that requests Army-connected status and is signed by a parent/guardian or completed electronically by a parent/guardian. A form template is provided as a guide and can be found in Section 12.
b. PL874 (Impact Aid) Form: this form collects eligibility information that is not updated or collected outside of the collection timeframe. For this reason, it should serve as a secondary source of eligibility verification.
c. Local Student Information System (SIS): includes enrollment / registration information collected upon a child's enrollment in school (Skyward, PowerSchool, Infinite Campus, etc.)

5 FINANCIALS

AYPYN programs and contractors are responsible for developing an annual budget for their respective programs. They must also ensure that activities and programming are managed on a sound financial basis, comply with Army policy, and meet established financial performance standards.

5.1 Allowable Expenditures

The Army provides financial support to AYPYN sites to assist with the expenses and improvement of the AYPYN program quality. This financial support is intended for:

6 ATTENDANCE

AYPYN programs and contractors are responsible for maintaining an accurate daily attendance tracking system that would allow HQ IMCOM G9, CYS staff, and/or the Compliance Specialist to verify the number of Army-connected and non-Army-connected youth attending daily before or afterschool activities. Daily attendance should not be duplicated; one attendance count per student per day. Attendance rosters should indicate club / program activity, as well as date and time of activity.

6.1 ALLOWABLE ATTENDANCE ACTIVITIES

The following activities should be included for daily attendance:

a. Before and afterschool clubs / programs. These may include but are not limited to: JROTC, Dance team, Orchestra, Drama, Speech and Debate, Esports, off-season weightlifting / conditioning and programming that occurs before or after athletic practices.
b. Summer club camps and summer orientations that serve to introduce clubs and recruit students for participation.
c. Weekend programming and special events to include MOMC that are an extension of clubs that meet routinely before or afterschool.

6.2 NON-ALLOWABLE ATTENDANCE ACTIVITIES

The following activities should not be included for daily attendance:

a. Clubs / programs held during the academic day, including advisory period and lunchtime.
b. Interscholastic Athletic teams in season, to include Cheerleading.

7 PROGRAMMING AND ACTIVITIES

AYPYN programming and activities are designed to help youth explore interests, build skills, and experience success, with defined outcomes related to five core program areas shown in the table below. Each AYPYN site will provide programming and activities in each of the five Core Program Areas.

When planning, implementing, and evaluating programs, youth involvement is important. Youth and staff will work together to develop program options and activities that are appropriate for a wide range of youth ages, needs, and interests. The use of youth surveys and youth input are an essential element of the AYPYN program to assist in developing and enhancing the outcomes of program and activities.

Five Core Program Areas	Outcomes
Leadership and Service	Help youth build leadership with self, leadership with others, and leadership within the community.
Health and Wellness Programs	Provide opportunities for youth to enhance relationships with themselves and others, regulate emotions, and solve problems by developing social-emotional skills.
Sports and Recreation Programs	Help youth develop physical fitness, reduce stress, and experience healthy physical development.
Education and Science, Technology, Engineering, and Math Programs	Complement and reinforce what youth learn during the school day through tutoring and grade / credit recovery, while creating experiences that drive interest and build a capacity for success in these disciplines. Provide youth with support in developing a plan for the future by complementing academic success, preparation for a post-secondary education, and career development.

8.3 YOUTH SPONSORSHIP PROGRAMS

8.3.1 Army Youth Sponsorship Program

The Army Youth Sponsorship Program is a peer-to-peer, student-led program offered to provide relocation support and school transition assistance at no cost to schools or programs. It addresses the physical, social, and emotional changes that youth experience. School Liaison Officers facilitate this program in both schools and CYS programs to include training for children / youth and staff. The focus of the program is to provide children / youth in transition with information, a sense of belonging, and an opportunity to make friends. This focus is based on research that indicates youth who are connected to their communities exhibit increased resilience, reduced risky behavior, reduced stress in parents and children / youth, and increased school achievement. Contact your School Liaison Officer for more information.

8.3.2 Student to Student

Student to Student (S2S) is a peer-to-peer student-led program that brings military and civilian students together to welcome new students, create a positive environment for all, support educational opportunities, build connections through service, and ease new school transitions. S2S teams provide every new student with a school tour and welcome packet, eat lunch with new students and check in during the first two weeks, host social events and S2S meetings to build relationships, actively engage in school and community service projects, seek guidance from S2S sponsor when assisting peers, and create an inviting and supportive environment for all students.

The Military Child Education Coalition (MCEC) offers initial program and enhancement trainings for AYPYN programs. Training is offered virtually or in-person and is available for club sponsor(s) as well as high school and middle school students. MCEC provides trainers, resources, and supplies.

Student 2 Student - Military Child Education Coalition® (MCEC®)

8.4 MONTH OF THE MILITARY CHILD

April is the Month of the Military Child. Each year, the Department of Defense joins national, state, and local governments, school, military serving organizations, companies and private citizens in celebrating military children and the sacrifices they make. Military OneSource offers a Month of the Military Child resources page with social media toolkit, fact sheet, giveaways, and annual theme information.

Month of the Military Child Toolkit | Military OneSource

8.5 AFTERSCHOOL SNACK SERVICE

To assist in minimizing the snack cost per student, all eligible programs are encouraged to participate in the U.S.D.A. National School Lunch Program (NSLP) Afterschool Snack Service. The afterschool snack component of the NSLP helps children fully engage in afterschool programming by filling the hunger gap many children face in the afternoon and early evening. An afterschool program site is area eligible if it is located at a school or in the attendance area of a school where at least 50 percent of the enrolled children are eligible for free or reduced-price meals.

Afterschool Snacks | Food and Nutrition Service (usda.gov)

Education and Science, Technology, Engineering, and Math Programs	• Army Library Program (Army MWR) • Army Homework Lab (Army MWR) • Army Youth Technology Labs (Army MWR) • 4-H Computer and Geospatial Project/Curriculum • 4-H Science, Technology, Engineering, & Math (STEM) Curriculum • 4-H My Financial Future / Money Fundamentals Curriculum • 4-H Ecology and Environmental Awareness • 4-H Power of Wind Curriculum • 4-H Entrepreneurship and Workforce Readiness Project / Curriculum	• 4-H Building your Future (Workforce Prep) • BGCA Project Learn, Power Hour & Summer Brain Gain • BGCA Computer Science, Digital Literary Essentials • BGCA Ultimate Journey & Do It Yourself (DIY) STEM • BGCA Money Matters, and My Future Platform • BGCA Career Launch • BGCA Junior Staff • BGCA Lyricism 101 • BGCA Media Making

9 MARKETING

Marketing of the AYPYN program ensures that families and students are aware of the afterschool programming opportunities. The use of the approved CYS marketing on banners, club fliers, and programming materials communicates to families and the community that the programming offered at your schools is sponsored by Army Child and Youth Services and is an extension of the Youth Services offered on the installation.

UNITED STATES ARMY
CHILD&YOUTH SERVICES
The afterschool program is sponsored by Army Youth Program In Your Neighborhood (AYPYN).

BOYS & GIRLS CLUBS OF AMERICA

Successful marketing to eligible students can increase attendance, which is essential for the sustainability of the program. Advertising club and programs through fliers on bulletin boards, school announcements, and learning management systems (Schoology, Google Classroom, etc.) are examples of effective marketing. Newly enrolled students should have easy access to current programming/club options and schedules.

10 COMPLIANCE

HQ IMCOM G9 establishes the parameters for the audit process in accordance with the contract and the Operational Guidance. All required documentation should be submitted in MS Word, MS PowerPoint, MS Excel, or PDF.

10.1 AUDIT SCHEDULE

One virtual and one on-site audit is scheduled annually for each program location, with one audit occurring in the fall and one in the spring. The Compliance Specialist collaborates to ensure that schedules can be met by all required members and is updated as needed.

The AYPYN sites to be reviewed during virtual audits and visited during on-site audits are determined based on the past historical audit schedule to ensure that all sites are audited. Before and afterschool clubs /

11 SUMMARY OF CHANGES

The AYPYN Administrator's Guide is updated annually to clarify frequent points of inquiry and changes in operational guidance. The following table is a summary of changes to the 2024-2025 version of the AYPYN Administrator's Guide.

Section	Summary of Change
3.3l AYPYN Administrator	Details new AYPYN Administrator responsibility to report Critical Incidents to HQ IMCOM G9.
5.1c Allowable Expenditures	Addition of JROTC supplies and materials as allowable expenses.
5.1d Allowable Expenditures	Addition of club competitions and special events associated with club activities as allowable expenses.
5.1e Allowable Expenditures	Addition of training for AYPYN staff as an allowable expense.
5.1h Allowable Expenditures	Addition of membership fees and / or dues associated with programming for Army-connected youth as allowable expenses.
5.2a Non-allowable Expenditures	Inclusion of advisory period and/or lunchtime in the definition of the academic day.
5.2c Non-allowable Expenditures	Clarification of language to specify that supplies and equipment intended for supporting Interscholastic athletic teams during both in-season and off-season are considered non-allowable expenses.
6 Attendance	Details that daily attendance should not be duplicated; one attendance count per student per day.
6.2a Non-allowable Attendance Activities	Inclusion of advisory period and/or lunchtime in the definition of the academic day.
8.3 Youth Sponsorship Programs	Removal of Anchored4Life as a Youth Sponsorship Program.
10 Compliance	Details that all required documentation should be submitted in MS Word, MS PowerPoint, MS Excel, or PDF.

12 SUPPLEMENTAL DOCUMENTS

Below are the supplemental documents referenced in the AYPYN Administrator's Guide. Click on the documents below to be taken to the separate form(s).

- AYPYN Site Visit Checklist: This form is for AYPYN Administrators to document site visits (see Section 3.3).
- AYPYN Critical Incident Report: This form is provided for reporting any Critical Incidents to HQ IMCOM G9 that cause disruption to essential services, AYPYN program, or impact the communities around AYPYN sites (see Section 3.3).
- AYPYN Eligibility Form: This sample AYPYN Eligibility Form is provided as an example for collecting eligibility information (see Section 4.2).
- Annual Background Check Attestation: This form is required to be signed by the CEO or District Superintendent and submitted to the Compliance Specialist at the beginning of the fall semester (see Section 10.2).

Copperas Cove High School BBQ Club Bylaws

Article I: Name

The official name of the organization shall be the "Copperas Cove High School BBQ Club."

Article II: Purpose

The purpose of the BBQ Club is to:

1. Foster a passion for BBQ cooking among students.
2. Teach students culinary techniques specific to BBQ, including grilling, smoking, and food presentation.
3. Promote leadership, teamwork, and communication skills.
4. Compete in BBQ competitions while encouraging good sportsmanship.
5. Provide an enjoyable and educational environment where students can express creativity through cooking.

Article III: Membership

Section 1: Eligibility

1. Membership is open to all students currently enrolled at Copperas Cove High School who have an interest in BBQ cooking and agree to abide by the club's rules and bylaws.
2. Members must maintain good academic standing in accordance with school policies.

Section 2: Participation

1. Members are expected to attend all scheduled meetings, practices, and competitions unless excused in advance by the club president or faculty sponsor.
2. Active participation is required in both cooking and non-cooking duties, including setup, cleanup, and team leadership roles.

Article V: Meetings

Section 1: Frequency of Meetings

1. Regular meetings shall be held at least once a month during the school year.
2. Additional meetings, practices, or events may be scheduled as necessary, including before competitions.

Section 2: Quorum

1. A quorum for conducting official business shall be a simple majority (50% + 1) of active members.
2. Decisions and votes can only be made when a quorum is present.

Copperas Cove High School Black Student Union (BSU) & Step Team Organizational Handbook

Prepared by: Jon'nee Riley

Biology Teacher | BSU/Step Team Sponsor | Class of 2028 Sponsor

Email: rileyjo@ccisd.com

Date: 2/25/2025

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1. Introduction

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- Purpose of the Black Student Union
- Mission Statement

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3. BSU Policies & Procedures

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- Attendance & Participation
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- Community Service & Fundraising Requirements

4. Step Team Policies & Procedures

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- Practice Expectations & Performance Guidelines
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5. Event Planning & Collaboration

- Planning Cultural & Educational Events
- Collaborating with Other Organizations
- Fundraising & Budgeting

6. Leadership Development & Transition Plan

7. Contact Information & Important Dates

1. Introduction

Dear Students, Faculty, and Community Members,

Welcome to the Copperas Cove High School Black Student Union (BSU) & Step Team! We are excited to embark on this journey of empowerment, education, and cultural appreciation. This organization serves as a safe space for Black students and allies to come together, celebrate Black culture, engage in meaningful discussions, and develop as leaders.

Through educational programs, leadership development, community service, and artistic expression, we aim to foster a strong sense of identity, pride, and unity. Our Step Team serves as a creative extension of our mission, allowing members to engage in an impactful cultural tradition while promoting discipline, teamwork, and school spirit.

This handbook outlines our mission, policies, expectations, and opportunities for involvement. We encourage all students to participate actively and make a lasting impact in our school and community.

We look forward to an amazing year!

Sincerely,

Jon'nee Riley

BSU & Step Team Sponsor

Purpose of the Black Student Union

The Copperas Cove High School Black Student Union exists to:

- Foster cultural awareness and historical education for all students.
- Provide academic, emotional, and social support to Black students.
- Develop leaders and advocates for positive change in the school and community.
- Promote unity and collaboration among students of all backgrounds.

Mission Statement

The Copperas Cove High School Black Student Union is dedicated to empowering Black students by fostering leadership, unity, and cultural awareness. We aim to create an inclusive environment where students can engage in educational, social, and service-based activities that celebrate Black excellence and encourage advocacy.

2. Organizational Structure

Executive Board Positions & Responsibilities

• President – Oversees all BSU activities, presides over meetings, represents the organization in official capacities.

• Vice President – Assists the president, oversees committees, and assumes leadership in the president's absence.

• Secretary – Keeps records of meetings, membership lists, and event planning documents.

• Treasurer – Manages funds, creates budgets, and oversees fundraising efforts.

• Step Team Captain – Leads step team practices, performances, and team development.

Membership Requirements & Expectations

• Open to all students who support BSU's mission.

• Must attend at least 75% of meetings and events.

• Step Team members must also comply with additional performance-related expectations.

3. BSU Policies & Procedures

Meeting Structure

- General Meetings – Held monthly, open to all members.
- Executive Board Meetings – Held bi-weekly for officers to plan upcoming events.

Attendance & Participation

- Active participation in BSU events and discussions is expected.
- Members must attend two or more community service events per school year.

Code of Conduct

- Members must respect one another and uphold the values of unity, inclusion, and leadership.
- Any form of discrimination, harassment, or bullying will not be tolerated.

Community Service & Fundraising Requirements

- Members must participate in at least one fundraising event per semester.
- Community service hours may be required for leadership positions.

4. Step Team Policies & Procedures

Purpose of the Step Team

The Step Team is a performance-based extension of BSU, dedicated to celebrating Black cultural traditions through synchronized movement, rhythm, and chant-based routines. The team fosters discipline, teamwork, and school spirit while promoting cultural awareness.

Membership Requirements

- Must be an active member of BSU.
- Must audition and demonstrate commitment to teamwork and discipline.
- Must maintain a 2.5 GPA or higher to remain eligible.

Practice Expectations & Performance Guidelines

- Practices will be held twice per week after school.
- Attendance is mandatory unless excused in advance.
- Members must wear proper attire (athletic clothing, sneakers, no jewelry).
- Performances will include school pep rallies, BSU events, and local community events.

Code of Conduct & Discipline Policy

- Respect for teammates and coaches is required at all times.
- Members must arrive on time and give full effort in practices and performances.
- Unexcused absences from more than two practices may result in removal from a performance.
- Any behavior that brings negative attention to the team or BSU may result in disciplinary action or dismissal.

5. Event Planning & Collaboration

Planning Cultural & Educational Events

- BSU will host Black History Month programs, guest speaker events, and cultural showcases.
- Members will have opportunities to help plan and lead events.

Collaborating with Other Organizations

- BSU will partner with student government, academic clubs, and community groups to promote inclusion.
- Joint service projects will encourage cross-cultural engagement.

Fundraising & Budgeting

- Fundraising efforts will support scholarships, community service projects, and step team travel.
- BSU and Step Team members are required to participate in at least one fundraising event per semester.

6. Leadership Development & Transition Plan

- Officers will serve one-year terms, with elections held in April.
- Outgoing officers must train new officers to ensure smooth leadership transitions.
- Leadership workshops will be held to prepare future BSU leaders.

7. Contact Information & Important Dates

Sponsor Contact Information

Jon'nee Riley

Email: rileyjo@ccisd.com

Meeting & Event Calendar

- First General Meeting: [Date]
- Step Team Tryouts: [Date]
- Community Service Project: [Date]
- Black History Month Program: [Date]

The Copperas Cove High School Black Student Union & Step Team are dedicated to empowering students, celebrating culture, and fostering leadership. We look forward to making a positive impact on our school and community. Let's build something meaningful together!

Acknowledgment of Agreement

I, [ ], have read and understood the policies and expectations of the Copperas Cove High School Black Student Union & Step Team. I agree to abide by the guidelines set forth in this handbook.

Signature: _____

Date: _____

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Biology Teacher | BSU/Step Team Sponsor | Class of 2028 Sponsor

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Signature: _____

Date: _____

Calculator Applications Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Calculator Applications Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 924: HIGH SCHOOL CALCULATOR APPLICATIONS CONTEST

(a) **THE CONTEST.**
- (1) Purpose. The Calculator Applications Contest trains students in efficient problem solving strategies involving calculations in the areas of engineering, science and mathematics.
- (2) Format. The contest includes calculations involving addition, subtraction, multiplication, division, roots, powers, exponentiation, logarithms, trigonometric functions, inverse trigonometric functions, iterative solutions for transcendental equations, differential and integral calculus, elementary statistics and matrix algebra. In addition to straightforward calculation problems, the contest shall include geometric and stated problems similar to those found in recently adopted high school algebra, geometry, trigonometry, pre-calculus and calculus textbooks, previous contests, and UIL materials related to the contest.
- (3) Calculators. Refer to the contest handbook for restrictions on calculators.
- (4) Late Arrivals. Qualified contestants not present when the tests are distributed will be disqualified.

(b) **ENTRIES.**
- (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.
- (2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) **QUALIFICATION.** Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) **TIES.**
- (1) Individual Competition. In the event of a tie, the higher place shall be given to the contestant gaining the most points on stated and geometric problems. If the same number of points are gained on stated and geometric problems, then a tie exists.
- (2) Team Competition. Refer to Section 902 (h)(3)(D).

Calculator Applications
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test. Contestants shall not write their name or the name of their school on their tests.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district or the certified alternate or team substitute at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be dismissed from the room before the contest begins.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace individual contestants on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Sections 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room and away from other contestants from the same school.
6. **LATE ARRIVAL.** Qualified contestants not present when the tests are distributed will not be admitted and are disqualified.
7. **CALCULATORS.** All commercially available calculators are permitted provided they are hand-held, can operate silently and do not require auxiliary electric power. Calculators that have gone off the market are permitted so long as they meet the other contest requirements.
    a. Calculators may not be user-modified.
    b. A maximum of two calculators will be permitted and may be used at any time during the contest.
    c. Calculators will not be checked or verified respecting any information stored on them prior to the start of the contest.
8. **TEST DISTRIBUTION.** Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test cover page.
9. **SCRATCH PAPER.** Contest directors shall provide contestants with scratch paper, if requested. Contestants may write on the test and on the scratch paper provided.
10. **ANNOUNCEMENTS.** For district and regional contests, following roll call and prior to the start of the test, contest directors shall read aloud to contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
11. **START AND STOP SIGNALS.** Contest directors will give the signal to start. After 30 minutes have expired, the contest director should give the verbal notification to stop. No other time warnings shall be given. When the end of the contest period is indicated, contestants shall cease calculator operations and may write down the number displayed on the calculator.
12. **TIMING AND ELECTRONIC DEVICES.** Contestants may use timing devices provided they do not emit audible signals during the contest. Cell phones, tablets, smart watches or any device that can wirelessly connect to the Internet, may not be used during the contest. Music players, headphones, etc. may not be used in the testing room. Electronic devices not allowed in the

contest should be turned off and should not be accessible during testing.

13. **ANSWERS.** Only the answer should be written in the answer space.
    a. Contestants may erase or mark out an answer previously written, provided they clearly indicate the answer they wish graded.
    b. Answers may be written in decimal or in powers of 10 notation of the form, 1.23×10^{-6}. Except in integer, dollar sign and certain stated problems, answers should be written with three significant digits only, with plus or minus one unit error in the third significant digit permitted. Integer problems require answers written as an integer and no error is permitted. Dollar sign problems should be answered to the exact cent in fixed notation, but plus or minus one cent error is permitted. Stated problems using inexact numbers require use of the method of least significant digits. Problems requiring the method of least significant digits are indicated by "SD" in the answer blank. Plus or minus one unit error in the last significant digit is permitted. The test cover sheet illustrates how answers should be written.
14. **LEGIBILITY.** If a consensus of graders cannot read an answer, they will mark that answer as incorrect. See Grading the Contest section for additional information.
15. **TURNING IN PAPERS.** Contestants shall remain seated and retain their papers during the 30-minute testing period. If a contestant leaves the room, testing materials shall be turned in before exiting, and the contestant may not re-enter. The contestant's test shall be graded, scored and ranked as submitted.
16. **GRADERS.** Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader.
17. **ANSWER KEY.** Prior to the start of grading, the Head Grader should communicate to the contest director any concerns of the graders and any suggested changes to the key.
18. **ANSWER KEY ERRORS.** In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director to communicate the suspected error and to seek clarification before changing the key. Any error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
19. **GRADING THE CONTEST.** Each paper should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed.
20. **SCORING.** All problems through the last problem completed or attempted will be graded. A problem is considered to have been attempted if any mark or erasure appears in the answer space for that problem. Scoring is plus five points for correct answers and minus two points for incorrect, skipped, or illegible answers. Stated problems involving inexact numbers that are answered correctly but with the incorrect number of significant digits are awarded plus three points, provided at least two significant digits are indicated and the more precise answer rounds exactly to the lesser precise answer.
21. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place is awarded to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 924 of the UIL Constitution and Contest Rules.
    b. Team Competition. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. In district competition, the top four scoring contestants from a school will constitute the school's team. At all

levels, the sum of the top three overall scores from each school constitutes the team score for the school. All four members of first place or wild card teams advance to the next level of competition. All team members who qualify to regional or state will compete for individual honors.

c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.

22. **VERIFICATION PERIOD**. Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Questions shall be resolved during the Verification Period. Contestants and coaches not present at verification waive their opportunity to ask questions and accept final results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
23. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.
24. **NOTIFYING ALTERNATES.** If an individual qualifier or team cannot compete at the region or state meet, the alternate shall be notified and allowed to compete. It is the responsibility of the school scheduled to attend to notify the meet director and the alternates school in writing as soon as possible prior to the contest. Failure to do so could violate the Academic Contest Ethics Code.
25. **RETURNING THE PAPERS.** When results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than Saturday of region weekend.
26. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information regarding test content shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
27. **SWEEPSTAKES POINTS.** Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM
Secure the best room you can find that is large enough for the number of contestants expected. It is very important to have a room with tables or desks with writing areas that are large, at least 18 x 24 inches. Using two rooms with suitable desks and conducting the contest simultaneously in both is preferable to using one unsuitable room.

MATERIALS AND EQUIPMENT
The contest director will provide the following:
- Clean scratch paper for use by the contestants
- Pens for grading
- Accurate clock for timing, preferably one that contestants can see during the contest
- (DISTRICT) One 8 ½ x 11 envelope per school entered, for returning materials

Contestants should provide the following:
- Pens or pencils
- Calculators (see calculator restrictions)

CONTEST PACKET
The League office will provide the following in the contest packet:
- A copy of the rules from the Calculator Applications Handbook
- Copies of the tests and answer keys
- (REGION) State Meet information cards for state meet qualifiers (11)

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. Check every test to make sure that no test is defective. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may also serve as contest directors, assistants, monitors and calculator verifiers.
- Contest director
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the head grader. Make these selections prior to the beginning of the contest.

TIME REQUIRED
Allot one hour for the contest: up to 30 minutes for roll call, opening remarks, and distributing the tests, and 30 minutes for the testing period. Stay on schedule as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test cover sheet and on the answer sheet. Check all tests to ensure that all pages are printed clearly and completely.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT)
Provide and label a large (8 1⁄2 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school.

CONDUCTING THE CONTEST

1. Set up the room that will best facilitate the contest where contest officials can sit in view of the contestants.
2. Organize contest materials for easy distribution.
3. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
4. Seat the contestants sparsely around the room separating contestants from the same school.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room.
6. Clearing of calculators is no longer required. Calculators will not be checked or verified respecting any information stored on them prior to the start of the contest.
7. Distribute the test. Caution contestants not to open the test until instructed.
8. Read aloud the following:

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Write the assigned contestant number in the top right-hand corner on the cover page of the test. Check for accuracy if it has already been written on the test.
c. You may use any silent, hand-held calculator that does not require auxiliary electric power.
d. You may write on the test paper and on the scratch paper provided, but only the answer should be written in the answer space. You may erase or mark out an answer previously written, provided you write the revised answer within the answer space and clearly indicate the answer you wish graded.
e. This is a 30-minute contest. No time warnings will be given. Remain in your seat throughout the contest period.
f. No talking or distracting noises will be permitted. Students may use timing devices as long as no audible signals are emitted by the devices during the contest. Cell phones, smart watches, tablets, music players, or other similar devices are not to be used as timers and must be turned off and stored during the contest. Be sure that any watch alarms or signals are not set to go off during the contest, and that your cell phone is turned off, not set on vibrate.
g. When the end of the contest period is indicated, you must cease calculator operations. After the signal is given you may, however, write down the number displayed on your calculator.
h. The test cover sheet illustrates how answers should be written.
i. All problems through the last problem completed or attempted will be graded. A problem is considered to have been attempted if any mark or erasure appears in the answer space for that problem.
j. Verification period will be held in___(name room) at_____(give time). This is the only time for contestants and coaches to verify grading and unofficial results.
k. Are there any questions?
l. You may begin the contest.

9. During the contest, remain silent and do not move about. It is very important that the contestants have a quiet setting for the contest.
10. Give contestants the signal to start. Terminate the contest at the end of exactly 30 minutes, allowing contestants to write one number that is on the calculator (but not transcribe answers written elsewhere on the test.)

11. When the time has elapsed, the contest director should collect all test materials, including scratch paper.
12. Deliver all materials to the grading room.
13. Submit any substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

Graders should report to the grading room as soon as the contest begins. The head grader will provide answer keys and surplus tests when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. If an error is suspected on the answer key of an objectively-scored contest, refer to instructions on Answer Key Errors in the Contest Rules and Procedures section of the contest handbook. Do not "throw out" a question or make any other alterations without a ruling from the UIL State Office and/or the respective state contest director, as this could affect wild card team selection.

Teams advancing to the State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS

Score each paper independently twice, and score papers contending to place among the top six a third time. Record the score on the outside of each paper and have the grader initial it. Coaches should disqualify themselves in scoring their own contestant's papers, if they recognize handwriting.

Begin grading a paper by marking a line after the last problem attempted. Check the next page to make sure that the contestant did not attempt further problems. Any mark in the answer blank, including erased marks, constitutes an attempt. Any erasure or mark-over (without a second answer) in the answer blank is considered to be incorrect, even if the number can be read and is correct. Students forego their right to consideration of their answer when they erase or mark out an answer.

The UIL Calculator Applications Handbook and the front cover of the test contains detailed information about how answers must be written. Make sure all graders are familiar with these rules.

SCORING

The first grader should compute the final score according to the formula: (5 x number attempted) - (7 x number wrong) - (2 x errors in significant digits), then write the score on the front of the test and place his/her initials next to the score. The second grader should compute the score according to the same formula, but also check that the two gradings agree in every detail. Record and initial the second score, and have the two graders work out any disagreement. All papers contending to place should be scored a third time.

The following guidelines are used at the state contest for determining legibility, and are recommended for district and regional contests also:

When doubting the legibility of a numeral or disagreement arises with another grader as to the legibility of a numeral, resolve it in the following manner. In a piece of paper, tear a small hole large enough to show the numeral without anything else. Using this as a mask, show the numeral to three other graders who do not know what the numeral is supposed to be. If two or more agree on what the number looks like, then that is what it is. If no two agree, then the numeral is declared illegible, and the answer is counted wrong. (The standards in the "x10" in scientific notation are lower since this is a standard format.)

PLACES AND TIES

Refer to Calculator Applications Contest Rules and Procedures.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the cover sheet of the test the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR
Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD
Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores.

Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of scores to be reviewed by contestants and coaches during the Verification Period.

At State Meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS
The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth and announce the schools of the first place and alternate teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

CALCULATOR APPLICATIONS QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading (can use same room as Number Sense)

PREP TIME — 30
TEST TIME — 30

CONTEST MATERIALS
UIL Packet: tests & keys.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, calculators for graders, pencils and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
• Director
• One or more assistant(s)/monitor(s)
• Head grader

OF ENTRIES
(District) six per school
(Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.

TIES
• Individual — If two or more contestants have identical raw score, the higher place shall be given to the contestant gaining the most points on stated and geometric problems. If still tied, both advance.
• Team — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3, preferably more. Graders may be coaches.

AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

ADVANCE: Top 3 individuals and 1st place team. One wild card team per regional will also advance.

Study Material

Shop the UIL Online Store at store.uiltexas.org to purchase study Materials. Some materials are available for free download.

• The Calculator Applications Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download.

• Calculator applications study packets include the previous year's tests.

• The Calculator Applications Contest Manual (Revised, 2023) describes the current contest format and provides a wealth of information about the types of problems included in the contest.

• Calculator Applications Practice Manual for Stated and Geometric Problems (Revised, 2010). Appendices to the companion Contest Manual include an exhaustive list of unit conversions and a formal formula set for geometry problems intended to provide the assumed knowledge foundation for future stated and geometry problems.

• Calculator Applications Practice Manual for Numerical Problems (Revised, 2010). The general wisdom in improving speed and accuracy with the number cruncher problems is simply to practice a lot. That is the purpose of this drill manual. The manual provides 26 versions of all seven pages of the contest, 910 problems in all.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for Academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

Calculator Restrictions

All commercially available calculators are permitted provided they are hand-held, can operate silently and do not require auxiliary electric power. Calculators that have gone off the market are permitted so long as they meet the other contest requirements.

(a) Calculators may not be user-modified.

(b) A maximum of two calculators will be permitted and may be used at any time during the contest.

(c) Clearing of calculators is no longer required. Calculators will not be checked or verified respecting any information stored on them prior to the start of the contest.

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#UILSTATE

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Cadet Handbook
& Standard Operating Procedures

"To motivate young people to be better citizens."

UPDATE
8 May 2025

Summary. This Standard Operating Procedure (SOP) Manual provides guidance for all JROTC cadets. This SOP supplements information in Army Regulation (AR) 145-2 Cadet Command Regulation (CCR) 145-2 and CCR 145-8-3.

Applicability. This SOP applies to all JROTC cadets at Copperas Cove High School. It covers the necessary information that is needed for all JROTC cadets to be successful in their positions.

Word Use. Will/Must - Indicates mandatory actions, formats or requirements. Should/Can - Indicates recommended procedures. May- Indicates it is at the discretion of the individual to choose whatever method best fits the given situation.

Suggested improvements. Send comments and suggested improvements to the Battalion XO.

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Memorandum for all cadets, parents, and guardians

Welcome to Copperas Cove High School's Army Junior ROTC. The high caliber of students who join our Battalion, the instructor cadre, and the support of the school administration, faculty, and military community are what make us the best in central Texas. Our mission is to make better citizens out of our cadets.

This is a 4 year program for which elective credits are awarded toward graduation. It is not necessary that a student take all 4 years. The program may be entered starting in the 9th grade and beyond.

One of the reasons we are the best is because the Cadet Chain of Command (from the squad leader all the way up to the Battalion Commander) is given the freedom and responsibility to run the Battalion. Cadet leaders do everything from instructing drill to teaching some classes. Through this, cadets will learn the value of teamwork as well as the satisfaction of individual accomplishments.

While in the classroom, cadets will receive training in citizenship, leadership, physical fitness, first aid, map reading, marksmanship, communicating, and many other subjects. Outside the formal classroom environment, cadets will learn about and practice leadership, responsibility, self-discipline, decision making, and time management. The cadet's attitude will be THE determining factor in how enjoyable and beneficial their JROTC time will be. The uniform is worn every Wednesday.

The Corps of cadets is scheduled to do many things during the school year. As a member of the Bulldog Battalion, cadets will be expected to contribute some of their valuable time for the good of the entire battalion. Cadets will also work for the good of the community by helping in such things as school and community clean-ups and other sponsored events. Our Battalion performs at civic and school functions, parades, athletic events, and many other activities. Cadets may attend formal events such as the Military Ball, Awards Banquet, Drill team competitions, Raider Challenge, and JCLC Summer Camp.

It will take a lot of hard work and dedication by the corps of cadets to maintain our "Honor Unit with distinction" status. With your ability and active participation, and the quality of the returning Cadet Leaders, we are confident that our Battalion will continue to be the BEST.

EARL E. WILSON
Major, U.S. Army Retired
Senior Army Instructor
Copperas Cove High School

Chapter 1 – Introduction

1-1. Purpose

This SOP sets policy, assigns responsibilities, and provides guidance for the JROTC cadets of the Bulldog Battalion. This document will answer all questions that a cadet or a parent may have about the JROTC program at CCHS. This is a living document, and it is not set in stone. Turn in any requests for changes to the Executive Officer.

1-2. Enrollment

a. Participation in the JROTC program is voluntary and open to all students, male and female. In addition, students must be in the 9th grade or above. Each year cadets who want to be in the program are **required** to fill out and sign a DD Form 3203 that is kept on file with the school and is an inspectable item when the program is inspected by the United States Army Cadet Command. Cadets are required to be of good moral character and show patriotism to the United States of America. Uniforms and all course material are issued by the JROTC Department.

b. For participation in any extra-curricular activities in JROTC the cadet must meet the minimum GPA requirements for extra-curricular activities. Please see the SAI or AI to answer further questions.

1-3. Mission

Bulldog Cadets are required to help the JROTC instructors meet the Cadet Command JROTC mission "To motivate young people to become better citizens." Cadets will continually strive to meet or exceed all expectations and/or requirements set forth in Cadet Command Regulations and Policies. The Bulldog Battalion is a strong supporter of the school and community through various support activities.

1-4. JROTC Classroom Rules

a. No electronic equipment is to be seen during class (including ear buds) unless otherwise instructed by the Army Instructor.
b. No sitting on desks or feet on desks
c. No horseplay
d. No Gum during any JROTC Cadet led functions at the discretion of the Cadet In Charge. Absolutely NO chewing gum during class or in uniform
e. No Hats/Hoods
f. School Rules and dress code applies
g. No spinning of rifles in the class rooms
h. No spinning of regulation or color guard rifles
i. When moving down the hallway with a rifle, the bearer must be at the position of port arms and must be in a group of two or more and in formation
j. No carrying of more than two rifles in the hall (see Annex H)
k. Uniform items are not to be left in the classroom over the weekend
l. No items are to be left overnight in the classroom unless previously authorized by the SAI/AI.
m. No Public Display of Affection in the classrooms or in uniform is permitted.
n. No music is to be played within the classroom during the school day and afterhours is up to the discretion of the SAI

1-5. Staff Office

The Staff Office is a privilege that can and will be taken away if abused.

a. The cadet staff area is for cadet staff, company/battalion leadership (floaters and platoon leadership are not permitted)
b. Assistants are only to be permitted in the Staff Area when authorized by the Staff Officer to complete staff work.
c. The cadet staff area is to be always kept clean and sanitary (I.E. no perishable food, clothing, or "smelly" objects may be left overnight)
d. The battalion staff desk is for personal items and drill shoes (as long as they remain sanitary) however they are not to be left overnight. The battalion staff desk is a privilege!
e. Computers are for staff work, homework, and productive research ONLY. Games are not to be played on any JROTC computers.
f. Computer Hierarchy:
    1. Staff work
    2. Homework
    3. Productive research pertaining to JROTC
    4. Productive research for other subjects
g. All people in the staff area must exemplify the conduct of a proper JROTC cadet. Any violations will result in consideration for removal from position. Any continuous disrespect for the rules will result in consideration for demotion/removal of position regardless of position/rank.
h. Immediately upon removal from position the previous holder of position must renounce all privileges pertaining to the position to the new holder of said position. This includes staff drawers, boxes, uniform accouterments, etc.
i. Staff drawers are for personal items of the position holder excluding uniform items. Food and clothing may not remain in the drawer overnight. Any banned items found will be properly discarded. Any continuous violations will result in consideration for immediate counseling, and will be considered for removal from position and/or loss of privileges.
j. Failure to maintain cleanliness in the staff area will result in loss of privileges of the staff area for all cadets.
k. The S-1, S-2/S-5, S-3, S-4 and S-6, cabinets are permitted only for storage of items pertaining directly to staff work.

1-6. Course Curriculum

The course curriculum of the Bulldog Battalion contains many subjects and is subject to change.

a. LET 1 course curriculum may include
    a. Rank Identification
    b. Corps of cadet structure
    c. Flag Etiquette
    d. Followership
    e. Communications
    f. Map Reading

b. LET 2, 3, 4 course curriculum may include:
    a. Financial Planning
    b. Military History
    c. U.S. Government

d. Leadership Theory

c. All LET levels course curriculum may include
a. First Aid/CPR/AER
b. Marksmanship
c. Physical Fitness
d. Drill and Ceremonies
e. Uniform Wear
f. Leadership
g. Citizenship
h. Communication Styles
i. Decision Making
j. Time Management

1-7. Policies
See Cadet Command Program of Instruction

1-8. Discipline
Discipline is "INSTANT OBEDIENCE TO ORDERS, RESPECT FOR AUTHORITY AND SELF RELIANCE". It is defined as those conditions and attitudes of people which contribute to orderliness among one another. Obedience by subordinates to superior ranking cadets or cadets in positions of higher authority and responsibility is that degree of self-control exercised by each individual.
Discipline, as is the case with courtesy, is the hallmark of any effective, proud, and efficient unit. Discipline is a two-way process: that is superiors have a responsibility to exercise mature judgment, courtesy, and patience with the subordinates. Their need to exercise self-control applies to controlling their emotions and to maintain a calm, deliberate, and temperate manner in their personal official relationships with subordinates. Subordinate cadets have the need to be restrained in their manner to always assure courteous attitudes in their relationships with their superiors.

1-9. Withdrawal
a. Removal – In accordance with CCR 145-2, and the discretion of the SAI, cadets will be removed from the program if applicable.

b. Dropping of JROTC – To drop JROTC you must see your guidance counselor to drop the class. This may only occur within the first 10 days of the semester and must be brought to the attention of the SAI and your counselor. To drop JROTC you MUST turn in your uniform before you drop the program. If you fail to turn in your uniform, you will have a block on your transcripts until the uniform is turned in or paid for.

1-10. Military Service and College Opportunities
a. Enrollment in the Junior ROTC program in NO way obligates a student for military service. Our mission is to help cadets to be better citizens: we are not here to recruit for any service. However, it is possible for the student to be recommended for advanced rank at enlistment, and/or credit for a position in the Senior ROTC program offered by colleges and universities, or for appointment to one of the service academies. In accordance with CCR 145-2 graduating

cadets completing two, three, or four years of JROTC may be recommended for advanced rank in the regular components of the US Army, Air Force, Navy, Marine Corps or Coast Guard.

COMPLETION OF	GRADE STATUS	
2 years	Private (E2)	
3-4 years	Private First Class (E3)	SAI Recommended

b. Those cadets completing four years of the JROTC program may be recommended for placement credit toward completion of the Senior ROTC program. Army four year scholarships or one of a lesser number are available for application.

c. Academies – Outstanding Army JROTC cadets may be nominated by the SAI for competitive appointment to one or more of the Service Academies, i.e., US Military Academy, US Navy Academy, US Air Force Academy, that are available for Honor Unit Awardees. Appointments are also available to the US Merchant Marine Academy.

Chapter 2 - Duties and Responsibilities

a. The JROTC program is unique in that much of the day-to-day running of the battalion is accomplished through the work of cadet leadership. The cadet leadership has the key responsibility to develop cadets into better citizens. **The commitment, time, and work put into the JROTC program may lead to the gain of a leadership position.**

b. The purpose and function of the battalion organization is to provide cadets with practical experience and knowledge of the leadership and managerial skills in life. Cadets at each level of the chain of command will be expected to accept the responsibilities of their positions. All cadets are eligible for any position in the battalion. Certain positions may require certain stipulations. You can see the normal progression for a cadet within the Corps in Annex A. The authority to exercise command within the corps of cadets is vested primarily in the cadet officers. The responsibility of command, maintenance, and discipline normally rests with the senior cadet present but other cadets may be designated as temporary commanders for the purposes of instruction. The proper functioning of the cadet battalion, like any organization, is dependent on a few basic fundamentals. Each member must know his job and its location within the organization. He/she must be aware of the necessity of producing quality results and maintaining the battalion. The following paragraphs describe the key leadership positions within the corps of cadets.

2-1. Battalion Commander (Rank Base = C/LTC)

a. Duties and responsibilities include, but are not limited to the following:

- Command the Battalion, by taking responsibility for everything the Battalion accomplishes or fails to accomplish and making use of the subordinate chain of command (delegation) to conduct all operations.
- Organize, train the battalion to accomplish the JROTC mission Statement and instill the JROTC core abilities
- Lead by example; the primary role model for appearance, behavior, and attitude for the entire Battalion.

- Develop the battalion leadership team with the BN XO and CSM
- Assist leading the weekly Staff and Headquarters meetings with the BN XO and CSM
- Coordinate with the JROTC instructors and provide guidance to the JROTC executive officer, sergeant major, and leadership for the planning and execution of all JROTC events.
- Develop goals for the Battalion, and oversee the progress towards those goals.
- Coordinate with the JROTC instructors to be the final decision authority for JROTC staff actions, promotion boards, and JROTC cadet issues.
- Be prepared to brief and escort VIP's to the JROTC program.

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Dedication and time commitment to a special team
- Have the commitment and after school/before school time required to command the battalion.
- Meet requirements as stated in chapter 8 – selection for leadership positions.

c. Restrictions
- Cannot assume direct control over classroom/staff affairs without letting the delegation of power follow the chain of command first.
- Cannot make executive decisions that affect the rest of the Battalion, the rest of the Battalion Leadership must be informed and consulted first.

2-2. Battalion Executive Officer (Rank Base = C/MAJ)

a. Duties and responsibilities include, but are not limited to the following:
- Assume command of the Battalion in the absence of the Battalion Commander.
- Supervise the JROTC staff.
- Assist leading the weekly Staff and Headquarters meetings with the BN CDR and CSM
- Coordinate with the JROTC instructors and the Battalion Commander to prioritize staff actions.
- Be prepared to brief and escort VIP's to the JROTC program.
- Help develop the battalion leadership team with the BN CDR and CSM
- Maintain and edit the SOP as necessary

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Dedication and time commitment to a special team
- Have the commitment and after school/before school time required to command the battalion

staff.
- Meet requirements as stated in chapter 8 – selection for leadership positions

c. Restrictions
- Cannot assume direct control over classroom/staff affairs without letting the delegation of power follow the chain of command first
- Cannot postpone staff meetings indefinitely
- Cannot make executive decisions that affect the rest of the Battalion, the rest of the Battalion Leadership must be informed and consulted first.

2-3. Battalion Command Sergeant Major (Rank Base = C/CSM)

a. Duties and responsibilities include, but are not limited to the following:
- Responsible for planning and manning the proper execution of ALL color guards.
- Be the Battalion expert on Drill and Ceremonies.
- Advise the Battalion Commander on issues pertaining to enlisted cadets.
- Assist leading the weekly Staff and Headquarters meetings with the BN CDR and BN XO
- Plan, establish, and maintain the promotion and Cadet of the Month/Board policies.
- Schedule and provide oversight of the daily flag detail and community color guards
- Be prepared to brief and escort VIP's to the JROTC program.
- Help develop battalion leadership team with BN CDR and XO
- Enforce the SOP at all times

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Maintain Color Guard commander's cord
- Must be certified in all Color Guard positions
- Must command at least one Color Guard per semester
- Have the commitment and after school/before school time required to lead the battalion
- Meet requirements as stated in chapter 8 – selection for leadership positions

c. Restrictions
- Cannot mandate cadets to sign up for a color guard without just cause
- Cannot assume direct control over classroom/staff affairs without letting the delegation of power follow the chain of command first
- Cannot make executive decisions that affect the rest of the Battalion, the rest of the Battalion Leadership must be informed and consulted first

2-4. Battalion S1 (Base Rank = 2LT)

a. Duties and responsibilities include, but are not limited to the following:
- Ensure that all requirements on the S1 section of the Cadet Formal Inspection checklist are met at all times.

- Maintain active cadet records in the JUMS program.
- Maintain inactive cadet records in JUMS, or paper copies for cadets not entered in JUMS as required.
- Produce JUMS generated orders for all promotions, demotions, and cadet awards.
- Produce and publish the reports (e.g. enrollment, intentions of grads)
- Maintain cadet administrative records, and ensure they contain all required documents.
- Attend cadet staff meetings, and be prepared to discuss any JROTC issues from the S1 perspective.
- Coordinate with the S4 for award orders and promotions

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to a special team
- Be present at most before school/lunch time or after-school staff meetings
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-5. Battalion S2/S5 (Base Rank = 2LT)

a. Duties and responsibilities include, but are not limited to the following:
- Attend cadet staff meetings and be prepared to discuss any JROTC issues from the S2/S5 perspective.
- Produce and maintain the JROTC upcoming events calendar
- Coordinate with the S4 to conduct monthly sensitive item inventories.
- Community/school service hours upkeep and posting
- Coordinate with JROTC instructors to organize cadet volunteers for community service events.
- Keep records of community service completed by cadets
- Designate Cadet In Charge for community/school service events when no leadership volunteers
- Tag all government equipment to distinguish it from school property.

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to a special team
- Be present at most before school/lunch time or after-school staff meetings
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-6. Battalion S3 (Base Rank = 2LT)
a. Duties and responsibilities include, but are not limited to the following:
- Assist the S1 with maintaining paper cadet records for active and inactive cadets.
- Produce and publish the company, weekly, and yearly training schedules.
- Maintain the training portion of the cadet file

- Ensure that all requirements on the S3 section of the Cadet Formal Inspection checklist are met at all times.
- Produce and publish planning documents for all JROTC activities, no later than two weeks prior to the activity.
- Maintain file copies of all coordination with the school and community for any support requested by the Bulldog Battalion.
- Update the Unit Report in the JUMS program after every Unit Report event executed by the Bulldog Battalion.
- Update and maintain Cadet Challenge information in the JUMS program.
- Gather companies' physical training input at staff meetings for training schedules.
- Keep a record of staff meeting notes at all times on record.
- Maintaining JROTC cadet portfolios, and they contain the minimum requirements as stated in CCR 145-2, Chapter 2.

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to a special team
- Be present at before school/lunch time or after-school staff meetings
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-7. Battalion S4 (Base Rank = 2LT)
a. Duties and responsibilities include, but are not limited to the following:
- Planning, coordinating, and supervising Supply operations.
- Issues, turn-in, and exchanges of Uniform clothing/accoutrements
- Coordinate with the S2 to conduct monthly sensitive item inventories.
- Ensure that all requirements on the S4 section of the Cadet Formal Inspection checklist are always met.
- Coordinate with the JROTC instructors to input all JROTC equipment and uniform information into the JUMS program.
- Produce and maintain a signed, JUMS generated, clothing record for every active cadet.
- Maintain an accurate inventory of all JROTC uniform items. The primary system is the JUMS program; secondary system is a manual inventory maintained in the Supply Room.
- Coordinate with the JROTC instructors to ensure that the Property Book matches the number and serial numbers of the items on hand.
- Organize and maintain the Supply Room in an efficient manner; and ensure the area is free from unsafe setups and fire hazards.
- Attend cadet staff meetings and be prepared to discuss any JROTC issues from the S4 perspective.
- Coordinate with the S1 for orders to document promotions and awards issue.
- Maintain documentation demonstrating coordination with the cadet leadership and staff for all supply matters.

b. Requirements
- Maintain at least a 3.0 Cumulative GPA

- Pass all classes
- Dedication and time commitment to a special team
- Be present at most before school/lunch time or after-school staff meetings
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-8. Battalion S-5 (Base Rank = 2LT)

a. Duties and responsibilities include, but are not limited to the following:
- Attend cadet staff meetings, and be prepared to discuss any JROTC issues from the S5 perspective.
- Public affairs (publicizing the corps), including coordinating to have JROTC information published in the school and local newspapers and maintaining documentation of all requests for articles and published articles.
- Upkeep and Maintain the Yearly Scrapbook
- Ensure room décor is up to date and appealing.
- Ensure that all requirements on the S5 section of the Cadet Formal Inspection checklist are always met.
- Maintain the JROTC bulletin board and trophy cases throughout the school to advertise JROTC activities and promote higher enrollment.
- Coordinate with the JROTC instructors, S3, and elementary schools to conduct Feeder School visits to each Feeder School at least twice a year.
- Keep the CCHS JROTC Web and school Web page updated
- Any necessary videography and/or photography including drill meets and extracurricular activities
- Coordinate with the S6 to create recruiting videos
- Coordinate, organize, develop, and publicize the Life of a Cadet video slideshow presentation

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to a special team
- Be present at before school/lunchtime or after-school staff meetings
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-9 Battalion S-6 (Base Rank= 2LT)

a. Duties and responsibilities include, but are not limited to the following:
- Recruiting new cadets into the battalion
- Coordinate with the various middle school representatives (Principal, Vice-Principal, and Representatives) in CCISD to bring new cadets into the program
- Fundraising for the Battalion and developing plans for fundraising.
- Oversee the execution of fundraising plans and prepare an AAR for the JROTC instructors
- Recruiting with the help of drill team commanders for publicity events

- Coordinate with the S5 to create videos for use of publicity
- Command a recruiting team for use of recruiting and fundraising events
- Coordinate with S5 for advertisement of the JROTC program

Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be present at most before school/lunch time or after-school staff meetings
- Dedication and time commitment to a special team
- Meet requirements as stated in chapter 8 – selection for leadership position

2-10. Company Commanders (Base Rank = 1LT)

a. Duties and responsibilities include, but are not limited to the following:
- Ensure that any "down" time is properly used to the best ability by coordinating with the platoon leader and platoon sergeant
- Command the Company, by taking responsibility for everything that the Company accomplishes or fails to accomplish and making use of the subordinate chain of command to conduct all operations.
- Coordinate with the Battalion Commander and the Battalion Staff to organize and direct Company personnel to accomplish all required activities.
- Lead by example; the primary role model for appearance, behavior, and attitude for the Company.
- Attend weekly staff and headquarters meetings
- Inspect cadets in the Company to ensure they meet appearance standards.
- Recommend cadets for the promotion board, cadet of the Month board, and awards.
- Plan and coordinate weekly PT with S-3 and 1SG

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to the Corps of cadets
- Meet requirements as stated in chapter 9 – selection for leadership positions

2-11. Company First Sergeants (Base Rank = SFC)
a. Duties and responsibilities include, but are not limited to the following:
- Ensure that any "down" time is properly used to the best ability by coordinating with the platoon leader and platoon sergeant
- Assist the Company Commander to oversee Company activities and tasking.
- Perform as the primary drill and ceremony instructor for the Company.
- Lead by example; the primary role model for appearance, behavior, and attitude for the Company.
- Assist Company Commander with recommending company leadership positions
- Inspect cadets in the Company to insure they meet appearance standards.
- Recommend cadets for the promotion board with the Company Commander.

- Ensure company attendance is properly recorded
- Help plan, coordinate PT; supervise execution of PT
- Coordinate with the Company Commander on the issues and achievements of the other platoon
- Attend weekly staff and headquarters meetings

b. Requirements
- Maintain at least a 2.5 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to the Corps of cadets
- Meet requirements as stated in chapter 8 – selection for leadership positions

2-12. Platoon Leadership (PL and PS; Base Ranks = SSG and 2LT)

a. Duties and responsibilities include, but are not limited to the following:
- Ensure that any "down" time is properly used to the best ability
- Lead by example; the primary role model for appearance, behavior, and attitude for the Platoon
- Inspect cadets in the Platoon to insure they meet appearance standards.
- Plan and coordinate weekly PT with the Company First Sergeant and Company Commander
- Recommend cadets for the promotion board and Cadet of the Month Board.
- Ensure Platoon attendance is properly recorded
- Help plan, coordinate PT; supervise execution of PT
- The Platoon Leader is to function as the S1 and S4 representative for each hour

b. Requirements
- Maintain at least a 3.0 Cumulative GPA
- Be passing all classes
- Dedication and time commitment to the Corps of cadets
- Ensure that any "Down" time is properly used to the best ability
- Be prepared

2-13. "Observer/Controller Trainer" (O/CT) and Battalion Staff within Company Leadership

"O/CTs" are defined as high-ranking cadets who no longer hold a leadership position. Typically, they are cadets who are seniors who have finished their staff position and are now considered Observer/Controller, Trainer (O/CTs). They typically are the team captains for a co-curricular team. Upon being removed from their position they will keep the same rank and assist the program in training other cadets in leadership positions. They will assist the company leadership, in the class they are assigned, in training them and teaching lower LET levels. They will help cadets that are placed in charge of events to plan successful events for the battalion.

a. Duties and responsibilities include, but are not limited to the following:
- Lead by example; the primary role model for appearance, behavior, and attitude for the hour
- Full participation within the class is required and staff work is not to be conducted during instruction or required activities (I.E. PT, Drill and Ceremony, First-Aid) regardless of rank or position within the Battalion

- When requested to perform a task by company leadership, if within reason, it must be performed regardless of rank or position.

b. Requirements
- Must maintain good moral standing with the corps of cadets

2-14. All Bulldog Cadets including Leadership –

a. Duties and responsibilities include, but are not limited to the following:
- Follow the instructions of the JROTC instructors and cadet chain of command.
- Cadets in leadership positions are not allowed to discipline other cadets.
- Strive to improve as a student and a citizen by fully participating in, and applying the lessons learned in JROTC.
- Wear the JROTC uniform on all uniform days and for designated JROTC activities; in accordance with the standards in the Cadet Reference Guide and Annex: Uniform SOP.
- Know and memorize the entire Cadet Creed and do your best to live by the JROTC Creed and Core Abilities.
- Remember that the Bulldog Battalion is a team and that your actions reflect on the entire Battalion inside and outside of the school at all functions.

b. Requirements
- Strive for good physical fitness
- Maintain good grades, a 2.5 is required to participate in ANY JROTC function except community service events.
- Follow the SOP at all times

2-15. Cadet-in-Charge (CIC)
a. Duties and responsibilities include, but are not limited to the following:
- All cadets placed in charge of events will be approved my an Army Instructor.
- Cadets participating in an event requiring a CIC are required to follow the commands of the CIC regardless of rank or position.
- Paperwork/AAR's are required to be completed and submitted within 2 school days of completion of the event.
- Maintain accurate attendance and accountability of cadets at all times including contact numbers.
- The Cadet in Charge is not allowed to leave the event until all cadets under his/her supervision have left.
- Leaving the event or unprofessional attitudes or actions is not acceptable.

- Must have a way to account for cadets who signed up for the event, add-ons, and no shows.

b. Requirements
- Must be an LET 2, 3, or 4
- Must be able to provide accurate and precise directions on how to get to the destination.
- Must arrive least 15 minutes prior to the event fully prepared.
- Must be in good moral standing within the corps.
- Must maintain a minimum GPA of 2.5.

2-16. Positional Reassessment
a. Events that may prompt re-assignment of leadership positions
- Insubordination
- Grades
- Time Spent in the Position
- Attendance
- Misconduct
- Leaders transfer or drop JROTC

b. Procedure to counsel a leadership position
- First conflict – Cadet to cadet, oral, no instructor, informal
- Second conflict – Cadet to cadet, oral, instructor present
- Third conflict – Written conflict submitted to SAI, See SAI for format
- Fourth conflict – Written conflict submitted to SAI, Evaluation by SAI on position evaluation
- Direct loss of leadership position may result by discretion of SAI.

2-17. When Duties, Responsibilities and Requirements Are Not Met
- Extra-curricular (I.E. Drill Team, Recondo, CIC Privileges) are taken away when the minimum GPA requirements are not met.
- Possibility of demotion or expulsion from the program in extreme cases.
- Probationary Period of ONE (1) quarter is granted to those to regain and maintain required GPA.
- Risk of loss of ability to command activities or participate in future activities.

Chapter 3 – Extra Curricular Activities

3-1. Color Guard – Community/School Support
a. How to participate
- Normal participants – inform CSM/BN XO about interest in color guard, become color guard trained at color guard practice and become Color Guard Certified.
- Commander participants – become color guard commander certified, sign up for a commander slot on a color guard team

b. Requirements to participate
- 2.0 grade point average

- Passing all classes
- Color Guard Certified
- Follow all rules set by the Cadet SOP
- Outstanding appearance and uniform wear grades
- Must be an exemplary cadet in the corps

c. Duties
Perform color guards in the community and school when needed in a highly professional manner.

d. Special Information
- Cadets who participate in color guards will receive 2 hours of community service for each color guard.
- Alternates are suggested for off-campus color guards, and alternates who show up will receive half the amount of community service hours for the event if their services are not needed.

e. Possible Awards
- Color/Honor Guard Ribbon – N-3-6 after three color guards
- Color Guard Arc after four color guards
- Color Guard Cord (3rd Class) after five color guards
- Color Guard Cord (2nd Class) after seven color guards
- Color Guard Cord (1st Class) after commanding seven color guards

3-2. Flag Detail
a. Participation
- All cadets participate
- CSM/BN XO will train 1SG's and they will train their company cadets.
- Company flag duty is approved by the CSM and posted in the classroom for duty company of the week.

b. Requirements
- Show up 5 minutes early to your assigned flag duty
- Follow all rules set by the Cadet SOP

c. Duties
- Raise/Lower the flags at the beginning/end of the school day IAW Established procedures

d. Special Information
- The maximum consecutive term to be on flag detail is 3 weeks.
- The staff members, known as HQ will also participate in flag detail.

e. Possible Awards – After participating in flag detail for a semester (About 40 flag details)
- Flag Detail Ribbon N-3-12
- Flag Detail Arc

3-3. Honor Guard/Saber Team
a. How to participate
- Normal participants – sign up and come to practice on a first come, first serve basis
- Commander candidates – sign up and come to practice. Selection by C/CSM, SAI, and AI.

b. Requirements to participate
Follow all rules set by SAI/AI and commanders

c. Practice
TBD.

d. Special Information
This event conflicts with the homecoming football game. Members of the Honor Cordon/Saber team will be in uniform and participate at the half time of homecoming game, Military Ball and/or other formal events when requested.

e. Possible Awards
- Honor Guard Ribbon N-3-6
- Honor Guard/Saber Team Cord
- Honor Guard Arc

3-4. JROTC PT Team
a. How to participate
- Normal participants – Team selections will be based on desire to participate and the cadet's score on the Cadet Challenge and commitment to PT.
- Commander candidates – Submit a resume to the SAI/AI after resumes are requested.

b. Requirements to participate
Follow all rules set by SAI/AI and commanders

c. Practice
Practice is to be determined at a later date but will leisurely involve 4 weeks of practice before the competition

d. Meets
TBD

e. Possible Awards

- Raider Challenge Arc
- Merit Ribbon – N-3-5
- PT Team Ribbon – N-1-10

3-6. Drill Teams

a. Teams

- Male Mixed Color Guard (MMCG)
- Female Color Guard (FCG)
- Unarmed Drill Team (UDT)
- Armed Drill Team(ADT)
- Physical Fitness team
- Raider team
- Academic team

b. How to participate

- Participants – Sign up and come to practice
- Practice during season after school

c. Requirements to participate

- GPA Requirements (see below)
- Follow all rules set by SAI/AI and commanders.

d. Practice

- TBD

e. Meets

- TBD

g. Possible Awards

- Drill Team or Color Guard Commander Cord
- Drill Team or Color Guard Cord
- Drill Team or Color Guard Arc
- Drill Team Ribbon N-3-6
- National Drill Team Medal
- National High School Drill Team Championship Medal

3-7. Raider Challenge – Starting SY 25-26

a. Teams

- Obstacle Course
- Tire pull
- Bridge
- One mile run

b. How to participate

- Normal participants – Come to Raiders practice, sign up for the desired team

- Commander Candidates – Submit a resume into SAI/AI after he asks for it.

c. Requirements to participate

Follow all rules set by SAI, AI, and Commander.

d. Practice

Practice schedule will be decided by the team commander prior to the start of practices.

e. Meets

Raiders Challenge – TBD

f. Possible Awards

- Raider Cord
- Raider Arc
- Adventure Training Ribbon N-3-8

3-8. GPA Rules

a. Eligibility Rules

- Enrolled in and passing 5 classes(not including Teacher Assistant) with at least a 2.0 GPA
- In school the complete day before and after an event and attend the practice before the event

b. Suspension or Expulsion from the activity may result from:

- Insubordination
- Obscene gestures, swearing or profanity
- Fighting, stealing, lying
- Substance abuse
- Other inappropriate behavior of a student

Chapter 4 – Promotion/Demotion

4-1. Philosophy of Promotions:

Promotions are only given to deserving cadets that work to earn them. Cadets will be recommended for promotion based on the following factors:

- Demonstrated skill and motivation in current duty position
- Potential for higher level of responsibility & leadership
- Academic success in JROTC and all other subjects
- Participation in JROTC extra-curricular activities
- Commitment to the success of the corps
- Cadet of the Year award

4-2. Possible Rank per position

Position	Base Rank	Highest Rank
a. Squad member	C/PVT	C/SGT
b. Squad leader	C/CPL	C/SSG
c. Platoon Sergeant	C/SSG	C/SFC
d. Platoon Leader	C/2LT	C/1LT
e. Company First Sergeant	C/SFC	C/1SG
f. Company Commander	C/1LT	C/CPT
g. Battalion Staff	C/2LT	C/CPT
h. Battalion Staff Assistant	C/SGT	C/SFC
i. Battalion Executive Officer	C/CPT	C/MAJ
j. Battalion Command Sergeant Major	C/CGM	C/CSM
k. Battalion Commander	C/LTC	C/LTC

*Exceptions may be made by order of SAI

4-3. Recommendations

In order to go before the promotion board, a cadet must be recommended by a senior cadet within the chain of command, preferably the Platoon Sergeant or Platoon Leader. That recommendation must be seconded by another senior cadet within the chain of command, preferably the Platoon Leader. If the Company Commander is in agreement said cadet will be boarded. Cadets who are nominated will be notified, at least one week before the board. The C/CSM will post a list on the bulletin boards of each classroom at least one week before the board of all the cadets going before the board.

4-4. Board

The promotion board is only for those cadets who are attempting to be promoted to C/CPL or higher. The board will consist of all Company 1SGs and the CSM. The promotion board increases in difficulty with the higher the rank attempting to obtain and LET level. During the board the cadet is graded on appearance, bearing, and answers. When the board occurs during uniform inspection the cadet reporting to the board will automatically be excused from in-ranks inspection for that day. Anything covered during class, current events, enclosed in study guides, or curriculum knowledge questions are fair game. The procedure for the board is as follows:

a. The cadet will request to enter the room by knocking three times on the door that they will be entering from. If the command “ENTER!” is not given within 10 seconds of knocking, the cadet will wait for 30 seconds and knock again unless otherwise directed.

b. On the command of “ENTER!” the cadet will enter the room by marching and proceed to march and halt on the “x” that has been provided for them on the floor.

c. The cadet will halt, face the board, and present arms. Upon presenting arms the cadet will present in, in a confident voice, “Sergeant Major, Cadet (Rank and name) reporting to the president of the board as directed!”

d. At this time the president of the board will present arms and begin the inspection.

e. After the drill evaluation the president of the board will direct the cadet to be seated.
f. The cadet will be briefed on what exactly will occur.
g. From this point on each board member, starting with the president, will ask a series of questions. Cadets should answer every question using the correct answering procedure.
h. After the last board member has asked their last question the president of the board will instruct the cadet that the board is a private matter and should not be discussed with anyone. At this time the president of the board will inform the cadet that the board has concluded and that they are dismissed.
i. The cadet will rise, present arms, wait for the president of the board to present arms, and exit as in marching.
j. Major infractions in the board procedure are placed solely on the responsibilities and duties of the Company Leadership.

4-5. Promotion – In order to be promoted the cadet must score at least a 70% on the board and have no serious infractions (GPA < 2.0, etc)

4-6. Performance Promotions
One other type of promotion is a merit or performance promotion.
a. PERFORMANCE: When a cadet performs to an extreme standard that is recognized throughout the corps, that cadet may automatically qualify for a promotion based upon their performance. This type of promotion is possible for a cadet at the highest possible rank for their position depending on the rank and position at the discretion of the SAI/AI.

4-7. Exceptions
a. Beginning of semester promotions – Promotions done at the beginning of semester may occur to promote a cadet to the lowest rank possible due to a position increase. The cadet MUST start at the lowest rank possible and be promoted further. If a cadet has a rank that is within the boundaries of the position, they will retain their rank.
b. LET 1 Drill Team and Color Guard Commanders – The SAI/AI may allow for the LET 1 drill team and color guard commanders to be promoted to a Staff Sergeant and Sergeant rank respectively at the first drill meet of the season.
c. Staff Member – Staff members will automatically be promoted to the rank of Second Lieutenant.
d. Staff Member Assistant – If assistants are well trained, the Executive Officer or Staff Member can recommend the staff assistant for promotion to SGT.
e. End of 1st Semester – Any LET 1 in good standing will be promoted from PVT to PFC or PFC to C/CPL providing they passed JROTC in the first semester and have a GPA of 3.0 or better.

4-8. Demotions
a. Position lower than previously occupied – if a cadet is to occupy a position at a lower rank than previously issued the cadet will be demoted to a rank in the boundaries of that position unless they earned a rank within the boundaries of that position.
b. Lack of Performance/Respect/Attitude – at the discretion of the SAI and AI a cadet may be demoted due to misconduct, or of a lack of performance in academics, leadership, attitude, or attendance, and etc.
c. Procedures for Demotion- The Cadet Chain of Command will follow the following steps:

- Cadet leadership will council (verbal) with the cadet
- Cadet leadership will council in writing, this will include an explanation of what the cadet is doing wrong or not doing, and what the cadet needs to do to avoid being demoted.
- Before any change is made to the current approved leadership structure (firing a cadet), the company/platoon leadership must inform the company and battalion leadership. The best way to receive this approval is by submitting promotion orders. Demotion orders must also be submitted if applicable. Included with demotion orders will be documentation of counseling.
- No change in key leader positions without approval from the AI/SAI.

Chapter 5 – Cadet of the Month/Year

5-1. Cadet of the Month
The Cadet of the Month is a title that has much prestige. When a cadet earns this title they have been recognized for their excellence above and beyond every other cadet of their LET level.
- There will be boards for every school month except for August and June.
- The boards will, in a perfect world, occur on the last uniform wear day of the month that the cadet is nominated for.
- The cadet of the month nominee should be a model cadet: have an 'A' average in JROTC, carry no less than a 2.5 GPA in the rest of the school. The nominee should also look outstanding in uniform, should be an all-around excellent cadet and be proficient in cadet knowledge.
- Cadets may appear before the board more than one time only if they have not won Cadet of the Month for that school year. Exceptions may be made at the discretion of the battalion leadership.
- Cadets chosen as Cadet of the Month for previous school years may be nominated and chosen as Cadet of the Month for a new school year.
- Cadets who appear before the board will automatically be excused from the in ranks inspection for the day of the board.

5-2. Recommendation
A cadet will be recommended to appear in front of the Cadet of the Month board by their platoon leadership. Each company can nominate one LET 1 and one LET 2, 3, or 4.

5-3. Procedure
The procedure of the board is much like the promotion board but has a higher level of excellence. Refer to 4-4. The Board, only replace any instance of "promotion" with "Cadet of the Month."

5-4. Determining Cadet of the Month
Any cadet who reports and performs in front of the Cadet of the Month Board will be brought into consideration for the Cadet of the Month and will be graded on:
a. Board performance
b. Academic Performance

5-5. Determining Cadet of the Year
A Cadet of the Year will be nominated by company commander and 1SG (two LET 1's, two LET 2/3/4's). Cadets need to have continually exhibited outstanding characteristics and ideals

of JROTC for the entire school year. This cadet will be selected based on the judgment of the BN CDR, BN XO, and CSM through a board.

5-6. Awards of Cadet of the Month/Year
Cadets who are chosen as the Cadet of the Month/Year will receive:
a. recognition of being the Cadet of the Month Cadet of the Year for a year
b. N-4-3 Cadet of the Month/Year Ribbon – N-4-3
c. Cadet of the Month Arc

Chapter 6 - Awards

6-1. Ribbons – Awards and Requirements
a. Academic
N-1-1 Distinguished Cadet – Awarded annually to one cadet who exhibits the highest degree of excellence in scholastics.
N-1-2 Academic Excellence – Awarded annually to one cadet in each LET level for maintaining highest school academic grades.
N-1-3 Academic Achievement – Awarded annually to those cadets that maintain a grade of "A" in JROTC and a "B" in all remaining academic subjects.
N-1-4 Perfect Attendance – Awarded to cadets with no unexcused absence during each semester.
N-1-5 Student Government – Elected to a student government office.
N-1-6 Leadership Education Training Service – Awarded to cadets successfully completing first semester of training of each LET year.
N-1-7 Military Ball Commendation – Awarded annually to those cadets recognized at the annual Awards banquet but did not receive a medal/ribbon.
N-1-9 – NHS member – Awarded annually to those cadets who are inducted into the CCHS High School chapter of NHS.
N-1-10 – PT Team – Awarded annually to those cadets who participate in the PT Team each year.

b. Military
N-3-1 DAI/SAI Instructor Leadership “Superior Cadet” – Awarded annually to one cadet per LET level who displays the highest degree of leadership.
N-3-2 Personal Appearance – Awarded annually to cadets who consistently present an outstanding appearance and no unexcused “No-Dresses”.
N-3-3 Proficiency – Awarded annually to those cadets who have demonstrated an exceptionally high degree of leadership, academic achievement, and performance of duty.
N-3-4 Drill Team – Awarded annually to drill team members.
N-3-5 Orienteering – Awarded annually to cadets who complete 3 out of 4 orienteering points at the JCLC orienteering course without assistance
N-3-6 Color/Honor Guard – Awarded annually to members of color/honor guard.
N-3-7 Rifle Team – Awarded annually to rifle team members.
N-3-8 Adventure Training – Awarded annually to cadets who are members of adventure training type units (Raider) or completion of all phases of JCLC.
N-3-9 Commendation – Awarded to cadets whose performance of duty exceptionally exceeds that expected of a cadet of their grade and experience.
N-3-10 Good Conduct – Awarded annually to the cadets who have demonstrated outstanding

conduct throughout the school.
N-3-11 JCLC Participation – Awarded to cadets for JCLC participation.
N-3-12 Flag Detail – Awarded to those cadets who have participated on flag detail of a semester.
N-3-13 Community Service – Awarded to those cadets who have accumulated 50 hours of community service.
N-3-14 JLAB Participation- Awarded annually to those cadets who participate in the annual JLAB teams
N-3-15 Military Merit –Awarded to those cadets who participate with merit in events.

c. Athletic
N-2-1 Varsity Athletics – Awarded annually to cadets that excel in varsity sports.
N-2-2 Physical Fitness – Awarded annually to cadets who score at or above the 85th percentile on all five fitness tests
N-2-3 JROTC Athletics – Awarded to cadets who score at or above the 50th percentile on all five fitness tests.
N-2-4 JROTC Physical Fitness Participation – Awarded to those cadets who score 350pts or higher on the cadet challenge or those who have completed all physical training phases at JCLC.
N-2-5 – Marching Band/Band - Awarded to those cadets who have participated in the Colony High School Marching Band or one complete year of a music class.

d. Miscellaneous
N-4-1 Parade – Awarded to cadets who have participated in local community parades; i.e., Veterans' Day Parade, Christmas, Charro Days Parade, etc.
N-4-2 Recruiting – Awarded to cadets who recruit students into the JROTC program each quarter/semester.
N-4-3 Cadet of the Month/Year– Awarded to the Cadet of the Month or Cadet of the Year
N-4-4 First Aid/CPR – Awarded annually to those cadets who have completed all phases of the First Aid/CPR Unit
N-4-5 Orientation Day Participation – Awarded to those cadets who have participated in the annual Orientation Program.
N-4-6 Service Learning – Awarded to those Cadets who have completed a service learning project.
N-4-7 Staff Excellence – Awarded annually to cadet staff officers for excellent performance.

6-2. Unit - Awards and Requirements
a. Meritorious Unit Insignia (white star) – Awarded to each member of a unit designated as an Meritorious Unit
b. Honor Unit Insignia (blue star) – Awarded to each member of a unit designated as an Honor Unit
c. Honor Unit with Distinction Insignia (gold star) – Awarded to each member of a unit designated as an Honor Unit with Distinction
d. Academic Achievement Insignia (gold wreath) – Awarded to those cadets that obtain a 3.5+ semester GPA as well as an A in JROTC, Subsequent awards are indicated by a felt pad center background: second award---a red pad, third award---a silver pad, fourth award---a gold pad.

6-3. Medals - Awards and Requirements

a. Marksmanship – Medals are earned every year

- Marksman Medal – Shoot a score of 110-129 (10 shots prone, 10 shots standing)
- Sharpshooter Medal – Shoot a score of 130-200 (10 shots prone, 10 shots standing)
- Expert Medal – Shoot a score of 220-300 (10 shots prone, 10 shots standing, 10 shots kneeling)

b. Physical Fitness – the top 3 male and top 3 female cadet challenge participants are awarded the appropriate place. Females ONLY qualify for top 3 if they execute the pull-up test. These are permanent awards.

c. National Drill Team – awarded to cadets who participate at national level drill team competitions. These are permanent awards.

d. Special Information – Cadets are permitted to purchase medals and corresponding drapes and wear them in place of their ribbons at high priority events (i.e. Military Ball, Awards Banquet) with permission from the AI/SAI or XO. These if chosen to be purchased are to be purchased from paradestore.com. The series permitted are as follows in descending order of priority: N-, A-, and school medals (with inserts). For Specifics see XO.

6-4. Cords

a. Awards and Requirements

(1) Second Class

Color Guard (White) – Awarded to those cadets who participate on at least five color guards

Drill (Red) – Awarded to those cadets who march at a drill meet on a drill team

Orienteering (Tan) – Awarded to those cadets who locate 4 out of 4 points in the JCLC land navigation course

Company Leadership (Green) – Awarded to cadets in either a company commander or company first sergeant position.

Raiders Team (Black) – Awarded to those cadets who participate on the Raider team and compete.

Staff Cord (Gold) – Awarded to those cadets who are staff members

Honor Guard (White) – Awarded to those cadets who practice and perform on the Honor Guard.

Saber Team (Gold and Black) – Awarded to those cadets who practice and perform on the Saber team.

PT team (Blue) – Awarded to those cadets who successfully compete in PT.

Exhibition Drill Team (Red) – Awarded to those cadets who perform on an Exhibition Drill team.

b. Wearing

(1) Term limit – A cord can only be worn for ONE year after issue unless awarded again. After the one year term limit is over you must turn the cord in. EXCEPTION: The staff cord and the executive officer cord are to be turned in when the cadet is no longer on staff or the executive officer

(2) How to wear – if you only have one cord you will wear it on the left shoulder, cords are to be worn so that the braid is under the arm, the extension is towards the front and the tassel is outside the shoulder. The higher priority cord is to be worn on the left shoulder.

6-5. Arcs
a. Awards and Requirements
Color Guard– Awarded to those cadets who participate on five or more color guards
Honor Guard– Awarded to those cadets who participate on either the Honor cordon or Saber team
Drill Team– Awarded to those cadets who march at a drill meet on a drill team
Raider– Awarded to those cadets who participate on the Raider team AND met the Raider team requirements
Orienteering– Awarded to those cadets who participate on the Orienteering team or complete the requirements for the orienteering cord.
Staff– Awarded to those cadets who are in good standing on staff.
Drill Team– Awarded to those cadets who participate on the Rifle team.
P.T. Team– Awarded to those cadets who participate in a PT competition
Band– Awarded to those cadets who participate in band activities for at least one year
Cadet of the Month– Awarded to those cadets who earn the title of Cadet of the Month
JCLC– Awarded to those cadets who successfully complete all phases of JCLC
Perfect Attendance– Awarded to those cadets who earn perfect attendance in all classes for one semester
Superior Cadet– Awarded to those cadets who earn the Superior Cadet award
Citizenship– Awarded to those cadets who earn the Citizenship Award

b. Wearing
(1) Term limit
- The Color Guard, Honor Guard, Drill team, and Raider team arcs can only be worn for ONE year after issue unless awarded again. After the one year term limit is over you must turn the arc in.
- Staff arcs are to be turned in when you leave a staff position.
- All other arcs have no term limit.

No more than seven arcs may be worn at one time.

6-6. Berets
a. Awards and Requirements
White – Awarded to those cadets who compete on the Exhibition Armed Team

b. Wearing - Term Limit – A beret may only be worn while on the designated team or planning to be in the off season. As soon as you are not on the designated team, the beret must be turned in.

c. Special Information – Cadets may have the privilege of wearing the beret taken away for misconduct, illegal wear of beret, or lack of performance in grades, leadership, or the team.

Chapter 7 – Selection of Leadership Positions

7-1. General Philosophy
Cadets will be assigned to leadership and staff positions based on the following factors:
a. Demonstrated skill and motivation in current duty position.

b. Potential for higher level of responsibility.
c. Academic success in JROTC and all other subjects.
d. Demonstrated performance in front of cadet promotion boards.
e. Participation in JROTC extra-curricular activities.
f. Dedication to the JROTC program
g. Class ranking
h. Resume
i. Recommendations letter from teacher outside of JROTC
j. Cadet Challenge score

7-2. Normal Progression
a. LET 1
(1) DUTY POSITION:
- Squad Member
- Squad Leader
- Staff Assistant

(2) RANKS: PVT, PFC, CPL, SGT, SSG
b. LET 2
(1) DUTY POSITION:
- Squad Leader
- Platoon Sergeant
- Platoon Leader
- Staff Assistant
- Staff Officer

(2) RANKS: CPL, SGT, SSG, SFC, 2LT, 1LT
c. LET 3
(1) DUTY POSITION:
- Company First Sergeant
- Platoon Leader
- Company commander
- Staff Officer

(2) RANKS: SFC, 1SG, 2LT, 1LT, CPT
d. LET 4
(1) DUTY POSITION:
- Company First Sergeant
- Battalion Sergeant Major
- Company Commander
- Staff Officer
- Battalion Executive officer
- Battalion Commander

(2) RANKS: SFC, 1SG, CSM, 1LT, CPT, MAJ, LTC

7-3. Factors Impacting Normal Progression
a. Sometimes cadets will be assigned a position lower than what they may expect or deserve due to a large class period and/or other qualified candidates within the class period.
b. Lack of a qualified Senior Cadet will result in premature promotion of a LET 1/2/3.

c. Concern that we may be promoting a cadet too fast. If a cadet rises too fast in rank/responsibility the individual may lose some of their motivation to excel in their final two years in the program or decide to drop out of the program.
d. Transfers into the program. Until the potential of a transfer cadet can be accurately evaluated, he/she will be likely be "under assigned" as a staff assistant or squad leader until a more meaningful vacancy becomes available.
e. Being in the right spot at the right time. A cadet moves/drops out of JROTC, or changes duty position, and a vacancy occurs. This can ripple through the chain of command as series of individuals are promoted as they move into positions of higher responsibility.

8-4. The Bottom Line
Cadets are expected to do the best job he/she can in any assigned position no matter what LET level. Complaints about being "under-assigned" will reflect a negative attitude to the battalion and company leadership and could lead to low consideration for positions when positions need to be reassigned. They should display initiative, dedication, set an example, and be a positive influence on other members of the Corps of Cadets.

Chapter 8
JROTC Cadet Leadership Challenge (JCLC)

8-1. Description
JCLC is similar to a camp. The objectives of JCLC are to:
- Provide cadets an opportunity to practice leadership skills in an unfamiliar environment.
- Allow cadets a chance to participate in citizenship and leadership building exercises.
- Give cadets the opportunity to experience living and interacting with their peers in a military setting.
- Instruct leadership-type skills to JROTC cadets in a "hands on" military type environment.
- Provide an opportunity to participate in adventure training not normally available to cadets.
- Provide cadets an opportunity to develop personal courage, overcome fears, and leave their comfort zone.
- Take advantage of recreational facilities available at military installations and to have fun.

8-2. Attendance Requirements
To attend JCLC a cadet must meet the following requirements:
- Completed at least one semester of JROTC
- Physically, mentally, and emotionally fit

8-3. Positions Within the "Battalion" at JCLC
- The assignments to companies comes from the JCLC camp S-3
- Positions can range anywhere from squad member to BC and anything in-between.

8-4. FAQ's about JCLC

Q: Are there any fees associated with JCLC?
A: Yes, for incoming or returning cadets, the fee is usually $45 paid for by the Bulldog Cadet fund.

Q: What events occur at JCLC?
A: Events at JCLC can include but are not limited to participating in the Obstacle Course, learn basic drill and ceremony, begin to learn basic map reading, Drown-Proofing, Physical fitness training, learn to repel, and face the basic fear of heights by jumping out of the Jump Tower.

Chapter 9
Uniform Wear

9-1. Rules for Uniform Wear

a. Uniforms are to be worn every Wednesday all day at School unless changed by the SAI/AI.
b. When the Class "A" or ASU Jacket is worn the tie/tab must also be worn
c. When outside the cover (beret/garrison/chrome dome) must be worn
d. Cadets are NOT allowed to wear civilian clothes when in your JROTC Uniform. This is to include civilian jackets, and the wearing of a backpack (it is to be held in the left hand.)
e. Cadets will follow uniform regulations as stated in AR 670-1 and CCR 670-1.

9-2. No wear of uniform

a. Authorization to not wear the uniform - Cadets are only allowed to change out of uniform for classes that they would dirty or damage it otherwise. Cases include Welding, Automotives, PE classes, Art during a project, Chemistry during a lab, Biology, etc.

b. In school no wear – Cadets who are in school but do not wear their uniform must make up one uniform wear for a maximum grade of 90%. If cadets are caught out of uniform during the school day he/she will receive a zero their uniform grade and must make up two uniform wears with the maximum grade of 85%.

c. Out of school no wear – Cadets who are out of school on a uniform wear day must perform one (1) uniform make up for the day missed.

9-3. Upkeep, Maintenance, Exchange of Uniforms

a. Properly care of the uniform is important. Instructions for laundering the uniform can be found on the tags fixed to the uniform.
b. If a sewn button falls off the uniform, it is the responsibility of the cadet to have it sewn back on.
c. Uniform returns and exchanges will occur at the convenience of the S4. Cadets are responsible for coordinating times with the S4.

9-4. Awards

a. When awards are authorized for cadets to wear on the uniform, he/she should wear all awards authorized. Ribbons, arcs, and basic accouterments are required for any uniform wear.
b. No more than seven arcs may be worn at one time.
c. Ribbons must be ordered when placing them on the uniform.
d. Cords are optional, maximum of one per shoulder. If only one is worn it is worn on the left

shoulder.

9-5. Willful Disobedience and Neglect of the Uniform

After being informed on a uniform wear day that a cadet needs to fix or exchange something pertaining to their uniform (I.E. haircuts, dirty ribbons, brass, too big/small items, etc.) willful disregard of this request will result in a warning for the first offense, a zero in that category for the second offense, a zero for the uniform wear for the third offense, reprimand for the fourth and fifth offense, and the sixth offense is an automatic demotion.

Chapter 10
Physical Training/Cadet Challenge

10 Basic information

a. Cadet Challenge scores factors into class grades.
b. Participation and attitude also factor into class grade.
c. Physical training is performed every Tuesday and Thursday. Schedule may be changed at the discretion of the SAI, AI, and battalion leadership.

10-2. Cadet Challenge

a. The cadet challenge is a battery of physical fitness tests that test muscular endurance and strength. This test consists of five events: Curl-ups, Pull-ups/Flexed Arm hang, Shuttle Run, V-Sit, and the One mile run. The amount or time that you earn on these events is inputted into a score form based on the Presidents' challenge numbers. The combined score is your cadet challenge score. The maximum score is 500 points.

10-3. Rules for Physical Training

If cadets fail to dress properly, they will recieve a "no-dress" and does not exercise - This goes into his/her grade as a 0/100. No-dress and exercise is a 70/100

a. Good things to do on PT days

- Wear the right clothing (loose fitting clothing and running shoes)
- Give your best effort every time
- Do not over exercise or hurt yourself

b. Bad things on Fridays

- Wear tight clothing
- Wear flip-flips or non-athletic shoes
- Over exercise when you are hurt
- Become a recurring malingerer

Chapter 11
Frequently Asked Questions (FAQ)

11-1. Purpose

The purpose of this chapter is to answer or direct where to find the answers for any remaining

questions you may have about the CCHS HS JROTC program.

11-2. Questions

Q: Does Army JROTC recruit for the military?
A: No, however we may assist in nominating and recommending cadets to Military Academies. In addition, senior JROTC cadets who have completed 3+ years in the program may qualify for advancement in military rank should they choose to enlist in the military.

Q: How often do you have to wear the uniform?
A: Every Wednesday, unless there is some form of schedule change

Q: Do you have to purchase the uniform?
A: No, you are issued the uniform at the beginning of the school year. You only must pay for lost or damaged uniform items.

Q: Are there any fees associated with JROTC?
A: No. Cadets participation in fundraising is paramount to ensure that certain fees for events are covered for students.

Annex A:
Supply Room Operations (S4 Procedures)

1. Inventories
There are two types of inventories that are mandatory for a JROTC Battalion: an annual 100% inventory and a monthly sensitive item inventory. Both inventories deal only with government property; School property will be accounted for separately.

a. 100% Inventories
(1) The Bulldog Battalion conducts a 100% inventory twice a year. Once in spring, usually during April to be concluded in May, after JROTC uniforms and equipment has been returned to the Supply Room and once in November, this is forwarded to Brigade S4 to satisfy the annual requirement.
(2) The inventory counts all government equipment and uniforms on-hand. The inventory numbers are matched against the instructor's Property Book. All differences in the Property Book and the number of items on hand must be accounted for by the SAI.
(3) The standard is for all JROTC equipment to be entered into JUMS. The JUMS Property Inventory Report will be exported to Excel and used to fill the 100% inventory requirement to Brigade.
(4) Coordinate the time and number of cadets needed to assist conducting the inventory with XO and the SAI.
(5) If equipment does not have a National Stock Number (NSN) and/or a Line Item Number (LIN) one will have to be created for it. All equipment must have a NSN and LIN to be entered into JUMS. Check with the SAI on creating NSN's and LIN's for items that do not have them. In most cases the automation equipment will not have and NSN or LIN.

b. Sensitive item inventories.

(1) Sensitive items are defined as the following items:

- Air Rifles
- Fax Machine
- Drill rifles
- TV's
- Computers
- White Boards
- Printers
- CPS's
- Projectors
- Cameras
- VCR's
- USB drives
- DVD players

(2) Sensitive items must be inventoried, by serial number, once every month. This will be accomplished using the sensitive item inventory listing.

(3) Coordinate to have a different cadet assist in the Sensitive item inventory to avoid having the same two cadets conduct the inventory two months in a row. The Sensitive item inventories are a shared responsibility between S4, S2, and instructors.

(4) If any items are missing, report it to the SAI immediately, and coordinate a search of the JROTC area to find the item.

(5) The Sensitive item inventory sheet will be checked for accuracy and updated at the time of the 100% inventories. It will also be updated whenever a new piece of sensitive equipment is received or a piece of equipment is destroyed at the end of its life cycle.

2. Inputting Equipment into JUMS

All government equipment and uniforms should be entered into JUMS. All primary uniform items must be entered into JUMS by size in order for JUMS to issue Cadet Clothing Records and to track uniform items still on the shelf in the Supply Room. Tracking uniform items on the shelf is an inspectable item on the Cadet Formal Inspection.

a. Military Clothing Items.

(1) Uniforms items must be entered into JUMS by size.

(2) In order to put the uniform items into JUMS, use the following steps:

- Log into JUMS, select supply, select clothing
- Select Adjust Shelf
- Use the 100% inventory sheet to add or remove items to make the shelf number correct (be sure to account for any uniforms that cadets have current clothing records for, the number of items on the shelf should only show the number of items in the Supply Room; JUMS will automatically remove issued items from the shelf)
- Select Save
- JUMS will have your entire inventory entered and your 100% inventories should be exported to an Excel spreadsheet

b. Property Book Items.

(1) All government property should be entered into JUMS. This is an instructor responsibility,

but the SAI cannot enter accurate numbers without the S4s assistance (inventory).

(2) In order to put JROTC government equipment into JUMS, use the following steps:

- Log into JUMS, select supply, select property
- Select New
- Select Description, if item is a choice, select replicate, then input the correct data
- If the item is not a choice in description; Select Table
- Select New
- Input a basic description
- Input the NSN and LIN
- If it is a computer be sure to select track item at the bottom of the screen
- Select Save then go back to the third step

c. There are actually multiple methods for inputting data into JUMS. JUMS can also generate many different types of inventory reports. The best way to become familiar with JUMS is to experiment with the different functions. If a better method of inputting data or printing inventories that method should be added to Appendix L.

3. Cadet Clothing Records

a. Cadet clothing records are produced using JUMS, and act as a signed hand receipt to show what uniform items each cadet has been issued. Cadet clothing records are inspectable during the Cadet Formal Inspection.

b. The S4 is the primary assistant to the instructors for issuing uniforms. The S4 must coordinate with the XO and SAI to schedule a time when cadets are to be issued uniforms. Most uniforms are issued to new cadets within the first two weeks of school.

In order to begin the process of establishing a cadet clothing record, the following steps must be taken:

(1) Uniforms will be issued by class and after school during the first two weeks of school or at the convenience of the S4.

(2) Coordinate to have both male and female experienced cadets to assist with fitting and issuing of uniforms.

(3) Establish fitting rooms with uniforms of all different sizes available for cadets to try on, if they do not know their sizes.

(4) After a cadet has been sized for all uniform items, they will be issued those items from the supply room. Each piece of clothing, by size, must be recorded so that it can be entered into JUMS.

(5) Do not issue out the last uniform item of any one size until all cadets have been sized.

(6) If we don't have enough of certain sizes to put all cadets in complete uniforms, report the shortages to the instructors immediately. The instructors will either order new uniforms, or coordinate with another JROTC program to fill the shortages.

c. Inputting the clothing records into JUMS. The S1 must have completed updating JUMS with all active cadets prior to uniform issue in order for the clothing records to be created for each cadet.

(1) Log into JUMS, select cadet

(2) Select the cadet you wish to enter clothing for

(3) Select History

(4) Select Clothing

(5) Select issue/return/edit

(6) Select issue

(7) Select each item to be issued from the list, and push it down to the lower block
(8) Select save

d. Printing the cadet clothing record.
(1) Log into JUMS, select reports
(2) Select clothing
(3) Select cadet clothing record, then select run
(4) Select cadets by name, or all the cadets to be printed, and push them to the right
(5) Select continue
(6) Select "do not print returns" box, then continue
(7) Select export, to a Word document
(8) Name the file with the current date
(9) Export the file to a clothing folder that was created on the C drive

e. Every cadet must sign their Cadet Clothing Record. Parent's signatures are not mandatory on cadet clothing records.
(1) Coordinate with the XO to use the cadet chain of command to hand out the clothing records to the cadets. The S-4 will print and sort records by class/company.
(2) Coordinate with the XO to set suspense on when all cadet clothing records must be returned.
(3) Coordinate with the instructors to have cadets return uniforms if their cadet clothing record is not on file with the S4 within 30 days of the uniform being issued.
(4) As the cadet leadership collect and turn in the cadet clothing records they are placed in the S4 Cadet Clothing Record Binder.

f. Cadet Clothing Record Binder.
(1) The binder will be a 3" or 4" three-ring binder.
(2) It will be clearly identified and secured by the S4 at all times.
(3) The binder is organized in alphabetical order, and not separated by class, LET level, or high school grade. It will however be separated by male and female cadets.
(4) This binder will be the primary tool when cadet clothing records are inspected.

g. Changes to cadet clothing records/
(1) Students drop JROTC:

- Collect the uniform items from them, unless the instructors give them permission to keep any of the items because it is at the end of its life cycle.
- Initial that the items have been returned on the cadet's clothing record and give them a copy of the record.
- Log the cadet's name and date of turn in on the uniform turn in log.
- Mark the S-4 copy of the hand receipt as "cleared"
- Enter the returns into JUMS
- Put the items back in the Supply Room (laundry).

(2) Cadets need to change sizes or trade-in damaged items:

- Collect the uniform items from them, unless the instructors give them permission to keep any of the items because it is at the end of its life cycle.
- Issue the new items
- Enter the changes into JUMS
- Print out a new cadet clothing record and have the cadet get it signed and returned.
- Put the returned items back in the Supply Room.

h. Awards, Cords, Berets, and Rank Insignia
(1) Awards.

- Awards will not be added to the cadet clothing record.
- Awards will be issued based on JUMS orders produced by the S1.
- Awards will be issued to the cadet chain of command (Company Commanders) to be presented in formation.
- When the supply of any single award goes below 20 in the Supply Cabinet, notify the instructors of the need to order that type of award

(2) Cords.

- Cords will be issued based on the instructors placing a cadet in a position or on a team that entitles the cadet to that chord.
- Cords will not be added to the cadet clothing record.
- When the supply of any single Cord goes below 5 in the Supply Room, notify the instructors of the need to order that type of Cord.

(3) Berets. Special berets (i.e. white, navy blue, and Kelly green) are not government property, so no entry in JUMS is required.

- Special berets (white berets for exhibition armed) will be issued based on the instructors placing a cadet on a team or in a position that entitles the cadet to wear a beret.
- Special berets will be hand written on the bottom of the cadet's JUMS clothing record.
- ASU grey berets will still be entered into JUMS as government property the same as any other uniform item.
- When the supply of any single size of beret goes below 10 in the Supply Room, notify the instructors of the need to order that size of beret.

(4) Rank Insignia.

- Rank Insignia will not be added to the cadet clothing record.
- Rank Insignia will be issued based on JUMS orders produced by the S1.
- Rank Insignia will be issued to the cadet chain of command (Company Commanders) to be presented in formation.
- A separate minimum quality for each rank insignia will be established and annotated on the storage cabinets, notify the instructors of the need to order a specific rank insignia whenever the stock on hand falls below the minimum.

4. Supply Room Organization.

a. The JROTC Supply Room is an important part of the overall JROTC program. A neat and well organized Supply Room will help make the instructors' and the S4's jobs easier, and it will be a source of pride during visits and inspections.

b. Safety. The Supply Room must be free of fire and safety hazards.

(1) Make sure no clothing or equipment is stored within six inches of a light source.

(2) Make sure that no items are stacked in such a way where they could fall and injure someone getting items out of the supply room.

(3) Ensure that the overhead sprinkler system is not blocked from doing its normal function of sensing and extinguishing a fire.

(4) Ensure that a fire extinguisher is available and in working order in the clothing storage area.

c. Security.

(1) The Supply Room will have controlled access. Coordinate with the XO and the instructors to determine who can have access to the Supply Room and post the list on the Supply Room door.

(2) The Supply Room will remain locked whenever someone on the access list is not in the immediate vicinity of the Supply Room.

(3) All of the items on the Sensitive Item inventory list must be given an extra level of security. The following items will be locked in the Supply Room, a desk, or instructor's office at the end of each day.

- Laptop computers
- USB memory drives
- Digital camera
- CPS remotes
- Projectors

The following items must be locked in their proper wall locker or weapons rack in order to meet the double lock standard for these items.

- Air Rifles
- Drill rifles
- Pellets
- Sabers

(4) Any violation of security procedures or if there is a problem in securing any equipment must be brought to one of the instructors immediately.

d. Organization of equipment and uniforms.

(1) The Supply Room will be clean and neat at all times. The area will be swept and dusted at least once every two weeks.

(2) All female and male uniform items will be separated and clearly marked.

(3) All uniform items will be separated by size.

(4) All shoes and boots will be stacked on the shelves and organized by size. Boots used only for JCLC will be kept in a separate wall locker and stacked as neatly as possible.

(5) The current Supply Room layout for organization of equipment and uniform items will be posted to the inside of the Supply Room door.

(6) Air Rifles that do not work properly will be marked with a red tag, and exhibition armed only rifles will be taped.

e. Goodie bag Wednesday I-O-U procedures:

(1) On Wednesday (Uniform wear days) the S4 will assign a cadet to man the "Goodie bag" and issue IOUs for cadets who forgot a part of their uniform. The IOU station will be manned from 0700-0740 every uniform wear day.

(2) Cadets will fill out an IOU form, sign it and hand it to the S-4 Rep. At that point the S-4 rep will hand the cadet the uniform item.

(3) Cadets who borrowed a uniform item on an IOU will return the item to the JROTC class room at the end of the school day. Instructors or S-4 cadets will give the IOU paper back to the cadet when he/she returns the uniform item.

(4) If a cadet fails to return a uniform item (per para 3 above) by the next uniform wear, the S-4 will add that uniform item to the cadet's JUMS clothing record.

(5) The S-4 is also responsible for preparing and transporting the Goodie bag to off campus JROTC events when the uniform is worn, such as Parades and Drill Meets.

(6) The Goodie Bag is the responsibility of the S-4 and must be kept clean and organized at all times during the school year.

f. JCLC uniform issue and turn in

(1) Uniforms for JCLC will be issued two weeks before the end of school.

(2) Raider cadets will be issued a modified uniform set because they were previously issued one set of ACUs for Raider.

(3) On the last night of JCLC, all JCLC uniform items will be collected by the S-4.

- Uniforms will be returned in the same condition they were issued with the exception of dirty clothing items. That means that canteens will be empty and there will be no trash in uniform pockets. Cadets who fail to correctly follow these procedures will receive corrective training.
- Cadets will separate unused (clean) uniform items and turn them in separately from dirty items.
- The S4 will separate all uniform items into duffle bags. Each bag will contain only one type of uniform item, and the bag will be tagged in a way that identifies the content. Clean items will be bagged and tagged separately from dirty items.
- The S-4 will separate, count, and prepare a laundry ticket at the end of the uniform turn in process, so that the instructors can drop those uniform items at the laundry the next day.

(4) Upon returning to CCHS on the last day of JCLC, the S4 will direct the offloading of supplies, ensuring that all supplies and uniform items (tagged duffel bags) are placed in the correct location before departing for the summer break. Coordinate with the XO and SAI for

cadet manpower to accomplish this mission.
g. Laundry procedures:
(1) At CCHS JROTC we generally do large laundry runs at the beginning, middle (semester), and end of the school year. Additional laundry runs will occur as needed during the school year.
(2) The S-4 will collect dirty uniform items as they are turned in. Uniform items in need of laundry will be stored in the "awaiting laundry" area of the supply room.
(3) The SAI/AI will inform the S4, through the XO, at least one week out that it is time for a laundry run. The S4 will then sort the laundry into "laundry" and "dry cleaning", count the items, and complete tickets for each type. After items are counted and the tickets are filled out the S-4 consolidates all laundry into duffel bags. The laundry tickets are handed to the SAI/AI after the bags are ready.
(4) When the laundry returns to school with returning laundry, the S4 will supervise the transfer of uniform items from the laundry truck to the supply room. The S4 will count and verify that all laundry was returned matching the turn in ticket. The S4 then has one week to place the returned uniform items to the proper rack or storage area in the supply room.
h. Ordering Name Tags for New Cadets:
(1) At the beginning of each semester the S4 is responsible for ensuring that a name tag has been ordered for all new cadets. The S4 coordinates with Company leadership to verify that all cadets who need a name tag are on the list, and s/he confirms that all cadet names are spelled correctly. The S4 will coordinate with Company leadership on this task.
(2) When name tags arrive in the mail the S4 will ensure that they are distributed to the correct cadet. Name tags will only be issued to cadets that are in uniform. The cadet will place the name tag on his/her uniform at that time.
(3) The goal of the S4 is to see that all first year cadets will receive their name tag by their first uniform wear. All second year cadets receive a second name tag with the initial order for first year cadets. This second name tag is for the grey short sleeve shirt. Any other cadet who needs a name tag (because they broke or lost theirs) will pay $2.00 for the replacement name tag.
(4) The S4 will order additional name tags as required during the school year in order to keep all cadets in the proper uniform. There will be another smaller order of name tags at the beginning of the second semester, but other than that there will be no further orders until at least 5 name tags are needed.
5. Tagging Equipment.

Government equipment must be tagged to distinguish it from School owned property. These tags are an inspectable item on the Cadet Formal Inspection.
a. Use the tag templates for both government and school equipment.
b. Tags are not required for school owned clothing items, unless they are not clearly distinguishable as being out of standard with the basic JROTC uniform items.
c. Tags will be affixed in such a way that the information can be read without having to significantly move the equipment.
d. School owned air rifle tags will be inspected monthly to ensure they stay in place.
6. Required Documentation – Staff Coordination.

The S4 is required to document that coordination with other staff officers and the chain of command is taking place to execute the S4 responsibilities. Staff coordination documentation is inspectable on the Cadet Formal Inspection. This SOP is the primary document that spells out the procedures requiring staff coordination in our Battalion.
a. S1 orders to document issuing awards and rank insignia.

(1) The orders must be JUMS generated.
(2) Copies of the orders will be maintained in the S4 file cabinet, separated by SY and order type.
(3) Paragraph 5-3 of this SOP also clarifies the use of those orders to issue the awards and rank.
b. S3 coordination documents.
(1) The Upcoming Events Calendar – used to plan ahead to insure that we have enough awards on hand to issue the cadets who participate.
(2) OPORD's – used to identify specific tasks to the S4 and to plan ahead for any logistical requirements that may result from the event.
(3) Tasking letters – used to identify S4 requirements and to coordinate suspense's that affect the S4 records.
(4) Transportation request forms – used to document coordination for coordinating with the S3 for transportation needs.
c. S5 Coordination documents.
(1) Letters to parents in which the S4 may have logistical responsibilities.
(2) Coordination required for a Feeder School visit.
7. Cadet Staff Briefings (Appendix K)
a. Update the S4 portion of the Cadet Staff Briefing anytime there are significant changes to the data in the briefing.
b. Maintain data to be used in the briefing.
(1) Current Sensitive Inventory.
(2) Number of current Cadet Clothing Records.
(3) Current number of active cadets.
(4) Current logistical areas of concern.
c. Brief S4 responsibilities.
(1) Maintaining JUMS for cadet clothing records.
(2) Organization of the Supply Room.
(3) Sensitive Items Inventory.
(4) Issuing cadet uniforms, awards, and rank insignia.
(5) Maintaining records of staff coordination.
d. Personal information.
(1) Name, age, grade.
(2) Accomplishments in school and JROTC.
(3) How JROTC has affected your life.
(4) Future goals.
8. Historical Data.
Maintaining historical cadet data can assist in preparing briefings and provide the instructors or school administers information they may use for a variety of purposes. The types of data that should be maintained and updated annually include:
a. 100% equipment inventory
b. Sensitive Item inventory
c. Cadet uniform items not recovered when a cadet leaves the program.
9. Cadet Staff Meetings.
Be prepared at each staff meeting to participate with information or requirements from the S4 perspective.
a. Logistical requirements for upcoming events.
b. Supply Room shortages.

c. Equipment and transportation issues to coordinate with the S3.
d. Record the staff coordination taking place.
END Annex A

Annex B: Important Web Sites
The following are websites are able to provide a cadet with any needed information.

US Army JROTC portal - http://www.usarmyjrotc.com/index.php

END Annex B
Annex C: Saluting
1. When to Salute
Army JROTC personnel in uniform are required to salute when they meet and recognize persons entitled (by grade) to a salute except when it is inappropriate or impractical (in public conveyances such as planes and buses, in public places such as inside theaters, or when driving a vehicle).
a. A salute is also rendered—
(1) When the United States National Anthem, "To the Color," "Hail to the Chief," or foreign national anthems are played.
(2) To uncase National Color outdoors.
(3) At reveille and retreat ceremonies, during the raising or lowering of the flag.
(4) During the sounding of honors.
(5) When the Pledge of Allegiance to the U.S. flag is being recited outdoors.
(6) When turning over control of formations.
(7) When rendering reports.
b. Salutes are not required when—
(1) Indoors, except when reporting to an officer
(2) Saluting is obviously inappropriate. In these cases, only greetings are exchanged. (Example 1: A person carrying articles with both hands, or being otherwise so occupied as to make saluting impracticable, is not required to salute a senior person or return the salute to a subordinate.) Either the senior or the subordinate is wearing civilian clothes.
c. In any case not covered by specific instructions, the salute is rendered.

2. Reporting Outdoors
When reporting outdoors, the soldier moves rapidly toward the officer, halts approximately three steps from the officer, salutes, and reports (as when indoors). When the soldier is dismissed by the officer, salutes are again exchanged. If under arms, the soldier carries the weapon in the manner prescribed for saluting.

3. Other Salutes
Other instances when saluting is an issue are discussed herein.
a. Outdoors – Whenever and wherever the United States National Anthem, "To the Color," "Reveille," or "Hail to the Chief" is played, at the first note, all dismounted personnel in uniform and not in formation face the flag (or the music, if the flag is not in view), stand at Attention, and

render the prescribed Salute. The position of Salute is held until the last note of the music is sounded. Military personnel not in uniform will stand at Attention (remove headdress, if any, with the right hand), and place the right hand over the heart.
b. Indoors – When the National Anthem is played indoors, officers and enlisted personnel stand at Attention and face the music or the flag if one is present.

4. Saluting Colors

National and organizational flags, which are mounted on flagstaffs equipped with finials, are called Colors. JROTC cadets in uniform passing an uncased National Color salute at six steps distance and hold the Salute until they have passed six steps beyond it. Similarly, when the uncased Color passes by, they salute when it is six steps away and hold the Salute until it has passed six steps beyond them.

Annex D: JROTC Lettermen Jacket Policy

1. CCHS JROTC Cadets will earn or purchase the CCHS Lettermen Jacket providing they meet the following criteria including a. and b. and:

a. Earn a passing grade in current year/1st Semester in all classes and above 90% in JROTC.
b. Remain in good standing by avoiding serious disciplinary infractions to include school suspensions, excessive, and excessive absences (more than 10.)
c. Must have been in the program and teams for at least 3 years including senior year.
d. Seniors, not in a team, but have been in the program the minimum amount of time above, then the program can pay half the amount of the jacket.
e. For Non-Seniors who participate in 4 or more competitions can earn the jacket earlier granting they are active in JROTC and stay on teams.

2. Mandatory JROTC Activities for leaders include the following:

a. Leadership Positions – Cadets must successfully serve in a key leadership position, including the Battalion Commander, Executive Officer, Command Sergeant Major, any staff officer position, or a key company leadership position (i.e. Company Commander or 1SG) for a minimum of one semester.
b. Drill Team – Cadets must perform in at least 3 of the 4 Drill meets, as a member of a team to include regulation armed and un-armed, first-year un-armed and color guard, exhibition armed and unarmed, and competition color guard.
c. PT Teams – Cadets must participate in at least two athletic competitions (i.e. Raider Challenge, Cadet Challenge competition)

3. Other JROTC Extracurricular Activities include the following:

a. Color Guard – Cadets must perform in a four or five man Color Guard during after school hours (unless for assembly, etc….). A total of five (5) Color Guards are needed to count for one (1) major JROTC extracurricular activity.
b. Military Ball and Awards Banquet – Cadets must participate in both the Military Ball and the Awards Banquet to receive credit for one (1) minor JROTC extracurricular activity.
c. Community Service – Cadets are required to complete a minimum of four (4) hours of community service through the CCHS JROTC Program per semester. An additional four (4) hours of completed community service will allow a cadet to earn one (1) minor JROTC extracurricular activity.

4. The SAI/AI is the final approval authority for Lettermen Jackets.

End Annex D

Annex E: Uniform Wear and Appearance Policy

1. Wear and Appearance:
All CCHS JROTC cadets must wear the JROTC uniform all day each Uniform day and at all other announced times.
a. Uniform shirt is to be worn tucked in, fully buttoned, and belted.
b. No unauthorized items are to be exposed on the uniform. No hands are to be in pockets unless momentarily retrieving an item.
c. No running, foul language, inappropriate behavior, or horse play will be done in uniform.
d. Covers will be worn any time outside to include transit to and from school, or while under Arms.
e. During your JROTC class you will be inspected in the Class B uniform. Class B Uniform components are:
(1) Low quarters
(2) Black calf length socks or nylons
(3) Blue slacks or dark blue skirt
(4) Belt with gold belt buckle
(5) White T-shirt
(6) Grey shirt
(7) Accouterments (Cords, Brass, rank, awards, etc…)
(8) Appropriate cover (Garrison/Beret)
f. Tie should be tied in a Half-Windsor knot, Windsor knot, or four-in-hand knot. Wear the top of the knot parallel to and slightly above the top of the shirt collar closure, hiding the top button. The bottom of the tie hangs within one inch of the top of the belt buckle. The tie does not cover the belt buckle

g. During the cold weather the black windbreaker is allowed. Civilian jackets, sweaters, or sweatshirts may not be worn with the uniform.
h. Backpacks may NOT be worn on the shoulders of the Class B.
i. Jewelry
(1) Earrings may not be worn with the male uniform, females may wear one pair of earrings they must be studs no larger than 1/4 inch in diameter in gold, silver, white pearl, or diamond. Earring must be unadorned and spherical. Earrings must be a matched pair with only one earring per earlobe. **Gauges, nose rings, etc are not to be worn in uniform and will result in an automatic zero for the overall uniform grade.**
(2) Chains or necklaces must be worn out of sight and not bulging through the uniform.
(3) Cadets may wear a wristwatch, a wrist identification bracelet, and a total of two rings with cadet uniforms, unless prohibited by the commander for safety or health reasons. Any jewelry worn by cadets while in uniform must be conservative. Cadets are only authorized to wear one item on each wrist while in uniform.
j. Military and civilian clothing will NOT be mixed except when approved by the SAI/AI.
k. Personal Grooming and Hair
(1) Males hair will be kept neatly groomed on the top and present a tapered appearance. When the hair is combed it will not fall over the ears or eyebrows, or touch the back of the collar. Males will be clean shaven (see AR 670-1 Ch. 3-2); a mustache is acceptable but must be kept neatly trimmed, tapered, and tidy. It cannot extend past the corners of the cadet's mouth. Sideburns will not extend below the bottom of the ear opening or be flared. **If a male does not shave on uniform wear day it will result in an automatic zero for the overall uniform grade.**
(2) Females hair may not be eccentric or faddish and will present a conservative, professional appearance. Hair should be kept off the collar and not interfere with the wear of the headgear. Any hair accessories (e.g. bobby pins, hair ties, clips) will match or nearly match the cadet's hair color. For more specific guidelines, see AR 670-1 Ch. 3-2.
(3) Hair will be kept combed and neat in appearance
(4) Fingernails will be kept clean and trimmed. Females will not exceed a nail length of ¼ inch as measured from the tip of the finger. Only clear polish is permitted in uniform.
(5) Cosmetics for females are permitted provided they are applied modestly and conservatively and complement the cadet's complexion and uniform. Eyelash extensions are not authorized. Lipstick that distinctly contrasts with the natural lip color is not permitted.
l. Cadets are only exempt from wearing the uniform on uniform days if the following is true: ONLY during PE, Science during a lab, welding, small engines, art class, or specific permission from SAI/AI.

2. Grading Policy:

Cadets absent on uniform day need to make up one uniform wear graded by chain of command. Cadets who are not in uniform but in class or not wearing uniform when not allowed make up two uniform wears with a maximum score of seventy-five. Cadets with major uniform violations (such as hair being out of regulation, no brass on uniform, not in full uniform) will lose all points in the appropriate category (-18) and for every consecutive week thereafter will be an additional loss of ten points from the previous week's loss. (e.g.: -18 first week, -28 second, -38 third, etc…)

For rules on wearing awards see Chapter 6: Awards. Some awards are permanent (ribbons) and some awards are temporary (Cords). Check the guidelines set out in Chapter 6 for the specific regulations.

3. Maintenance and Upkeep:
a. Clothing will be clean, properly maintained, and pressed.
b. Shoes will be "glass" shined for the whole shoe. Boots will have a "glass" shined toe and heel with the rest of the boot shined
c. Brass accessories on the uniform will be highly shined and properly placed. Shine the dish separately when shining them. NOTE: DO NOT shine the torch, the nametag, DUI (gold star), CCHS crest, or awards. Never attempt to polish brass while it is on the uniform. Brasso or other chemicals will ruin the uniform material.

End Annex E

Annex F: JROTC Safety Alert; Weapons on School Campuses

Due to the recent rise in incidents involving weapons (guns) on school campuses, and the heightened awareness with regards to gun control, our JROTC Cadets and Instructors may be at a higher degree of risk of serious injury or death.

Several recent incidents have involved Cadets practicing drill competition or conducting air rifle marksmanship training, then subsequently taking their rifles with them while going to do something else on the school campus. Transporting the rifle across or on the school campus immediately raised security and safety concerns among school administrators and their security personnel, and could have seriously endangered the Cadets carrying the rifles, their Instructors, or other students and school employees on campus.

For security personnel, particularly those who are new or have not had sufficient training to distinguish a perspective terrorist from a Cadet in uniform with a non-operational (demilitarized) rifle, this could result in a major incident or even in the serious injury or death of a Cadet or Instructor. Even the most experienced and fully trained security and law enforcement personnel have made tragic mistakes in attempting to identify whether a student with a demilitarized rifle is harmless or a potential threat.

In view of this potential danger, following are some safety and security considerations that may prove critical to your risk management concerns:

a. Ensure all training, especially with drill or air rifles, is scheduled and indicated on a published training schedule.
b. Ensure all changes to the training schedule, especially with regards to training involving drill or air rifles, are posted, and that all school and other authorities are notified of the changes.
c. Ensure the school's main office, security and safety offices, and school/campus police are notified and made aware that you are conducting training that will involve rifles or other items that may be considered weapons.
d. Ensure the school has notified proper authorities that you will be conducting training involving rifles or other items that may be considered to be weapons.
e. Ensure Cadets train in a centralized area and under the supervision of a certified Instructor.
f. Ensure Cadets are not released from the training area while carrying or transporting weapons. If Cadets have to go somewhere else during the training session, ensure they leave their rifle

with an authorized person at the training site.

g. Ensure rifles/weapons are secured and locked up in an authorized storage area with limited access, and that only Instructors have the ability to unlock the area.
h. Ensure no unauthorized firearms or ammunition are stored with your drill rifles or air rifles.
i. Ensure your drill rifles or air rifles are not stored or locked in either open or locked vehicles.
j. Ensure all Cadets and Cadre are briefed prior to each training event, to include practices, with regards to safety and security.
k. Ensure everyone is aware of the location of the nearest medical support in case of emergencies, and the procedures for local emergency plans.
l. Ensure everyone is aware of and follows school guidelines and procedures WRT safety, security, and the notification process for emergencies. In the event of emergencies, use the following notification process: your school officials, then your DAI office and/or Brigade. Notification to the Army JROTC office should be through your Brigade.

End Annex F

Copperas Cove High School Cheerleading Handbook

Head Coach- Chandler Diaz
diazc@ccisd.com
Assistant Coach- Caitlin Hall
hallca@ccisd.com

COMMUNICATION CHAIN OF COMMAND

General questions should be directed to team leadership. For example- report time, uniform questions, basic needs. If Captains do not know the answer, they will reach out to the coaches. This prevents multiple people asking the same questions multiple times.

ANY AND ALL issues that cannot be handled by team leadership should be directed to the coaches first. The expectation will be for cheerleaders to come to us with issues BEFORE parents come to us or before issues are taken further. When this is not followed, situations cannot be handled properly. If a cheerleader comes to you with an issue, please ask that they come to us first. If the issue cannot be handled by us, we will take the proper steps to manage the situation while maintaining communication with all involved.

Everyone's support in keeping this chain of command will ensure that issues and concerns are handled in a timely and consistent manner. Please encourage your cheerleader to maintain an open line of communication with us so that we can maintain the integrity and purpose of our program.

Varsity Team Requirements:

- Proper motion placement
- Proper jump technique
- **Consistent** standing back handspring
- **Consistent** toe touch back handspring

Just because an athlete performs the Varsity requirements, does not mean that they automatically make Varsity. If an athlete does perform their Varsity requirements at tryouts and makes Varsity; they will be required to perform those requirements again at our first practice of the summer. This is called their Skills Check. The expectation is that they are **consistent** with those skills for the duration of their time on Varsity. If they are not able to perform those skills, they will be automatically moved to JV. If at any point in the year, they lose or regress in their skills, may result in being moved to JV. This is not a punishment.

Junior Varsity Team Requirements:

- Proper motion placement
- Proper jump technique

TEAM SELECTION

The Copperas Cove High School cheerleading team selection will be made by a panel of judges. **The decision made by the judges is FINAL**. We will not be releasing score sheets, but we will share any feedback given by the judges. You must contact the coaches to set up a phone call or meeting. Feedback will no longer be available for review 2 weeks from the tryout date.

Tryout candidates will perform a personalized cheer and band chant that are different every year. Other skills that will be judged are jumps, tumbling, voice projection, showmanship, motion placement, execution, memory, coordination, precision, timing, and rhythm.

CAPTAIN SELECTION

To be eligible for a leadership position, at least one full year as a Varsity cheerleader will need to be completed. Captain candidates will tryout with a specially selected panel of judges. Along with completing the Captain Tryout packet, the captain candidates will be required to:

- Create a game day cheer prior to tryouts and teach to the other candidates at tryouts.
- Create a power point. Explain what they could bring to the program as a leader, why they believe they are the best choice for the team and what qualifies them, and if they were to not receive a captain position, how they could still be beneficial to the team.
- Answer interview questions from a panel of judges.

The decision made by the judges is FINAL!

Each Varsity Cheerleader is expected to:

- Attend camp with the Varsity squad during the summer
- Attend all scheduled practices
    - Cheer members are highly encouraged to attend tumbling classes during the summer and throughout the school year. We will not have enough time and resources during the school year to exclusively work on tumbling.
- MUST be enrolled in the Cheer period- 7th and 8th period.
- All scheduled Varsity fall and spring sporting events and competition
- All pep rallies
- All scheduled school events
- All fundraising events, school and booster club
- All scheduled community events, (e.g. Rabbit Fest, Kris Kindle Mart)
- Spirit Support Activities, (e.g. any planned team bonding activities)

Each JV Cheerleader is expected to:

- Attend cheerleading camp with the Junior Varsity squad during the summer
- Attend all scheduled practices
    - Cheer members highly encouraged to attend tumbling classes during the summer and throughout the school year. We will not have enough time and resources during the school year to exclusively work on tumbling.
- MUST be enrolled in the Cheer period- 7th and 8th period
- All scheduled 9th/Junior Varsity fall and spring sporting events and competitions if JV athlete makes the competition team or is an alternate.
- All pep rallies
- All scheduled school events
- All fundraising events; school and booster club
- All scheduled community events, (e.g. Rabbit Fest, Kris Kindle Mart)
- Spirit support activities, (e.g. any planned team bonding activities)

PARENT/GUARDIAN EXPECTATIONS

Parents/Guardians must be willing to cooperate and communicate with the cheer coaches concerning important information about the student. Parents/Guardians are expected to always act professionally and in the best interest of the team. Our program will not tolerate disrespect, or ANY form of harassment directed towards another parent/guardian, the coaches, cheerleader, or any staff member. If a parent/guardian does not communicate or conduct themselves in a respectful and professional manner, their student will be removed from the program at the discretion of the coaches and supervising administrators. If disrespectful and unprofessional behavior is conducted on any CCISD property or CCISD event, parents/guardians will be asked to leave the premises. Depending on severity of the behavior or incident, may result in being prohibited to attend any events on CCISD property at the discretion of the supervising Administrators.

DRESS AND APPEARANCE

Students are expected to conduct themselves in a professional manner in uniform, any CCHS cheer clothes, and out. All attire will be posted to our Band App. It is the expectation that all members wear the correct attire for practices, games, and events. Wrong practice attire will result in toe touches. If a cheerleader wears the wrong attire two times during the school week, it will result in parent contact and a cheer tutorial. If a cheerleader wears the wrong uniform to a game/event, it will result in loss of performance. They will be required to sit with the coaches for the game/event. *You are growing into young adults, part of that is learning to be responsible and independent.*

ELECTRONIC DEVICES

NO cell phones or personal electronic recording devices will be permitted in the locker room. Coaches will monitor the times students may have and use their devices on trips, at games etc. All cell phones will be put up and secured by coaches prior to practice, events, or competitions. Cell phone violations may result in a possible verbal warning, signing the book/parent contact of warnings/loss of performance, or dismissal from the program at the discretion of the coaches, Spirit Administrator, and AD depending on the severity.

SOCIAL MEDIA

I. Be careful with how much and what kind of identifying information you post on social networking sites. It is discouraged to make available information such as full date of birth, social security number, address, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All of these can facilitate identity theft or stalking. **Remember - once posted the information becomes the property of the website.**

II. Be aware that potential current and future employers and college admissions offices often access information you place on online social networking sites. Realize that any information you post will provide an image of you to prospective employers and/or schools. The posting is considered public information. **Protect yourself by maintaining a self-image that you can be proud of years from now.**

III. Do not have a false sense of security about your rights to freedom of speech. Understand that freedom of speech is not unlimited. **Social networking sites are NOT a place where you can say and do whatever you want without repercussions.**

******All athletes are subject to discipline and may be dismissed from team and/or program for any information and/or pictures posted on the internet or social media sites. Social media posts that are deemed inappropriate at the discretion of the coaches will be sent to the Cheer Administrator/Athletic Director for further evaluation and disciplinary action. ******

Copperas Cove High School Cheerleading Program Expectations Handbook Agreement

By signing this document, I hereby promise to abide by the rules and expectations set forth as a Copperas Cove High School Cheerleader and the parent/guardian of a Copperas Cove High School Cheerleader.

Student Name (Printed): _____

Student Signature: _____

Date: _____

Parent Name (Printed): _____

Parent Signature: _____

Date: _____

Computer Science Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Computer Science Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 928: HIGH SCHOOL COMPUTER SCIENCE CONTEST

(a) **THE CONTEST.**

(1) Purpose. The Computer Science Contest challenges students to study a broad range of areas in computer science, to gain an understanding of the significance of computation as well as the details of programming, to be alert to new technology and information in computer science, to gain an understanding of the basic principles as well as knowledge of the history and philosophy of computer science and to foster a sense of enthusiasm about computer science.

(2) Format.

(A) Test Questions. The written exam for individual and team contestants and a programming session for teams will focus on computer science programming knowledge and skills rather than on mathematical engineering or other subject applications.

(B) Materials. For the programming sessions, teams shall bring their own media for submitting solutions to judges when applicable. Teams shall be prepared to bring a computer to use for competition, including all necessary hardware, cables and software. Each team may use only one computer during the contest. A printer may be used but is not required. Refer to the *Computer Science Handbook* and UIL website for additional guidelines.

(C) Calculators. Calculators are not permitted. During the programming portion of the contest, a computer's included calculation functions may be used.

(b) **ENTRIES.**

(1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.

(2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition, which shall include a written exam and a team programming session. All team members shall take the written exam. For teams with four members, the team's coach shall decide which three members will participate in programming. Schools that do not participate in the programming session shall not qualify for team placement, points or advancement, unless only one school entered enough contestants for team competition. If only one team is entered, conducting the programming session is encouraged but not required.

(c) **QUALIFICATION.** Individuals, teams and wildcards qualify for the next level of competition according to Section 902.

(d) **TIES.**

(1) Individual Competition. In the event of a tie, the formula for percent accuracy shall be used to break the tie. The formula is: percent accuracy equals number of problems correct divided by number of problems attempted. The contestant with the highest percent accuracy shall be awarded the higher place. If the percent accuracy scores are the same, then a tie exists.

(2) Team Competition. If two or more teams tie for first, second or third place, the scores in the programming session will be considered first. If a tie still exists, the scores on the written exam will be considered, followed by a total written exam score tiebreaker if necessary. For four-member teams, the total written exam score tiebreaker means adding in the fourth score. For three-member teams no additional score is added. The team with the highest total written exam score wins the tiebreaker. If a tie still exists, it will not be broken.

Contest Rules and Procedures

1. CONTEST ROSTER. A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. TEST CONTENT. Java is the designated programming language for UIL Computer Science. Test content shall cover topics in Computer Science and Java programming as specified in topic lists and other materials available on the UIL website. The designated compiler for programming is the Java Development Kit (JDK). Version specifications shall be as posted on the Computer Science page of the UIL website. Teams may use any standard integrated development environment (IDE) package provided it utilizes the specified version of the JDK.
3 CONTEST COMPONENTS. The Computer Science contest includes two components: a 45-minute multiple-choice exam (the "written exam") that is used for individual placement and figured into team scoring, and a two-hour hands-on programming component that is used in team scoring only. The same contestants from a school participate in both components. All contestants shall take the written exam. For programming, three team members shall participate. If a team has four members, the coach determines which three team members will participate in programming and which team member will only take the written exam. A minimum of three contestants from a school is required to participate in team competition. If a school has fewer than three entries, those contestants will compete as individuals only and thus take only the written exam.
4. PROGRAMMING PARTICIPATION. If two or more teams are entered in the contest, the programming session shall be conducted and all teams shall participate. (If only one team is entered, conducting the programming session is recommended but not required.) Teams should utilize the full two hours of contest time in the programming session. Teams shall be actively engaged in working on contest problems during the contest period. A team that does not participate in programming shall not receive team placement, points or advancement, except in cases where only one school enters a team at a district contest and the district opts not to conduct a programming session. The UIL does not recommend allowing teams to leave the programming session early; at the discretion of the contest director, arrangements may be made to address specific cases or extenuating circumstances.
5. NUMBERING CONTESTANTS. For the written exam, each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test and answer sheet. Contestants shall not write their name or the name of their school on their answer sheets. For the programming session, it is acceptable to identify each team with the name of their school.
6. ROLL CALL. The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district or the certified alternate or team substitute at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be dismissed from the room before the contest begins.
7. SUBSTITUTIONS AND ALTERNATES. Schools may replace individual contestants on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Sections 903-905 for clarification.
8. SEATING. For the written exam, contestants will be seated sparsely around the room and away from other contestants from the same school. For programming, each team should have a table

with adequate space to set up their computer system and access to an electrical outlet. Each team is allowed to use only one computer system; team members work collaboratively during the programming session.

9. LATE ARRIVAL. Except in emergencies, the UIL does not recommend allowing contestants to enter the room after the written exam or programming session has begun. The decision to allow late entry rests with the contest director of the meet.
10. MATERIALS - WRITTEN EXAM. Contestants provide their own pens or pencils. Contest directors shall provide contestants with scratch paper to be distributed with the test and answer sheet. Contestants are permitted to write on the exam and on the scratch paper. No notes or other materials are allowed during the contest. No calculators are permitted.
11. MATERIALS - PROGRAMMING. Each team will use one computer system during the programming session, which means one CPU, one display and one keyboard/mouse. A printer is also allowed but is not required. A team may also bring a backup system in case of equipment failure; the backup must remain powered off and stowed unless needed. Some host sites may have computers available for teams to borrow, which is acceptable, but teams should always be prepared to bring their own computer. A team may use up to two programming language reference manuals or textbooks. These must be published texts that are reasonably free of handwritten notes. The contest director of the meet has final authority to approve or disapprove any text or reference book. A book on CD or on the computer's hard drive is not an acceptable reference and must be removed from the team's computer before the contest. A team's computer may include standard PC software (office applications, antivirus, etc.), the JDK and an associated IDE package (including samples and help files), the Java API's and Java API reference (Javadoc). A team's computer shall not include any code previously written by students, coaches or other individuals for any purpose, including other contests, classwork or other projects; all such files must be removed from the team's computer before the contest.
12. ANSWER SHEETS. Answers for the written exam shall be written on the answer sheet in the space provided. Contestants should not use the answer sheet for calculations or other marks. Graders will not consider answers written on the test or scratch paper. Scantron or similar systems may be used for the written exam in lieu of the provided answer sheets.
13. ANNOUNCEMENTS. Following roll call and prior to the start of the test, contest directors shall read aloud to contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
14. START AND STOP SIGNALS. Contest directors should give a clear signal to start. Periodic time warnings may be given at the discretion of the contest director. A clock should be provided to indicate the remaining time in the contest at a position easily seen by all contestants. For the written exam, if contestants are in the process of writing down an answer when the stop signal is given, they may finish writing that answer; they may not do additional work on a test question. End-of-contest procedures for the programming session will depend on the platform being used; see the Conducting the Contest section for details.
15. TIMING AND ELECTRONIC DEVICES. Contestants may use timing devices provided they do not emit audible signals during the contest. Cell phones, tablets, smart watches or any device that can wirelessly connect to the Internet, may not be used during the contest. Music players, headphones, etc. may not be used in the testing room. Electronic devices not allowed in the contest should be turned off and should not be accessible during testing.
16. LEAVING THE CONTEST ROOM - WRITTEN EXAM. For the written exam, contestants shall remain quietly in their seats throughout the entire 45-minute testing period. Contestants who finish early should use the remaining time to check their work. In the event of a medical or other emergency, the student shall request permission to leave the contest room and shall be accompanied by a monitor while outside the contest room. Students who leave and return to the contest room during the contest without permission shall be disqualified.

17. LEAVING THE CONTEST ROOM - PROGRAMMING. For the programming session, contest directors should establish procedures for restroom access and announce these to contestants before the contest begins. No more than one team member at a time should leave the contest room. Contest monitors should be assigned to keep track of contestants leaving and returning. Medical or other emergencies can be addressed as needed at the discretion of the contest director.
18. GRADERS. For the written exam, coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader. Coaches may also serve as judges for the programming session; see the Conducting the Contest section for additional details.
19. ANSWER KEY. Prior to the start of grading the written exam, the Head Grader should communicate to the contest director any concerns of the reviewers.
20. ANSWER KEY ERRORS. In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director to communicate the suspected error and seek clarification before changing the key. Any error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
21. GRADING THE CONTEST. Each written exam paper should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed. See the Conducting the Contest section for details on judging the programming session.
22. LEGIBILITY. If a consensus of graders cannot read an answer, they will mark that answer as incorrect.
23. SCORING. For the written exam, six points shall be awarded for all questions answered correctly, no points shall be given or subtracted for unanswered questions, and two points shall be deducted for an incorrect answer. For programming, each problem is worth 60 points. A correct submission on the first try receives the full 60 points. Solutions judged incorrect may be reworked and resubmitted for additional consideration, with a five point deduction for each incorrect submission. For example, a team that gets a problem correct on the third attempt would receive 50 points for that problem. Points are only applied to the team's score for problems that are ultimately solved correctly. If a team never submits a correct solution for a particular problem, no points are awarded or deducted for that problem regardless of the number of incorrect submissions.
24. PLACES AND TIES. Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place is awarded to the contestant making the highest score on the written exam, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 928(d)(1) of the UIL Constitution and Contest Rules.
    b. Team Competition. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 928 (d)(2) of the UIL Constitution and Contest Rules. In district competition, the contestants with the top four written exam scores from a school will constitute the school's team. At all levels, the sum of the top three written exam scores plus the programming score from each school constitutes the team score for the school. All four members of first place or wild card teams advance to the next level of competition. All team members who qualify to regional or state will also compete for individual honors.
    c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.
25. VERIFICATION PERIOD. Following grading of the written exam and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials. Questions shall be resolved during the Verification Period. Contestants and

coaches not present at verification waive their opportunity to ask questions. See the Conducting the Contest section for additional information and verification procedures for programming The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.

26. ANNOUNCING OFFICIAL RESULTS. Following verification, the contest director should announce, as official, the names and schools of contestants through sixth place, and the top three teams. Official results, once announced, are final.
27. NOTIFYING ALTERNATES. If an individual qualifier or team cannot compete at the region or state meet, the alternate shall be notified and allowed to compete. It is the responsibility of the school scheduled to attend to notify the meet director and the alternate's school in writing as soon as possible prior to the contest. Failure to do so could violate the Academic Contest Ethics Code.
28. RETURNING THE PAPERS. When results are final and all questions resolved, district materials may be returned no sooner than the end of the last contest day of the district week. Regional materials may be returned no sooner than Saturday of region weekend.
29. CONFIDENTIALITY. Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information regarding test content shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
30. SWEEPSTAKES POINTS. Points are awarded through sixth place, and to first, second and third place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOMS

For the written exam, choose a room adequate in size and selected with quietness and excellent lighting as prime factors. The UIL recommends classroom armchairs or desks with accompanying armless chairs (no stools).

For programming, select a room with adequate space and a table for each team. Tables should each have three chairs and adequate surface space for teams to set up their computers, as well as access to an electrical outlet. A second nearby room will also be needed for judging.

MATERIALS AND EQUIPMENT

The contest director will provide the following for the written exam:

- Clean scratch paper for use by the contestants
- Accurate clock for timing and clock which contestants can see during the contest
- Pens for grading
- (DISTRICT) One 8 ½ x 11 envelope per school entered, for returning materials

For programming, the contest director will provide the following:

- Computers to serve as judging stations, with appropriate software installed
- Clean scratch paper for use by the contestants
- For networked contests, necessary hardware and software
- For non-networked contests, precontest team packets including run envelopes, clarification forms, etc.

It is acceptable but not required to provide computers for teams to borrow. Teams should always be prepared to bring their own computers. Teams are responsible for providing all necessary equipment for their systems, including cables, surge protectors, etc.

CONTEST PACKETS

The League office will provide the following:

- A copy of the UIL Computer Science Handbook
- Sufficient copies of the written exam and answer key
- Answer sheets for the written exam
- Sufficient copies of the contestant packet for programming
- Printed copies of the programming judge packet to use for reference during judging
- Instructions for the programming session
- Precontest handouts for programming
- Materials needed to create programming team packets if needed
- Confidential download access to contestant data files, judge data files, sample solutions and optional judging software.
- (REGION) State Meet information cards for state meet qualifiers (14)

The meet director may schedule a specific time and place for contest directors to pick up the test packets before the contest. The programming judging packet should be distributed to the contest

director several days prior to the contest to allow time for setup and configuration of judging computers, creation of contestant data disks and other preparations. Contest officials should inventory the packet contents before the contest. The test packets should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The written exam and contestant programming packets should then be resealed and not opened again until just prior to the beginning of the contest. The judging packet should remain unsealed and accessible to allow the contest director to work with those materials. All confidential material shall be kept secure.

PERSONNEL

Coaches of competitors may serve as contest directors, assistants, monitors, graders and programming judges.

- Contest director.
- Assistant to the contest director.
- Room Monitor(s).
- Written Exam Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the Head Grader. Make these selections prior to the beginning of the contest.
- Programming Judges. Coaches may serve as judges, or contest directors may select others with relevant knowledge and experience. For a contest with eight teams, two or three judges is sufficient.
- Programming Support. Contests may need one or more room monitors in addition to the contest director and judges. Non-networked contests will also need an archivist, scorekeeper and runner(s).

TIME

For the written exam, allot at least an hour and 15 minutes. Plan for 30 minutes for announcements, grader sign up, roll call, instructions and distribution of materials. Forty-five minutes of working time will be allotted for the actual testing period exclusive of time required for instructions. The 45 minutes begins when contestants are instructed to start. It is critical to stay on schedule, as some students may need to go to other events. Arrange for and announce during the opening remarks the time and place of the written exam verification period that will take place prior to the announcement of official results.

For programming, allot at least two and a half hours, plus an additional 30 minutes for team check-in and computer setup. The check-in/setup process can occur at any point during the contest day. Once setup is complete, plan for 30 minutes for announcements and instructions, distribution of materials and the dry run problem. Two hours of working time will be allotted for the actual testing period exclusive of time required for instructions and precontest procedures. Verification for programming should take place immediately after the programming session concludes; see the Conducting the Contest section for details.

EVENT ROSTER & RESULTS WORKSHEET

The contest director should obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. The roster will list the school, contestant number, contestant name, district or region number and will indicate students who are competitors and alternates. Scores and/or results are also recorded on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS

For the written exam each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test and answer sheet. Check all tests to ensure that all pages are printed clearly and completely. Batch together a test booklet, answer sheet and scratch paper that can easily be handed out once contestants are seated.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT)

Provide and label a large (8 1⁄2 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school.

CONDUCTING THE CONTEST: WRITTEN EXAM

1. Set up the room that will best facilitate the contest, and where contest officials can sit in view of the contestants.
2. Organize contest materials for easy distribution.
3. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
4. Seat the contestants sparsely around the room separating contestants from the same school.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room.
6. Distribute the test, answer sheet and scratch paper. Caution contestants not to open the test until instructed.
7. Read aloud the following:

Announcements Prior to Conducting the Contest

   a. Do not open the test until instructed to do so.
   b. Write the assigned contestant number in the top right-hand corner on the cover page of the test and on the answer sheet. Check for accuracy if the number has already been written.
   c. Contestants have 45 minutes to complete the test. All contestants must remain quietly seated for the entire 45 minutes. If you finish early, use the remaining time to check your work. In the event of a medical or other emergency, you may request permission to leave the contest room and will be accompanied by a monitor while outside the contest room if you intend to return.
   d. Students shall not use a timing device that emits an audible signal. Cell phones, smart watches, tablets, music players, or other similar devices are not to be used as timers and are not to be visible during the contest.
   e. No calculators are allowed. No notes or other materials are allowed during the contest. Only your pens or pencils and test packet should be on your desk.
   f. You may write on the test paper and on the scratch paper provided. The answer sheet is reserved for answers only. Do not make notations or any other marks on the answer sheet. Write all answers on the answer sheet; answers written on the test or scratch paper will not be considered by graders.
   g. Write answers clearly and legibly, using only capital letters.
   h. When the stop signal is given, if you are in the process of writing an answer you may finish writing that answer only. You may not do any additional work on any test question. Contestants shall put their writing implement down and sit back while the tests are collected.
   i. Verification period will be held in__(name room) at_____(give time). This is the only time for contestants and coaches to verify grading and unofficial results.
   j. Are there any questions?
   k. You may begin the contest.

8. Give contestants the signal to start. Additional time signals may be given at the discretion of the contest director. After exactly 45 minutes, give the verbal notification to stop.
9. When the time has elapsed, the contest director should collect all test materials, including scratch paper. Deliver all materials to the grading room.
10. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST: WRITTEN EXAM

GRADERS

Graders should report to the grading room as soon as the contest begins. The Head Grader will provide answer keys and surplus tests when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. If an error is suspected on the answer key of an objectively-scored contest, refer to instructions on Answer Key Errors in the Contest Rules and Procedures section of the contest handbook. Do not "throw out" a question or make any other alterations without a ruling from the UIL State Office and/or the respective state contest director, as this could affect wild card team selection.

Teams advancing to the Region and State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS

Do not sacrifice accuracy for speed. Score each paper independently twice, and score papers contending to place a third or fourth time as needed.

When marking the answer sheets, no mark should be made if the item is correct. If an answer is incorrect, place an X over the question number. Do not mark over the contestant's answer. Do not write the correct answer if the answer written is incorrect. If any answer space is left blank, draw a line through the blank.

SCORING

Score points according to the guidelines in Computer Science Contest Rules and Procedures.

PLACES AND TIES

Refer to Computer Science Contest Rules and Procedures.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the answer sheet the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

CONDUCTING THE CONTEST: PROGRAMMING EXAM

1. Set up the rooms that will best facilitate the contest, with adequate table space and electrical outlets for teams in the contest room and a nearby room for judging.
2. Provide a time for teams to check in and set up their equipment. Provided the contest room is kept secure, the setup time does not have to occur immediately prior to the contest.
3. Prepare contestant data files for distribution. The easiest method is by using USB drives. If you do not have enough drives on hand, it is permissible to collect a USB drive from each team during check-in, copy the contestant data files to it, and then return it just before the contest begins.
4. Once setup is complete, call roll to confirm that all teams are present. Verify that each team has three members participating in the programming session.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants.
6. Distribute precontest materials, which consist of a small set of handouts for networked contests or team packets for non-networked contests.
7. Make announcements regarding restroom access and procedures for emergencies.
8. Explain the processes for submitting solutions and clarification requests. (This will vary for networked vs. non-networked contests.)
9. Conduct the dry run problem. A copy of the dry run problem should be included in the precontest materials distributed to teams. The dry run is intended as a walkthrough to ensure that contestants, judges and contest assistants understand the contest process and that judging systems are working properly. It is not necessary for all teams to solve the dry run before moving on to the actual contest.
10. After the dry run is completed, distribute one copy of the problem set packet (the test) to each team, along with a disk containing the contestant data files. Instruct contestants not to open the test packet or insert the disk into their computer until instructed to begin.
11. Read aloud the following:

Announcements Prior to Conducting the Contest

a. Do not open the test packet or insert the drive into your computer until instructed to do so.
b. You will have two hours for the contest. Problems may be worked in any order.
c. Students shall not use a timing device that emits an audible signal. Cell phones, smart watches, tablets, music players, or other similar devices are not to be used as timers and are not to be visible during the contest.
d. No calculators are allowed, but your computer's built-in calculation functions and help files may be used. Internet access, whether on your computer or any other device, is prohibited.
e. You may make notes on the problem set packet and on the scratch paper provided. You may separate the pages of the problem set packet if desired.
f. When the stop signal is given, stop working and begin completing your Team Verification Form. Do not begin breaking down your computer until instructed to do so.
g. Verification period will immediately follow the conclusion of the contest, as soon as any remaining judging is complete.
h. Are there any questions?
i. You may begin the contest.

12. Give contestants the signal to start. Additional time signals may be given at the discretion of the contest director. After exactly two hours, give the verbal notification to stop.
13. For networked contests, hit stop on the contest server. For non-networked contests, collect any remaining submissions that are in a run envelope and being held up for a runner when time is called.
14. The contest director should collect all printed test packets and scratch paper.
15. Instruct teams to leave their computers set up, and to complete their Team Verification Forms.
16. After remaining judging is completed, compare the Team Verification Forms against the scoring data recorded in the judging room and resolve any discrepancies. Allow a 15-minute period for teams to request clarification on judging and scoring. These processes serve as the verification period for programming.
17. After verification, instruct teams that they can pack up their computers. Announce the time and location for awards presentations.
18. Deliver programming scoring information to the meet director for entry in the online system.

JUDGING PROGRAMMING

JUDGES

Well in advance of the contest, the contest director should identify an adequate number of judges for the number of teams participating. For a contest with eight teams, two or three judges is sufficient. Judges may be coaches, or other individuals with relevant knowledge and experience.

PLATFORMS

Contest directors are encouraged to utilize a networked contest platform if possible. Software called PC^2 is available for this purpose. Additional information is available on the UIL website regarding PC^2 setup and configuration.

For contests where networking is not possible, the contest can be run using manual transfer of solutions from teams to judges. USB flash drives work best for this format. The UIL website also includes a detailed guide for contest directors using a non-networked (or "sneaker net") contest platform. The UIL provides a DOS-based judging program that can be used for non-networked contests.

JUDGING GUIDELINES

Teams should submit only their source code for judging. Judges will compile the solution on the judging station and test it against the judge test data for that problem. White space differences at the end of lines or after the last line of output are never significant and should never cause a solution to be judged as incorrect. If the differences do not seem material to the problem being solved, err on the side of accepting the solution. For instance, if a problem is about performing a complex calculation, be flexible with output formatting. On the other hand, if the problem is all about formatting, then be a stickler. Above all, be consistent with your judging.

SCORING

Score points according to the guidelines in Computer Science Contest Rules and Procedures and instructions provided on the test packet. Programming counts for half of a team's score, with the team's top three written exam scores making up the other half. A perfect team score is 1440: (perfect written exam score of 240 x 3) + perfect programming score of 720 = 1440.

PLACES AND TIES

A team that does not participate in programming is not eligible for team placement, points or advancement (except in the case of district contests where only one team has entered and the district opts not to conduct a programming session). Refer to Computer Science Contest Rules and Procedures section for additional information.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form with written exam scores to the meet director immediately after the contest papers are scored. The contest director shall turn in a list of team programming scores to the meet director as soon as the programming session and verification procedures are completed. The meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' written exam scores, not just the top six and all programming scores, not just the top three. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD (Procedures below are for the written exam; see Conducting the Contest section for programming verification procedures)

Announce that no one present may use writing or erasing instruments during the verification period. If the written exam key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items for the written exam:

- Contestant's test and answer sheet
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores.

Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of scores to be reviewed by contestants and coaches during the Verification Period. Also display a printout of the screen where programming scores are entered. (Scoring and tabulation for programming should have already been verified through the immediate post-contest procedures; the purpose of this final review is to verify data entry only.) At State Meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections. After resolving all questions, or at the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth, and announce the schools of the first place, second place (alternate) and third place teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING MATERIALS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, materials may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, materials may be returned to the contestants the day of the meet.

COMPUTER SCIENCE QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – written exam testing (with table surface)
1 – grading
1 – programming contest
1 – programming judging
(rooms may be used for multiple purposes as schedule allows)

SET UP — 30
PREP TIME — 20 written, 30 programming
TEST TIME — 45 written, 2 hours programming

CONTEST MATERIALS
UIL Packet: tests & keys, answer sheets, programming judging packets, programming problem sets, meet evaluation form.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red pens/calculators for graders, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL DURING CONTEST
- director
- 1 assistant
- 2-3 programming judges
- 2-3 programming assistants, as needed

OF ENTRIES
(District) six per school
(Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.

GRADING/JUDGES
at least 3, preferably more for the written exam, 2-3 judges for programming. Graders and judges may be coaches.

AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd,3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 20
2nd team — 16
3rd team — 12

ADVANCE: Top 3 individuals and 1st place team. One wild card team per regional will also advance.

Study Material

Shop the UIL Online Store at store.uiltexas.org to purchase Study Materials. Some materials are available for free download.

- The Computer Science Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

- The Computer Science study packet contains the prior year's written exams and answer keys, as well as the following items for each programming test: contestant packet, judge packet, contestant data files, judge data files, sample solutions.

The Computer Science page of the UIL website provides a number of helpful resources, including instructional videos, information on test topics and content, links to IDE software and other resources, and more.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

Computers

For the Computer Science programming session, team members work collaboratively sharing a single computer system. This means each team may use one CPU, one display and one keyboard/mouse during the contest. For systems using a laptop and external keyboard, the laptop's built-in keyboard must be covered in some way (e.g. taping a piece of paper over the keyboard). A printer is also allowed but is not required.

A team may also bring a backup system in case of equipment failure; the backup must remain powered off and stowed unless needed.

Some host sites may have computers available for teams to borrow, which is acceptable, but teams should always be prepared to bring their own computer.

A team may use up to two programming language reference manuals or textbooks. These must be published texts that are reasonably free of handwritten notes. The contest director of the meet has final authority to approve or disapprove any text or reference book. A book on CD or on the computer's hard drive is not an acceptable reference and must be removed from the team's computer before the contest.

A team's computer may include standard PC software (office applications, antivirus, etc.), the JDK and an associated IDE package (including samples and help files), the Java API's and Java API reference (Javadoc). A team's computer shall not include any code previously written by students, coaches or other individuals for any purpose, including other contests, classwork or other projects; all such files must be removed from the team's computer before the contest.

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Congress A Guide

Jana Riggins, Editor
2025-2026 Edition

Important Dates for Congress	**2025-2026**
Intent to Participate from Schools submitted online (Late submission requires regional approval)	September 10
Legislation from Schools to Region Clerk	September 10
Legislation from Region Clerk to State Office	September 20
State Office posts Regional Legislation online	no later than October 1
School submits UIL Contestant Entry Form via the UIL website	*no later than 10 days prior to the Region meet*
Region Sanctioned Contest Window	November 1 - 15
Region submits Results & Legislation to State Office	*no later than November 17*
State office posts State Legislation online	*no later than December 1*
Region Clerk submits Parliamentarian for State	*no later than December 1*
Qualifying Schools each submit State Scorer	*no later than December 1*
State Congress Meet	January 6 - 8

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This button is found on the UIL Speech home page https://www.uiltexas.org/speech

Introduction

"Where there are no laws, or individuals have their own rules and laws, there is the least of real democracy."
-- Gen. Henry Martyn Robert (author, Robert's Rules of Order)

Congress is an individual contest in a large group setting. It models the legislative process of democracy, specifically, the United States Congress.

PRIOR TO THE CONTEST
Within this mock legislative assembly competition, contestants draft legislation (proposed laws and position statements) that they submit to the tournament; and they research the docket of bills and resolutions dealing with real-world social and political policies to prepare speeches.

DURING THE CONTEST
At a tournament, students deliver formal discourse on the merits and disadvantages of each piece of legislation; after a period of debate, contestants vote to pass or defeat the measures they have examined. Parliamentary procedure forms structure for the discourse, and students extemporaneously respond to others' arguments over the course of a session.

STRUCTURE OF A CONGRESS ROUND
Each Congress session lasts approximately 3 hours. A student Presiding Officer (PO) runs the session. The PO's job includes:

- Recognizing speakers
- Giving time signals
- Conducting votes
- Keeping order

A congress tournament begins with the establishment of an agenda, or order of legislation to be debated from the docket provided by the tournament host.

The first speech introducing the piece of legislation is called an authorship speech (if the student who wrote the legislation or a teammate delivers the speech) or a sponsorship speech if given by a student from a different school. The author or sponsor may speak for up to 3 minutes, followed by 2 minutes of continuous questioning by other delegates. The first opposing speech is also 3 minutes, followed by 2 minutes of questioning. All other speeches on the same legislation are 3 minutes, followed by 1 minute of questioning. Finally, action is taken on the legislation by the chamber body.

DETERMINING THE WINNERS
In most rounds, there will be one parliamentarian and two judges (also called "scorers"). Judges evaluate contestants based on the depth of their research and analysis of issues, argumentation, skill in asking and answering questions, use of parliamentary procedure and clarity and fluency of speaking.

Judges and parliamentarians evaluate and award points for each speech delivered by students in the chamber. Top ranked students advance to a final session, called a "super" congress.

For additional information, explore resources at www.uiltexas.org/speech/congress

Skills Involved that Make the Congress Contest Unique

The UIL Congress Contest provides students the exciting opportunity to participate in a mock legislative congress modeled after the United States Congress.

- Using parliamentary procedure to conduct meetings properly
- Following parliamentary law when speaking before the legislative body
- Critical listening
- Note taking
- Creating laws to solve problems
- Negotiating arts and mediation while meeting in caucuses
- Incorporating elements of interpersonal communication while working to get legislation passed
- Using proper decorum during formal discussion
- Increasing civility in discourse
- Improving writing skills by developing compelling arguments that are real-world
- Providing real-life exposure to politics, political science, persuasion, public speaking and assemblies
- Discussing newsworthy issues
- Debating current laws of our nation
- Increasing civic participation
- Developing respect for public service
- Cultivating a desire to contribute to society
- Building leaders by providing an opportunity to run for Presiding Officer
- Providing a student-driven contest as they author the legislation and set the docket
- Utilizing research available via common resources makes the contest extremely cost-effective
- Crossing curriculums, involving students from speech, debate, agricultural and FFA programs, government and social studies, among others

RULES

Section 901 of the *Constitution and Contest Rules*

(a) The Academic Contest Ethics Code shall carry the force of rule. Member school districts, member schools and/or covered school district personnel who violate any of the provisions of this code shall be subject to penalty.

(1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules – both in letter and in spirit.

(2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery that attempts to skirt the rules or any other unfair tactic that detracts from sound educational principles.

(3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.

(4) Regard opponents as guests or hosts while placing personal and/or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates or threatens competitors has no place in interscholastic activities.

(5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.

(6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.

(7) Abstain from any practice that makes a student feel pressured to participate in nonschool activities.

(8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.

(9) Ensure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets.

(10) School districts shall notify the academic regional or state meet director no later than the end of the second school day following academic district or regional competition if a student or a team knows that it will not compete at the next higher academic meet.

C&CR Section 1008:CONGRESS

(a) THE CONTEST.

(1) Purpose. The purpose of this contest is to encourage the student to understand real-world social and political policies debated within the framework of a legislative body modeled after the United States Congress, with formal discourse guided by parliamentary procedure.

(2) Format. Contestants will formulate legislative bills and resolutions, debate them, and adopt or reject them by casting votes. Speaking in legislative congress is conducted within a structured environment of specific procedural rules.

(b) ENTRIES.

(1) Representation. Each school desiring to participate in UIL Congress should file an intent to participate form on the UIL website no later than date posted on UIL Congress webpage for the current school year. Failure to submit intent shall require regional committee approval in order for school to participate. Each school in all conferences may enter five competitors in the congressional region competition. Two alternates may be registered. Entries shall be submitted at least ten calendar days prior to the congressional region competition via the UIL website. In the event ten or less total contestants per conference are competing in a congressional region, both alternates from each school with a full entry in that conference may be seated. Only one alternate may be seated if there are 11-15 entries within the conference.

(2) Eligibility. Speech plan, Section 1000 of the UIL Constitution and Contest Rules, regarding specific speech eligibility shall not apply to this contest. Entering the congress competition does not impact a student's eligibility to enter any other UIL high school academic event (i.e., CX Debate, LD Debate).

(3) Entries submitted after the 10-day deadline, require majority consent of the regional congress committee.

(c) RESOURCES. The contest is discussed and defined in detail in the UIL Congress Handbook and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d) STRUCTURE. Congress will be organized into regions according to the twenty Educational Service Centers (ESC) designated by the Texas Education Agency. All schools, regardless of UIL conference, will compete with each other within their school's region ESC unless conference entry numbers warrant separate chambers. Regardless, each conference competing in the congressional region will be eligible to advance a minimum of three representatives to the state congressional competition.

(e) CONGRESSIONAL REGION CONTEST DIRECTORSHIP. A directorship of five for each congressional region contest within their Education Service Center region will conduct the region contest. A congressional region clerk appointed by the UIL office will chair the directorship. The congressional region clerk shall be the final authority until the congressional region competition is completed.

(f) ELECTRONIC DEVICES IN CHAMBER. The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Congress is allowed so long as wired or wireless connections are disabled and remain disabled throughout the contest. It is the responsibility of the contestant to disable the equipment. Cell phones and smart phones are prohibited in the chamber. Traditional timing devices are permitted. Contestants in violation of the electronic devices rules shall be disqualified

(g) CONGRESS SHALL BE PUBLIC. Congress is public discourse. Therefore, all congressional chambers shall be open to the public. No coaching or cheering shall be permitted during the contest.

(h) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) region or state congress sessions. The UIL reserves the right to record for educational purposes.

UIL CONGRESS RULES & PROCEDURES 2025-2026

PURPOSE OF THE CONTEST. The purpose of this contest is to encourage the student to understand real-world social and political policies debated within the framework of a legislative body modeled after the United States Congress, with formal discourse guided by parliamentary procedure.

NATURE OF THE CONTEST. Contestants will formulate legislative bills and resolutions, debate them, and adopt or reject them by casting votes. Speaking in legislative congress is conducted within a structured environment of specific procedural rules.

STRUCTURE. Congress will be organized into regions according to the twenty educational service centers (ESC) designated by the Texas Education Agency. All schools, regardless of UIL conference, will compete with each other within their school's Region ESC unless conference entry numbers warrant separate chambers. Regardless, each conference competing in the Congressional region will be eligible to advance a minimum of three representatives to the State Congressional competition.

CONGRESSIONAL REGION CONTEST DIRECTORSHIP. A directorship of five for each Congressional region contest within their Education Service Center region will conduct the region contest. A Congressional Region Clerk appointed by the UIL State Office will chair the directorship. The Congressional Region Clerk shall be the final authority until the Congressional Region competition is completed.

ENTRIES: REPRESENTATION. Each school desiring to participate in UIL Congress should file an Intent to Participate form on the UIL website no later than date posted on UIL Congress webpage for the current school year. Failure to submit intent shall require regional committee approval in order for school to participate. Each school in all conferences may enter five competitors in the Congressional Region competition. Two alternates may be registered. Entries shall be submitted at least ten calendar days prior to the Congressional Region competition via the UIL website. In the event ten or less total contestants per conference are competing in a Congressional Region, both alternates from each school with a full entry in that conference may be seated. Only one alternate may be seated if there are 11-15 entries within the conference.

Entries submitted after the 10-day deadline, require majority consent of the Regional congress committee.

ELIGIBILITY. Each contestant shall be eligible under subchapter M of the *UIL Constitution & Contest Rules*. Only students in high school are eligible for this contest. Speech plan, section 1000 of the *UIL Constitution & Contest Rules*, regarding specific speech eligibility shall not apply to this contest. Entering the Congress competition does not impact a student's eligibility to enter any other UIL high school academic event. (i.e., CX Debate, LD Debate)

SUBSTITUTIONS. An eligible student may be substituted for any name on the official region entry form by providing the contest director with a letter or official substitution form signed by the superintendent or designated administrator certifying the student's eligibility. The letter shall be presented to the contest director before the contest begins.

LIMIT ON SUBSTITUTIONS. After a given competition has begun, no substitutions shall be allowed.

PLANNING THE REGIONAL CONTEST. In order to maximize participation by all schools and provide equal opportunity to all students to enter regardless of the existing academic conflict pattern, the congressional competition will be held during the fall/winter. The Congressional Regional Directorship, with input from all participating schools, shall schedule Congressional Region competition during the first two designated region weeks of November. Location and entry fees will be determined by the Directorship.

UIL CONGRESS RULES & PROCEDURES 2025-2026

SIZE OF CHAMBERS. The optimum size is 20 legislators per chamber for a three-hour session; otherwise, a session should be lengthened by 10 minutes per each additional student beyond 20. If a conference has fewer than fifteen competitors, see *combining conferences at Congressional Region* below.

If a school has more than one entry and there are multiple chambers at Congressional Region school entries should be assigned to separate chambers, whenever possible.

NUMBER OF CONGRESSIONAL REGIONAL CHAMBERS:

24 or less entries – There shall be one chamber, which will conduct morning and afternoon sessions. Each session should be three hours of debate time, lengthened by 10 minutes per each additional congressional contestant beyond 20.

25 to 48 entries – There shall be at least two chambers, which will conduct a preliminary session consisting of three hours and should be lengthened by 10 minutes per each additional student beyond 20. The top half of each chamber (or whole number closest to that percentage) will advance to a final congress session. The final session shall not be less than three hours, and shall be lengthened by 10 minutes per each additional student beyond 20.

49 to 72 entries – There shall be at least three chambers, which will conduct a preliminary session consisting of three hours and lengthened by 10 minutes per each additional student beyond 20. A proportionately equal number of students shall be selected to advance from each preliminary chamber resulting in a final chamber of no less than 18 and no more than 24 students. The final session shall be three hours and lengthened by 10 minutes per each additional student beyond 20.

73 to 96 entries – There shall be at least four chambers, which will conduct a preliminary session consisting of three hours and lengthened by 10 minutes per each additional student beyond 20. A proportionately equal number of students shall be selected to advance from each preliminary chamber resulting in a final chamber of no less than 18 and no more than 24 students. The final session shall be three hours and lengthened by 10 minutes per each additional student beyond 20.

97 to 120 entries – There shall be at least five chambers, which will conduct a preliminary session consisting of three hours and lengthened by 10 minutes per each additional student beyond 20. The top one fifth of each chamber (or whole number closest to that percentage) will advance to the final session that will be three hours and lengthened by 10 minutes per each additional student beyond 20.

COMBINING CONFERENCES AT CONGRESSIONAL REGIONALS. In the event there are an insufficient number of competitors in some conferences to constitute a chamber, Congressional Regions will combine conferences to achieve the desired chamber(s) size(s). The Region clerk and/or Directorship committee should do this in a fashion as determined by the Region Directorship committee. Those advancing from preliminary to final chambers must be proportionate to the conferences represented. If a conference is represented by only one school, then all of that school's members shall advance to the final chamber and to State.

LEGISLATION. Participating Regional schools are encouraged to author and submit bills, constitutional amendments, and/or resolutions for debate and are encouraged to author legislation that has an impact on the state of Texas. However, schools should assume members of the chamber to be United States Congress representatives. All legislation submitted shall meet UIL formatting and shall be the original product of the school. Plagiarism includes: submitting legislation that was not authored by the student or school. Direct quotation from a published source shall not be allowed in submitted legislation. Students should paraphrase from published

sources in submitted legislation. Plagiarism is unacceptable and shall result in the legislation being ineligible for inclusion on the agenda, and the school shall lose authorship speeches for any additional legislation they have in the docket. It shall be the duty of the coach to affirm that the legislation submitted is original. Legislation must be submitted to the regional clerk by the date posted on the UIL Congress webpage to be eligible for review by the clerk and regional committee, which will determine the legislation. A maximum of 20 pieces (10 for prelims, 10 for finals) will be debated at the regional contest but less is permissible. The clerk shall then forward the regional legislation to the UIL state director for final approval and posting on the official UIL website.

SCORERS/PARLIAMENTARIANS. The congressional regional directorship will determine requirements for providing scorers and Parliamentarians for the region competition. Upon request from the regional clerk and committee, in emergency situations, regions may receive a waiver from the UIL state debate director to use one scorer in preliminary sessions.

SCORING CHAMBERS. A Parliamentarian and a minimum of two scorers shall score each chamber, unless a waiver is granted. In regions with fewer than 24 competitors, there will be two sessions with a single chamber. The scorers shall rank students at the end of each session. The Parliamentarian shall rank students only at the end of the second session, ranking all contestants from 1st through the total number of members in the chamber. In regions with more than 24 competitors, there will be one preliminary session with multiple chambers and one final session.

ASSIGNING RANKS. Scorers shall rank students at the end of each session. Scorers will rank only the top 8 students from 1^{ST} (best) through 8^{TH} (all unranked students receive a 9 for purposes of tabulation). Parliamentarians shall only rank students at the end of their last session. Parliamentarians shall rank all contestants from 1^{ST} (best) through the total number of members in the chamber.

Legislators may be scored on up to five speeches per session. They may deliver more than five speeches, but only the initial five shall be scored. Each speech shall be rated 1- 6, with 1 being worst and 6 being the best. Ratings should be based on originality of thought, organization and unity, evidence and logic, and overall delivery. An evaluation sheet should be completed for all members of congress whether they spoke during the session or not. Ratings are not used for advancement purposes but provide feedback to students as to the quality of each speech.

PLACEMENT. The cumulative ranks of the Parliamentarian and each scorer in the chamber shall determine placements using the established tie-breaking rules. The lowest rank of the scorers and Parliamentarians shall be first in the chamber, the second lowest shall be second in the chamber, and like manner. The congressional regional directorship shall conduct the tabulation.

ADVANCEMENT/PLACEMENT. Final rankings in each chamber shall be determined on the basis of cumulative ranks of all scorers and the Parliamentarian. Scorers should rank only the top 8 competitors from 1^{st} (best) to 8^{th} at the end of each session (with all others considered as 9^{th} for purposes of cumulative rank). The Parliamentarian should rank each competitor from 1^{st} (best) through the total number of members in the chamber at the end of the last session. In determining cumulative rank totals. The Parliamentarian ranks greater than 9 shall be adjusted to 9 (thus giving equal weight to each scorer and Parliamentarian).

Ties in cumulative ranks shall be broken by:

1) Judge preference (using Parliamentarian ranks adjusted to 9)
2) Reciprocal fractions (using Parliamentarian ranks adjusted to 9)

3) Actual Parliamentarian rank (non-adjusted)

BALLOT VERIFICATION PERIOD. After the preliminary and final rounds (excluding final round at state) and the announcement of unofficial rankings, the individual evaluation sheets shall be made available to each contestant and/or coach. It then becomes the responsibility of the students and/or coach to question any tabulation error before the official results of those advancing to the final round or being awarded medals is announced. Students and/or coaches who are not present for this announced ballot verification period forfeit their opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as time to verify tabulation, not a time to question the decision or ranking that a judge has given the student.

From the final regional chamber, each congressional region shall advance the top three candidates from each conference to state. Congressional regions with more than 40 entries within a conference will advance the top candidates from each conference based on a ratio of one student advancing for every 10 entries in a given conference (40 – 49 entries = 4 students advancing to state; 50 – 59 entries = 5 students advancing to state). The ratio applies to all students entered per conference at the congressional regional tournament. Conference entries shall not be combined for the purpose of determining the ratio qualifying for state.

REGION AWARDS. Each regional competitor should be recognized for participation. Each state-advancing congress competitor and state alternates shall receive an award for their accomplishment. Further, each final chamber will vote, using the same method employed for selecting a Presiding Officer for the outstanding Presiding Officer of that chamber. Outstanding Presiding Officers shall receive an award for his/her accomplishment.

ALTERNATES. A first alternate and second alternate to State should be named from each conference in each Congressional Region, if possible.

THE STATE MEET:

In order to participate, each Congressional Region and each school qualifying a contestant to the Congressional State Meet shall be required to provide the following:

LEGISLATION. At the completion of Congressional Region competition, those students for each conference advancing to State competition shall select one resolution or one bill and an alternate piece of legislation, should it be needed, to be submitted to the State Director to be considered as legislation for the State Meet.

STATE PARLIAMENTARIAN/CLERKS/SCORERS. Each Congressional Region (ESC) advancing competitors to State shall provide one qualified Parliamentarian for the duration of the Congressional State competition. Deadline for submission of state Parliamentarian by the Regional Clerk is the deadline posted on the UIL Congress website. Each school qualifying a legislator shall provide one individual qualified to serve as a scorer/clerk for the duration of the Congressional State competition. Deadline for submission of state scorer/clerk by each qualifying school is the deadline on the UIL Congress website.

CHAMBER DIVISION. State-qualifying competitors shall be assigned to a chamber within their own conference at the state meet. Preliminary chambers will be evenly divided, in so much as possible, and shall conduct debate for a morning and an afternoon session.

STATE SCORING. During preliminary and final sessions, Parliamentarians will remain the same in each chamber, but the scorers will be rotated from that chamber after each session. Thus, there should be four scorers and one Parliamentarian who have scored the chamber during state preliminary sessions.

UIL CONGRESS RULES & PROCEDURES 2025-2026

ADVANCEMENT/PLACEMENT. Final rankings in each chamber shall be determined on the basis of cumulative ranks of all scorers and the Parliamentarian. Scorers should rank only the top 8 competitors from 1st (best) to 8th at the end of each session (with all others considered as 9th for purposes of cumulative rank). The Parliamentarian should rank each competitor from 1st (best) through the total number of members in the chamber at the end of the last session. In determining cumulative rank totals, the Parliamentarian ranks greater than 9 shall be adjusted to 9 (thus giving equal weight to each scorer and Parliamentarian).

Ties in cumulative ranks shall be broken by:

1) Judge preference (using Parliamentarian ranks adjusted to 9)
2) Reciprocal fractions (using Parliamentarian ranks adjusted to 9)
3) Actual Parliamentarian rank (non-adjusted)

ADVANCING FROM PRELIMINARY TO FINALS AT STATE: both the preliminary and final chambers shall be scored in the fashion herein specified. The number of legislators advancing from each conference chamber must be proportionate to providing 18-20 in the final chamber.

BALLOT VERIFICATION PERIOD. After the preliminary and final rounds (excluding Super Congress final round at State) and the announcement of unofficial rankings, the individual evaluation sheets shall be made available to each contestant and/or coach. It then becomes the responsibility of the student and/or coach to question any tabulation error before the official results of those advancing to the final round or being awarded medals is announced. Students and/or coaches who are not present for this announced ballot verification period forfeit their opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as time to verify tabulation, not a time to question the decision or ranking that a judge has given the student.

STATE AWARDS: Each student advancing and participating in Congressional State will receive recognition. Competitors in the final chamber ranked 1 – 6 in each conference will receive medals respective to their rank. Each chamber shall vote for the best Presiding Officer of that chamber using the same method employed for selecting a Presiding Officer. Each outstanding Presiding Officer shall receive an award for his/her accomplishment.

UIL COMPETITION RULES

ORDER OF BUSINESS:

Oath of office (collectively or by chamber)

Audition of Presiding Officer candidates (order should be drawn by lots)

- The first candidate's obligation shall include the consideration of "rules of the day," which will remain binding for the duration of the session, unless amended as allowed.
- Candidates shall NOT be scored during their candidacy, nor shall their candidacy be a consideration for precedency or recency.

Conducting the business of the chamber

Vote on Presiding Officer

Conducting the business of the chamber

Chamber adjourns at the established time

ORDERING THE DOCKET: Chambers may set their own agenda.

At Region and State, all legislation intended for that portion of Congress may be altered by a two-thirds vote, but no new legislation (beyond a resolution of appreciation) may be introduced to the chamber.

Invitational tournament hosts are allowed to use UIL Region and State legislation at their meets.

LENGTH OF DEBATE: The length of debate on each piece of legislation may be set in the rules of the day. When no one seeks the floor for debate, the Parliamentarian may prompt the Presiding Officer to ask the chamber if they are "ready for the question," at which point, if there is no objection, voting may commence on the legislation itself.

TIME: Times are absolute in Congress. They can neither be diminished, nor increased by a vote of the chamber.

- Thus, the first affirmative (author/sponsor) has three minutes to speak on the question, followed by a two-minute question and answer period. If, for instance, the speaker only uses 2 minutes and 30 seconds of his/her speaking time, the remaining 30 seconds does **NOT** accrue to his/her question-and-answer period – the first affirmative and negative speaker receives only those two minutes.
    - After the first affirmative and negative speakers have spoken, subsequent speakers will have 3 minutes to speak on the topic and a 1 - minute question and answer period.
    - One legislator may **NOT** yield any portion of his/her time to another legislator, except to ask a question as provided above.

RECOGNIZING MEMBERS OF THE CHAMBER: Members must speak only after being recognized by the Presiding Officer. Members should be addressed formally as Representative when addressing another member of the chamber. At Region and State Contests, pre-set speech precedence charts may be used. At the regional level, use of such shall be approved by the Regional Congress committee. At the state level, approval shall be by State Tournament officials.

- At the Region and State Contests, when legislation is first placed in order by a main motion, the Presiding Officer will call for the author of the legislation. Until precedence and recency (defined below) can be established, s/he may choose whomsoever s/he pleases, giving attention to geography of the chamber. That is, s/he should not choose only from one location of the chamber or from one school known to him/her or from one conference known to him/her.

  If two or more contestants wish to speak that have previously spoken, the precedence rules below will apply in selecting the contestant that has precedence:
- As speakers are recognized, the Presiding Officer shall record that the legislator has spoken and in what order. Once a portion of the chamber has spoken, the Presiding Officer, when recognizing speakers, shall recognize those who have not spoken or who have spoken the fewest times (precedence). If all legislators seeking to speak have the same number of speeches previously, that legislator who has spoken earliest shall be recognized first (recency).
- Questions shall be recognized on recency.
- During any session, precedence/recency should not reset, to ensure that all students in a chamber have an equal opportunity to speak. Precedence/Recency will be reset when a new session begins.
- A member of the chamber speaking on the wrong side, that is, speaking on the affirmative when they should have spoken on the negative or who speaks on the wrong legislation shall receive no points for that speech, but the speech will be recorded for the purpose of precedence and recency.

PRO-CON BLOCK: The pro-con block does **NOT** exist.

- The affirmative shall be followed by a negative speech, if one is offered. In like manner, the negative shall be followed by an affirmative speech, if one is offered. If, however, there is no negative after the affirmative or affirmative after the negative, it is permissible to hear two or more affirmatives or negatives in a row.

QUESTIONING: Thirty second questioning blocks shall be employed in all sessions of Congress. There shall be two minutes of questioning time after the first affirmative and first negative speeches on an item. All other speeches shall have a questioning time of one minute. If pre-set speech precedence charts are used, Presiding Officers are encouraged to select representatives that are lower on the chart to ask questions first while maintaining recency. Members shall have only one questioning block per questioning time, unless no other members seek recognition.

DECISIONS OF THE CHAIR: A member may appeal the decision of the chair, which requires a second and a majority vote.

- As a rule, this is discouraged. Members elected the chair and should have confidence in that individual's decisions. This action should be reserved for only the most egregious acts, and should always be preceded with the motion "point of order" to allow the chair the opportunity to reconsider on their own.

DECISIONS OF THE PARLIAMENTARIAN: If the Parliamentarian and clerk are not the same person, a member or the chair may appeal to the Clerk a decision of the Parliamentarian. Such appeals must be made in writing, must be accompanied by a two-thirds vote of the chamber's members, and no appeal will stop the proceedings of the congress.

DISCUSSION WITH THE PARLIAMENTARIAN. Prior to an appeal of the decision of the Parliamentarian, two members in opposition, one for the decision and one opposed, may seek to discuss their positions in conference with the Parliamentarian. These are non-scored speeches, and may not be considered by either the Parliamentarian or judges in ranking the student. They are intended only to allow a brief period of time for advocacy.

- A two-thirds vote to appeal the decision of the Parliamentarian is necessary to appeal.

DECISIONS OF THE CLERK: The decisions of the Clerk of Congress are final. There is no other authority to which a legislator may appeal.

RIGHT TO IMPEACH: The members and officers of the congress may not be impeached; however, the Parliamentarian of the chamber may request a member be removed for cause.

PREVIOUS QUESTION: The motion to previous question should be used sparingly and only when debate has lagged, evidence of which is no new or extended arguments are being made.

- It should **NOT** be entertained by the chair, nor allowed by the Parliamentarian, merely to dispatch legislation in order to debate a different piece of legislation.

TABLING LEGISLATION: As with a motion to previous question, tabling legislation should be used for very limited purposes and not to deny legislators the opportunity to speak on the legislation.

- It should **NOT** be entertained by the chair, nor allowed by the Parliamentarian, merely to dispatch legislation in order to debate a different piece of legislation.

OWNERSHIP OF LEGISLATION: Legislation does **NOT** belong to the chamber until it has been first introduced by the author/sponsor.

- Objecting to the consideration of a question will not supersede the right of the author/sponsor to introduce the legislation to the chamber before any other motions may be made on the legislation.

AMENDMENTS: Amendments and amendments to amendments must be presented, written on the appropriate form, to the Parliamentarian first, who shall solely determine the appropriateness of the amendment offered. After the Parliamentarian either approves or disapproves the amendment, they will pass the amendment to the chair, who shall recognize the author of the amendment at the earliest possible time for his/her motion to amend.

- No amendment shall seek to alter the fundamental intent of the legislation.
- There is no guarantee of a speech. Upon a one-third vote of the chamber, a delegate may move the question, or the Presiding Officer may call for speeches in affirmation of the amendment. The amending legislator is not guaranteed this privilege; it is based on precedence and recency.
- Amendment speeches shall count toward precedence and recency.

SCORED SPEECHES: Speeches will only be scored when the member of the chamber has been recognized to give a speech for or against the legislation or amendment at hand.

- Scorers and the Parliamentarian shall rate each speech on a 6-point scale with 1 being worst and 6 being best.
- Motions or a member offering "floor debate" shall **NOT** be a scored speech.

RANKING LEGISLATORS: At the end of the preliminary session, the scorers will rank the members of the chamber 1-8 (1 = best, 2 = 2nd best, etc. for that session and only that session). All other members will receive a rank of 9. The Parliamentarian shall only rank students at the end of their last session. Parliamentarians shall rank all contestants from 1st (best) through the total number of members in the chamber.

- The cumulative sum of the scorers and Parliamentarian will determine members' final rank. (In order from lowest cumulative rank (1st) to highest cumulative rank.)

  For example, Legislator A receives a 2 from scorer 1, a 3 from scorer 2 and a 1 from the Parliamentarian. The legislator's cumulative score would be 6.

If a tie occurs, the tiebreaking procedures shall be implemented. For State competition, ties shall be broken by: 1) Judges preference **(adjusted)** 2) Reciprocal fractions **(adjusted)** 3) Rank by Parliamentarian (raw score) UIL State Officials shall conduct the tabulation.

- This method is used regardless of the number of scorers.
- If there is more than one preliminary session, the cumulative ranks will determine final ranking for the purposes of recognition or advancement to a final chamber.
- Scorers may be changed after a session (and it is recommended they are changed), but the Parliamentarian remains with the chamber until it stands adjourned.

VOTING BY THE CONGRESS:

VOTING IN CHAMBER: Only those members present at the time of a vote shall have their vote counted for all matters before the chamber, including but not limited to motions, amendments and to pass legislation.

QUORUM: The chamber must have a quorum of 50% plus one member to conduct business. This is based on the original number of legislators seated at the beginning of the session.

ADVANCEMENT BY THE CONGRESS: Ranking in the chamber for advancement to a final round will be done by the cumulative ranks of the scorer and Parliamentarian, not the members of the chamber.

VOTING FOR PRESIDING OFFICER: The nominees for Presiding Officer should have an audition period, which should not last more than a total of one hour irrespective of the number of auditions in the chamber. The Parliamentarian will divide this time equally. At the end of the audition period, the Parliamentarian with the assistance of the chamber clerk shall ballot the

membership of the chamber. Voting shall be done by preferential balloting until a clear majority is established.

- In each balloting, the candidate receiving the fewest votes shall be removed from the next round of balloting.
- If the total number of ballots received by multiple candidates is less than the next highest candidate, all the lower candidates shall be removed from the next round of balloting.
- If there is a tie among the lowest candidates and the total number of votes received is greater than the next lowest candidate, a separate ballot between those candidates must be conducted.
- Repeat this process until only two candidates remain. Conduct a ballot between the two remaining candidates. The candidate who receives the greatest number of votes will have the choice of serving as Presiding Officer in the morning session or the afternoon session and the other candidate will serve as Presiding Officer in the other session.
- Only those members elected in a preliminary session may offer their candidacy in the final legislative session. If no preliminary Presiding Officers advance, open auditions will be conducted.
- In any consolation congress, any member may offer himself or herself for the position of Presiding Officer.

ELECTRONIC DEVICES IN CHAMBER: The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Congress is allowed so long as wired or wireless connections are disabled and remain disabled throughout the contest. It is the responsibility of the contestant to disable the equipment. Contestants electing to use computers are responsible for providing their own computers and extra batteries. Tournament hosts shall not be responsible for providing computers for contestants. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations, including additional preparation time or speech time, will be given by judges, contest directors or tournament hosts. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the computers at their own risk. UIL is not responsible for lost, stolen or broken computers. Cell phones, smart phones and smart watches are prohibited in the chamber. Traditional timing devices are permitted**.** Contestants in violation of the electronic devices rules shall be disqualified.

VISUAL AIDS: If any member uses visual aids, the visual aids shall be left before the chamber and shall be available for use by all members.

OPEN CHAMBER: UIL Congress shall be an open chamber, but congress members shall request and must receive permission from the Presiding Officer to leave the chamber. Members are encouraged to limit time absent to a strict minimum. (i.e. 5-minute break)

CONGRESS SHALL BE PUBLIC. Congress is public discourse. Therefore, all congressional chambers shall be open to the public. No coaching or cheering shall be permitted during the contest.

RECORDING: Schools and/or individuals are prohibited from recording (audio and/or video) region or State Congress sessions. The UIL reserves the right to record for educational purposes.

Writing Legislation

While UIL rules do not mandate that each school or legislator submit bills (proposed laws) or resolutions (position statements of conviction) as a requirement for participating in Congress, authoring legislation provides excellent research and technical writing experience for students and gives them the right to deliver the authorship speech which introduces the bill or resolution to the congressional assembly. This provides a guaranteed opportunity to deliver three minutes of constructive speech on the legislation, a clear advantage for Congress competitors.

WRITING EFFECTIVE LEGISLATION

Writing an effective piece of legislation will require the legislator to research an important issue, discover what constituents are impacted by the problem, and explore how the issue can best be addressed. It demands study of implementation, if it is a bill: which government agency would best implement the legislation and the amount of time required before it is implemented. These areas must be considered in the planning stages and then directly addressed within the written legislation. Although resolutions lack the force of law they also require research before writing begins.

UIL Congress is a mock national Congress; therefore, any legislation submitted must be within the jurisdiction of the United States Congress. Authoring legislation that impacts our state is advisable; however, legislation that affects only the state of Texas should be avoided. All legislation should be submitted using the templates posted on the UIL Congress webpage. This will ensure consistancy in formatting. Do not submit legislation on a Google form. At the end of each piece of legislation, there should be a confirmation that the legislation is the original work of the school, and the subject matter is approved by the school's administration including a label with the school's name (not the student's name).

CONSIDER THE FOLLOWING CRITERIA WHEN DEVELOPING LEGISLATION:

Debatability: Legislation with clear arguments on both sides generates solid debate and promotes an equal amount of speeches on both the affirmative and negative side.

Interest: Select an issue that not only engages critical thinking, but that also has a high level of interest on the part of students, scorers and parliamentarians.

Recency: Is the issue current? Develop legislation around a fresh topic that is not debated repeatedly.

Jurisdiction: Can the United States Congress really do this? Has the correct governmental body been designated to enforce the legislation?

Clarity: Is the intent of the legislation clear? Legislation should be written concisely.

Unique: Is the legislation the original work of the student and the school? Guard against plagiarism. Schools should never submit legislation for UIL competition that was not authored by the school's students. Students may paraphrase from published sources but direct quotations are not allowed in legislation. Plagiarism is unacceptable. Coaches must affirm that the legislation submitted is original and a statement of confirmation must be included at the bottom of each legislation submitted for consideration. Refer to the UIL template that follows this discussion.

A Bill to [Action Word] [article] [Object] to [Summarize the Solution Specifically]

BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

SECTION 1. State the new policy in a brief declarative sentence, or in as few sentences as possible.

SECTION 2. Define any ambiguous terms inherent in the first section.

SECTION 3. Name the government agency that will oversee the enforcement of the bill along with the specific enforcement mechanism.

A. Go into further details if necessary.

B. Go into further details if necessary.

SECTION 4. Indicate the implementation date/timeframe.

SECTION 5. All laws in conflict with this legislation are hereby declared null and void.

Introduced for UIL Congressional Debate by _____(school name).

TEMPLATE

We certify that the legislation submitted by this school for this Congress is the original work of the students of our school and its subject matter is approved by school administration.

A Resolution to [Action Word] [article] [Object] to [Summarize the Solution Specifically]

WHEREAS, State the current problem (this needs to be accomplished in one brief sentence); and

WHEREAS, Describe the scope of the problem cited in the first whereas clause (this clause needs to flow logically from the first) and the inherent need for a solution; and

WHEREAS, Explain the impact and harms perpetuated by the current problem (once again, the clause needs to flow in a logical sequence); and

WHEREAS, Use additional "whereas" clauses to elaborate rationale for the problem that needs to be solved; now, therefore, be it

RESOLVED, That the UIL Congress here assembled make the following recommendation for solution (a call for action); and, be it

FURTHER RESOLVED, That (this is an ***optional*** additional recommendation; if not used, end the previous "resolved" clause with a period).

Introduced for UIL Congressional Debate by ____ (school name).

TEMPLATE

We certify that the legislation submitted by this school for this Congress is the original work of the students of our school and its subject matter is apprved by administration.

A Resolution to Amend the Constitution [to…]

BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

RESOLVED, By two-thirds of the UIL Congress here assembled, that the following article is proposed as an amendment to the Constitution of the United States, which shall be valid to all intents and purposes as part of the Constitution when ratified by the legislatures of three-fourths of the several states within seven years from the date of its submission by the Congress:

ARTICLE --

SECTION 1: State the first part.

SECTION 2: The UIL Congress shall have power to enforce this article by appropriate legislation.

Introduced for UIL Congressional Debate by _____ (school name).

TEMPLATE

We certify that the legislation submitted by this school for this Congress is the original work of the students of our school and its subject matter is approved by administration.

Checklist for Writing Legislation

- ❑ Is your legislation original?
- ❑ Is the legislation federal in nature?
- ❑ Do arguments exist on both sides?
- ❑ Will your legislation be interesting to the entire chamber?
- ❑ Is your legislation debatable comfortably by the entire chamber?
- ❑ Does your legislation inspire high-level critical thinking?
- ❑ Is the topic of your legislation current and unique? (not debated too frequently and with multiple issues on both sides, without having to rehash the same limited arguments over and over)
- ❑ Is the subject matter acceptable for your community standards and approved by your administration?
- ❑ Do the clauses lay out specific policy?
- ❑ Are warrants absent from the legislation? (save these for your authorship speech)
- ❑ Did you select the correct governmental body to handle the legislative issue?
- ❑ Did you use the appropriate template found on the UIL Congress webpage for your formatting? (no Google forms)
- ❑ Does the title of your legislation include only a short phrase? (only a brief tag line, short and concise; not a full sentence)
- ❑ Is there a header and footer?
- ❑ Is every line numbered?
- ❑ Is it a bill? If so, it has sections. Are indentations done according to format?
- ❑ Is it a resolution? If so, it requires ***Whereas*** clauses and a ***Be it Resolved*** clause.
- ❑ Is it an amendment to the Constitution?
- ❑ If using an acronym, is it presented as a full title in the first use? (United Nations/UN)
- ❑ Does the ***Introduced By*** statement at the bottom of the template identify your school name? (not contestant name)
- ❑ Is the original work statement included at the bottom? (see template)
- ❑ Has your school administration read and approved this legislation?
- ❑ Have you checked punctuation? Are periods at the end of sentences?
- ❑ Have <u>you</u> spell-checked it? (don't depend on the computer)
- ❑ Has someone else read it to confirm the legislation is coherent and makes sense to the general public?
- ❑ Does your legislation fit on one page?

RESOURCES

Table of Frequently Used Parliamentary Motions

Type	Motion	Purpose	Second Required?	Debatable?	Amendable?	Required Vote	May Interrupt?
Privileged	24. **Fix time for reassembling**	To arrange time of next meeting	Yes	Yes-T	Yes-T	Majority	Yes
	23. **Adjourn**	To dismiss the meeting	Yes	No	Yes-T	Majority	No
	22. **Recess**	To dismiss the meeting for a specific length of time	Yes	Yes	Yes-T	Majority	No
	21. **Rise to a question of privilege**	To make a personal request during debate	No	No	No	Decision of the Chair	Yes
	20. **Call for orders of the day**	To force consideration of a postponed motion	No	No	No	Decision of the Chair	Yes
Incidental	19. **Appeal a decision of the chair**	To reverse a decision	Yes	No	No	Majority	Yes
	18. **Rise to a point of order or parliamentary procedure**	To correct a parliamentary error or ask a question	No	No	No	Decision of the Chair	Yes
	17. **Division of the chamber**	To verify a voice vote	No	No	No	Decision of the Chair	Yes
	16. **Object to the consideration of a question**	To suppress action	No	No	No	2/3	Yes
	15. **Divide a motion**	To consider its parts separately	Yes	No	Yes	Majority	No
	14. **Leave to modify or withdraw a motion**	To modify or withdraw a motion	No	No	No	Majority	No
	13. **Suspend the rules**	To take action contrary to standing rules	Yes	No	No	2/3	No
Subsidiary	12. **Rescind**	To repeal previous action	Yes	Yes	Yes	2/3	No
	11. **Reconsider**	To consider a defeated motion again	Yes	Yes	No	Majority	No
	10. **Take from the table**	To consider tabled motion	Yes	No	No	Majority	No
	9. **Lay on the table**	To defer action	Yes	No	No	Majority	No
	8. **Previous question**	To force an immediate vote	Yes	No	No	2/3	No
	7. **Limit or extend debate**	To modify freedom of debate	Yes	Yes	Yes-T	2/3	No
	6. **Postpone to a certain time**	To defer action	Yes	Yes	Yes	Majority	Yes
	5. **Refer to a committee ***	For further study	Yes	Yes	Yes	Majority	Yes
	4. **Amend an amendment °**	To modify an amendment	1/3	Yes	No	Majority	No
	3. **Amend °**	To modify a motion	1/3	Yes	Yes	Majority	No
	2. **Postpone indefinitely**	To suppress action	Yes	Yes	No	Majority	No
Main	1. **Main motion**	To introduce a business	Yes	Yes	Yes	Majority	No

* No. **5** should include:
1. How appointed
2. The number
3. Report when or to what standing committee

T = Time

° Nos. **3** and **4** by:
1. Adding (inserting)
2. Striking (deleting)
3. Substituting

Questions & Answers

Where can I locate the web address?
www.uiltexas.org/speech/congress

How do I enter my school in Congress?

Fill out the Intent to Participate Form located on the UIL website by Sept. 10.
No later than 10 calendar days prior to the contest (or earlier if the region requires) submit your entries via the Speechwire online system. SpeechWire is the official tournament managment system.

How do I know if my students are eligible to compete?

All students must meet the no pass – no play law established by the State of Texas. The TEA-UIL Side by Side manual provides answers to many of your eligibility questions. This manual can be located on the home page of the UIL website. Review it first and then consult with your Academic Coordinator and/or local administrator. If you still have questions, call the League (512-471-5883) and ask to speak to Dr. Mark Cousins.

How do I know which ESC my school is in?

Access the ESC map on the Congress webpage. Confirm which Education Service Center established by the Texas Education Agency your school is officially aligned. Ask your administration, if you do not know. You can also research ESC websites for a complete list of schools serviced by that particular ESC.

What is required for state meet?

- **There are no entry fees for the Congress State Meet.**

Online results from your region meet submitted by your Region Clerk serve as your official entry for State. Each school qualifying students to State is required to provide an experienced Congress judge. Judging forms (to be completed online by each qualifying school) are due in the League office no later than December 1 and are required for competition at State.

Legislation: You may write and submit Legislation to your Region Clerk by the deadline prescribed on the UIL website. At the completion of Congressional Region competition, students for each conference advancing to State Competition shall select one bill or one resolution and one alternate piece of legislation to submit to the State Office to be considered as legislation for their conference chamber at State Meet. Region Clerks submit the legislation selected from your region and an alternate piece of legislation for each qualifying conference.

Scorer/Judges/Clerks: Each school qualifying a legislator shall provide one (1) individual qualified to serve as a scorer (judge)/clerk for the duration of the State competition. Deadline for submission of scorer/clerk by each qualifying school is December 1.

Parlimentarians: Each Congressional Region (ESC) advancing competitors to State shall provide one (1) qualified parliamentarian for the duration of the State Competition. Deadline for submission of parliamentarian by the Region Clerk is December 1.

- **What should I wear for the State Competition?**

Business attire is appropriate. Because State champions are photographed, students should remain dressed appropriately in tournament attire until after the awards ceremony.

- **What if I cannot come to State Meet?**
  Notify your Region Clerk and Jana Riggins, State Director immediately if you are unable to attend State Meet. Alternates will need sufficient time to make arrangements to compete, so do this in a timely manner.

- **What do I do if I'm an alternate?**
  If you attend State Meet as an alternate, report to the assembly room for roll call. Official substitution of alternates will be made at the end of roll call. Even if you are not subbed in, watching a final chamber is a great learning experience.

What is ballot verification?

It is a required contest procedure at UIL tournaments. After results are tabulated and before they are certified as "official" results and medals awarded, contest directors should announce a period of approximately 15 minutes when coaches and students have an opportunity to look at rankings and ballots.

Why do I need a scorer/judge for Congress State?

Contest Rule*s* require every school that qualifies a contestant to supply an experienced scorer. The state tournament is large with many chamber assignments that must be covered by judges. Having schools bring judges provides students with a geographically balanced judging pool.

What if I don't feel qualified to score at the State Meet?

When you start the year, realize that at least one of your students just might qualify for state. Therefore, it's a good idea to offer to judge Congress rounds at invitational tournaments. Tournament officials will welcome a willing scorer for Congress! The more rounds you observe, the more confident you will feel judging. Besides, judging at tournaments makes you a better coach since you can discuss the congressional debate you heard with your students after the tournament. If, after judging throughout the year you still do not feel qualified, you must secure someone qualified to bring as your scorer, so secure that individual in time to meet the December 1 deadline.

When should I make travel arrangements for Regionals or State?

Make tentative hotel arrangements months in advance. Austin is the capitol city and a popular tourist attraction. For Congress, early fall is adequate. Follow your school district's policies for paperwork. If you do not advance a student to state, cancel your arrangements in a timely manner. Check the UIL website and the Congress State Tournament webpage for a list of hotels that offer special UIL rates if booked in a timely manner.

What if I have A question that is not answered in this contest guide?

Feel free to contact the UIL State Director. Email is the easiest and quickest way to get a response. You may also call or write:

Jana Riggins
UIL Director – Speech & Debate
University of Texas, Austin
1701 Manor Rd.
Austin, TX 78722
jriggins@uiltexas.org
512-471-5883

Ethics in Coaching Forensics

Competition can bring out the ***best*** or the ***beast*** in coaches and students. Although there are sometimes differences among Texans about just what is "ethical," there is general consensus that unethical behavior occurs all too often in forensic competition. The attitude of ***"win at all costs", "if your squad is going to use a tactic – my students will use it too, whether it's right or not,"*** is a trap you won't want to fall into as a coach.

What is unethical when it comes to competition? What should you avoid?

•**Unsportsman-like conduct** – Never treat judges, tournament officials, or opponents disrespectfully, even if you disagree with their opinion. Your students learn by example. Teach your students sportsmanship and courtesy.

•**Taking shortcuts** – Don't resort to skipping the important steps of having students check all evidence before using it in the chamber or a debate round, trying to pass off inappropriate documentation in prose and poetry contests, or illegal materials in the extemporaneous speaking preparation room or creating a voting block against an opposing congressional contestant. You not only risk disqualification of your student, but your credibility with your coaching colleagues.

•**"Everybody else is doing it" attitude** – Never excuse unethical behavior just because it seems other coaches are doing something. Many more coaches follow the letter of the law than not. Be an example for your students

•**Looking for Loopholes** – Violating the spirit of the rule when the intent is clear by arguing the "letter" of the law is not exemplary behavior. Don't try to skirt the rules or teach your students to do so.

•**Abuse of scholarship of the activity** – Forensics is a noble endeavor. Set high standards of decorum for yourself and your students. Using a ballot to punish students from a school you don't like or whose coach you aren't fond of, manipulating sectioning/pairings in the tabulation room, doing your students work for them, dropping contestant entries without notice, berating or intimidating tournament officials, demonstrating a lack of courtesy toward other competitors, and a general disrespect for rules are not what forensics should be about.

As speech educators, we have a responsibility to our profession as well as our students. We must ensure that the educational aspect of our activities takes precedence over the competitive aspect and we must be careful how we help students define "winning."

Place ***Integrity*** over ***Victory***. Be proud of your students if they have done their best. Teach your students not only the written rules, but also the unwritten rules of etiquette and ethics.

ow to Run the Meet

Hosting the Meet

These directions expand upon but do not replace the information in the *UIL Constitution* and the contest rules. The contest director should read sections 1000 and 1008 of the *UIL Constitution*, then read these guidelines for additional details. See also the Academic Quick Reference Chart, found on the UIL website.

Preparation for the contest
The League office appoints a Regional Clerk to organize the UIL schools who are members in their Education Service Center. In addition, each region should select four Region Congress Committee members to assist with the meet.

FACILITIES
Consider the following items in selecting the appropriate building(s) to house the competition, and work with the director to secure permission for the use of the buildings and needed rooms and to ensure their availability.

- Number of rooms (one room for every chamber)
- Location of the rooms (buildings) on campus in relation to one another
- Facilities for tabulation
- Hospitality rooms for contestants, coaches and judges

MATERIALS AND EQUIPMENT
- Congress Clerk Checklist
- Contest Materials: Download from the Congress page of the UIL website
    - Presiding Officer Rubric
    - Judging Instructions
    - Oath of Office
    - Debate Rubric: Speaking
    - Speech Evaluation - available via *Speechwire*
    - Master Ballot- available via *Speechwire*
    - Presiding Officer Evaluation- available via *Speechwire*
    - Parliamentarian Ballot- available via *Speechwire*
    - Amendment Form
    - Table of Frequently Used Parliamentary Motions
    - Chamber Voting/Election Record
    - Precedence/Recency Table & Fractions of Parliamentary Voting
- Legislation: submitted by participating schools
- Rosters/Seating Charts for each chamber (print from *Speechwire*)
- Stop watches
- Gavels
- Awards

SCHEDULE
Consider the following items in selecting a date and a time.
- Minimum loss of school time
- Adequate time to run the needed number of rounds (3 hours per session)
- Time for tabulation, verification and announcement of winners
- See contest procedures for determining prelims and/or finals for each chamber

REGIONAL FORMAT

Sample Time Schedule for a One-Day Student Congress

8:00 am – 8:30 am	Registration and verification of entries
8:30 am – 11:30 am	Morning session, break for lunch
12:30 pm – 2:30 pm	Afternoon session
2:30 pm – 3:30 pm	Elections and Awards

Sample Time Schedule for a Two-Day Session

First Day

3:00 pm – 3:30 pm	Registration and verification of entries
3:30 pm – 7:30 pm	Session I

Second Day

8:30 am – 11:30 am	Session II, break for lunch
12:45 pm – 3:00 pm	Session III
3:30 pm – 4:30 pm	Joint meeting, elections, awards

CHAMBER OFFICIALS

- 2 Scorers per chamber per session
- 1 Parliamentarian per chamber
- Student presiding officer

AWARDS

Designate medals to the winners according to the guidelines on the Academic Awards Chart posted on the UIL website. Places 1 – 6 receive individual awards. The top Presiding Officer receives an award, traditionally an engraved gavel. If a contestant advances to the final chamber in this event but does not compete in that round, the contestant should not receive a place (rank). He or she also does not contribute points to the speech team award or sweepstakes. (Note: Currently, sweepstakes points for Congress only apply at the state level.)

INFORMATION TO SCHOOLS

As early as possible, the Region Clerk should disseminate the following information to the schools/coaches involved.

- Date
- Site
- Time and place to register (All ESC regions register electronically via *SpeechWire* for convenience in administering the tournament.)
- Time schedule
- Requirements (if any) to provide scorers/parliamentarians for the meet
- Criteria for scorers/parliamentarians (age requirement, experience level, etc.)
- Deadline for entries/"change in entry" procedures
- Entry fees and/or scorer fees
- Hospitality/concession plans

After entries are received

ENTRIES

Check that all participating schools in your ESC have registered their contestants in *Speechwire*.

SUBSITUTIONS
Before the contest begins, students may be substituted for entries on the official region entry form if the substitute presents the Region Clerk with substitute eligibility forms or letters from the superintendent or designated administrator certifying their eligibility.

CHAMBER ASSIGNMENTS
In regions with fewer than 24 competitors, there will be 2 sessions with a single chamber. Scorers shall rank students at the end of each session. In regions with more than 24 competitors, there will be one preliminary session with multiple chambers and one final session.

Follow the instructions given in the Congress Contest Rules & Procedures to determine chamber assignments The optimum size of a chamber is 20 legislators for a three-hour session. Lengthen the session by 10 minutes for each additional student beyond 20. If a conference has fewer than 15 competitors, see the instructions in the current Congress Rules for combining conferences.

If a school has more than one entry and there are multiple chambers at Congressional Region, assign school entries to separate chambers, whenever possible.

The day of the tournament
CONDUCTING THE CHAMBER
Refer to the contest rules for the Order of Business, Ordering the Docket and Length of Debate for the chamber.

Times are absolute in UIL Congress. They can neither be diminished nor increased by a vote of the chamber.

First Affirmative (author/sponsor)
3 -minute speech, followed by a 2-minute question and answer period

First Negative
Follows the question and answer period of the first affirmative. 3-minute speech followed by a 2-minute question and answer period

Subsequent speakers
3-minute speech followed by a 1-minute question and answer period

Once the first affirmative and negative speakers have spoken, subsequent speakers will have 3 minutes to speak on the topic and a 1-minute question and answer period.

ELECTRONIC DEVICES IN THE CHAMBER
Competitors are allowed to use laptop and tablet computers and other electronic retrieval devices in UIL Congress so long as wired or wireless connections are disabled and remain disabled throughout the contest. It is the responsibility of the contestant to disable the equipment. Contestants electing to use computers are responsible for providing their own computers and extra batteries. Tournament hosts shall not be responsible for providing computers for contestants. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations, including additional preparation time or speech time, will be given by judges, contest directors or tournament hosts. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the

computers at their own risk. UIL is not responsible for lost, stolen or broken computers. Cell phones and smart phones are prohibited in the chamber. Traditional timing devices are permitted. Contestants in violation of the electronic devices rules shall be disqualified.

RECORDING

Schools and/or individuals are prohibited from recording (audio and/or video) region or state congressional chambers. The UIL reserves the right to record for educational purposes.

TABULATING RESULTS

See Lines 106-123 of the current version of the UIL Congress Rules for assigning ranks, placement and advancement. *Speechwire* is customized to tabulate according to UIL rules.

Ballot Verification

This period is mandatory. Before the official results are announced in both preliminary and final rounds, the contestants and/or coaches should be given the unofficial results and allowed to view individual evaluation sheets for approximately 15 minutes. The master tabulation sheets should be available during the verification period. Contestants and/or coaches may, at this time, bring any questions concerning tabulation to the attention of the Region Clerk or tabulation officials. The Clerk will then correct any errors before the official results are announced. Questions about the decisions of scorers and/or parliamentarians are not allowed.

OFFICIAL RESULTS

When the ballot verification period is over, the official results may be announced or posted. These results are final. At this time, individual scoring sheets may be released to coaches/students.

POINTS Awarded at the state level.
Individual Points:
1st – 15
2nd – 12
3rd – 10
4th – 8
5th – 6
6th – 4
*Outstanding Presiding Officer - 10 points

*Speech Team Points
The UIL Online Entry System, *Speechwire,* will calculate and award speech team points.

After the tournament

REPORT TO STATE DIRECTOR
The Region Clerk shall submit the ESC region results for each conference via *Speechwire* by the prescribed deadline or as designated by the State Director.

ADVANCEMENT

From the final regional chamber, the top 3 students in each conference*
Congressional regions with more than 40 entries operate under a ratio system for advancement. See UIL Congress Contest Rules.

OBLIGATION OF EACH ESC REGION

In order to participate in the UIL Congress State Meet, each Congressional Region and each school qualifying a contestant to the state meet shall be required to provide the following:

- Each Congressional ESC advancing competitors to State shall provide one qualified parliamentarian **for the duration of the state competition.**
- Each school qualifying a legislator to state shall provide one scorer/clerk **for the duration of the state competition.**
- Students for each conference advancing to State shall select one resolution or one bill to submit to the State Director for consideration for the State Meet docket, unless additional legislation is requested. An alterante piece of legislation should also be submitted to the State Director.

Region Clerk Checklist

FIRST THINGS FIRST:
Familiarize yourself with the specific contest rules and read the directions for hosting the meet that precedes this checklist.

Contest rules mandate a regional committee of five individuals, with the Region Clerk serving as the Chair. Have the ESC participating schools select four other participating coaches to serve on the committee, reflecting representation from differing school sizes, *whenever possible*. Clerks should include the committee when making decisions concerning the contest.

Familiarize yourself with the UIL Congress webpage in order to help other coaches navigate contest information (deadlines, legislation template, contest dates, rules, ballots and additional forms).

Use your Regional Educational Service Center resource page (on your particular ESC website) to find the list of schools in your ESC region. Recuit eligible schools in an effort to increase participation in your region. More participants can result in additional state qualifiers to represent your region. Then, distribute your contact information to other coaches in your ESC.

Encourage coaches to use the new and improved Congress Guide, available on the UIL website.

Examine contest materials online to be familiar with the intent of each form.

All schools wishing to participate in Congress must submit the electronic Intent to Participate Form via the UIL website. Do not honor verbal confirmations; insist the coaches submit the form.

NOTE: The Intent to Participate form and the due date for submitting legislation are the same. The UIL State Office will send you an Excel spreadsheet listing all schools that have submitted their intent. Review these carefully. If there are discrepancies in the spreadsheet and the local list, contact the State Office.

BEFORE THE CONTEST:
- ❑ Has the committee decided on a fee structure and a registration process to officially register students for the contest? Watch the UIL Congress webpage for updates on *SpeechWire* procedures. The region clerk is responsible for giving receipts for payment of fees.
- ❑ Has the committee decided on a procedure to procure judges, either hired or school-sponsored?
- ❑ Has a contest site been determined? Do you have enough rooms?
- ❑ Has the region clerk procured all forms necessary to conduct the contest? (ballots, parlia-

mentarian ranking form, amendment forms, etc.) All contest materials are downloadable from the UIL website. No materials will be shipped hard copy. Double check the number of ballots and judge forms needed before the contest begins. Note: Electronic ballots are available in the *Speechwire* system. You are encouraged to implement them at region.

- ❑ If you have been notified of schools dropping, did you inform the State Office?
- ❑ Has the region procured trophies and awards (if necessary)?
- ❑ Have placards been generated for all contestants, once entries are final?
- ❑ Have you given specific jobs to each member of the committee?
- ❑ Have you made a decision on hospitality for both judges and coaches?

EVALUATING LEGISLATION:

- ❑ Did they use the UIL Format Template? (no Google forms)
- ❑ Is there a header?
- ❑ Is there a footer?
- ❑ Are there line numbers?
- ❑ Is the authorship at the bottom of the legislation? (should be the name of the school and NOT the name of the student)
- ❑ Is the original work statement included at the bottom of the legislation?
- ❑ Is the administration approval statement included at the bottom of the legislation?
- ❑ Is the title of the legislation short, concise, and easy to understand? (similar to a tagline in a debate case)
- ❑ Did they use the appropriate template? (bill, resolution, amendment to Constitution)
- ❑ Is it a bill? If so, it has sections.
- ❑ Is it a resolution? If so, it has "whereas" clauses and a "be it resolved" clause.
- ❑ Is it an amendment to the Constitution?
- ❑ Is punctuation correct? Look at the sample template. Are there periods at the ends of sentences?
- ❑ Has it been spell-checked by a human? Only a human knows the difference between "oversees" and "overseas."
- ❑ Is the subject matter acceptable for your community standards?
- ❑ Does it make sense—including full, grammatically-correct sentences?
- ❑ If using an acronym, is it presented as a full title in the first use? (United Nations/UN)
- ❑ Is it federal? Federal legislation affecting Texas is permissible and encouraged, but legislation cannot be "Texas-only."
- ❑ Has the topic already been covered? Multiple pieces of legislation on the same topic from the Region Meet should not be submitted to the State Office.

*If these standard requirements have not been met, send the legislation back to the school to be corrected. Do not submit the legislation to the State Office if not corrected.

CREATING A DOCKET FOR DEBATE:

- ❑ Do you have a procedure in place for ranking legislation submitted by the schools? The ideal size of the docket should be no more than 20 pieces of legislation. Less is recommended for quality research and debate at the regional competition.
- ❑ Pull legislation that does not meet the UIL requirements. Send it back to the school for revision, with a new deadline for proper submission.
- ❑ Email the legislation to your committee members for the purposes of ranking.
- ❑ Create a docket with the understanding chambers will set the actual agenda order.
- ❑ Email the final docket and all pieces of legislation to the State Office for approval so all schools in your ESC will have access via the UIL website.

AT THE 10-DAY CONTESTANT ENTRY DEADLINE:

- ❑ Do you have contestant entries in *Speechwire* for all the schools that sent Intent to Participate forms?
- ❑ Does your list match the State Office? If not, investigate why they are not congruent.

DURING THE CONTEST:

- ❑ Have you established a verification process? Open or closed tabulation? Committee only or everyone? Make sure you have a particular amount of time for an official verification period/coaches challenge, and that you announce the location so all schools know where it will be conducted.
- ❑ If not using e-ballots, have you returned ballots to the competitors at the end of the meet? Regions are strongly encouraged to use the electronic ballots in *Speechwire*.

AFTER THE CONTEST:

- ❑ Have you selected an appropriate piece of legislation plus an alternate to send to the State Office for each individual conference? This should be decided by the end of the meet or you should establish a plan/deadline should your state qualifiers wish to draft new legislation for the State Meet. The region clerk is responsible for emailing the chosen legislation from each conference to the State Office. The submitted legislation will be evaluated by the state advisory committee and the State Office for inclusion on the state docket.
- ❑ Do your correct results show up publicaly on *Speechwire*?
- ❑ Have you made certain that your qualifier names are spelled correctly? This is critical for speaker placards and the state championship program.
- ❑ Have you notified the coaches that have advancing students to fill out the required state judge forms on the UIL website by the prescribed deadline?
- ❑ Have you told yourself and your committee "GOOD JOB?"

Thank you for your leadership!

The Scorer's View

Scorers for the State Meet are selected from among the most knowledgeable and experienced coaches across the state of Texas. We asked a group of them to share their award-winning coaching strategies and to tell us what they look for as they are judging Congress.

SELECTING A TOPIC FOR LEGISLATION

Generating topic ideas is a great way to get to know your students. Start with a discussion about what they perceive in their world that is unfair, or problematic, or dangerous. Then discuss the concept of jurisdiction and tailor ideas to where the United States federal government can legislate or influence legislation at the state level. Be cautious not to discount "silly" ideas or ideas that don't seem like traditional policy territory. Allow them to think outside of the box and work through any debatability issues as they go. They will brainstorm some great ideas and learn much about the event in the process. *(Melissa Witt, Hereford High School)*

SETTING A DOCKET

I think this should be done in the presences of the judge(s) so they can see which students are leading the process…it is another little thing that judges can factor into the overall performance. When considering legislation, students should not only consider the total number of speeches prepared for the topic but should also consider the number of pro and con speeches in order to avoid one-sided debate. *(Jay Stubbs, Bellaire High School)*

Try to get your prepared speeches and research into the round as early as possible. If you sit back and let others set the docket, you might find your favorite items too far down the list to debate at all. *(David Gardiner, W.B. Ray High School)*

MAKING THE AUTHORSHIP SPEECH STAND OUT

A good authorship speech extends upon the actual bill or resolution. It is not a reading or paraphrasing of the legislation itself. It should lay a foundation for the arguments that might come up and maybe even preemptively answer some of the negatives that might be coming in opposition speeches. *(Noah Recker, La Vernia High School)*

A good authorship/sponsorship speech is different from an ordinary affirmative speech. The authorship speech needs to lay out the need for the legislation and explain its solvency in detail. (*Debby Haren, ESC 12 Region Clerk)*

This has become a very interesting area to address. If you go full narrative, you usually lack evidence that supports your position. If you go full evidence the whole time, you lose the appeal. A balance is required for most judges. *(David Gardiner, W.B. Ray High School)*

BEST PRACTICES FOR SPEECHES

Be prepared to speak coherently on any item, either side. You are never guaranteed the opportunity to give the speeches you've prepared, unless you've prepared everything.

Remember: Ethos/Pathos/Logos - be passionate, prepared, and persuasive. You must have the argumentation

basics (claim, data, warrant, impact) but also you are advocating for your constituency and your countrymen. Make me believe that. Where possible, put a face to the issue. Tell me someone's TRUE story. Avoid hypothetical "what if's" and tell me how this issue has specifically impacted a family, a town, a child, a mother, someone with a name and a face. This is not an impromptu event. You shouldn't wait until the round to prep your speeches/outlines. Take this event seriously if you want to be taken seriously and practice with teammates before tournaments so that if an argument is missing something, you can edit/revise before competition. *(Melissa Witt, Hereford High School)*

Two well-developed arguments are sufficient for the speech time limit in Congress. Introductions should be brief but should not be skipped. A clever, one sentence attention-getting device (AGD) sets the tone for a good speech. *(Debby Haren, ESC 12 Region Clerk)*

Practice with other students. Have them ask you real questions and ask them to point out potential flaws that you made. Rewrite your responses often. Do not forget to update as new evidence comes to light. *(David Gardiner, W.B. Ray High School)*

BEST PRACTICES FOR QUESTIONING

There are three types of questions 1) clarification; 2) exposing weakness in opponent's arguments; and 3) setting up an argument to be run in a later speech. Clarification questions should be avoided because it allows the opponent to have a platform on which to speak for a long time. The third type of question is rarely used in Congressional Debate. Questions that expose weakness in opponents' arguments can be laser focused. This question does not give the opponent a platform in which to explain something. It focuses in on a specific weakness in the argumentation. *(Jay Stubbs, Bellaire High School)*

HOW TO POLITIC

Be courteous, be inclusive. Remember: you will want the legislators to support your legislation. Build relationships. Networking is essential. *(Noah Recker, La Vernia High School)*

Don't create a coalition to deliberately exclude someone from the chamber. This is not to suggest that discussions revolving around who would be the best presiding officer, for example, are inappropriate; however, blocking a presiding officer because you feel them to be a threat…that is unethical and inappropriate. Do work the room – and let the judges see you work the room. Work with other members of the chamber to make sure everyone has a fair shot and that parliamentary procedure is being followed. And don't be afraid to propose an amendment if doing so would clear up the legislation and make it easier to debate – this is a perfect opportunity to get the room on your side so that the amendment is proposed, seconded appropriately, and passed very quickly. (But don't propose an unnecessary amendment!) *(Kristi Hodgkiss, Paris North Lamar High School)*

The art of compromise is a real skill. You will need to learn to work with others to establish a docket. Sometimes the politics will extend to multiple tournaments and that can help you in the long run. *(David Gardiner, W.B. Ray High School)*

PROS AND CONS OF SERVING AS PRESIDING OFFICER

Pros: If executed effectively, you give a voice to everyone in the room. An efficient room is one where lots of questions and speeches will be had. You also have an instant status within the room. You don't have to worry about being called on because you are always involved in the business of the chamber.

The obvious con is that judges still don't always know what to do with the PO. Exceptional POs are still sometimes left off of the rank sheet because the judges don't know how to reconcile where to put them. The UIL Presiding Officer rubric assists in alleviating this. (*Noah Recker, La Vernia High School*)

An effective PO sets themselves apart (literally) from the rest of their competition by having the opportunity to showcase their knowledge of the event and parliamentary procedure, as well as their leadership skills. Someone who is efficient, knowledgeable and runs a chamber smoothly presents themselves in an elevated status. Judges think they are among the best. More often than not, a PO is default guaranteed a spot in the top 6 of their Chamber. On the other hand, if you like debating you will have to sacrifice speech-giving to presiding over the assembly. Also, everyone in the room knows that you have preferred status as a PO so if you give them an opening to knock you out of the top 6, they will go after it. It is a high pressure position and once in a while you'll get a hostile chamber. *(Melissa Witt, Hereford High School)*

BEST PRACTICES IN RESEARCH

Including quality research is a great way to stand out. However, you have to perk up our ears with your citation if you want it to work. Typical citations like, "According to [news source]" sound like an afterthought. Ask yourself: Am I citing this piece of information correctly? Could I be more specific? Chances are you're probably using a study that the journalist included in their article. Why not cite the actual study? Maybe the journalist quoted an expert. What if you stated the expert's credentials instead of the umbrella news organization? Hearing these types of citations—books, interviews, studies—shows you know how to dig into your research further to get as close to a primary source as possible. *(JP Fugler, Lindale High School)*

Starting with generic news sources for topic generation and information-gathering is great. But the research that really grounds your arguments in your speeches will come from policy think tanks, Congressional research briefs, and industry specific sources. I really don't care what *Time* magazine has to say about health care policy, education policy, or foreign policy. But look at who they name as the experts and where they are getting their information. Take your research cue from good journalists. *(Melissa Witt, Hereford High School)*

Just do it. *(David Gardiner, W.B. Ray High School)*

IN-ROUND STRATEGIES

Each speech must have refutation, cited research, clear structure, and persuasive points. Understand that someone is going to get the last speech in precedence. Especially in competitive rounds, don't let frustration at not being called to speak show. It's a real turnoff for your judges. The chamber does not need a comedian; that doesn't mean you can't include an appropriate joke, but it doesn't have to be a constant schtick. If you're presiding, please stick to procedure and assert your dominance. Do not let the chamber dictate everything. *(Rory McKenzie, Lindale High School)*

WHAT DO I LOOK FOR WHEN JUDGING?

I look for clash in rounds. It is the number one thing that I look for. I want to hear new things in later speeches and direct addressing of previous speakers. *(Noah Recker, La Vernia High School)*

When I am ranking competitors in a Congress round, I'm looking for the person who takes control of the room as well as gives good speeches. Congress ought to be about more than just dueling Extemp speeches. Stand out by working with others in the room to make things go well. Stand out by actually debating the legislation. Stand out by strategically giving speeches at just the right time – the last speech on a particular piece of legisla-

tion, for example, where you crystallize everything that has happened and clarify which way to vote. *(Kristi Hodgkiss, Paris North Lamar High School)*

These are the things I evaluate: Did you have multiple high-scoring speeches? Good delivery skills? Were your arguments well-researched? Did you ask lots of questions? Did you stay active and engaged throughout the session, producing lots of activity such as making motions, working to set the docket, and other activeness? *(Debby Haren, ESC 12 Region Clerk)*

Poise - Does the speaker look like, sound like, move like they know what they are talking about, do they command the room?

Competence - Does the speaker understand the rules of the event, parliamentary procedure, and the topics on which they choose to speak?

Preparation - Does the speaker demonstrate knowledge of the topics on which they speak, thoughtfulness in argumentation, and preparedness for a variety of opposing arguments/attacks?

Activity in the Chamber -Is the student in the room to compete? Are they asking questions, making motions, paying attention to other speakers, being responsive to previous arguments made on the item?

Respectfulness - Speakers who exhibit rude, dismissive, or intolerant behavior don't make the top 6, regardless of how I would score their speech.

Mentoring - Students who are experienced and have mastered this event shouldn't use that as a weapon against those who are still learning. Always, ALWAYS do your best in competition, but also be gracious, welcoming and kind. *(Melissa Witt, Hereford High School)*

On POs, I want them to run a smooth chamber knowing all the rules and preventing some representatives from using tricks. I look for participation and how you answer questions. If you ask the same question to each new speaker, I will frown upon that. I expect you to ask questions of speakers. I want you to offer clash. The idea is to point out flaws and strengths of other representatives. *(David Gardiner, W.B. Ray High School)*

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to go on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained. Some schools continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL : Congress

Preparation
Prepare to enter the world of online Congress before the start of actual competition rounds by holding online practice rounds. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity.

Technology Set-Up
Technical set-up is critical to consider. Competitors should enter the chamber early to test microphone and technology in advance. Check the wi-fi connection. Turn off unnecessary devices. Try to minimize simultaneous connections to the router to improve video quality.

Location
Try to secure a separate room away from noise and other people. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early to the contest.

Competitor Positioning
Students are encouraged to sit while competing because of the “virtual box”.

Speaker Tips
Sitting heightens the need for verbal transitions when speaking since traditional speaker movement used as nonverbal transitions is hampered. Main point previews at the end of introductions are critical.

Placards
Representatives should prepare a placard professional in appearance that includes their name (i.e. **REP. RODSON**) and, when appropriate, should hold it so it can be visually seen within the frame of the camera (the “virtual box”). Check the virtual mirror setting to be certain the placard can be read correctly.

Cameras
Students should adjust to the web camera considering what can be seen in the “virtual box”, adjust to the room and adjust the side lighting so as not to be a dark shadow on the screen. Have a visual background free from distractions, to the extent that is possible. Simple adjustments can be made such as turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts set up ahead of time.

Be sure online registration includes your current cell phone number.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conferencing being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Be sure you have contact information for tournament personnel.

Technical Difficulties

Have a plan in place should you or your students have technical difficulties. Know what procedures to follow if the tournament video platform crashes or has a glitch.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. In order to maximize social distancing, any pre-tournament adjudication training should be digital or presented via video.

Technical set-up is important to consider. Become familiar with the tournament software. Review all instructions provided by the tournament host and ask questions well in advance of the competition. Enter the chamber early to test technology in advance. Purchasing an ethernet cable and hardwiring to the router is recommended to improve connectivity.

Technology

Keep your video on but your microphone off during the contest.

Know what the tournament procedure is should there be tournament-wide tech issues.

Common tech issues:

- Lagging audio – have participant turn off video briefly to improve bandwidth
- Noise in the audio – have participant mute themselves if they are not speaking
- Video quality – have participant readjust lighting or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect

Contact Info

Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Ballots

Congress ballots will be accessed through the online platform.

Environment and Disruptions

Judges are being encouraged to remember that participants come from diverse backgrounds and should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues and the visual background students have available to them.

Appendix

ESC Map

Congress Terminology

Instructions for Chamber Officials

Speaking Rubric

Speech Evaluation

Presiding Rubric

Presiding Evaluation

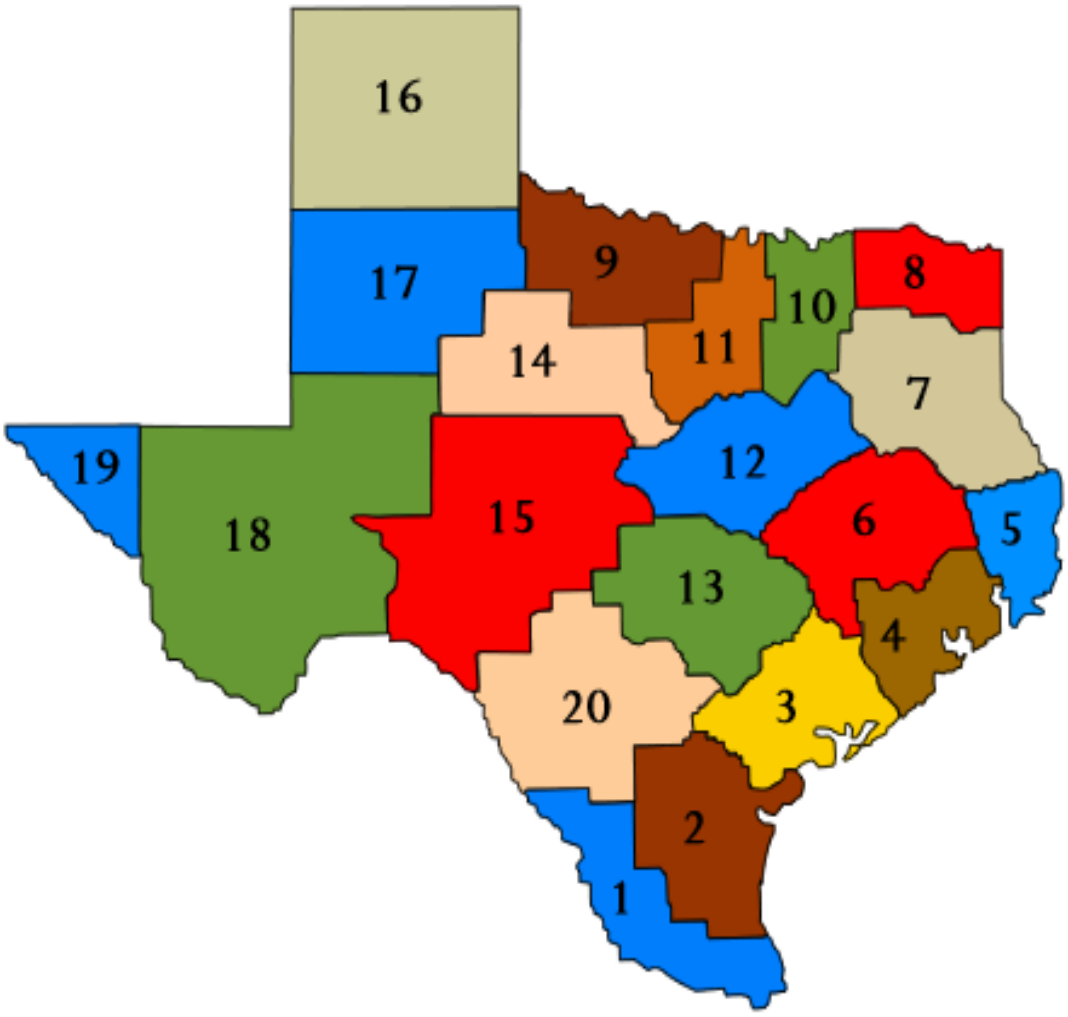
Accomodation Request

TILF Scholarships

For additional information to help students prepare for UIL Congress check out these links:

UIL Congress webpage: www.uiltexas.org/speech/congress
Congress 101 – Rhonda Smith - https://youtu.be/A3RH5SludHY
How to Speak Effectively in a Congress Round – Jay Stubbs - https://youtu.be/5IpbNm3IRxE

Education Service Center Regions



Congressional Debate Terminology

- **Legislation** - a specific, written proposal (in the form of a "bill" or "resolution") made by a member or committee for assembly to debate.
- **Bill**- type of legislation that describes the details of how a policy would be enacted, if voted into law by the assembly.
- **Resolution** - an expression of conviction, or value belief of an assembly, which may urge, request or suggest further action by another decision-making authority.
- **Docket** - the complete packet of legislation distributed by a tournament.
- **Agenda** - the order of legislation as suggested by a committee or member, and voted on by the assembly.
- **Presiding Officer** (PO) - leader who runs meetings by *recognizing* members to speak or *move*. Also called the **chair**. Modeled after the *Speaker* of the House of Representatives, or the Vice President or President pro tempore of the Senate.
- **Floor** - when a member has the full attention of the assembly to speak (also refers to the area where the assembly meets, where its members speak, and where it conducts its business).
- **Amendment** - a specific change to an item of legislation, explaining exactly which words it modifies, and not changing the ***intent*** of the legislation itself (*germane*)..
- **Authorship Speech** - a *constructive* speech of up to three (3) minutes given by a member, which introduces an item of legislation for debate by the chamber. It is called a sponsorship speech if given by a student who is not affiliated with the school the legislation originated from. All author/sponsorship speeches are followed by a two-minute questioning period. The first negative speech also may have two minutes of questioning.
- **Questioning** - period where the members of the assembly ask individual questions of the speaker. *Multiple-part* (or two- part) questions are not allowed (unless the rules are suspended for that instance, or specific *open/direct questioning* rules are used), because they take time from other members who may wish to question the speaker. For all speeches that follow an authorship – except the first negative speech – the speaker may speak for a maximum of three (3) minutes, followed by one minute of questions. All affirmative and negative speeches that follow an authorship speech should introduce new ideas (arguments) and respond to previous arguments (refute or rebut).
- **Precedence** - standard rule, which requires the presiding officer to choose speakers who have spoken least (or not at all). The only exception to precedence is when a speaker has *authorship* privileges to legislation when it is introduced for debate. In those cases, the presiding officer must recognize the author first.
- **Recency** – where the presiding officer not only employs precedence, but also selects speakers based on who has spoken *least recently* (or *earliest*).

This position is used to administer the State Meet. These instructions pertain to State but may be appropriately adapted for use at the Region contest.

SCORING CONGRESS

Congress is intended to emulate the U.S. Congress. In theory, the contest combines the best aspects of debate, oratory, and extemporaneous speaking within the structure of parliamentary procedure.

The parliamentarian remains the same throughout Session I and II. Individual scorers, however, will consider the results of each individual chamber session they are assigned to score.

Important: The parliamentarian and scorers will submit scores/rankings on electronic ballots via *SpeechWire*, a web-based tournament management system. You will need a laptop in the chamber and are required to register as a judge in advance of the tournament at ***speechwire.com*.** Instructional videos can be located there, if you have questions on how to register.

SCORING

A ballot should be completed for all members of Congress whether they spoke during the session or not. Scorers shall not confer with others about their selection or reasons for ranking before submitting their decisions.

POINT ASSIGNMENT

- Competitors may have **5 scored speeches** per session. They might speak more than 5 times during the session, but only their first 5 speeches should be scored. Consult the **Congressional Debate Rubric: Speaking** for criteria. NOTE: Despite the fact that ***SpeechWire*** will allow you to input more than 5 speech scores, you will only score the first 5. You can take the other speeches into consideration when ranking the competitors.
- Amendment speeches are scored.
- Speakers may receive up to **six points per speech**. Complete a **Speech Evaluation** form (ballot*) for each individual student.
- The presiding officer may receive up to six points per clock hour based on his/her ability in that capacity. Use the **Presiding Office Evaluation** form (ballot*).
- Rank the students at the end of each session, unless instructed otherwise by the Clerk. Use the **Master Ballot** for the overall ranking of legislators.
- There can be no ties for placement.
- Provide as much constructive criticism as possible for each of the student's speeches.

Scorers will rank the highest scoring participants 1 through 8 (one being the best) at the end of each session. At the end of the second session, ties in the individual rounds will be broken by the Parliamentarian preference. *Don't forget to consider ranking the presiding officer, if the individual warrants.*

**Electronic ballots will not look like traditional UIL ballots.*

This position is used to administer the State Meet. These instructions pertain to State but may be appropriately adapted for use at the Region contest.

Parliamentarian Duties
STATE

BEGINNING THE SESSION

1. All items needed for the day will be in the notebook for the chamber, including all forms, the stopwatch and the gavel. You will find this already in your room or brought to you by the Clerk.

   The Chamber Clerk will call the Chamber to order, take roll and confirm the seating chart with you and the scorers. Clerk will then seat the chamber accordingly and give each legislator a placard. Afterwards, Clerk will formally introduce you and the scorers to the chamber.

2. Then, the first order of business is for you to:

   a. Review the session time schedule

   b. Conduct Presiding Officer auditions. The chamber clerk can assist you.

   Auditions for Presiding Officer:

   Note: Students aspiring to run for PO had to declare their intent prior to State. The names of these students are in your notebook.

   (Remind judges/scorers that they are ***not*** to score the auditions for presiding officer candidates but that they ***are*** to score the speeches that are given during the auditioning periods).

   c. The envelope labeled *"Presiding Officer Auditions"* contains slips of paper with numbers for each PO candidate. The candidates will draw for order (the candidate who draws the #1 will audition first; the contestant who draws the # 2 will audition second, and so on. The auditioning period will last for a MAXIMUM of one hour. If there are 3 nominees, each nominee will audition for 20 minutes; if there are 4 nominees, each nominee will audition for 15 minutes, etc.).

   d. Remind each candidate before the auditioning period begins that all nominees should maintain an accurate precedence/recency chart. It is not the obligation of one candidate to share his/her chart for later auditions.

   e. The first nominee should set the rules of the day.

   f. Carefully time the length of each nominee's audition. It is critical that each nominee serve the same length of time. At the end of the nominee's auditioning period, say **"Representative _____, your auditioning period has come to an end. Representative _____, please take the chair."**

3. Election of the Presiding Officer

   a. After the last nominee has auditioned, ask all nominees to come to the front of the room. In the order they auditioned, give each nominee 30 seconds to re-introduce him/herself and give a brief campaign speech.

   b. Conduct the vote. Give each member of the chamber (including the candidates) a stack of voting slips. Clerk can assist you. 381

if the name is illegible, or it you write a name of someone other than a nominee, your vote will be invalid."

c. With the Clerk's assistance, count the votes.

Note: **There must be a majority vote** for one candidate in order for the vote to be final. 15 people = 8 votes needed to win. 20 people = 11 votes needed to win. If no candidate receives a majority, drop the nominee with the lowest number of votes and repeat the process. If the votes received by the bottom two do not equal the number of votes of the next highest, drop both of the bottom two nominees and vote again. Repeat until someone gets a majority.

3. Contest Rules establish that the candidate who receives the most votes will have the **choice of serving as presiding officer in the morning session or the afternoon session** and the other candidate will serve as presiding officer in the other session. Only those members elected in a preliminary session may offer their candidacy in the final legislative session. If no preliminary officers advance, open auditions will be conducted.

4. Introduce the PO. Say: ***"Representatives, please welcome to the chair your Presiding Officer, Representative _____."***

5. It is important to note that the student presiding officer will now run the chamber. You only need to step in if the presiding officer is confused or is making a major procedural error. Be firm but fair. You must protect any errors that could harm members of the chamber but if you have a strong PO, your job will be easy. If the PO is less knowledgeable, you will need to be alert to errors of commission or omission. Remember, the presiding officer will be ranked along with the other legislators so his/her showcase of knowledge needs to be evaluated.

6. As parliamentarian, you should keep track of:
   - the number of speeches made
   - the recency of questions asked
   - the precedence of student speakers. (See form in your packet)

   Students that have spoken the least amount of times should receive precedence for speaking in the chamber. For example, if two students want to give a speech and one has spoken twice and the other not at all, the student with no speeches should be recognized to give the speech. Assist the PO when asked to confirm recency for a particular member of the chamber.

   When more than one speaker seeks the floor, then, the presiding officer must follow the precedence/recency method:

   (1) First recognize students who have not spoken during the session.
   (2) Next recognize students who have spoken fewer times.
   (3) Then recognize students who have spoken earlier (least recently)

7. Amendments are to be submitted in writing on the form provided.

8. Please help ensure sessions are as close to the schedule as possible. Recesses should be kept as short as possible.

9. Keep track of the gavel and stopwatches.

10. In Session II, introduce the new Presiding Officer. (See instructions from Session I) If there was only one PO that ran in Session I, and no one wishes to run, the PO from the first session may serve again.

11. Note: In Session II, as per contest rules, Precedence & Recency are reset.

12. Subsequent preliminary sessions open with new seating charts. Legislation may not be carried over for debate from one session to the next. The chamber must call for Orders of the Day at the end of the session and vote on the legislation at hand.

13. At the end of second session, it is the parliamentarian's responsibility to complete a ballot, ranking all the representatives in the chamber. Every representative will be ranked. Do not leave anyone out. Submit your electronic or paper ballot promptly.

ENDING THE SECOND CONGRESS SESSION

Conduct the voting for best Presiding Officer. The Clerk may assist you with this.

1. Ask all presiding officers from both morning and afternoon sessions to come to the front of the room with their placards.
2. Ask each Presiding Officer to remind the chamber of his/her name.
3. Have the Presiding Officers return to their seats.
4. Say: **"Please vote for your choice for top presiding officer by writing the name of the person for whom you wish to vote on a voting slip. You may vote for only one person. If you write more than one name on the slip, if your writing is illegible, or if you write a name of someone who did not serve as presiding officer, your vote will be invalid."**
5. With the clerk's assistance, count the votes. There must be a majority vote for one candidate in order for the vote to be final. 15 people = 8 votes needed to win. 20 people = 11 votes needed to win. If no candidate receives a majority, drop the nominee with the lowest number of votes and repeat the process. If the votes received by the bottom two do not equal the number of votes of the next highest, drop both of the bottom two nominees and vote again. Repeat until someone gets a majority.
6. Do **NOT** announce the name of the winner. Fill out the Congress Presiding Officer results form and bring it promptly to the Tab Room.

This position is used to administer the State Meet. These instructions pertain to State but may be appropriately adapted for use at the Region contest.

Clerk Duties

Key Duties:
• Assist the parliamentarian
• Facilitate between tournament officials and the chamber
• Promote safety protocols within the chamber

*Note: These items will be in your assigned chamber:
• Parliamentarian Notebook
• Student Placards
• Sanitizing wipes, gloves, extra PPE, if needed

Beginning the session

1. Call the Chamber to Order.
2. Take roll and confirm the seating chart.

   Each student should be seated where he/she is assigned.

3. Distribute the appropriate placard to each student.
   Report any errors to the State Clerk in the Tab Room.

4. Introduce the parliamentarian and the two scorers to the chamber.

5. Assist the Parliamentarian with auditions and elections for Presiding officer. Parliamentarian has details of how to audition Presiding Officer candidates.

   With the election, assist the parliamentarian in counting the votes. There must be a majority vote for one candidate in order for the vote to be final. 15 people = 8 votes needed to win. 20 people = 11 votes needed to win. If no candidate receives a majority, drop the nominee with the lowest number of votes and repeat the process. If the votes received by the bottom two do not equal the number of votes of the next highest, drop both of the bottom two nominees and vote again.

   Repeat until someone gets a majority.

6. Disinfect the gavel and stopwatch when exchanged from 1 Presiding Officer to the next.

Ending the First Session

Announce to Contestants.

1. Tell them to take their name placards with them to lunch but be sure they bring them back for Session II this afternoon. This is important!

Announce to Scorers:

• Remind the scorers to consider the Presiding Officers in their rankings if the Presiding Officer deserves to be ranked.

Confirm Scorers have submitted their electronic ballots in *SpeechWire*.

1. The Parliamentarian does not rank until the end of the day, following Session II, so do not request their ballot submission during session I.
2. Request that the Scorers and Parliamentarian remain in the chamber until you have cleared them through the Tab Room.
3. Text Clerk Coordinator when both scorers have confirmed they have submitted their ballots. Include Conference and room # in the text.
4. Wait for Clerk Coordinator to text an "All-Clear" before scorers and Parli are released to leave.

Ending the Second Session

Parliamentarian will conduct the voting for the best presiding officer. (in the Super Congress final session only) Be available to assist, if requested.

Assist the parliamentarian in counting the votes. There must be a majority vote for one candidate in order for the vote to be final. 15 people = 8 votes needed to win. 20 people = 11 votes needed to win. If no candidate receives a majority, drop the nominee with the lowest number of votes and repeat the process. If the votes received by the bottom two do not equal the number of votes of the next highest, drop both of the bottom two nominees and vote again. Repeat until someone gets a majority.

Do **NOT** announce the name of the winner.

Collect the Contestants' name placards. VERY IMPORTANT!

These will be needed for Super Congress on the second day. ***Insert them into the Parliamentarian notebook and leave in the chamber on Day 1.*** Students not advancing can retrieve their placard for a souvenir following verification, if they wish. Advancing students will pick their placard up at the Capitol prior to the beginning of Super Congress finals.

Confirm the Scorer's ballots have been submitted through *SpeechWire*.

Confirm the Parliamentarian's ballot has been submitted through *SpeechWire*.

The Parliamentarian should rank all contestants regardless of whether the contestant participated actively in the chamber or not.

1. Text Clerk Coordinator when all 3 officials in the chamber have confirmed they have submitted their ballots. Include Conference and room # in the text.

2. Wait for Clerk Coordinator to text an "All-Clear" before scorers and Parli are released to leave.

Retrieve the Presiding Officer **gavel**, if they did not use their own gavel.

Make certain the **stopwatch** is disinfected and has been re-inserted into the Parli notebook.

Bring the Parliamentarian **notebook, gavel, stopwatch and sanitizing items/unused gloves/extra PPE** to the ballot chamber at the end of the day.

NOTE: Follow the chain of command.

- If there is a question about an issue, address it first with the Parliamentarian in the chamber.
- If it remains unresolved, text Clerk Coordinator and they will forward it to the State Clerk and UIL State Director.

Congressional Debate Rubric: Speaking

This table of evaluation standards may be used by any judge who would like assistance in determining scores for speeches. Each scorer independently (without collaborating) awards 1 to 6 points for each speech. Each speaker has up to three minutes to present arguments followed by a questioning period.

	1 **Mediocre**	2-3 **Good**	4-5 **Excellent**	6 **Superior**
Content: Organization, Evidence & Language	The speech lacked a clear thesis and organizational structure. Claims are only asserted with generalizations and no real evidence. Language use is unclear or ineffective.	While the speaker's purpose is present, the speech lacks logical organization and/or developed ideas. Analysis of evidence, if present, fails to connect its relevance to the speaker's claims. Use of language is weak.	While a clear purpose is apparent, organization may be somewhat loose (weak introduction/conclusion; no transitions between points). Diction represents a grasp of language. Much evidence is presented, but not in a persuasive or effective manner; or the speaker relies on *one* piece of evidence, but does so effectively.	Content is clearly and logically organized, and characterized by depth of thought and development of ideas, supported by a variety of credible quantitative (statistical) and qualitative (testimony) evidence analyzed effectively to draw conclusions. Compelling language, a poignant introduction and conclusion and lucid transitions clearly establish the speaker's purpose and frame the perspective of the issue's significance.
Argument & Refutation	The speaker offers mostly unwarranted assertions, which often simply repeat/rehash previous arguments.	The speaker fails to *either* introduce new arguments (simply repeating previous arguments) *or* the speaker fails to refute previous opposing arguments; in other words, no real *clash* is present.	New ideas and response to previous arguments are offered, but in an unbalanced manner (too much refutation or too many new arguments). Questions are answered adequately.	The speaker contributes to the spontaneity of debate, effectively synthesizing response and refutation of previous ideas with new arguments. If the speaker fields questions, he/she responds with confidence and clarity.
Delivery	Little eye contact, gestures and/or movement are present. Vocal presentation is inarticulate due to soft volume or lack of enunciation.	Presentation is satisfactory, yet unimpressively read (perhaps monotonously) from prepared notes, with errors in pronunciation and/or minimal eye contact. Awkward gestures/movement may be distracting.	The presentation is strong, but contains a few mistakes, including problems with pronunciation and enunciation. The speech may be partially read with satisfactory fluency. Physical presence may be awkward at times.	The speaker's vocal control and physical poise are polished, deliberate, crisp and confident. Delivery should be extemporaneous, with few errors in pronunciation. Eye contact is effective and consistent.

Speech Evaluation

Student Name:		Code:
Session #:	Chamber:	Room:

Directions: ***Rate*** each speech 1-6 points, with *one being the worst, six being the best,* providing comments to *justify* your rating, with *constructive suggestions for improvement.* [At the ***end*** of the session, you will holistically and comparatively *rank* students, on a separate form.]

Criteria: *When rating, consider the following elements and comment accordingly in the spaces provided.*

- **Originality of Thought** (extent that speech advances debate or merely repeats ideas; whether speaker refutes opposing arguments)
- **Organization and Unity** (even though extemporaneous in nature, the speaker should attempt cohesiveness)
- **Evidence and Logic** (cites credible sources and warrants claims accordingly)
- **Delivery** (extemporaneous vs. reading, seriousness of purpose, style and poise; how well the speaker *answers questions*)

Speech 1 – Topic: | Side: ❑ Sponsor ❑ AFF ❑ NEG

Explain your evaluation and justify your rating of both speaking and answering questions:

← High/Best *(circle **point rating**)* Low →
6 5 4 3 2 1

Speech 2 – Topic: | Side: ❑ Sponsor ❑ AFF ❑ NEG

Explain your evaluation and justify your rating of both speaking and answering questions:

← High/Best *(circle **point rating**)* Low →
6 5 4 3 2 1

Speech 3 – Topic: | Side: ❑ Sponsor ❑ AFF ❑ NEG

Explain your evaluation and justify your rating of both speaking and answering questions:

← High/Best *(circle **point rating**)* Low →
6 5 4 3 2 1

Speech 4 – Topic: | Side: ❑ Sponsor ❑ AFF ❑ NEG

Explain your evaluation and justify your rating of both speaking and answering questions:

← High/Best *(circle **point rating**)* Low →
6 5 4 3 2 1

Speech 5 – Topic: | Side: ❑ Sponsor ❑ AFF ❑ NEG

Explain your evaluation and justify your rating of both speaking and answering questions:

← High/Best *(circle **point rating**)* Low →
6 5 4 3 2 1

Questioning of Other Speakers
(comment on relevance to debate, quality of clarification, etc.)

Print Judge Name:

School/Affiliation:

Judges: Competitors may have five scored speeches per session; they may have more than five speeches, but only score the first five.

Congressional Debate Rubric: Presiding

This table of evaluation standards is provided for any judge who would like assistance in determining scores for a presiding officer (P.O.). Each scorer independently (without collaborating) awards 2-6 points for each hour of presiding. The primary job of a presiding officer is to efficiently run the meeting with the purpose of giving students in the chamber the maximum opportunity to participate. An effective presiding officer does not draw negative attention to himself/herself and makes the smooth operation of the session as their highest priority. The position of presiding officer can be the difference between a successful productive session and a session that accomplishes very little. If you feel the Presiding Officer was one of the most effective students in your chamber, it is appropriate for scorers to take into consideration rewarding excellent or superior performance by the presiding officer with one of the highest ranks in the session.

Points	2 **Weak-Mediocre**	3-4 **Good**	5-6 **Excellent-Superior**
Parliamentary Procedure	The P.O.'s knowledge of parliamentary procedure is lacking, and he/she shows negligible effort to correct errors and/or consult written rules. Minimizes opportunities for others to debate by failing to adhere to time specified in a recess motion.	The P.O. demonstrates competency in procedure, but makes mistakes in determining the results of motions and votes, etc.	The P.O. has command of parliamentary procedure (motions) and uses this almost transparently to run a fair and efficient chamber, seldom consulting written rules and ruling immediately on whether motions pass or fail. Brings chamber back into session in a timely fashion following recess.
Recognition	Frequent errors are made in speaker recognition. Students in the chamber rise to a point of order to correct erroneous speaker recognition made by the P.O. The P.O. is slow in recognizing speakers and questioners. There are fewer than 10 speeches per hour in the chamber.	Presiding preferences are not clearly explained. Speaker recognition is somewhat inconsistent or biased. The P.O. is successful in achieving 10 speeches per hour in the chamber.	Presiding preferences are clearly explained at the beginning of the session. The P.O. is consistent in recognition distributing speeches throughout the room based on precedence. The P.O. recognizes speakers and questions in a timely manner to maximize participation. Achieving 12 or more speeches per hour in the chamber is a sign of excellence.
Control	The environment in the chamber does not foster participation. Allows students to abuse parliamentary procedure in place of debating legislation. Encourages frequent recesses.	Guides the chamber to remain focused on debating legislation. At times, students on the chamber floor appear to be more in control of the chamber than the P.O. during the session. Sometimes is unsure of how to rule on motions or business.	The P.O. is respected and trusted by his/her peers. Establishes a business-like environment that fosters maximum participation in the chamber. Rules on motions and business without interjecting himself/herself into the issue.
Demeanor	The P.O. uses their position for their own personal advantage as opposed to operating in the best interest of the chamber as a whole.	Overall, the P.O. creates a professional atmosphere although there are times where the atmosphere is less than totally professional.	The P.O. fosters a respectful, professional and collegial atmosphere. Addresses all members as Representative _____ not by just first or last name.
Communication	Communication between the P.O. and chamber is confusing or counterproductive. Communication from the P.O. (excessive or lack of) prevents maximum participation from members of the chamber.	The P.O. occasionally takes excessive time when explaining rulings. There are times when the members of the chamber are not sure what they are being asked to vote on. The P.O. uses debate time to admonish the members of the chamber regarding issues that the scorers are responsible for evaluating (ex., Reminding members to ask short questions and give short answers).	The P.O. dynamically displays a command and relates well to the chamber through his/her vocal and physical presence. Word choice is economical and eloquent. The P.O. clearly explains the meaning of upcoming votes. Rulings are concisely explained to keep all members of the chamber informed.

Presiding Evaluation

Student Name:		School Code:
Session:	Room:	Chamber #:

Directions: *Award a rating* of 2-6 points per hour of presiding, with *two being the worst, six being the best*. You will rank students, holistically, at the end of the session, on a separate form. You ***may or may not*** include the presiding officer in your *ranking*. The presiding officer may also have an evaluation ballot for *speaking* – please be sure to circle the same rank at the bottom of the speech *and* presiding forms. ***Auditions*** are not scored.

Criteria: *When rating, consider the following elements and comment accordingly below.* **Parliamentary Procedure** (clear in explaining protocols and rulings); **Recognition** (fair and efficient in recognizing speakers and questioners, and maintains appropriate speaker precedence and recency); **Control** (maintains decorum of delegates, and willing to rule dilatory motions/business out of order); **Demeanor** (fosters a respectful, professional, and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).

Specific Comments *(explain your evaluation and justify your rating, providing constructive suggestions for improvement)*:

Circle point **rating:** ← High/Best Low →					X # of Hours	= Total Points
6	5	4	3	2		

Print Judge Name:
School/Affiliation:

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form:
https://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation9-1.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.
Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.
Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

TILF Scholarship Opportunities

From 1959 to 2025, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2026 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

Copperas Cove Independent School District
Dance Team Constitution and Code of Ethics

Article I: Name and Purpose

Section 1: The official name of the Copperas Cove High School Dance Team shall be the Copperas Cove High School Copperettes Dance Team.

Section 2: The purpose of this organization shall be to promote school spirit, strive for excellence in dance and to set an academic and behavioral example for fellow students. Dance team members will represent the high school at appropriate athletic events and school functions, as well as competitive dance events. Good sportsmanship and conduct will be stressed at all times. Further purpose includes developing character, leadership and individual responsibility in each member while maintaining high standards. Each team member agrees to abide by the rules and regulations as set forth in this constitution.

Article II: Commitment

Section 1: Dance team is a year round activity. Student and family schedules will sometimes need to be adjusted to accommodate a commitment to the organization. A performance and activity calendar will be provided to each student in a timely fashion and will also be posted on Schoology and/or Band App.

Section 2: Dance team members practice every regular school day from August through May unless otherwise noted.

Section 3: Dance team includes many summer commitments such as camp, rehearsals/practices and fundraisers that each member is required to attend.

Section 4: Students must notify a director of any conflict with other activities prior to the day of the dance team event/practice. Failure to do so may result in loss of performance status. It is the responsibility of the student to understand the importance of always being a team player.

Section 5: Attendance is required at all dance team activities. Should a conflict arise that is school related, every effort will be made to work through the conflict.

Article III: Team Membership Eligibility Requirements

Section 1: Student members must be full time students at the respective high school and be enrolled in the school's dance team class.

Section 2: All dance team candidates must have and maintain a scholastic average of 75. Grade criterion for selection of members is based on the average of all six-week grading periods of the current school year, prior to auditions.

Section 3: Dance team candidates must have and maintain a conduct rating of Satisfactory or Excellent. A candidate for a line position may not have received any more than one disciplinary referral during the current school year prior to auditions. Students who have been assigned to an alternative disciplinary school or have been suspended will not be allowed to audition for the dance team. Exceptions can be made for offenses that director and campus level administrator determine to be of a minor nature.

Section 4: Candidates must provide a copy of grades, parental consent form, physical waiver and expense sheet with all appropriate parent signatures. All documents must be submitted by an assigned date.

Section 5: Any student transferring from another high school dance team may tryout until August 1st at the discretion of the director and campus level administration. Transfer students must have previous team membership verified and be recommended by past director and administration. The student must meet the same standard of grades and verify grades upon completion of all school enrollment procedures.

Section 6: All members must audition each year. Returning members are not guaranteed a position on the line in any subsequent year.

Section 7: All candidates must audition for a panel of judges. The total number of student members is subject to change on a yearly basis.

Section 8: Upon selection, all new members are considered trainees until the new semester. Trainees will participate in fundraisers, performances and all dance team activities assigned by the director.

Section 9: Members are expected to participate in all dance team activities including all summer camps. Members are expected to attend camp from beginning to end and neither arrives late nor leaves early.

Section 10: All members are expected to remain in good standing to retain membership. Good standing is defined as having a clear balance, attending all before or after school rehearsals and maintaining an overall grade average of 75 or above.

Section 11: A dance team position cannot be relinquished without the written permission of the director, parent/guardian, and/or campus level administration. Any outstanding fees must be paid in full before leaving the team. All school-owned equipment, uniforms, costumes, etc. must be returned to the director in a timely manner and in an appropriate condition of repair. Students are responsible for the cost of repair to or replacement of any lost or damaged school-owned property.

Article IV: Character Qualifications:

Section 1: Attitude must be enthusiastic and positive: "Team First"

Section 2: The member must be willing to accept constructive criticism in a gracious manner. The member must have perfection as a goal.

Section 3: The member must be reliable and dependable. The member must understand that the schedule and discipline of the dance team demands a high level of determination, hard work, strength, dedication, self-discipline and loyalty - again "Team First."

Section 4: The member must accept responsibility for loaned uniforms, props, costume pieces, fundraising items and all other articles belonging to the school. The member is expected to participate in all activities and fund raising events.

Section 5: The member must be courteous and respectful of fellow team members, faculty members and other adults involved in the organization. The member must always converse respectfully with all adults involved with the organization.

Section 6: The member's reputation must be above reproach. All members must accept responsibility for all actions. Team members must abide by all rules and regulations as outlined in the Copperas Cove ISD Student Handbook and those pertaining to the respective school.

Section 7: The member must understand that decisions made by the director are in the best interest of the team and individual members.

Article V: Auditions for Team Membership

Section 1: Auditions will be held at a date, time and site selected by the director.

Section 2: Candidates for dance team must register in advance for audition clinic with the director by a designated day. Upon registration, candidates must provide a copy of grades, parental consent form, physical waiver and expense sheet. All forms must be complete with parent signature.

Section 3: **Candidates who have previously been team members must be in good standing as determined by the director before being allowed to register for the new audition.** Good standing is defined as having a clear balance, attending all before or after school rehearsals and maintaining an overall grade average of 75 or above. Fees, forms, uniforms and other team properties must be cleared before the audition date.

Section 4: Candidates must attend an informational meeting with a parent or guardian prior to the audition process on the date(s) specified by the director. Candidates must have parental consent and waivers on file to audition.

Section 5: A candidate must be present and on time for all audition clinic workshops and tryout.

Section 6: The audition process includes an evaluation by a panel of qualified and impartial judges.

Section 7: Candidates will perform a dance routine and a high kick routine taught during the audition workshops in addition to a display of other dance skills.

Section 8: Candidates will be evaluated by the judging panel in the following areas -

a. grooming/appearance
b. projection/showmanship
c. placement/execution
d. dance technique
e. memory
f. kick technique
g. splits
h. potential
i. coordination/precision
j. timing/rhythm

Candidates should expect to execute the following skills for placement on either team, including but not limited to:

Junior Varsity- Right split, single pirouette, right leap, x-jump, bodily awareness, showmanship, and potential.

Varsity- Right and left splits, high kicks, double pirouette, right and left leaps, leaps in 2nd, calypso, bodily awareness, great showmanship, and potential.

Section 9: Scoring for membership will be based on the following terms:

a. 75% Judges scores
b. 25% Teacher Recommendations, Discipline Report, and Grades

Section 10: The number of dance team members may vary from year to year. The judges' scores and the recommendation of teachers and administrators will determine the exact number of members that earn a position on the team in relation to the total number of candidates that audition.

Section 11: The decision of the tryout panel is final.

Article VI: Eligibility for Officer Tryouts

Section 1: Officer Candidates must have been a member of the team during the entire school year prior to officer auditions. Candidates for Dance Officer must be classified as a sophomore, junior, or senior for the upcoming year. Candidates for Social Officer must

be classified as a sophomore, junior, or senior for the upcoming year. Candidates must sign the acknowledgment page in the officer audition packet.

Section 2: An officer candidate may not receive ANY disciplinary referral for the current school year prior to auditions.

Section 3: A candidate must have and maintain a scholastic average of 80 or above for all grading periods of the current school year prior to auditions.

Section 4: Any dance officer placed on grade probation may be demoted. **Any officer that receives a demerit will be demoted.** This officer will not be eligible to audition for an officer position until the next officer audition the following year.

Section 5: In the event an officer vacates the position during the school year, the director and campus administration may fill the vacancy with an eligible member from the team.

Section 6: A minimum of two and a maximum of eight positions will be set for dance officers. A minimum of two and a maximum of five positions will be set for social officers. Ranks and titles of both dance and social officers shall be at the discretion of the director and administration.

Section 7: All officers and officer candidates must be willing and able to give extra time and effort for all team activities and events.

Section 8: All officers and officer candidates must have and maintain a positive attitude towards team members and the director and demonstrate appropriate leadership skills for all members of the organization.

Section 9: All dance officer candidates must be willing to rearrange class schedule in order to be enrolled in the dance officer class should one exist. There are no exceptions. All officers are to remain a team member and an officer for a full academic year and participate in all dance team member activities. Any officer unable or unwilling to meet this standard may be removed from the team.

Section 10: Officers will be evaluated by qualified and impartial judges on the following material.
Including but not limited to:

Social Officers

a. Notebooks
b. Team Motivation
c. Spirit Gifts
d. Community Service Project
e. Appearance
f. Interview
g. Teacher Recommendation letter

Dance Officers
a. Appearance
b. Original routine
c. Interview
d. Teacher Recommendation letter
e. Group Choreography
f. On the spot
g. Whistle commands/officer strut
h. Splits

Section 11: Scoring for officer auditions will be based on the following terms:
a. 75% Judges scores
b. 25% Teacher Recommendations, Discipline Report, and Grades

Article VII: Parent Permission and Responsibilities

Section 1: Parents must sign appropriate permission forms after reviewing all guidelines. Parents are expected to attend an audition meeting in order to register their child for potential dance team membership.

Section 2: Parents must be willing to meet all financial obligations involved as a parent of a dance team member. All members are expected to participate in fundraisers for team and, when applicable, booster club/parent association.

Section 3: Parents are expected to attend and participate in fundraisers, when applicable. Each parent will be expected to assist with the dance team events on multiple occasions depending on the event.

Section 4: All appropriate medical information forms and physical forms must be completed and returned to the Director by the appropriate date. Failure to do so makes the student ineligible to participate in any team activity. (Appropriate consequences will apply.) All injuries and illnesses over three days must be documented with a physician's note stating limitations and recovery time. Member will not resume participation without physicians note granting permission.

Section 5: Parents are responsible for arranging transportation to and from all activities, performances and practices, except when transportation is provided by the school. Members must be picked up at the respective meeting area in a timely manner at of the end of a rehearsal, performance or bus arrival from an event – certainly within 15 minutes. Disciplinary actions could result for those students who are consistently picked up late.

Section 6: Parents must be willing to cooperate and communicate with the director concerning important information about the student. Parents are expected to act professionally and in the best interest of the team at all times. Parents who demonstrate inappropriate behavior or actions while volunteering with the Copperette Dance Team will not be permitted to chaperone or volunteer as a representative of the Copperettes. If a

parent does not communicate in a professional manner their student may be removed from the team with administrator approval.

Article VIII: Physical Fitness

Section 1: A uniform may not be issued and the member may not participate until a physical examination form has been completed and returned to the director. A new physical exam is required every two years. If student receives a surgery, a new physical exam is required.

Section 2: Members must be willing to maintain endurance and stamina requirements while striving for outstanding physical fitness. Each member must consistently work to improve and elevate technique through team, individual and private avenues.

Section 3: All injuries and illnesses over three days must be documented with a physician's note stating limitations and recovery time. Participation will not resume without a physician's note granting permission. If you are cleared by your physician to resume activity, you are expected to do so.

Article IX: Summer Practices and Camps

Section 1: Summer dance camp is mandatory. Students will be notified of the specific, required dates and times as quickly as possible. Members unable to attend summer camp will be dismissed from the team. Director has the authority to alter this requirement for emergency situations. Vacations, summer school and work should be planned so as to not conflict with practice or summer camp.

Section 2: All dance and social officers when required must attend an officer training/leadership camp to maintain their officer status.

Article X: Before/After School Practice Session Responsibilities

Section 1: Practice will be required each day during a specified time period. Students must meet specific requirements for any performance – evaluated by director.

Section 2: Before school, after school and summer practice sessions are required. Time specifications for these practices will be established as camp dates and school schedules become available to the director.

Section 3: All dance and social officers when required must attend all officer practices, planning meetings and performances. Unexcused absences may result in loss of position.

Section 4: Members must arrive on time to all practices and will be dismissed only by the director.

Section 5: Members must attend school for at least half the day on the day of a performance.

Section 6: It is the responsibility of each member to notify the director of absences before dance team class/practice. Failure to do so may result in disciplinary action or loss of performance status.

Section 7: Any member missing a practice for the week of performance may not be allowed to participate in performance that week and may be replaced by an alternate if one is available. School related excuses will only be accepted if communicated well in advance.

Section 8: Competition practice schedule and Spring Show practice schedule is announced in advance, routine doctor and dental appointments need to be scheduled to avoid conflicts. Special circumstances will be ruled by the director. Unexcused absences from any of these practices may result in removal from a routine.

Section 9: Transportation to and from all practices and some performances is the responsibility of the student and parent/guardian.

Article XI: Routine Evaluation

Section 1: Routine evaluations will be held prior to each performance or whenever the director deems necessary. All members who are eligible to audition for a routine must do so. If a member misses the instruction of a routine, it is the student's responsibility to learn that routine and be prepared prior to the tryout.

Section 2: Director will select the number of students to perform in any routine. Aspects of the dance will be judged by knowledge of routine, projection, overall impression, precision, and dance technique. The previous week's performance - during football season – will enter into the decision-making process as well.

Section 3: Any member who misses evaluation day may be eliminated from that performance unless prior arrangements have been made.

Section 4: Alternates

a. Must attend all rehearsals and performances
b. May be placed in routine at the discretion of director.
c. An alternate should be prepared for any part of the dance and be prepared to learn all appropriate changes
d. If an alternate is place in the routine the student replaced will be placed back in the performance only at the discretion of the director.

Article XII: Performances

Section 1: All members are expected to participate and attend all performances unless on academic or disciplinary probation. If on probation or out due to injury/surgery/etc... the member will attend the performance/game in full uniform to but will sit with the director.

Section 2: Members are expected to conduct themselves with pride and discipline at all times. Rehearsals should be quiet, focused and well-disciplined. The use of profanity is inappropriate. The director may dismiss any member for inappropriate behaviors.

Section 3: Students unable to perform due to illness, injury or grade probation must continue to dress in workout wear and uphold all responsibilities as an "alternate."

Section 4: Inspections - A complete uniform check will be held 30 minutes prior to the activity or performance. This includes:

a. Uniforms and costumes clean
b. Dance shoes, boots, and accessories
c. No nail polish, no jewelry, no panties will be worn (unless otherwise designated)
d. Hair must be in style designated by director
e. Proper field or stage make up
f. Member must report to roll call at designated time

Failure to meet these expectations may result in suspension from performance or other disciplinary action as assigned by the director and campus administrator.

Section 5: Bus Transportation

a. Members are expected to ride the bus to and from an event. Members can choose not to ride the bus back; however, the parent/guardian must submit an email, a Schoology message, or a hand-written note in advance to receive director approval.
b. Bus transportation is provided for many performances. Buses leave from and return to campus.
c. Buses leave promptly and will not wait for late arriving students.
d. Roll call will be taken before the bus departs and again before it returns.
e. When riding a school bus, all members are expected to conduct themselves properly and abide by all school regulations governing the use of a school bus.

Section 6: Stand Regulations

a. Dance team members have an assigned area is which to sit during a football game. Visitors (family members, boyfriends, friends, etc.) are not allowed in the dance team seating area unless the director has given permission. Nonperforming members must remain in an assigned area during the performance.
b. Dance team members are there to support the football team and therefore expected to attend the entire game. Members must participate in all stand routines and cheers with enthusiasm and complete cooperation. Members will not be permitted to leave early unless an emergency arises.
c. Dance team members must stay in assigned seat/area.

d. No part of the uniform may be removed without director permission.
e. Only the official equipment will be carried into the stands. Personal items must be carried in a team bag. Water jugs will be allowed in the stands. Drinks will be inspected. Food should not be eaten in the stands without director permission.
f. Members will not communicate with parents, friends or family while at a team event without director permission.
g. Trips to the restroom will be made prior to the game, after halftime, and before departing an event unless and emergency arises.
h. All members are expected to participate and attend all performances unless on academic probation.

Article XIII: Absences and Tardies

Section 1: Calendars are given in advanced so that all schedules can be arranged to avoid conflicts with dance team activities. Though copies are emailed to parents/guardians, it is the dancer's responsibility to know when/where they need to be.

Section 2: All members must be present and on time for practices, games, camps, pep rallies and planned activities. Absence from any dance team activity is considered unexcused except in the following circumstances:

a. Personal illness or accident
b. Illness, death or funeral in the family
c. Special school activities that are approved in advanced by the director
d. Only excuses approved by the director in advance will be accepted and each one will be evaluated individually. Parental grounding, work, bad weather and/or principal/teacher detention hall will not be considered an excused absence.

Section 3: Types of Absences -

Excused Absences: Excused absences from a Dance team function will include participation in another approved school function or observance of a religious holiday. All other excuses will be evaluated on an individual basis. Remember only excused absences will not receive repercussions. A phone call or email should be made to the director immediately if the absence is due to illness or extreme emergency.

Unexcused Absences: An unexcused absence is an absence that is not approved by the director at least 7 days prior to the event and is not an emergency situation the director was made aware of. An unexcused absence will result in possible consequences. A student physically well enough to attend school is considered well enough to participate in dance team practice on that day.

Expected Absences: An expected absence is an absence for a doctor's appointment or an outside organization that was planned prior to an activity. For an expected absence, member must explain the absence in writing, Band message,

Schoology message, or email to the director prior to the absence. These will be approved by on an individual basis. Students may have a maximum of two approved expected absences per grading period. More will result in possible demerits, or removal depending on individual situations.

Section 4: Members missing any practice are missing valuable time learning, reviewing and polishing a performance. Therefore, it is the responsibility of each member to catch up on anything missed during a practice at times other than required rehearsal time.

Section 5: Members arriving tardy to practices may be moved to an alternate position at director discretion.

Section 6: Dance team members should attend tutorials at a time agreed to by student and director. Members that miss practice for tutorials or make up work should present a signed note from the tutorial teacher upon leaving and returning to practice. Director should be informed before practice about the required tutorial.

Section 7: Any member who misses a field practice or a band practice may not be allowed to perform at that game. Members must be present at school for at least half of the school day in order to participate in the performance.

Article XIV: Dues and Fees

Section 1: Members must be willing to meet the financial obligations and expenses of the organization. Members and parents must indicate the ability to meet financial obligations in written form to the director before tryouts.

Section 2: Members are expected to participate in all team fundraisers.

Section 3: All financial obligations for camp and clothing must be complete by the scheduled dates. Failure to do so can result in performance suspension. Payments can be made in installments or in full. Payment due dates are assigned by the director.

Section 4: All money should be turned in to student services in an envelope with name, group, amount and what the payment goes towards. A written receipt will be given to the dance team member.

Section 5: A member who is ineligible, dismissed or relinquishes membership is still responsible for outstanding fees and will not be reimbursed for payments made.

Article XV: Uniforms

Section 1: The field uniform is the property of the school.

Section 2: All members are required to complete a uniform inventory contract when issued a uniform and upon its return. All pieces must be returned with a dry cleaners tag attached at the end of the school year. Failure to return uniform in a timely manner may result in disciplinary action.

Section 3: Uniforms must be maintained in a clean, well-maintained condition, ready for inspection. Members are responsible for the cost of any lost or damaged uniform items. Any problems with uniforms should be addressed with the director well in advance of scheduled performances to allow time for correction.

Section 4: Team members will return all uniform parts at the time designated by the director.

Section 5: Hat cover should remain on the hat at all times unless the hat is being worn.

Section 6: Formal uniform should not be worn in public without permission of the director.

Section 7: No part of the uniform should be removed unless the director or officer in charge gives this instruction.

Section 8: The uniform shall be respected at all times. While wearing a uniform the members shall conduct themselves in an appropriate and respectful manner. Members may not eat or drink in uniform with the exception of water or with director permission.

Article XVI: Demerit System

Section 1: A 3-demertit system will be used with the team. Failure to follow the CCISD Dance Team Constitution may result in consequences for both major and minor infractions.

Minor infractions include but are not limited to:

a. Not wearing the correct practice/performance gear
b. Late to practice/performance/game
c. Missing items
d. Negative attitude towards teammates/coach/campus administrators
e. Off task behavior during practice/performance/game
f. Social Media warnings/violations
g. Bullying – but severity of incident could result in dismissal.

Major infractions include but are not limited to:

a. More than 2 unexcused absences from practice/performance/game
b. 6-week grade failure
c. Campus referrals and detentions
d. Participation in illegal activities
e. Bullying – but severity of incident could result in dismissal.

Consequences for major and minor infractions include but are not limited to the following actions:

a. Extra practice time / conditioning
b. Sitting out at practice, performance or competition
c. Suspension/Probation from team
d. For major infractions the director will use a 3-demerit system

4 minor infractions will result in 1 demerit

1 major infraction will result in 1 demerit

Depending on the infraction, the director and campus administrator reserves the right to immediately dismiss the member from the team.

Section 2: Demerit System Discipline Guidelines

Actions	Consequences
-Varsity member fails to perform, maintain, and improve skills. - Varsity member has insufficient knowledge of routines and chants at practice, games, and events	1st: Warning 2nd: Extra Practice/parent notification 3rd: Probation 4th: Parent meeting/ demoted to JV (If Varsity member does not participate and cannot execute required Varsity skills during summer skills check, member will be immediately moved to Junior Varsity)
- Junior Varsity member fails to perform, maintain, and improve skills. - Junior Varsity member has insufficient knowledge of routines and chants at practice, games, and events	1st: Warning 2nd: Extra practice/ parent notification 3rd: Probation 4th: Probation/ Parent meeting 5th: Dismissal from team
-Unexcused tardy to practice/game/event -Jewelry/hair/gum infraction -PDA in or out of uniform -Untidy or incomplete practice uniform	1st: Warning 2nd: Conditioning 3rd: Probation 4th: Demerit ***For further guidance regarding hair, piercings, or tattoos please refer to CCHS Copperette Body Modification Agreement.***
-Wearing the wrong uniform, forgetting items at an event. -Nails- paint in a non-neutral color, nails longer than1/8th inch -Wearing jewelry or refusing to take off/out a piercing.	1st: Warning 2nd: Conditioning/ Parent notification 3rd: Probation / Parent notification 4th: Demerit ***For further guidance regarding hair, piercings, or tattoos please refer to CCHS Copperette Body Modification Agreement.***

-Disrespect to directors, teammates, other team members, administration, parents, game officials, teachers, etc. (This offense may also lead to an office referral, which then results in probation.)	1st: Conditioning 2nd: Parent notification, Probation, and Behavior think sheet 3rd: Demerit 4th: Dismissal from team
- Improper notification of an absence (Must turn in absence notification 7 days in advance, unless ill or family emergency with a note provided upon return) -Not having proper documentation to receive an excused absence -Leaving a practice, game, event without permission (If early release is required written notification is giving 7 days in advance, unless ill or family emergency with a note provided upon return)	1st: Warning/extra practice time 2nd: Probation and Parent Meeting 3rd: Probation and Demerit 4th: Dismissal from team
-Grades ineligible for UIL	1st: Probation until next grade report / Tutorial Schedule -2nd: Dismissal from team
-Talking or goofing off during the National Anthem -Unsportsmanlike behavior at practice, event or game -Refusal to follow instructions given by coaches at any time	1st: Warning 2nd: Conditioning 3rd: Probation and Parent Meeting 4th: Probation and Demerit 5th: Dismissal from team
Social media or school-based conduct regarding: -Smoking, Alcohol, Drug Use -Associated with Alcohol, smoking, drug use, or inappropriate materials of a profane or sexual nature -Engaging or indicating knowledge of bullying/ cyberbullying and/or harassing another student or staff member -Any previous disciplinary / inappropriate behavior that is not reported to the coaches but may interrupt the integrity of the program.	1st: Coach/administration can give a demerit, place member on probation, and/or dismiss member depending on severity of offense ***For further guidance on Social Media Expectations please refer to CCHS Copperette Social Media Guidelines.***

Section 3: Receiving Demerits

a. If/when a member breaks a rule that member may receive a demerit against them.

b. Demerits may be given to dance team members by the director at any dance team function.
c. Directors will assign demerits. No student is permitted to assign demerits.
d. Each demerit is documented.
e. Members will be notified as quickly as possible without interrupting practice when receiving demerits. Members will receive a full explanation of the reason behind the demerit and should then sign for each demerit.
f. Demerits are permanent and will remain for the entirety of the school year.
g. When a member receives 3 demerits, they will no longer be a part of the organization.

Article XVII: Probation and Loss of Team Membership

The probationary period for any infraction will range from two to three (2-4) weeks depending on the severity of the violation. A member can be placed on academic or disciplinary probation for the following reasons:

Section 1: Academic Probation

a. Texas Education rules state that any student who fails any course for a six weeks grading period with a grade below 70 will be ineligible to participate in any dance team performance.
b. However the student must attend, dress out and participate in all scheduled practices and mandatory booster club functions.
c. Two 6-week academic probations in one school year will result in loss of membership in the organization. To regain membership, the student must be selected during the annual auditions.

Section 2: Disciplinary Probation

a. A member may be placed on disciplinary probation for conduct or behavior in violation of school or district policies at the discretion of the director and campus administration.
b. A member placed on disciplinary probation is required to attend all dance team functions, including practices and performance in uniform, but will not perform for the length of the probationary period.
c. Members placed on disciplinary probation twice other than demerit probation in one year may be removed from the team at director discretion with approval of campus administration.

Section 3: The following list of circumstances may result in dismissal from the dance team:

a. Two non-consecutive periods of academic probation
b. Excessive unexcused absences from dance team activities
c. Chronic failure or refusal to perform duties and/or participate in assigned activities
d. Personal behaviors in violation of school or district policies that negatively affect the reputation of the dance team.

e. Multiple campus discipline referrals to school administrators.
f. Possession or use of alcohol, non-prescribed/illegal drugs or tobacco products
g. Fighting in or out of uniform
h. Truancy from any class
i. Violations of rules and regulations governing out of town trips/team functions
j. Suspension from school
k. Any alternative school assignments- DAEP
l. The accumulation of any 3 demerits
m. Other inappropriate actions or behaviors as determined by the director and campus administrator.

Section 4: Students dismissed from the dance team will immediately return all school owned property to the director within seven (7) days of the dismissal. Uniform(s) will be returned cleaned. The former member's class schedule will be changed as quickly as possible. If the member's schedule cannot be changed until semester break, director will assign other non-dance responsibilities.

Article XVIII: Social Media

Section 1: Dance Team members shall be respectful and appropriate in their postings on any type of social media. Any postings deemed inappropriate by the directors or administration shall be removed within twenty-four (24) hours from the electronic time stamp. Corresponding demerits shall be issued. Three (3) Social Media warnings/violations will result in a demerit. Refusal to remove any inappropriate postings will result in further disciplinary action. Please refer to the Social Media Contract.

Article XIX: Letter Jackets

Section 1: Dance team members may earn letter jackets for participation at the Varsity level of the Dance Program as they complete their second full academic year.

a. Varsity Copperettes will earn their letterman during the second semester of their 2nd year on the team.

Revised February 2021

Copperas Cove ISD Dance Team
2024-2025
Dance Team Handbook and Code of Ethics

_____(initial) I have read and understand the Dance Team Handbook and Code of Ethics. I am aware that as a member of the Copperas Cove High School Copperettes, my dancer, _____, will be required to adhere to the expectation set in place. I realize that upon violation of the handbook and code of ethics, my dancer will be removed from the team for the remainder of the year.

Parent Signature: _____
Date: _____

Student Signature: _____
Date: _____

BullDawg Crafty Creations

After School Club

Three times weekly (Mon., Tues., Thurs., & Fri.) and TBD

4:00pm – 6:00pm

Objectives:

1. **Promote Creativity:** Encourage students to explore and express their creativity through various crafting projects.
2. **Skill Development:** Teach and improve crafting skills such as knitting, sewing, painting, etc.
3. **Community Building:** Foster a sense of community among students who share an interest in crafting.
4. **Stress Relief:** Provide a relaxing and enjoyable environment for students to unwind and destress.

General Conduct Rules:

1. **Respect for Others:** Treat all members and their projects with kindness and respect. No disruptive behavior or negative comments are allowed.
2. **Inclusivity:** Welcome all students, regardless of their skill level. Everyone should feel comfortable participating.
3. **Attendance:** Regular attendance is encouraged, but if you can't make it to a session, inform the club leader in advance.
4. **Punctuality:** Arrive on time for meetings so everyone can start projects together without delay.
5. **Cleanliness:** Clean up your workspace after every session. Ensure that all supplies and materials are stored neatly.
6. **Safety First:** Follow all safety instructions when using crafting tools, such as scissors, glue guns, sewing needles, etc.
7. **Shared Materials:** Be mindful when using shared materials. Take only what you need and avoid wasting supplies.
8. **No Phones or Distractions:** Keep phone use to a minimum during crafting time, unless it is for crafting-related research or emergencies.
9. **Respect for Property:** Treat the crafting space, tools, and materials with care. If something breaks, report it to the club leader.
10. **Participation:** Actively participate in club activities, whether it is crafting, helping others, or cleaning up afterward.

When working with epoxy resin, it's important to prioritize safety by using the following protective equipment:

1. **Respirator Mask**: Use a respirator mask equipped with organic vapor filters to avoid inhaling fumes, especially in poorly ventilated areas.
2. **Nitrile Gloves**: Protects hands from resin exposure; avoid latex gloves as they can allow chemicals to seep through.
3. **Safety Goggles**: Protects eyes from splashes and accidental contact with resin.
4. **Protective Clothing**: Wear long-sleeved shirts, pants, and possibly disposable coveralls to prevent skin contact.
5. **Ventilation**: Ensure adequate ventilation or use an exhaust fan to minimize inhalation of harmful fumes.
6. **Closed-toe Shoes**: Prevents resin from spilling onto your feet.
7. **Apron** (optional): Wearing a resin-resistant apron helps protect your clothing from spills and stains.

These items will help you stay safe while working with epoxy resin.

Agreement to Rules

Crafter's Name: _____

Crafter's Signature: _____

Parent's Name: _____

Parent's Signature: _____

Parent's Phone Number: _____

Criminal Justice Bylaws

Amended September 2024

ARTICLE I:

The name of this Organization is the Copperas Cove High School Criminal Justice Club and shall be abbreviated as "CCHSCJC" or "CJC".

ARTICLE II:

CCHSCJC is an extra-curricular organization at Copperas Cove High School designed for students interested in the law enforcement career path and other public safety careers. The club is designed for students to be able to get an in-depth look into the different careers the public safety arena has to offer.

The purpose of CCHSCJC is to advance the education and welfare of its members in the following ways:

I. Providing a safe work and learning environment.
II. Further developing a respect for the public service career field.
III. Developing the leadership abilities of its members through a public service program of motivation, awareness, competition, and recognition.
IV. Encouraging the use of ethical practices in the public service arena.
V. Developing character, promoting responsible citizenship, and fostering patriotism.
VI. Developing an understanding of current public safety issues and being aware of them.
VII. Encouraging mental and physical health through participation in beneficial social and recreational activities.

will not be tolerated and handled with disciplinary actions defined in Article 4 Section 5. The advisors will have discretion when dealing with disciplinary actions.

When in uniform for competition and the like, uniforms are to be clean pressed, and neat. Hair should be kept well groomed. The uniform should follow both school rules and SkillsUSA guidelines.

ARTICLE IV:

OFFICERS

SECTION 1. POSITIONS

The CCHSCJC officer board will consist of a President, Vice President, Secretary, Historian, Treasurer, Parliamentarian, and Sergeant of Arms. These officers shall perform the duties prescribed by these bylaws.

SECTION 2. DUTIES

I. The President is the head of the officer board and the highest-ranking student member of the organization. Their duties will include communicating the needs of the club to the advisors, conducting officer or club voting sessions, taking care of various issues that may occur in the club, overseeing the other officers, and developing rules and policies that they see fit. They will have the final say in anything that the club wants to bring to the advisors for approval.

II. The Vice President is the second highest-ranking student member of the organization. Their duties will include being in charge of all matters concerning competition, running trainings as they see fit, supporting the President with leading the club, handling any issues that may occur in the club along with the President, and perform the duties of the President if and when the President is not present for something.

III. The Secretary is the third highest-ranking ranking member of the organization. Their duties include taking roll of all members that are present at meetings, trainings, or events the club attends, keep an active list of all members of the club, collect and count votes when necessary, keep all past records of the club, and keep an active calendar of meetings, trainings, and events set forth by the President and Vice President. They will also keep an active list of all the current member's points for lettermen and inform the

SECTION 4. ELECTIONS, ELIGIB\ILTY, AND COMMENCEMENT OF OFFICERS

SUBSECTION A. ELECTIONS AND COMMENCEMENT

At the end of the school year, elections will occur for next year's officer positions. Club members can nominate themselves for any position on the officer board. Once the nominations have ceased, the current officer board will comprise a list of all of them and post them to the club's social media and Schoology accounts for the club. At the next scheduled meeting, the nominees will be allowed to state their case to the club on why they should be elected to that position. After each nominee has made a statement, the current President will start the voting with the Sergeant of Arms position and work their way up to the President position. After each position, the current Secretary will collect the votes and count them. Once all the votes have been counted by both the Secretary and the President, the President will announce the new officer board for the next year.

In the event of low member participation or a low number of Officer Position applicants, the current leadership must take a vote on employing the use of an alternate leadership selection process. This process would consist of members submitting formal applications, being selected and going through an interview board, and then being selected by the board. The interview board will consist of the current officer, and at least one advisor. There may also be another person from outside the club allowed on the board for an unbiased opinion.

SUBSECTION B. ELEGIBILITY

To be eligible for the officer board, members must have completed one full school year of membership in the club, and they must be active, participating members of the organization. They also must meet UIL standards and have a passing semester average to nominate themselves. Nominees will fill out an application for their desired position and turn them into any current officer or designate drop-off area.

SECTION 5. DEMOTION/REMOVAL OF OFFICERS

If an officer is negligent to their duties or is abusing their authority, advisors may choose to demote them to a standard member. The officer team must first meet with the officer in question to address the issue. If nothing changes, then it will be brought to the advisors who will meet with the officer in question to properly assess the situation. If the officer's actions continue, then

Members that have received any legal charges will inform the advisors directly and will be removed from the club entirely. Any formal accusation of criminal activity or illegal actions will result in expulsion.

Members who have been apprehended by an officer, taken to or held in jail, or charged with any illegal activities will be removed from the club.

If any members have harassed or assaulted a member of the club, they will have a meeting with the advisors and the SRO's

ARTICLE VI:

ADVISORS

At least one advisor of CCHSCJC must be at every event held by the club.

The advisors must have members permission slips before Feild trips or competition activities to ensure the members safety and parents'/guardians' authorization.

The advisors must provide a safe and supervised environment for the High School club members. Advisors should also set guidelines and expectations for all officers to ensure the club is being efficiently run.

As the club is student run, the advisors still must provide appropriate expectations and guidelines as well as set a good example for the student officers and club members.

ARTICLE VII:

FINANCES

When dealing with club finances, the club members will have full voting power over spending and finances. When voting to spend or raise money, the President will conduct a vote, and the vote needs a majority vote to pass. The officers must have also reached a unanimous decision.

The advisors will have physical control over any club funds but will not be able to use them without the majority vote from the club. It is the responsibility of the advisors to keep control of any club funds and the duty of the Treasurer to keep a record of all club funds.

ARTICLE VIII:

2. Depending on the severity of the violation, the member may be subjected to an extended probationary period of multiple months as deemed appropriate by overseeing authority.
3. All members must maintain an academic grade point average of at least seventy percent in their respective courses.

Failure to uphold these standers may result in disciplinary action as necessary.

A Guide To Cross-eXamination Debate

W.E. Schuetz and David Gardiner
Co–Authors

Jana M. Riggins, Editor

Revised Summer 2025

UNIVERSITY INTERSCHOLASTIC LEAGUE

This button is found on the UIL Speech home page https://www.uiltexas.org/speech

Preface

This publication serves to provide contest rules, procedures and theoretical background to assist you in being successful in UIL CX Debate competition. You will, of course, want to consult debate texts for expanded information on theory.

My special thanks to the co-authors of this endeavor, Bill Schuetz and David Gardiner. Both are talented educators and successful coaches who freely give the priceless gift of mentoring. They are individuals who have unselfishly shared their personal time to serve as contest officials for the UIL CX Debate State Meet, to teach workshops at Student Activities Conferences, to serve on League committees, author study reports for the National CX Debate Topic Selection process and to serve in other valuable consulting capacities. They have given of their time and energy because of their love for young people and their commitment to the art of argumentation becuase debate is at the heart of every democracy. Their support of the UIL is deeply appreciated.

In addition, special appreciation is expressed to Dr. Rich Edwards of Baylor University who, for many years, has provided the section over Internet Debate Research written specific to the current debate resolution. Dr. Edwards' contribution to high school policy debate in Texas and across the nation is unparalleled. UIl was proud to nominate him to be inducted into the Hall of Fame of the National Federation of State High School Associations. He currenlty serves as the UIL debate consultant.

As you read this manual, remember that debate is an ever-evolving discipline. Paradigms and theory continue to evolve, and though you may initially find academic debate confusing, I challenge you to persevere. Debate is much like learning to drive a car — all the instruction in the world doesn't have meaning until you sit behind the wheel, turn on the ignition, and put the car in motion. Then, it all comes together! The same is true for debate — commit yourself to the study of debate texts, use this manual as a guide to success in UIL competition, and be sure to enter the tournament arena to test your skills. As you become your own advocate, you'll realize why so many high school debaters have become significant leaders in society. Best of luck!

Jana Riggins, Editor
UIL State Speech & Debate Director

About the Authors

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Section I — Foundations

Why Should You Debate?

The answer is advocacy. *Webster's Dictionary* defines advocacy as speaking or writing in support of something. An advocate is someone defending or promoting an issue or position. When you debate, you advocate adoption of the debate resolution through implementation of your affirmative case or you defend a negative strategy as being the best in the round. Through advocacy, you appeal to the judge by offering evidence and argumentation to support your position. It is important to be the best advocate under these circumstances. It is even more important to learn the *process* of advocacy because after debate, you have the rest of your life to live, and the skills you learn from debate will be invaluable.

On a personal level, you need to be your own best advocate. You will probably have to sell yourself to an employer to obtain that "once-in-a-lifetime" job. At some point in your career, you might request a salary increase. You may be called upon to support and campaign for a candidate seeking elective office. You could be for or against a major bond issue affecting your taxes and your community. All of these decisions are important because they will impact your life and certainly your happiness.

Some debaters become professional advocates. Are you considering a career as an attorney? Your clients will be dependent upon your skills as an advocate. Do you aspire to public office? In a political position, you are speaking for and acting for your entire constituency. Are you a good salesperson? You will be convincing individuals and companies to purchase the products you represent. You may become a professional fund raiser or lobbyist. Regardless of your choice of profession, advocacy will definitely play a role. Income and quality of life are direct results of your persuasiveness.

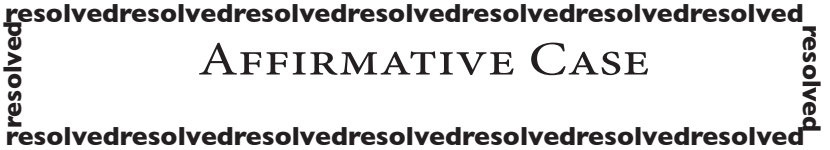
As a debater, you will learn advocacy from the ground up. You will learn how to research an issue, how to analyze your research, and how to organize your research to orally support your position. Debating will teach you note-taking skills, listening skills, and the ability to recognize fallacious arguments and illogical arguments. Your vocabulary will expand exponentially. Through self-criticism, you will learn your strengths and weaknesses. However, the single most important lesson of debate is the ability to see an issue from every side. The greatest product of debate is a knowledgeable advocate.

So, why debate? Advocacy—being able to see an issue from all sides, to be able to put your position into an informed, logical response, and presenting all of the above with skill. After all, you are going to need to be your best advocate.

Analyzing the Resolution

By now, hopefully, you have read the current debate resolution. The resolution is posted on the debate section of the UIL website. You may have begun to formulate ideas for a great affirmative case or a powerful negative disadvantage, but, before you get too far down the debate trail, you must make sure you thoroughly understand the resolution. This preliminary analysis is critical before you begin any serious preparation. The rules of debate provide the affirmative and negative sides with the same amount

of ground at the beginning so that each team starts evenly. The resolution marks the boundaries of this ground. Think of the resolution as a box. An affirmative case must be inside the box. Analysis of the resolution shows what the box looks like and insures that each side knows the limits and parameters of the resolution. Your work in this area is very important to your understanding of the debate resolution.



First things first. You will need to obtain a definition for every single word in the resolution. You are going to begin by looking for contextual definitions for the key words and phrases. Contextual definitions are those obtained from experts knowledgeable in the field. These experts write articles and books on the topic focused upon in the resolution. Within the text of their writings, these experts define the words and phrases of the resolution. These contextual definitions frame the meaning of the topic. Doesn't a space policy expert know more about space exploration than a journalist or a Middle East expert better understand the ramifications of the latest nuclear agreement with Iran?

Now, you may still have some words that have not been defined. Research via your online dictionary. Once this step is completed, every word and phrase in the formal debate resolution should have a meaning for you. Reread all of your definitions and begin to ponder the resolution.

Next, let's apply a little common sense to the analysis. Obviously, the resolution is not a collection of single words. We don't naturally read like that and the framers of the debate resolution do not intend for you to start now. Read the resolution as a sentence, and follow grammatical rules. Do not define United and States separately. The United States was not meant to be split. Do not create cryptic meaning in prepositional phrases. Look at the phrase and its purpose in the resolution. Do not complicate the analysis. Just use your knowledge of the English language and make sure you know what the words in the resolution mean.

1. What action is called for in the resolution?
2. What is the agent of action? (Who is responsible for enforcement?)
3. Where and when will money be spent?
4. Where must the action take place? (in the U.S.?)

You will have many more questions as you continue to work on your debate case and your negative strategy. Always apply logic and use common sense as you work. Analysis of issues will become second nature to you. Learn the basic process and you will be able to answer any question that is presented.

Show me the Evidence — Researching the Topic

Academic debate is made possible through evidence. You are only going to be as good as your information, for the old adage, "he who asserts must prove" is true in debate. Evidence consisting of facts, statistics, opinions and other ideas taken from experts in the prescribed field of the resolution is essential to proving your assertions. Even though the resolution is the same for an entire year, debate is extremely fluid. Better teams and squads will invest much time in locating evidence in books, publications, and on the Internet in an attempt to stay ahead of the competition. Evidence presented in a debate must be legitimized. UIL rules specify that each piece of evidence must have the following: author, publica-

tion, title, date of publication, page number and, for electronic data, you must also include the URL address. Most teams do not use the entire cite line during the actual debate round but you must have it in the event that you are challenged on the validity of your information.

School, Public, and University Libraries

This should be the first stop for most schools. Never underestimate your libraries, for they sometimes have access to data that you as an individual cannot secure. School libraries often have contracts with local, state, and/or international agencies through a variety of different mediums. Be warned that some school libraries restrict Internet access by the content of the material, which could make some issues harder to research.

Public libraries are a great source for research. The public libraries almost never charge a fee for access and even a nominal printing fee can sometimes be worked out if you bring your own paper. If you are lucky enough to be near a college or a university library, you will be amazed at how much information is at your disposal. Teachers and coaches can usually get permission from the university to use the facilities. If not, check to see if anyone in your school is attending or teaching at the local university and have him or her check out materials you want to review.

Publications . . . Magazines, Books, Articles

This is the bread and butter for most teams that are researching extremely specific data. Currently, you can purchase journals and secure subscriptions to very contextual sources. Some of these would not only have individual articles about your topic of research, but the entire publication may be focused on your particular interest. Bookstores are also very good about ordering books in a timely manner. Some stores like Barnes and Noble will also prove economical by allowing you to just sit and read, if you are working on a limited budget. Just drink some flavored coffee and make a day of reading and writing.

Electronic Sources

This is the leveling force in debate. No other medium can produce the sheer volume of information as the World Wide Web. With Internet access, it is possible to find information from a variety of different sources. Sometimes you can locate websites that deal directly with the topic and sometimes you can even talk to the author by way of email. Keep in mind: the web can be your friend but it can also be your worst nightmare if you do not use it correctly. Learning how to do specific searches can save you countless hours plodding through 250,000 plus hits. (See *Internet Debate Research in the Appendix*) Another word of caution: if you print your Internet research after you find it, remember that some little bit of information can sometimes be several hundred pages long if you do not set the printer correctly to only print the piece or pages of information you may be wanting.

Make sure to cite the following information for an Internet source: author, publication, title, date of publication, page number, the URL address and the date taken from Internet. Do not take questionable information from homemade webpages that, although interesting, is not valid and can cost you more than just the round.

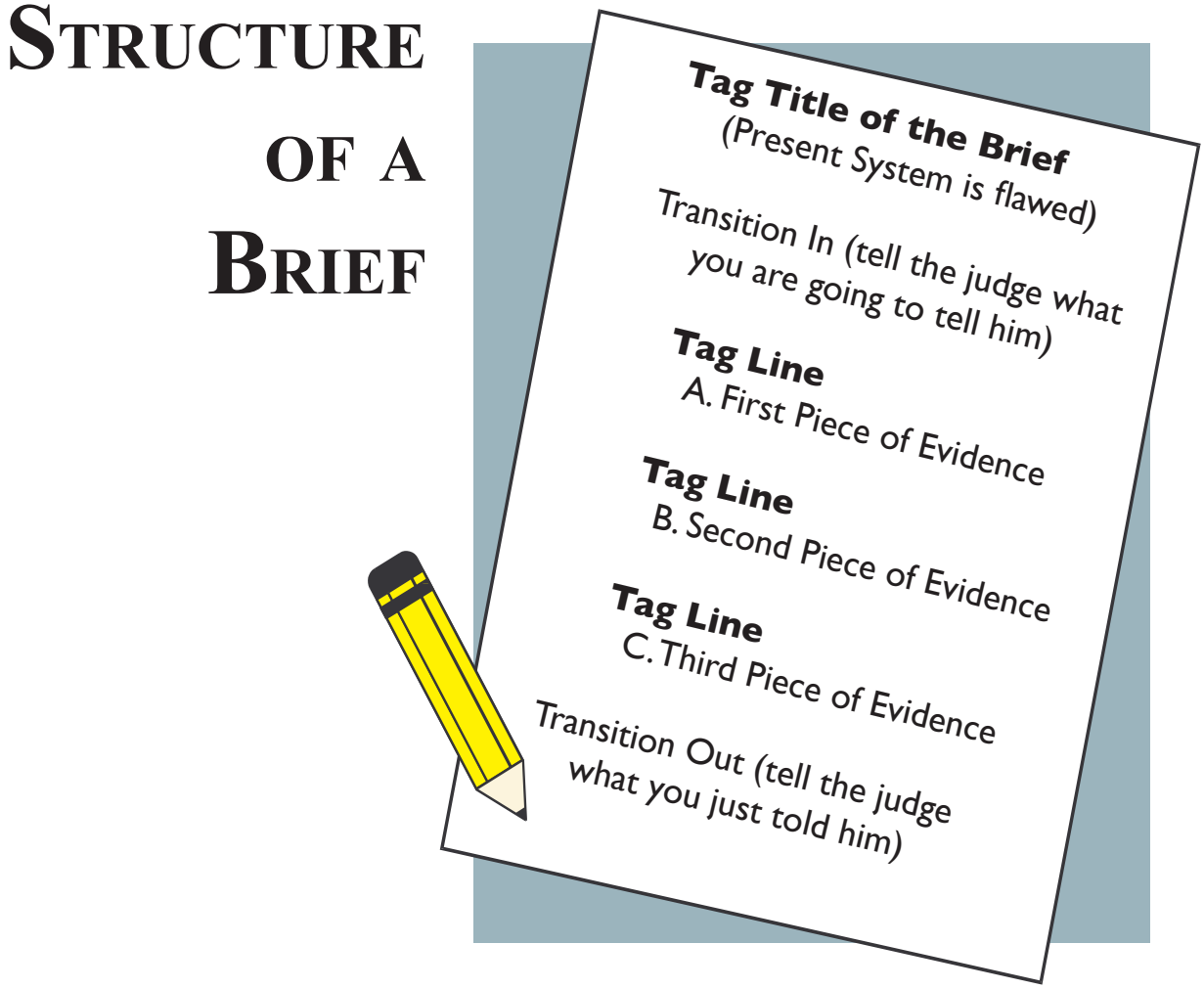
Open Evidence Project

This is a collection of files freely shared by summer debate camps. Anyone can download these files, free of charge. It is a research provided by the National Debate Coaches Association and can be used by educators to teach debate and by students as well to learn about the topic and debate.
It is linked on the UIL Debate webpage: http://www.debatecoaches.org/resources/open-evidence-project

Purchased Debate Brief Handbooks

Many coaches use these briefs to help jump start debaters and give them a quick understanding of the topic they will be debating for the next year. Be warned that although this information is a great starter, it is also the most used evidence and the evidence that your opponents also will have read. Most likely, responses have been developed to this evidence already. It does, however, give you a good place to start and resource for authors and materials with which to continue your own research

Having large quantities of evidence does not profit you and your partner unless it is organized to be located quickly and applied wisely. To do this, most debaters find it useful to set up arguments in the form of briefs. A debate brief is generally a page of arguments and evidence supporting one overall argument that can be read as needed in a debate round. When evidence is placed in brief form, the arguments are not completely written out. Short phrases, often called tag lines, are used to introduce the argument your evidence is supporting. Each brief focuses on one single argument.



Let's Take Stock — The Stock Issues

***See online resources on UIL website for extended discussion*

Topicality

An Affirmative team is obligated to present a topical case. The First Affirmative Construction Speech should demonstrate that the Affirmative is topical, meaning that it is within the scope of the resolution. (Remember: the affirmative case must be "within the box.") This is called Prima Facie and literally means "on the face of things." So the first speech given by the Affirmative team must be topical or the Negative can argue that the Affirmative should not win the debate. Topicality is why you have gathered all those definitions for key words in the resolution. You may have to defend your case from Negative interpretations of the words. Traditional debate theory holds that topicality is a voting issue. In other words, if an Affirmative case is not topical, it should not win. However, remember, even this theory is open to debate and the judge is the final arbiter.

Significance

The Affirmative team has the responsibility of presenting a case it feels is very important, one that focuses on a problem that needs to be addressed. The evidence for this subdivision of case should reflect the importance of the problem denoted by the Affirmative. The Affirmative can test its significance by asking: How important is it? If the case only concerns a small segment of the population or an isolated issue, the affirmative may not be dealing with a truly important portion of the resolution. Failure to establish significance leaves the Affirmative case vulnerable to a Negative attack.

Harms

This is pretty straightforward. This portion of the case documents who or what is being hurt by the problem the affirmative has asserted. It may be human deaths, a depressed economy, loss of jobs, a threat to national security, or other major impacts. Of course, significant impact to human life is the benchmark of harms. Harms evidence must be very specific.

Inherency

The Affirmative team must do more than prove a harm exists. It must locate the causes of the problem and why these cannot be solved in the present system (status quo). When the Affirmative finds an area that it thinks is strong, the team should ask itself: Why hasn't this already been done? The answer: there is a barrier in the Status Quo that has prevented its implementation. The barrier may be structural—a law. The barrier may be attitudinal—Congress does not want to pass this. The Affirmative team must present specific evidence that clearly demonstrates this hurdle. You must state what the present system is doing and why it does not solve the problem. If the Affirmative has no inherency, it does not have a case.

Solvency

Solvency is the portion of case that proves the harm documented by the Affirmative team can be alleviated by the affirmative plan. The Affirmative must have specific evidence that demonstrates that the harm will end if its plan is implemented. When the Affirmative solves for the harm, it accrues an advantage.

If the Affirmative can find evidence to address the stock issues, it has a solid case. This does not mean the Affirmative is unbeatable. The Negative still has an opportunity to present evidence to counter the Affirmative.

Section 2 — Structures

Debate Format

Debate follows a series of speaker positions called the **debate format**. The format is a simple one where each speaker gives a continuous eight-minute speech, a continuous five-minute speech, and conducts a three-minute cross examination. In addition, each team has eight minutes to use for preparation during the debate. The time should be allotted carefully by the partners for maximum efficiency. The UIL C-X debate format is as follows:

First Affirmative Constructive (1AC) (1st Affirmative Speaker)	8 minutes
Cross-Examination Period *(2NC asks questions of 1AC)	3 minutes
First Negative Constructive (1NC) (1st Negative Speaker)	8 minutes
Cross-Examination Period *(1AC asks questions of 1NC)	3 minutes
Second Affirmative Constructive (2AC) (2nd Affirmative Speaker)	8 minutes
Cross-Examination Period *(1NC asks questions of 2AC)	3 minutes
Second Negative Constructive (2NC) (2nd Negative Speaker)	8 minutes
Cross-Examination Period *(2AC asks questions of 2NC)	3 minutes
First Negative Rebuttal (1NR)	5 minutes
**First Affirmative Rebuttal (1AR)	5 minutes
Second Negative Rebuttal (2NR)	5 minutes
**Second Affirmative Rebuttal (2AR)	5 minutes

* In the traditional C-X format, the team member who is not giving the next speech conducts the cross examination. Thus, while second negative questions first affirmative, first negative can be getting ready to speak. No specific rule requires this pattern. However, each person must serve as both questioner and respondent.

** The 1AR (first affirmative rebuttalist) and the 2AR (second affirmative rebuttalist) may switch speaker positions but extend courtesy to the judge by imforming them before the debate begins.

*** Presenting a "roadmap" (a brief preview of argument order before speeches) is not considered part of the speech time. Do not abuse the privilege.

UIL has endorsed an abbreviated format for middle school debate. If starting a debate program for younger students new to the contest, access this adjusted time format from the UIL Debate webpage.

Getting It All Together — Writing An Affirmative Case

You need a format to structure your Affirmative case. You have found evidence to establish the Stock Issues and document advantages your plan will accrue, and may have already written briefs for these. Now, you need structure for your case. There are several formats you can use to write the case, three of which will be discussed. It may prove advantageous to start with a Needs Analysis format to make sure you understand the Stock Issues and know your information. Following the outline, customize by inserting your evidence to set up your affirmative case.

After each debate tournament, you may wish to update your case or redesign it, branching out beyond one of these three case formats. Just remember to stay within the bounds of the sample outline and you will be fine. At this point, you've completed a significant task, but your affirmative work is far from finished.

Affirmative Case Structures

1. Needs Analysis

Introduction

(with statement of the Resolution)

I. Observation One: Significance
II. Observation Two: Harms
III. Observation Three: Inherency
IV. Observation Four: Solvency

Plan

A. Agent of Action (who is doing the plan)
B. Mandates (the actual steps to solve)
C. Funding (how the plan will be paid for)
D. Enforcement
E. Fiat* (the aff gets what it wants)

Advantage One

(must document advantage one)

Advantage Two

(must document advantage two)

***Fiat** is the power to implement the plan. The aff only needs to prove that the plan SHOULD be done, not that it WOULD be done.

2. Comparative Advantage

Introduction

(with statement of the Resolution)

Plan

Advantage One

A. Significance
B. Harms
C. Inherency
D. Solvency

Advantage Two

A. Significance
B. Harms
C. Inherency
D. Solvency

3. Tell Me a Story

Observation One (tag line is about a harm)

A. Harm
B. Significance
C. Inherency

Observation Two (tag line is about a harm)

A. Harm
B. Significance
C. Inherency

Plan

Advantage One Solvency

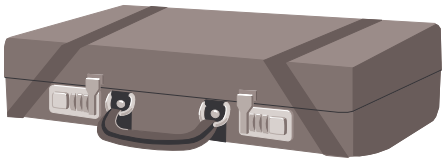
(relates to Harm one)

Advantage Two Solvency

(relates to Harm one)

Negative Strategy

Once you have an idea what it takes to build an affirmative case, it is now time to discover what can be done to break the affirmative position. This is not an easy task. The affirmative team has had countless hours to research and adjust to make its case harder to attack. Successful teams will update and change the affirmative case based on negative arguments run against it. Thus, the negative's task is not an easy one.



On Case Arguments

The affirmative team develops a plan and builds a case based on stock issues. This includes Topicality, Harms, Significance, Inherency, and Solvency. The negative team may attempt to beat the case and/or plan using direct type of argumentation, called On Case arguments. On Case means that you are clashing right down the flow of the affirmative case that has just been presented. Using this strategy, the negative directly contradicts the affirmative position. A past policy debate resolution was: Resolved: That the US federal government should establish an ocean policy substantially increasing protection of marine natural resources.

Example 1: Harms
The affirmative team is running a case that states that 50,000 people who live on various Pacific islands are dying from starvation caused by overfishing in local waters every year. The fishing boats overfish to the extent that no fish are left for the natives to catch. They argue that this starvation may lead to a worldwide famine.

Negative Evidence states one or all of the following:
A. The studies cited by the affirmative use flawed logic. There is no way to prove that the overfishing of one species of fish leads to starvation in the Pacific communities.
B. The affirmative will only be solving for part of the problem because it will only be able to address those problems directly off of Pacific islands that are U.S. territories. As the affirmative evidence suggests, the problem extends beyond U.S. waters.
C. The affirmative does not prove that starvation in isolated Pacific communities will lead to worldwide famine.
D. The affirmative fails to show that U.S. regulated vessels are the ones that are overfishing. Present studies show that most of the overfishing in the world is committed by non–U.S. vessels.

The idea behind the harms attack is to lessen the severity of the harms and to help set up future arguments in the round.

Example 2: Significance
The affirmative team suggests that the problem it is solving is important, but the numbers and problems presented are not significant.

Affirmative position: Pollution off a particular beach in Alaska is causing mercury levels in local fish to increase to toxic levels. When local Alaskans eat the mercury-laden fish, some get sick and die of mercury poisoning. Since 2012, there have been 67 cases of illness and 11 deaths.

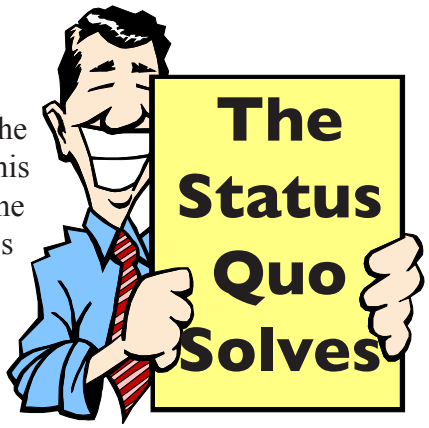
Negative arguments would include various attacks on significance:
A. Standard Significance attack is nothing more than straight logic. The negative can argue that the affirmative team is not meeting its burden of significance and that it is beyond the scope of the resolution. The topic expects the United States to address a problem that is vast in scope and that has cost lives. More people have died in car accidents in a year than in the last 12 years of mercury poisoning in Alaskan fish. The importance of this position is that significance is a stock issue. To a stock issues judge, the Affirmative must meet all stock issues or it loses the round. Significance is a voting issue and the affirmative team must lose because it fails to show how it is significant.
B. This next area of attack is more of a Topicality violation. If the resolution uses the term "significant" in the wording of the resolution, then the negative might want to attack both topicality and significance. To do so, show how the term "significant" is being violated through the use of definitions and then attack significance as discussed above. If the resolution contains the word "substantial," then a violation to that effect could also be argued.

The nice thing about this attack is that it is straightforward and easy to explain to most judges, even the most inexperienced debate judges.

Example 3: Inherency
The affirmative team attempts to come up with an elaborate plan that is unnecessary because the problem and/or harm can be fixed with a simple change (minor repair).

Affirmative position: Algae blooms along the East Coast make certain parts of the ocean uninhabitable to any other life forms. Thus, we offer the following plan to uphold the resolution.

Plan
- Plank I – The United States, through the Environmental Protection Agency, will commission a study to examine the cause of the blooms.
- Plank II – The U.S. will issue sanctions and guidelines to address any non-point source pollution that may cause these blooms.
- Plank III – The U.S. will set up a task force to clean up any large bloom areas.



Negative arguments might include some of the following:
A. The United States has already commissioned studies that study the causes of the blooms. Thus the status quo is already working to fix this problem, and therefore the affirmative plan is unnecessary. To alter the current situation would cause costly delays and could harm the process already underway.
B. The United States, through the Environmental Protection Agency, has a strict non-point source pollution program underway. Thus the affirmative plan is unnecessary.
C. The United States currently has organizations addressing the problems that the blooms create. The affirmative plan is simply unnecessary.
D. Non-Governmental organizations are already hard at work on this issue. To bring in the United States at this juncture would undermine grassroots movements to solve the problem.

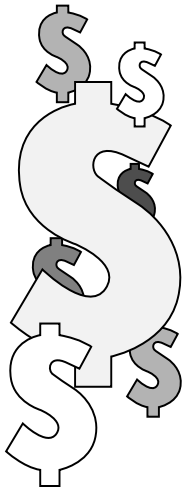
Example 4: Solvency
This is arguably the most attacked issue on case. The affirmative team has to show that its plan will solve for the problems/harms that it presented. This is the most difficult part of building an effective affirmative case. It also provides the weakest link for the negative to break.

Affirmative position: Oil spills are destroying the environment. All oil tankers should be double-hulled to avoid this problem.

Negative arguments would include some or all of the following types of arguments:
A. Many things contribute to the destruction of the environment, not just oil spills.
B. More damage is done to the environment by Third World nations using coal plants to produce energy than from oil spills.
C. Fossil fuels cause more damage in one year than oil spills have from the beginning of oil transport.
D. The majority of ocean pollution comes from unsanctioned vessels.
E. In most accidents, a double hull would not have prevented an oil spill.
F. Studies suggest that double hulls on ships cause as many problems as they address.

This type of solvency run is often called a solvency dump, because the negative attempts to dump as many arguments into the lap of the affirmative team as possible in an effort to show that the affirmative's plan cannot possibly solve for all the problems created that effect the harms mentioned by the affirmative. Negative teams should not get too overconfident here and should remember that the affirmative can always try to go for the comparative advantage, which means it is at least solving for some of the problem, arguably more than what the status quo is doing.

Example 5: Plan Attacks
The affirmative team will sometimes propose actions that will increase the severity of current problems and/or cause additional problems. This is not the same thing as a disadvantage, but it can sometimes help support a disadvantage.

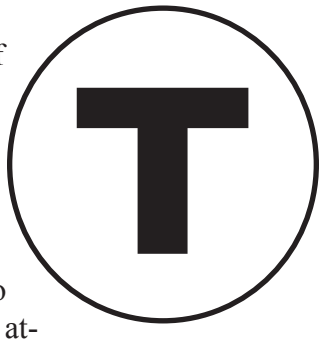


Affirmative Plan calls for an elaborate and expensive process in order to solve.

Negative position may attack this type of problem with one or both of these arguments:
A. Affirmative plan calls for the creation of a new board and a separate new agency to enact and enforce their mandates. This will create a budget concern. New programs that spend money will send our economy into a harsh recession. (You can continue this line of argumentation and then further enhance your position with a disadvantage such as spending.)
B. Run the U.S. Spending disadvantage with emphasis on uniqueness, link, brink and impact. (See Designing a Disadvantage later in this chapter) Make sure to stress the uniqueness through both the cards used directly against plan and the arguments in the disadvantage. This will create a better link in addition to making your attack two-fold.

Pay attention to what the affirmative plan is doing. Without a workable plan, the affirmative fails to meet its burden of solvency. Most of the time the plan text is fairly simple without too much variation but occasionally an affirmative team will attempt to do something within its plan that is too unreasonable, and the negative can undermine the affirmative plan and thus bring the debate to an early end.

By no means are these the only examples of On Case arguments. Each new topic will spawn new rhetoric, but most On Case arguments will fall into one of these areas.



Topicality

Both experienced and novice teams alike will run some form of topicality arguments. A topicality argument asserts that the affirmative plan does not support the resolution. The negative must be prepared to attack topicality to keep unreasonable cases on topic. With this in mind, remember to pay close attention to every word in the resolution.

Many tournaments give out judging paradigm sheets that indicate judges' preferences. Always check your paradigm sheet when dealing with judges and/or ask how the judge feels about topicality. Some judges feel topicality is an absolute and should be included in every round. Other judges will not want time spent running topicality arguments.

Take time to learn such terms and phrases as: loss of ground, infinitely regressive, contextual, better for educational value, time skew, vacuum test, abuse, abusive, name 5 cases that do not fall into this hole, and many more. When you hear a phrase or term you do not understand, ask about it during cross-examination period and see your coach after the round to find out what it means and how to respond.

Example: Topicality Shell or Brief

Topicality — Establish

I. Affirmative is not topical.
II. We offer the definition of "establish". From *Words and Phrases* (cite line) "Establish" means to create something new.
III. Affirmative violation. The affirmative plan does not create something new; it is just adding to an existing program. Therefore, it is non-topical.
IV. Negative offers the following standards.
    A. Loss of Ground. Affirmative team has to stay within the boundaries of topicality otherwise it creates an enormous research burden for the negative team.
    B. Loss of Education. Debate is an educational tool. If the affirmative team is allowed to run any case without some sort of checking mechanism, the debate will be without bounds and the educational value of debate will be destroyed.
    C. Framers Intent. The framers of the resolution were very exact in the wording. Each word was selected for a reason. To go outside the resolution violates the framer's intent, and the affirmative knows this as well.
V. Topicality is a voter. If for any reason the affirmative team is not topical, vote it down.

Affirmative teams should also make a front line or an affirmative shell that is updated regularly to include new violations and unusual standards so it can be ready to answer any and all topicality violations. If possible, answer every argument with at least one response each.

Extra–Topicality

The theory behind extra-topicality is that the affirmative position goes beyond the scope of the resolu-

tion. In order to get the problem solved, the affirmative's plan may extend beyond what the resolution is asking of the affirmative team. If the resolution specifies action by the United States and the affirmative uses the United Nations as the agent of action instead, the affirmative is extra–topical.

Effects–Topicality
Have you ever been asked a simple question but rather than give a nice straightforward answer, you give an extended story line of what lead up to the situation? This is a perfect example of effects–topicality. Essentially, effects-topicality means to go through several steps or stages before you get to the answer or, in the debate world, fix the problem.

Example. The affirmative wants to pass a new ocean policy. In order to get the policy passed, it must first educate society. The plan includes setting up an education program to teach children who will eventually become voters who will vote for legislators who will approve the policy. Down the road, the affirmative team achieves solvency based on a series of steps or stages. This is a violation of effects–topicality.

One way an affirmative team can respond to topicality arguments is to assert that its plan is topical because of the results. To argue effects–topicality, the negative must show that the affirmative plan is not topical. Then, they must explain that allowing the affirmative to claim that the effect of the plan makes it topical will broaden the resolution too much for the negative to prepare adequately and thus is unfair.

Off Case Arguments
As mentioned, an On Case argument is something that directly clashes and contradicts the affirmative position. Off Case arguments are positions that do not necessarily contradict anything that the affirmative is presenting.

Off Case arguments are now quite common in the debate world due to the time restrictions in the debate round. Off Case arguments provide the negative team with time prior to the debate to prepare arguments much like the affirmative is able to do when preparing a case. These Off Case arguments force the affirmative team to do research beyond its typical boundaries. Many theorists feel that Off Case arguments level the playing field for the negative team.

Disadvantages
Disadvantages are the most common negative strategy in debate today. Disadvantages are harms caused by implementation of the affirmative plan. Thus, even if the affirmative is solving for the problem it is presenting, the impacts or effects of the disadvantage will be so disastrous that it would be foolish to pass the plan. The negative claims that to solve the problem through implementation of the plan proposed by the affirmative team would be

Disadvantage Structure

A. **Uniqueness:** This evidence proves that the impacts of the disadvantage have not happened yet.

B. **Link:** This evidence proves that the disadvantage is linked to this affirmative case. It is best to see the affirmative case detailed in link card.

C. **Brink:** This evidence shows that this affirmative case is the last straw and that if the case is enacted, bad things will happen.

D. **Impacts:** Document the bad things that will happen if the affirmative case is enacted.

worse than the present situation. This argument often leads to some type of world disaster through a series of actions. Disadvantages usually link to the solvency mechanism or the plan mechanism of the affirmative case.

Designing a Disadvantage

Characteristics of the Well–Designed Disadvantage

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1. The Disadvantage Has An Understandable Thesis.

The thesis of the disadvantage is a single sentence statement which clarifies for the judge and the affirmative team the nature of the argument. Examples of thesis statements may be found on the [opposite] page. When a disadvantage is presented without a thesis sentence, there is too great an opportunity for confusion.

2. The Disadvantage is Linked to the Specific Affirmative Case.

The disadvantage should not be a "canned" negative strategy; the negative team should have a variety of disadvantages with a variety of link evidence and select the ones which most directly relate to the affirmative case in a particular round. The insistence that "any new program" causes a deficit crisis (even if the plan spends no money) trivializes the process of debate; debate should require thinking and adaptation.

3. The Disadvantage Has a Specifically Stated Impact.

"Impact" means the bottom-line harm which will be claimed. Consider the case of a first negative speaker who presents the link to a "federalism" disadvantage, arguing that the plan will hurt "states' rights"; the second affirmative speaker turns the link by arguing that the plan will actually increase "states' rights" because the federal block grant would provide flexible funding to empower the states to better regulate electric utilities. The second negative speaker then "reverses" the disadvantage by arguing that "states' rights" is actually bad (perhaps because states would disallow "stranded investment" and cause a chain reaction of bankruptcies in major electric utilities).

This negative strategy is clearly abusive; the affirmative team has a right to know exactly what will be the claimed impact of the argument before hazarding a response to it. A disadvantage is not an argument until it is given some impact.

4. The Connection Between the Disadvantage Links and Impacts Are Clear.

The negative team may not simply observe that the plan would (by creating an abundant and inexpensive energy source) solve America's energy problems and then begin talking about the impacts of a North/South war (a war between developed and developing nations); there is no obvious connection between these two claims. If the negative team wishes to establish a connection, it will be necessary to read evidence in support of the intermediate links that solving U.S. energy problems would destroy the present emphasis on conservation, resulting in increased use of world resources, which, in turn, would prompt a violent reaction from the South.

5. The Disadvantage is Unique to the Affirmative Plan.
The negative team must show that the disadvantage is not already happening, or that it will happen to a greater degree with the adoption of the affirmative plan.

Example: Disadvantage

Affirmative plan is calling for the removal of nuclear weapons from U.S. service ships.

Disadvantage — Pacific Fleet Nukes
A. Uniqueness: U.S. mainline warships have always had nuclear weapons as a tactical option.
B. Link: Affirmative plan calls for the removal of all nuclear weapons from U.S. service ships.
C. Brink: Mainland China is still upset over the loss of Taiwan and has been taking aggressive actions against Taiwan. Only the U.S. Pacific Fleet and its nuclear arsenal has kept the Chinese in check.
D. Impacts: With the removal of nuclear options, the Pacific Fleet will not be able to protect the island of Taiwan. Regional stability will be affected, a regional conflict will begin and the U.S. will have to defend its ally, thus resulting in a regional nuclear war with the loss of millions of lives.

Other examples of disadvantages include Federalism, Spending, Domestic Terrorism, Crime Will Increase, Disease Cures Will Stop, etc.

Most disadvantages are generic in nature. This means that they can be applied to lots of affirmative cases. The problem with generic arguments is their vagueness, making them easily defeated if they are not case-specific and often updated. Generic arguments are necessary to maintain due to the research burden placed on the negative team. Well-written and properly understood disadvantages are essential to negative files. Always take the time to work on specific links to affirmative plans that will help transform your generic arguments into case specific attacks.

Negative teams should be leery of the affirmative team turning the disadvantage against them. This can occur if the negative team runs a disadvantage poorly and the affirmative team shows that it can fix the disadvantage and thus create an add–on advantage to its case. This is called a turn or turnaround. Turning is a more complex affirmative concept and should be exercised with caution.

Counterplans
The idea behind a counterplan is quite unique. This negative strategy admits that the present system should be changed, but argues that the negative has a better plan to offer than the affirmative. What the negative is attempting to do is shift from the negative position to an affirmative position. This is not as easy as merely flipping sides. The negative team must do a couple of fairly complicated things. First, they have to show that their plan (referred to as the counterplan) is not only better at solving the problem than the affirmative plan, but that it is faster/better in solving for the problem.

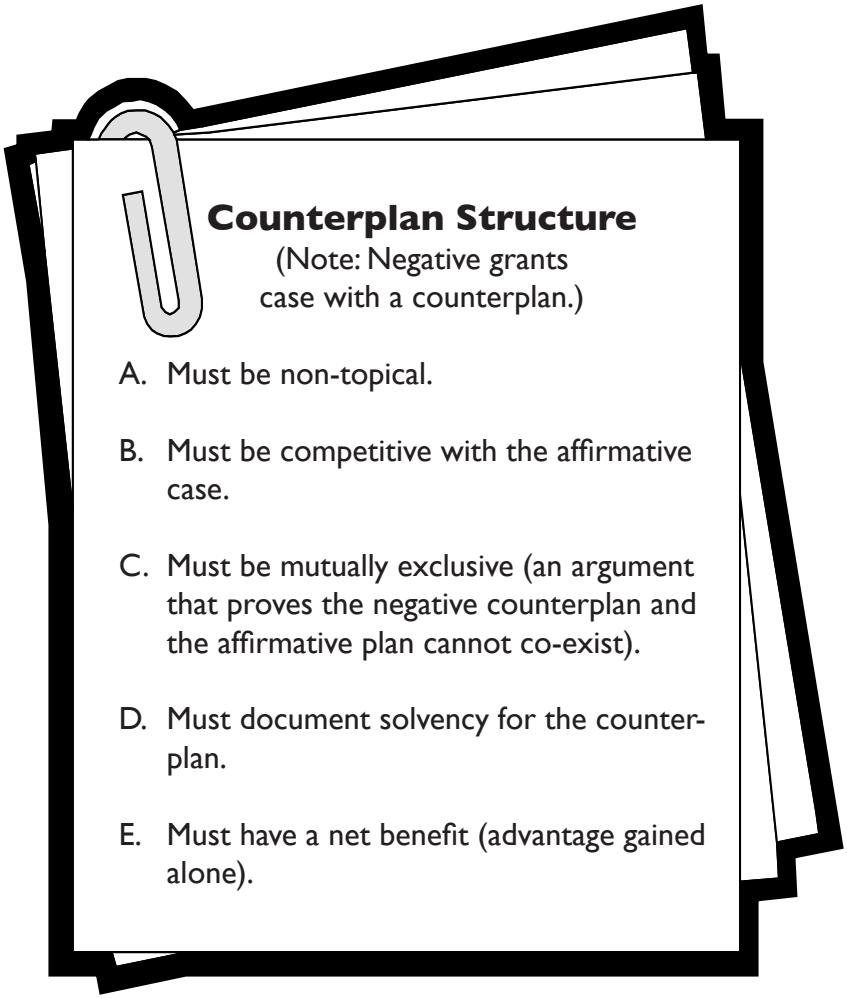
Counterplans are traditionally presented in the first negative constructive. Typical counterplans will start with a disadvantage that the affirmative plan has not addressed or solved. Then the counterplan itself is presented. It is structured with all the same elements of an affirmative plan. The negative must explain how the counterplan avoids the disadvantages that the affirmative plan causes.

Although the idea is sound on paper, it does bring up an enormous amount of unique argumentation. The negative team must also be aware that if they run a counterplan, they give up a lot of traditional negative ground - if they lose any part of the counterplan, they usually lose the round. Due to the nature

and complexity of running a counterplan, most coaches discourage novice debaters from running counterplans until they become more versed in the nature of its operation.

Sometimes, negative teams will use part or all of their own affirmative case as a negative counterplan. It will usually be a bit shorter in length, but has the advantage of having a great deal of evidence to support it. Other negative teams will simply offer a ban as a counterplan.

When the negative runs a counterplan, it grants case side outright to the affirmative. Although counterplans are most often non-topical in nature and simply offer an alternative to the affirmative plan, there are exceptions. These exceptions include resolutional counterplans and conditional counterplans. Both are more difficult to maintain than a non–topical counterplan, and a theory debate usually ensues when these arguments are run in a round.



Counterplan Structure

(Note: Negative grants case with a counterplan.)

A. Must be non-topical.

B. Must be competitive with the affirmative case.

C. Must be mutually exclusive (an argument that proves the negative counterplan and the affirmative plan cannot co-exist).

D. Must document solvency for the counterplan.

E. Must have a net benefit (advantage gained alone).

Non-Topical Counterplans are counterplans that do something different from that which the resolution mandates. An example of this is switching the agent of action from the United States to the United Nations.

Resolutional counterplans are a theoretical nightmare due to the loss of affirmative ground. The idea is to offer a competitive counterplan that is only more efficient in what it is attempting to do. Most coaches frown on this loss of affirmative ground and usually vote resolutional counterplans down if the affirmative team runs an abuse argument. Abuse arguments stem from the loss of affirmative ground and in the area of Fiat abuse.

Conditional counterplans are counterplans that dance the fine line of the status quo versus the newly presented alternative. The negative offers a non-topical hypothetical solution but no formal plan, and retains the right to defend the status quo. The negative team runs both the arguments until it decides which is stronger and then keeps the stronger argument and drops the other out of the round. The danger in running this type of position is two-fold. First, you often undercover both the status quo and the counterplan. This causes both areas of focus to be weaker. Second, this is a touchy area for judges to deal with due to the intervention you are asking the judge to impose. This causes many judges to simply vote against the negative team for abusive arguments, vagueness, and/or contradictory positions.

For a discussion on Counterplans specific to the 2024-25 debate topic, access the UIL debate webpage.

Kritiks

A type of argument that has risen from the college debate circuits and trickled down to the high school debate circuits is the Kritik, or "K" as it is better known in the debate arena. The term, "Kritik", comes from the German spelling for "critique." This argument has developed new ground for negative teams. However, in addition to new ground, it has spawned a large number of theory arguments. Many coaches express strong feelings both in favor and against the Kritik. With this in mind, please remember that even as this manual is being read, someone out there is coming up with new ways to deal with this argument. That being the case, let us explore the Kritik.

What should determine whether or not a team should run a Kritik? Ask these questions:

1. Is there an inherent flaw in the topic or the opponent's position?
2. In reviewing the judge's paradigm, will he/she be receptive to a Kritik?
3. Do my partner and I have the knowledge and research to run a Kritik properly?
4. Will our Kritik be understandable both in structure and intent?

The idea behind the Kritik is to shift focus away from the resolution. As the counterplan attempts to change the sides of the debate and offer an alternative for the judge, the Kritik attempts to suggest that there are far greater problems than those presented by the resolution and the affirmative team.

Negative Strategies Using Kritiks:

Understand the Argument: Many Kritiks are based upon philosophical treatises that are challenging reading even for graduate students in philosophy departments. Many of the Kritik briefs available from online sources utilize terms and concepts that are difficult to understand. Take the time to determine whether the Kritik argument makes sense to you before deciding to use it in the debate round. Make sure that you will be able to answer reasonable questions about the Kritik during the cross-examination periods. Structure the Kritik in a way that the judge and opposing debaters can properly flow. This should include a thesis sentence and clear labels for the essential sub-elements of the Kritik argument.

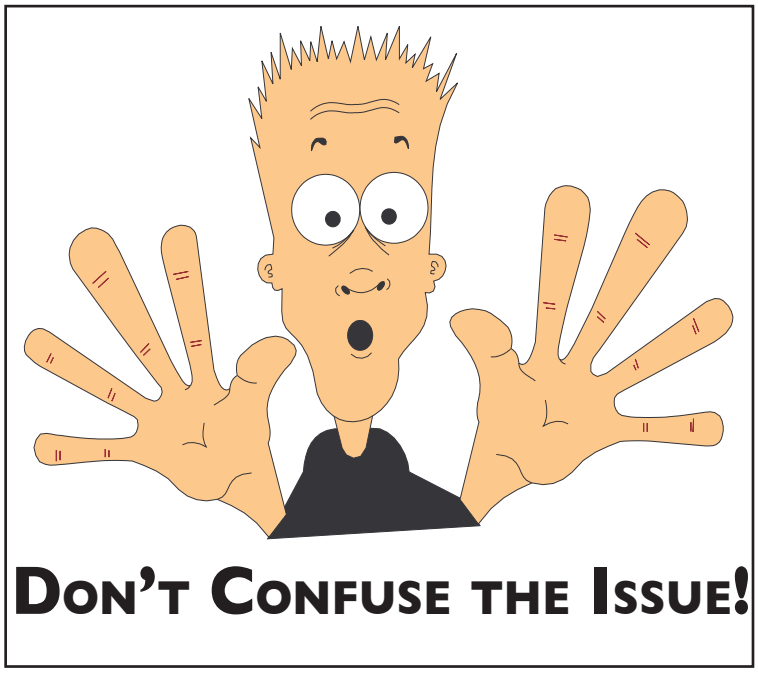
When to Use a Kritik: Winning negative teams look for ways to bring the debate to negative ground. Policy debate offers a significant advantage to affirmative teams in that they can choose their affirmative case area; they become very familiar with their case because they debate it every other round. While it is important for negative teams to respond to the case arguments, few debates are won by negative teams choosing to simply debate the area pre-selected by the affirmative. Winning negative teams use topicality, disadvantages, counterplans, or Kritiks as ways to even the playing field by bringing the debate to ground of their own choosing. The best Kritik arguments highlight a defective and unexamined assumption that underlies the affirmative case. Consider the following examples:

- The affirmative case may simply assume that anything that advances and preserves U.S. economic strength is a good thing. A Kritik of capitalism argues that this assumption is faulty.
- An affirmative case that promotes U.S. leadership in the world may be opposed by a Kritik showing that preservation of U.S. leadership perpetuates violence and chaos.
- An affirmative case advancing the power of the government may be opposed by a biopower Kri-

tik arguing that "bare existence" is the result.

- An affirmative case attempting to improve the U.S. system of elementary and secondary education may be opposed by a "settler colonialism" Kritik, arguing that educational standards are based on a tireless campaign to erase cultural heritage and homogenize knowledge.

- An affirmative case designed to strengthen the U.S. military may be opposed by a militarism Kritik, arguing that military power makes war-fighting more thinkable.



- An affirmative case claiming to prevent a terrorist use of nuclear weapons may be opposed by a Securitization Kritik, arguing that "terror talk" exaggerates the threat and results in oppressive restrictions on civil liberties.

- An affirmative case claiming to save the environment may be opposed by a "deep ecology" Kritik, arguing that shallow ecology trades off with true environmental activism.

How to Use a Kritik: Should the negative go all in on this one argument for 8 minutes, or pair the Kritik with other negative positions? By making the Kritik the only argument, the negative can force the affirmative team to spend considerable time on the argument. This can sometimes be a good thing, but a safer alternative is to offer a short shell of the Kritik in order to assess the strength of the affirmative response. If the affirmative team seems to be well-prepared for the Kritik, the negative strategy can shift to other arguments presented in the first negative speech, such as the case attack, topicality, disadvantage or counterplan. If the affirmative response to the Kritik is weak, the negative may choose to make this argument the centerpiece of their strategy. Whenever the Kritik is used alongside more traditional negative arguments, however, special care must be taken to ensure that the other arguments do not link to the Kritik in the same way that the affirmative case does.

Affirmative Strategies in Answering the Kritik

Judge adaptation: Some judges believe that Kritiks have undermined the emphasis that CX debate traditionally gives to public policy issues. According to this view, the Kritik is an effort to discuss broad philosophical questions that have little to do with the policy topic specified in the current national debate topic. Sometimes judges will share their views about Kritiks in their printed judge philosophy; other times debaters can watch for nonverbal cues indicating whether judges approve or disapprove of Kritiks. Rarely, however, will a judge vote against a Kritik simply because they dislike the argument. Judges are trained to expect that their decision should be guided by the arguments made by debaters themselves. Nevertheless, when the judge is predisposed to think poorly of the Kritik, debaters are likely to succeed with arguments showing that the philosophical argument

has no relevance to the policy question raised by the national debate resolution.

Permutation: Debaters may be able to show that the philosophical position raised by the Kritik is actually consistent with their own case. Suppose, for example, the Kritik argues that an affirmative case "props up" capitalism by making the U.S. economic structure look more compassionate than it actually is. The affirmative team could respond that the case actually is consistent with the Kritik in that it incrementally undermines the excesses of capitalism. Furthermore, minor changes in the affirmative plan might demonstrate the consistency between the positions taken in the affirmative case and the Kritik. Essentially, the permutation strategy argues that the Kritik fails to compete with the affirmative plan in that the affirmative case is consistent with the Kritik. Accordingly, the Kritik fails to offer a reason to vote against the affirmative plan.

Defend the Concept of Fiat: Many Kritiks are based on the notion that "fiat" is silly – if the judge signs the ballot at the end of the round, there is no resulting change in public policy. Accordingly, so the Kritik argues, the only real question is whether debaters ought to use the round of debate as an opportunity to express some activist view on an important issue of our time. But this position can be answered by showing that the Kritik also fails to demonstrate any meaningful activism. The exercise of policy debate was created for the purpose of training future activists – people who have the skill to create meaningful change in society. This valuable training exercise is forfeited if we refuse to utilize it for the discussion of what "should" be done. The concept of "fiat" is nothing but a useful tool to enliven this discussion of the changes that would be desirable if we had the power to act in a given realm.

Disadvantages to the Kritik: In the same way that negative debaters present disadvantages to an affirmative case, debaters can also offer disadvantages to a Kritik. Consider, for example, the introduction of a "language" Kritik – one that argues that the other team has used some politically incorrect term. The response to the Kritik could include a broad disadvantage-based attack on the politically-correct speech movement and its associated assault on the freedom of speech.

Author's Intent: Most Kritiks are built around the views of a single philosopher, such as Foucault, Nietzsche, Habermas, or Agamben. Affirmative teams seeking to answer the Kritik may be able to show that the philosopher actually advocates a policy position similar to the affirmative plan. Consider the example of a Kritik based upon the philosophy of Italian philosopher, Giorgio Agamben. The negative Kritik seeks to show that the United States now operates in "the state of exception," undermining a peaceful world order. Accordingly, any affirmative action that rehabilitates the U.S. position in the world community simply serves to extend the life of this "state of exception." This argument actually serves as a Kritik version of a "U.S. hegemony bad" disadvantage; the Kritik argument is that any affirmative action that makes the U.S. look better does nothing but to "put a friendly face on fascism." Yet the affirmative may be able to show that Agamben himself urged the United States to move toward progressive policy positions, much like what is proposed in the affirmative plan. Consider the following quotation from Agamben in a 2002 essay, Theory & Event: "It is not that democracies should cease to defend themselves, but the defense of democracy demands today a change of political paradigms and not a world civil war which is just the institutionalization of terror. Maybe the time has come to work towards the prevention of disorder and catastrophe, and not merely towards their control. Today, there are plans for all kinds of emergencies (ecological, medical, military), but there is no politics to prevent them. On the contrary, we can say that politics secretly works towards the production of emergencies. It is the task of democratic politics to prevent the development of conditions which lead to hatred, terror, and destruction -- and not to

reduce itself to attempts to control them once they occur" (Quoted in the book, Violence, Victims, Justifications: Philosophical Approaches, Peter Lang, (ed.), 2006, p. 171). If the debater can show that the philosopher used as the basis for the Kritik advocates policy actions similar to the affirmative plan, then the Kritik can be defeated.

Question the Decision Impact: Kritik arguments are unlike disadvantages in that they try to ignore the question of uniqueness. Take the example of a capitalism Kritik against an affirmative plan claiming to reduce world poverty: The negative team offering a capitalism Kritik argues that the affirmative plan "reifies" or "preserves" the system of capitalism, and is therefore bad. Yet the ravages of capitalism, whatever they may be, will continue unabated with or without the affirmative plan. At the end of the debate round, the last two speakers will usually spend a few moments explaining why they have won the debate – this typically involves impact calculus. One of the weaknesses of the Kritik is that it seldom provides a rationale for voting against the affirmative. The final affirmative rebuttalist can explain that it is possible to acknowledge the excesses of capitalism while also taking action to ameliorate its harmful impacts. If we truly believe that capitalism harms the least advantaged members of society, why not affirm an action to assist persons in poverty.

Look for Contradictions: It is seldom the case that a negative team will offer a Kritik as their only argument in the debate round. Usually the negative position incudes a combination of topicality arguments, case attacks, and disadvantages along with a Kritik. But Kritik arguments often do not play well with other negative positions. Consider the example of topicality: the negative claim is that topicality is a voting issue because the affirmative plan fails to address the resolution. Yet the Kritik argument asks the judge to ignore the question framed by the resolution; if the affirmative is expected to address the resolution, why should not the same be true for the negative? Many negative disadvantage arguments may claim that the affirmative plan causes economic harm in the U.S.; such impacts are in great tension with Kritik arguments such as capitalism bad or U.S. hegemony bad. Some negative case response arguments attempt to turn the impact of the case. Affirmative debaters should be aware that these case responses may "double-turn" the Kritik.

Turn the Link: Sometimes the affirmative can succeed in showing that the affirmative case actually advances the philosophy embraced by the Kritik. If the affirmative is aware that they will commonly be confronted with a "U.S. hegemony bad" Kritik, they may place a piece of evidence in the first affirmative speech explaining why the adoption of the plan would actually weaken U.S. hegemony. Since teams using Kritiks often totally ignore the affirmative case in its entirety, they may have fallen into a strategic trap laid by the case.

Turn the Impact: If the Kritik claims that excessive U.S. power creates Agamben's "state of exception," the response could be that U.S. hegemony is actually a force for good in the world. If Foucault's Kritik of "biopower relations" argues that state power is totalizing and harmful, the response could be that state power is essential to resist racism, sexism, and oppression of other minority groups. The debater should be aware, however, that turning the impact is the riskiest strategy for dealing with a Kritik. Turning the impact of a Kritik will almost inevitably focus the outcome of the debate on the ground selected by the negative team – the decision will entirely come down to who can win the Kritik. Usually the team offering the Kritik is more familiar with these arguments, since they likely use the Kritik argument in nearly every negative round.

Final Observation About the Kritik

Much of the preceding discussion presumes that Kritik arguments are used only by negative teams. Recently, however, it has become more common for affirmative cases to offer Kritik arguments, sometimes almost completely ignoring the resolution in the process. In such instances, many of the response arguments listed above would still apply.

Conditional Arguments

Conditional arguments are arguments that play both sides of the fence. The negative does not wish to place all its arguments on one side or the other, so it reserves the right to abandon a position at its own discretion.

The concern with this type of position is that most of the arguments will cancel or contradict the other.

Disadvantages and Inherency

The idea behind the disadvantage is simple. If the plan is implemented, then the bad effects, or impacts, stated in the disadvantage will occur. The idea behind inherency is that the problem is so great that a simple quick fix or minor repair will not solve the problem. If the negative runs disadvantages and inherency, they are advocating that the status quo is fixing the problems but that the end result will be the bad effects of the disadvantage. This should be counter-attacked by the affirmative, pointing out that both cannot occur.

Inherency and Solvency

As pointed out above, inherency is the idea of a big fix needed rather than an immediate small fix. Solvency is the idea of solving the harms that the affirmative mentioned in case side. The negative cannot easily point out that the problem is fixable with a small amount of work yet do a solvency dump to show that the problem is enormous. This presents a contradiction that the judge and the affirmative should quickly see.

Evidence Pressing

This type of attack is sometimes referred to as a card attack. Sometimes the best way to beat a particularly tough piece of evidence is to use it against itself. This can be done in a variety of ways.

1) The most common way to undermine a card is to take a look at the particular card in question and then read the entire quote. Sometimes the other team will power tag a card to make it imply more than it really states. Reading the entire evidence can sometimes point out that the card contradicts itself within the full text and/or provide you with an argument you did not anticipate.

2) Using the Internet, it is easier to track the author of a piece of evidence. It is now possible to do searches that will show that the author has changed his or her mind after the material was originally published.

3) And of course let us not forget about postdating. This is pressing the evidence by advocating that one piece of evidence is more valid than another since it is more recent. Do not ever run election disadvantages after the election has already occurred and your candidate has already lost the election.

Speaker Responsibilities

First Affirmative Constructive (8 minutes)
1. Present Case
2. Present Plan
3. Present Advantages

First Negative Constructive (8 minutes)
1. Attack Topicality (optional)
2. Attack Affirmative Case (optional)
3. Defend Status Quo (optional)
4. Present Disadvantages (optional)
5. Present Counterplan (optional)
6. Present Kritiks (optional)

Second Affirmative Constructive (8 minutes)
1. Answer Topicality
2. Pull Case Drops
3. Attack Disadvantages
4. Attack Counterplan
5. Attack Kritiks
6. Extend Advantages

Second Negative Constructive (8 minutes)
1. Extend Topicality
2. Extend Negative arguments as needed in the round

First Negative Rebuttal (5 minutes)
The Negative team will continue to extend and argue those issues they feel they are winning: Topicality, Disadvantages or Counterplan.

First Affirmative Rebuttal (5 minutes)
This is arguably the most important speech in the debate. Many debaters think that this speaker must cover every issue from the Negative block. Others believe this speaker should concentrate on the second negative constructive, and if time permits, the first negative rebuttal. If Topicality is still being argued, it must be addressed.

Second Negative Rebuttal (5 minutes)
1. Concentrate on issues that the Negative feels they are winning.
2. Take time to talk to the judge about the voting issues in the round.

Second Affirmative Rebuttal (5 minutes)
1. Concentrate on the "live" issues in the round.
2. Take time to talk to the judge about the voting issues in the round.

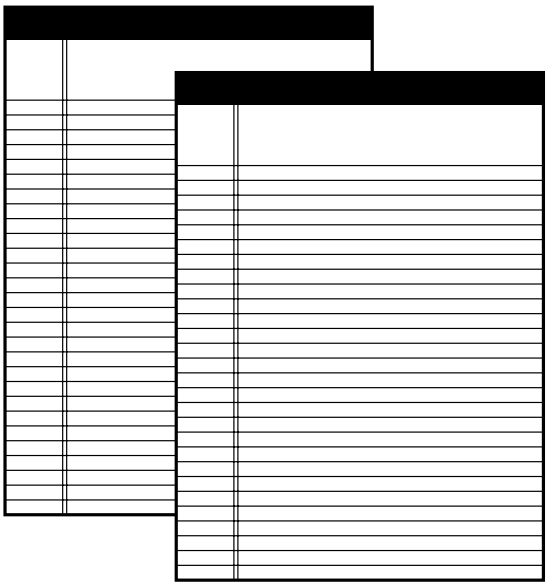
What Did They Say? — Flowing

Although UIL rules allow the use of computers in debate rounds, learning to flow the traditional way is a valuable skill. Flowing is an essential element of debating. If you cannot remember what your opponent said and you do not have it written down, you will not effectively be able to defend your positions or respond to argumentation. You must learn how to write down not only what your opponents are saying, but also what your team is saying. This process of writing down a debate is called flowing Review a state champion coach's perspective on why the art of flowing continues to be relevant today and why it gives debaters an edge in the round. See "CX and LD Debate Flowing in the Current Technological World", by Nicole Cornish on the UIL debate website.

While immensely important, it is not an exact science. The key to successful flowing is teaching yourself a method that works for you. Try as many things as are needed until you know it is right. Below are some suggestions to try and help you flow.

1. Teach yourself a shorthand method. Establish symbols for key words that you will use a lot in debate. Never write the United States. US will suffice. A dollar sign can be used anytime money or spending is mentioned. An arrow pointing up can mean increasing or rising. An arrow pointing down can mean decrease. Be consistent so you can use your shorthand effectively.

2. Begin flowing using a legal pad. Write in the area to the left of the double red lines. Learn to write small but legibly. Practice using the same amount of space to flow subsequent speeches so that you have each speaker's comments for one argument progressing across the flow.



3. Put one argument per page. Significance will be on one page, harms will be on a page by itself, etc. This allows you to have one argument in its entirety in front of you. You can easily see what was said and more importantly, if a speaker failed to respond to the argument, it will be obvious.

4. Flow in two distinct colors. Make Affirmative blue and Negative red. You may wish to use a third color to flow the first Negative rebuttal. The need for this will become apparent as you begin debating.

5. You will rarely be able to get a word for word transcript. As you practice, write down the tags or a brief phrase to summarize, instead of the entire piece of evidence.

6. When flowing evidence, get the last name of the author and a date. If your opponent quotes Mark Smith from 2022, Smith 22 will be your reference, allowing you to ask your opponents about the evidence if you want more information.

7. As soon as you get home from a tournament, translate your flow as best you can into normal language so you can study the development of arguments. This will become a valuable learning tool.

8. Save your flows.

In order to become proficient with flowing, you must practice. It will not magically happen. If you choose to flow on your computer, research online effective methods. Here are some suggestions for practicing flowing.

1. Try to flow a national newscast.

2. Have your partner read debate materials to you so you can flow. Then you read for your partner. Compare the flows to the original material. You can also use a newspaper for this exercise. It will provide the added benefit of extemporaneous speaking preparation.

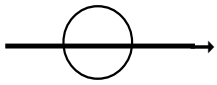
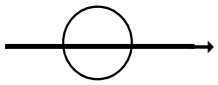
3. If you and your partner have a class together, each of you flow the teacher's lecture presentation and then compare notes.

4. After a tournament, compare flows with your partner or classmates who flowed the round.

Flowing is critical to your success as a debater whether you choose the traditional method of flowing by hand or by using excel or debate flow software on your computer. You must work on flowing along with all other aspects of your debate preparations. There are some additional benefits from learning to flow well. Your class notes will be in great demand at test time, and this will allow you to extract favors from classmates. You will never fear debating the speed-readers because you can still record everything that is important. Flowing well will really prove its worth when you go to college. Some of your professors will talk just like people you have debated.

SAMPLE FLOW

**the authors use a separate page for each major argument. Other debaters choose to flow all the case side arguments on one page and the plan side arguments on another. Select a method that works for you.*

1AC	INC	2AC	2NC
Significance	AFF is not significant	yes we are significant	no aff is not significant
evidence	a)evidence	a)new evidence	a)new evidence
evidence	b)evidence	 *(dropped this card - note this for the judge)*	
evidence	c)evidence	b)new evidence	b)new evidence
	d)evidence	 *(dropped this card - note this for the judge)*	
	e)evidence	c)new evidence	c)new evidence

Watch My Stuff Perry Mason! — Cross–Examination in Debate

The cross-examination period in debate is when debaters are permitted to directly question an opponent. This is the time the debaters are provided to clarify any issues or arguments presented by their opponents. You want to ask strategic questions in order to expose errors, obtain admissions, and set up lines of argumentation.

Both the questioner and the respondent should be prepared to function independently of their partners. In order to avoid confusion, each debater needs to know the proper order for questioning in the CX period. The sequence is listed below.

Speech	Questioner
First Affirmative Constructive	Second Negative Constructive
First Negative Constructive	First Affirmative Constructive
Second Affirmative Constructive	First Negative Constructive
Second Negative Constructive	Second Affirmative Constructive

The easiest way to remember the proper sequence is to know that the questioning is done by the team member who is not speaking next. Take another look at the list above and you will see this is correct. Each member of the team is responsible for knowing this order to prevent problems during the round. If you think the wrong person is about to ask questions, bring it to the attention of the judge before they begin. It is important for the correct team member to ask in proper sequence in order to avoid one team member covering for a weaker partner. If you keep it straight, then each member of the team meets his or her obligation under the rules.

UIL rules state very clearly that each debater should question one opponent and should answer the questions of one opponent. Some debate circuits have relaxed the enforcement of the rules about CX-ing. What has resulted is called "Open CX", where all four of the debaters are participating in the same CX period. This is a violation under UIL rules, resulting in a loss for your team. If this happens during a round at a UIL tournament, both teams can receive a loss for the round.

YOU KNOW THE RULE NOW. YOU ARE WARNED.

Debaters should present any discoveries during CX in one of their remaining constructive speeches, or in the case of the last CX period, during the first affirmative rebuttal. Debaters should not expect the judge to credit an argument just because it was discussed during CX time. Use the information or admissions you obtained in cross-examination in subsequent speeches.

A debater's initial CX can be very intimidating. First time debaters may only ask a few questions and then sit down to end the embarrassment. With a little work, however, a debater can give a credible performance during CX and their performance will improve. Consider the list of practice activities below.

1. Read your First Affirmative Constructive and have your coach or another experienced debater ask you questions. Then, discuss with your examiner why he or she asked those specific questions. This will aid you in understanding strategies of questioning.

2. Have another member of your squad read an affirmative case and allow you to question him or her.

While you are CXing, have your coach ask you why you are asking certain questions.

3. Don't forget the Negative position. You will be Negative half the time. As you practice, work on this side of the CX period, as well.

4. It is advisable to have some questions prior to the tournament. Try to develop questions that can be applied to any affirmative or negative. Be prepared to ask follow-up questions based upon your opponent's answers.

5. Listen! Listen! Listen! Do not just focus on your questions. Be sure to listen carefully to your opponent's responses.

6. Ask yes or no questions or questions that require specific information. Don't ask why or opened-ended questions that allow your opponent to ramble. If you do, realize you are setting the stage for your opponent to waste your CX time.

7. After every tournament, adjust your CX to account for the knowledge you have gained from debating.

Let's talk for a moment about etiquette. Remember that the cross–examination period is your opportunity to impress the judge. Negative behavior such as sarcasm, arrogance, or rudeness will not score points with your judge. The CX period in debate has caused many an angry moment.

• Debaters should stand side by side and face the judge, not each other.

• The questioner should not ask multipart questions and then expect the opponent to answer yes or no.

• The respondent should answer the question, even if it hurts his or her position.

• Do not argue with your opponent. Your job is only to ask questions. Wait until your next speech to make points or draw conclusions from your opponent's answers.

• Demonstrate courtesy at all times. If an opponent won't cooperate, do the best you can and let the judge deal with it on the ballot.

• Do not take the debate out of the room.

One last consideration for debaters. You have a responsibility to do the best you can for your team. One of the reasons that you need to develop your questioning skills is because it makes you a stronger debater. Moreover, you need to support your partner - ask pertinent questions to provide ammunition in upcoming speeches and use all the CX time to give your partner extra prep.

Remember to practice the CX portion of debate just like you practice for all other parts of your debate Your CX performance will improve dramatically with experience. Don't worry, soon you will be giving Perry Mason a run for his money!

Section 3 — Details

Let's Get Ready to Rumble - Rules and Tournament Procedures

Know the Rules

Never go to a competition until first reading and learning the contest rules.

SECTION 1000: SPEECH

(a) EVENTS AND ENTRIES. The UIL speech program shall consist of events divided into three basic skill categories: debate, oral interpretation and extemporaneous speaking. Students are permitted to enter two events in speech, and Cross-Examination Team Debate (see {b} Scheduling). The eligibility section requirements of each contest shall be met and no more than one event shall be selected from each of the following categories:

(1) Debate.

(A) Cross-Examination Team Debate

(B) Lincoln-Douglas

(2) Interpretation.

(A) Prose Interpretation

(B) Poetry Interpretation

(3) Extemporaneous Speaking.

(A) Informative Speaking

(B) Persuasive Speaking

(4) Prohibited Double Entries.

If You Enter:	You May Not Enter These Contests:
Team Debate	Lincoln-Douglas Debate
Lincoln-Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln-Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln-Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Note. There is no restriction on entering Congress in addition to other speech or academic events.

(b) SCHEDULING. In addition to restrictions of individual contest plans, it is imperative that students and academic coaches become familiar with the Academic Conflict Pattern when selecting contests for competition. This pattern is provided on the UIL website. Students who want to double enter may request that they be allowed to speak first or second in a section but may not request to be placed in the bottom one-half of the section. If the double entry is not prohibited above, contest directors may allow the double entry if the necessary accommodations do not inconvenience other contestants. Contest directors are to use their best judgment in the matter. There shall be no protest of their decisions.

(c) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

SECTION 1001: CROSS EXAMINATION DEBATE

(a) THE CONTEST.

(1) Purpose. The purpose of this contest is to train the student to analyze a problem, conduct thorough and relevant research, and utilize principles of argumentation and advocacy in orally presenting the most effective case for or against a given proposition.

(2) Format. Round robin or multiple preliminary rounds leading to an elimination bracket. Each round includes approximately 90 minutes of oral arguments in a structured format debating a policy resolution provided on the UIL website. Each two-member team shall argue the affirmative side of the resolution as well as the negative side of the resolution

(b) ENTRIES.

(1) Representation. The debates shall be conducted in one division in each conference. In all conferences a school may enter in its district meet three, two-member teams. In districts where fewer than a total of eight teams are competing, each school with a full entry may enter a fourth team.

(2) Eligibility. Students who graduate during the year are eligible for UIL post-district competition if they have qualified for that competition on or before the date they graduate. Team debaters shall not enter Lincoln-Douglas debate.There is no restriction o entering congress when also entering cross-examination debate.

(3) Substitutions.

(A) A debate team shall consist of two members. If a team member is substituted at the State Meet, the remaining debater shall be a member of the original team that qualified at the district meet to advance to the State Meet.

(B) Limit on Substitutions. After a given tournament has begun, no substitutions will be allowed. The contest director is empowered to disqualify a team for substituting after a tournament has begun.

(4) Failure to Compete at District. Disqualification from the Cross-Examination Debate Contest for the current academic year may result if an academic coach fails to notify the district contest director, in a timely manner prior to the meet, that a team will not compete and such violations may be grounds for suspension from team debate for the following year.

(5) Alternates. In the event that neither member of the original qualifying team can compete, then the alternate team shall be notified and permitted to advance. Alternates in districts with fewer than 8 teams competing or in districts with only one school competing are subject to the certification requirements. An academic coach who fails to notify the state contest director that a team will not compete is in violation of the Academic Contest Ethics Code and the school shall be disqualified from team debate for the current academic competition and such violations may be grounds for suspension from team debate for the following year.

(c) THE RESOLUTION. The resolution for debate during the current school year shall be posted on the UIL website. The resolution for debate during the current school year is:

> Resolved: The United States federal government should significantly increase its exploration and/or development of the Arctic.
>
> OR as altered by the League office.

(d) FORMAT AND TIME LIMITATIONS. Continuous speaking time and order of speeches shall be as follows:

(1) *Constructive*:
Affirmative, 8 minutes
Cross-Examination by Negative, 3 minutes
Negative, 8 minutes
Cross-Examination by Affirmative, 3 minutes
Affirmative, 8 minutes
Cross-Examination by Negative, 3 minutes
Negative, 8 minutes
Cross-Examination by Affirmative, 3 minutes

(2) *Rebuttal*:
Negative, 5 minutes
Affirmative, 5 minutes
Negative, 5 minutes
Affirmative, 5 minutes
Each member of a team shall deliver a constructive speech and a rebuttal speech. Failure to do so will result in the team receiving a loss in the round. In rebuttal, either team may present its speakers in reverse order without penalty.

(3) *Preparation Time*. A team shall take no more than eight minutes total elapsed preparation time during a round of debate.

(4) *Overtime*. Overtime may count against a team at the discretion of the judge(s).

(5) *Abuse of Time*. Excessive abuse of the time allotments may result in loss of the round at the discretion of the contest director.

(e) CROSS-EXAMINATION PERIOD. During the questioning period, both opponents stand and face the judge. Each debater shall question one opponent and only that one opponent may respond. A debater may waive the cross-examination privilege but will lose the time waived. The questioner should control the use of time during the period and may only ask questions and may not comment on the answers or make any statement of his/her own views. Rudeness, sarcasm and condescension shall not be tolerated during the cross-examination period, and the judge may choose to assign speaker points accordingly. The purpose of the questioning period is to:

(1) Ask for information to gain clarification and understanding.

(2) Set up strategies to use in developing further argumentation.

(3) Discover fallacies or inconsistencies in opponent's argumentation.

(f) RAPID DELIVERY. Debaters whose use of rapid delivery interferes with their communication with the audience and debate colleagues have forgotten that debate is a form of public speaking. To help restore the fundamental purpose of training debaters to communicate with their audience, all UIL guidebooks and ballots will carry the instructions that rapid delivery which interferes with effective communication is to be severely penalized.

(g) EVIDENCE.

(1) *Quotes*. Whenever a debater quotes at any length the words of another, the fact the evidence is quoted material should be plainly stated.

(2) *Availability of Materials*. Speakers may use notes if they wish. If charts, maps, books, or other materials are used by any debater, they shall be left before the audience and shall be available for use by the opposing debaters in refutation. Debaters may use electronic retrieval devises including computers in the round in accordance with the rules published in the UIL *Cross-Examination Debate Handbook* and other official UIL publications available through the League office and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.

(3) *Available in Writing on Demand*. All participants submitting evidence in competition shall do so orally and possess and present promptly upon demand of debater such evidence in printed form or digital storage, easily accessible and readable by opponent. The evidence shall display full bibliographic source citation, even if the full citation is not orally delivered. Full citation should include the following elements: author's name, complete source information, complete date and page number. Citations of online publications or from online data bases also require the publication medium (online), the Internet URL, or the name of the computer service. Failure to meet this requirement can result, at the discretion of the judge, in:

(A) loss of round;

(B) the evidence not being counted in the round; or

(C) the evidence not being given as much weight in the decision of the round.

(4) The contest director shall be empowered with the final decision in questions concerning falsification of evidence. See (k) (6) (A).

(h) SCOUTING.

(1) *Debates Shall Be Public*. Debate, by its very nature, is public. Therefore, all debates in League district and state competition shall be open to the public, with the exception of debate teams competing in that tournament. Competing debaters shall not observe rounds of district or state competition in which they are not debating.

(2) *Notes*. With the exception of the final debate in district and state competition, only the judge and the four student participants shall take notes. For example, anyone may take notes in the debates which determine first and second place, and third and fourth place. See (l) regarding taping and filming.

(3) *Sharing of Notes*. During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge or a debater participating in the district contest is neither allowed to give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.

(4) *Penalty for Debaters*. Violation by debaters of the scouting rule is grounds for disqualification of the debate team from the current competition. The contest director shall be empowered with the final decision in questions concerning scouting. Such violations may be grounds for suspension of the school from team debate for the following year.

(5) *Penalty for Coaches*. Violation by coaches of the scouting rule is grounds for disqualification of their teams from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 and 29 of the *C&CR*, and such violations may be grounds for suspension of the school from team debate for the following year.

(i) COACHING FOR DEBATE.

(1) *Coaching Before the Meet*. Aside from the bulletins furnished by the League office and other reading matter, the assistance furnished contestants in preparing debates should not exceed the following:

(A) aid in outlining the arguments;

(B) citing sources of information; and

(C) suggestions as to delivery.

(2) *Coaching During a Debate*. In all contests, the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress. *Viva voce* or other prompting either by the speaker's colleague or by any other person while the debater has the floor is prohibited. Debaters may, however, refer to their notes and materials and may consult with their teammates while they do not have the floor.

(3) *Penalty for Prompting*. If prompting occurs during a round, the team in violation of the prompting rule shall be assigned a loss in the round in which the prompting took place. Time signals are not considered prompting.

(j) PLANNING THE CROSS-EXAMINATION DISTRICT COMPETITION.

(1) *District Planning Meeting*. The district cross-examination debate contest is administered under the authority of the district executive committee. The League office urges the spring meet district director or organizing chair of each spring meet district to name a chair for the district cross-examination debate planning meeting. This planning meeting should be held prior to October 1. The chair should schedule a meeting and notify all cross-examination debate coaches in the district of the time and place of the meeting. Recommendations resulting from this meeting concerning contest procedures may be made to the spring meet district director.

(2) *Agenda for District Planning Meeting*. Refer to the UIL website for complete agenda. Some of the subjects which should be addressed at the planning meeting include:

(A) Agree on a knowledgeable contest director for the cross-examination debate contest and submit the name to the district executive committee for approval. The spring meet district director should provide the League office with the name of the contest director as soon as the appointment is made and submit the online CX Debate Director Information Form no later than November 1. If this person is a cross-examination debate coach of teams competing in the district, special attention should be given to what procedures will be used for pairing debates and making judging assignments. Determine whether the Spring Meet Director or the contest director is responsible for setting up the cross-examination district meet online. Online meet set-up deadline is December 1.

(B) Set the date(s) and location(s) for the cross-examination debate competition. District cross-examination competition shall be held between the first school day in January and the second Saturday in February, unless granted a waiver by the UIL state debate director. Confirmation of the district winners and alternates should be entered online no later than the dates specified on the UIL website. Deadlines for certification of first place teams in districts with only one school participating and second place teams in districts with fewer than eight participating teams are posted on the UIL website. State judging forms should be entered online by the deadline spedified on the UIL website.

(C) Determine the format and tentative schedule for the competition. The district winners may be decided by round robin or by preliminary rounds leading to an elimination bracket where all undefeated contestants shall be placed into the elimination bracket.

(D) The deadline for online cross-examination debate entries is 10 days prior to the competition. Determine the procedures for notifying the contest director of any changes in entries and for notifying schools in the district of the number of entries.

(E) Determine, under the direction of the spring meet district director, what awards are to be presented and how they are to be obtained.

(F) Determine an estimated number of debate entries. The spring meet district director or a designated representative shall use this estimate to order ballots and judging instructions from the League office. The CX Debate District Information Form and request for materials should be entered online no later than November 1.

(G) Determine the procedures and criteria that will be used to select, secure, train and assign the necessary number of judges. See (k) (3).

(H) Determine the method that will be used to select, secure, train and assign the necessary number of timekeepers. See (k) (5).

(I) Consider any other contest procedures recommended by planning committee members. A suggested agenda is posted on the UIL website.

(J) All recommendations made by the planning committee concerning the cross-examination debate district competition should be submitted to the spring meet district director for approval.

(k) TOURNAMENT PROCEDURES.

(1) *Eliminations*.

(A) *Pairings*. Teams should be paired by the tournament director, who should try to prevent, where possible, teams from the same school from meeting in preliminary rounds. Teams shall debate in their assigned pairings.

(B) *District*. The district championship may be decided, as the district executive committee directs, by (1) round robin or (2) preliminary rounds leading to an elimination bracket where all undefeated contestants shall be placed into the elimination bracket. First through sixth places shall be determined. No ties shall be awarded. The district director should notify the schools of the format prior to the meet. First place teams in districts with multiple schools entered will advance to state competition. In districts with only one school entered in the district meet, first place advances to state competition only if the high school principal certifies that the team has competed in a minimum of eight competitive interschool debate rounds prior to the certification deadline. In districts with eight teams or more competing, the second place team advances automatically. In districts with fewer than a total of eight teams competing, the second place team advances to state competition only if the high school principal certifies that the team has competed in a minimum of eight competitive interschool CX debate rounds prior to the certification deadline – see (i) (2) (B). The remaining teams placing at the district meet will serve as alternates.

(C) *State*. At the State Meet, the tournament format will be structured to allow for preliminary rounds for the purpose of seeding for the elimination rounds. The teams advancing to the elimination rounds will be announced after the completion of the preliminary rounds. Brackets are not broken at the State Meet. Both semifinalist teams will be awarded bronze medals. First and second place shall debate for medals. Teams who refuse to debate in semifinal or final rounds at the State Meet shall be disqualified from the tournament and such violations may be grounds for suspension from team debate for the following year.

(2) *Choice of Sides*. If possible, each team should debate both the affirmative side and the negative side of the resolution during the course of the meet. For example, in a three-preliminary round tournament each team should debate affirmative one round, negative one round, and then flip a coin or come to a mutual agreement for a third round.

(3) *Judges*. Judges shall be selected in odd numbers (1, 3, 5) for each debate. Judges should be:

(A) selected on the basis of capability, impartiality and willingness to judge according to UIL standards;

(B) at minimum, high school graduates;

(C) instructed to sit apart during the debate;

(D) provided with adequate instructions for using the judging criteria for debate in the UIL program;

(E) instructed to direct questions to the contest director; and

(F) instructed not to discuss their decisions with other individuals or judges while judging a given debate.

(i) *District*. Judges for the district meet shall be chosen by the contest director subject to the approval of the district executive committee. So far as possible, the judges should not know which school a

debater represents. On the ballot, the contestant is to be designated as the affirmative or the negative or by number.

(ii) *State*. Judges for the State Meet shall be selected by the state contest director. All schools that qualify for State Meet shall provide one experienced judge for each team qualified for the state competition, unless excused for a valid reason by the contest director. The coach may serve as judge. Schools qualifying two teams should contact the State Director immediately following district competition. Schools should submit online judging form(s) within 10 calendar days following the district meet or by February 13, whichever is sooner. Schools that fail to submit state judging forms online by the prescribed deadline as outlined in (j) (2) (B) shall be subject to a $100 late judging fee which should be received in the League office at least one calendar week in advance of the State Meet to prevent disqualification from the tournament, and shall provide the required judge. Unless excused for a valid reason by the contest director, schools which advance to elimination rounds shall provide an experienced judge for each team advancing who will be available until dismissed by the contest director. Failure to provide a judge could constitute grounds for forfeiture of the round. The contest director is empowered to determine if forfeiture of a round is necessary.

(iii) *Instructions to the Judges*. The director of the contest is charged with the responsibility of enforcing instructions given on the debate ballot, and only the most flagrant delinquency in this matter will be considered grounds for question.

(4) *Interruptions*. The contest director should permit no interruption of a speaker from the audience during a debate. Any intentional interruption of a debate by an audience member is considered unethical behavior. See Section 901 Academic Contest Ethics Code of the *C&CR*.

(5) *Timekeeper and Signal Standards*. The timekeeper should announce to the debaters prior to the contest the types of time signals to be used. Either time cards, hand signals or automatic timers may be used.

(A) If hand signals or time cards are used, the time remaining should be indicated.

(B) When a speaker uses all of the allotted time in either the constructive or rebuttal speeches, the timekeeper should so indicate.

(C) A timekeeper is provided for convenience. The responsibility for staying within the time limits lies with the debater.

(D) Overtime may count against the debater at the discretion of the judge.

(E) Excessive abuse of the time allotments may result in disqualification at the discretion of the contest director.

(6) *Questions*.

(A) Questions shall be directed to the contest director before the decision of the judges is announced. The decision of the meet officials in these matters is final. No arguments with the judges will be permitted.

(B) Excessive abuse by either contestants or their coaches shall be reason for disqualification of that school and its contestants for the current competition and may be grounds for suspension for the following year.

(7) *Ballot Verification Period*. Before beginning any elimination round, contest directors shall hold a ballot verification period to make certain that there have been no clerical errors in determining those teams that will advance to the next round. Results announced before this period are considered unofficial. Ballots shall be returned to contestants or coaches to be checked for possible tabulation errors before official results of advancing teams are announced. A student and/or coach not present for the ballot verification period forfeits the opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision or ranking that a judge has given the debaters.

(8) *Recording.* Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(9) *Official Results*. At the end of the ballot verification period, results shall be read as official results. No questions may be raised after this point.

A Word to Coaches: What to Expect

Debating is much like learning to drive a car. Your parents or driver's education instructor took you along the less-traveled roads before sending you alone to deal with rush-hour traffic. Similarly, in debate, students need to practice their skills at invitational tournaments throughout the fall before competing at the UIL district meet. This is a brief outline of what you as the coach should expect when your debaters enter a tournament. Be aware that it is your responsibility as the coach to make sure that students are correctly entered and changes such as adds and drops have been correctly recorded by the tournament hosts — this helps things run smoothly. The host school will appreciate your assistance if you foresee a problem that will adversely affect the tournament.

Reading the tournament invitation: What to Look for

• Number of rounds per event (debate and individual speaking event preliminary rounds) Judging requirements (some schools require you to provide a certain number of judges per teams and/or entries… still others will allow you to buy out of rounds for a judging fee).

• Entry Deadlines (these include entry changes such as add and drop dates, with and without loss of fees and additional charges).

• Contest rules (rules will vary, depending on the tournament host or tournament circuit).

• Payment requirements (some schools will not allow you to compete without full payment prior to the start of the tournament…you might even have to cover the fees with a personal check until your school makes payment).

• Helpful information about hotels and/or restaurants in the area.

Registration

Inform the school of your arrival. Make sure all adds, drops, and/or changes are correctly handled. Pay your fees. Pick up the tournament information booklet (a.k.a. the "Poop Book"). Often, this is provided in electronic form.

Poop Book/Electronic Confirmation Sheet

Double check names and entry positions (make sure your students are not paired together in the same room unless necessary). Schools are assigned a code to identify their school. Make sure all students know their school code as assigned by the hosting school.

Judging Obligations

Expect to judge at tournaments and proactively view this obligation as a way to constantly improve your coaching skills. Judging debate rounds gives you firsthand knowledge of arguments that are being run and trends that are occurring so that you are better equipped to assist your students in their preparation. If you are fortunate to qualify a team to the UIL State Meet, in accordance with the rules set forth in the *UIL Constitution* and in this handbook, your school must provide an experienced judge. Judging at invitational meets will assist you in obtaining the rounds you must have to be approved to serve as your school judge at the State Meet. At the district meet, you will receive information from the contest director that includes instructions for completing your online judging forms. Know who will serve as your state judge *before* your team wins at district!

The state championship is held in Austin. Make your hotel reservations in early fall to secure the best availability and rates. Then, if you do not qualify a team, relinquish those reservations immediately. Waiting until after district to do this may result in higher costs and a lack of openings in the Capitol City.

Judging Paradigm Books or Sheets

Some tourneys, including UIL State Meet, will request that judges fill out a questionnaire, indicating their judging preferences (paradigms). Their responses are compiled into a Judging Paradigm book (see Appendix). If available, make sure your students read these. Some host schools will not have these available so students should learn to ask each debate judge what he or she is looking for in the round, in other words, their paradigm. It is then the obligation of the debaters to adapt to their judge for that specific round.

Pairings

At each tournament, your debaters will need to know whom they are debating and in what room the debate will be held. These are referred to as pairings. They will be posted in central locations or provided digitally. Be sure to check the side (affirmative or negative) your teams will be upholding and in which room they will be debating. Please remember teams must be prompt. Most tournament hosts will only wait approximately 15 minutes before the tournament director assigns a loss to the non-showing team.

Sample CX Pairings — Round 1

Affirmative	Negative	Room
17CV	12FG	114
23KO	18BN	115
1GS	4JR	116
18MK	7GF	117
14TS	Bye	

In examining this sample pairing, you should note a few things. First, look for your school number. Let's say your school has been assigned the number 18 as its code. You will want to search the pairings for the number 18. As you may have noticed, there are two 18' s in this pairing example. Each of your teams will be given an additional code to distinguish them. In the example, that code is two alphabetical letters (tournaments often use the initials of the last names of the debaters). If your school (#18) has debaters of Brown and Nolan, you will notice on the pairings that they are scheduled to debate the negative side and their opponent for Round I is 23KO, and they are to debate in room 115.

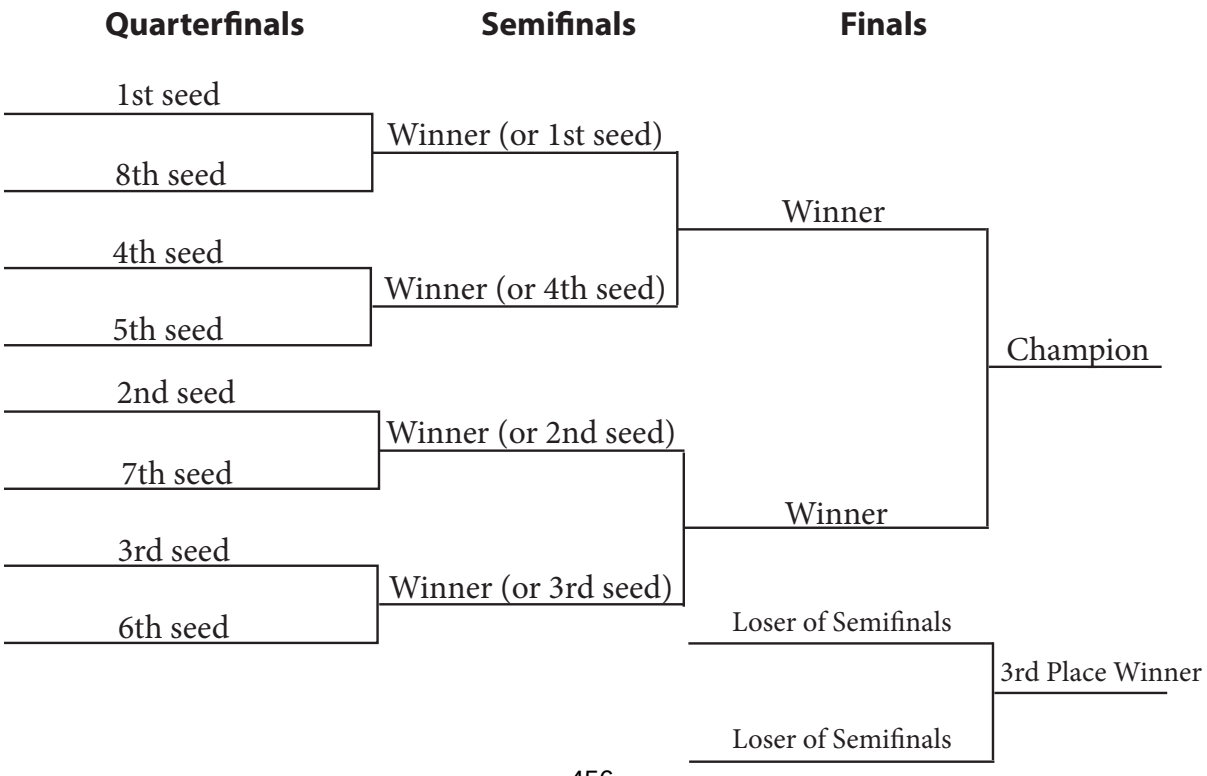
In examining the bottom of the pairing, you will notice that team 14TS has received a bye. This means that the team will not be debating this round. Byes occur when there are an uneven number of teams entered in the tournament. In UIL, the team of 14TS would receive a win for Round I, and the speaker points for all other debated rounds would be averaged to determine speaking points for the bye round. **Note that UIL rules prohibit the competing debater who has the bye from observing other tournament rounds.**

Most tournaments will have three to four rounds of prelim debates. Normally, when the tournament is running an odd number of prelim rounds, you will debate an even number of affirmative and negative rounds and then you will flip a coin for the odd round debated. All preliminary rounds may be preset

(a schedule written prior to the beginning of the first round which is complete for all of the preliminary rounds) or some rounds (usually two) may be preset and the third round or any subsequent rounds may be power-matched (based on the record accumulated in the previous rounds).

To determine which teams will advance (break) to the elimination rounds, the following criteria are a widely accepted method of determining seeding (placement on the elimination bracket).

• Win/Loss record.
If several teams have the same record, use the next criterion.
• Adjusted speaker points.
Drop both the highest and lowest points awarded to tied teams. *Highest* remaining point total wins. If there is a tie, use the next criterion.
• Total number of speaker points.
The *highest* point total wins. If there is a tie, use the next criterion.
• Total number of ranks.
The *lowest* total wins. If there is a tie, use the next criterion.
• Opponents' win/loss record.
Determine the record of each of the opponents debated by the two contestants tied in points. The student in the tie who debated the more difficult opponents (best record) wins. If there is a tie, use the next criterion.
• Opponents total number of speaker points.
High total wins.
• Opponents total number of ranks.
Low total wins.
• Head-to-Head competition results in prelims.



Once the tournament progresses into the elimination bracket, it becomes single elimination. This means only the winners of each round move on to debate the succeeding rounds. The losers are eliminated from the tournament.

Conduct at the tournament

As the school sponsor, coaches are expected to be at the hosting school during all rounds or have an adult supervisor present in case of emergencies and/or problems. Coaches and students are expected to observe the host school rules. These are normally printed in the host school's invitation and the poop book. Coaches and students should be aware that they are responsible for their behavior.

The Debater's Code of Ethics

The primary goal of the debate contest is to provide students with an opportunity to develop leadership skills for effective and responsible participation in a democratic society. The debate contest provides a unique laboratory for the acquisition of these essential democratic skills, not found elsewhere in the curriculum.

The debate contest is a competitive event, evolving from the basic rivalry between individuals and schools and conducted within the framework of established rules. The responsibilities of democratic citizenship demand that the student participate with fairness and integrity at all times. The following ethical standards are designed to serve as guides for the establishment of criteria for the conduct of contestants in debate.

1. Courtesy.

A. Debate is a contest between friendly rivals who should exhibit courtesy, fairness and sincerity at all times.
B. Humor is appropriate in a debate, but sarcasm and ridicule are in bad taste.
C. Anger is an admission of a contestant's inability to control his emotions and his inability to answer logically the opponent's arguments.
D. Arguments should be presented with fairness and good taste. Dogmatic methods of presentation should be avoided.
E. Debaters should never do anything that would detract from their opponent's presentation. Excessive movement and audible noises should be avoided while the opponent speaks.

2. Honesty.

A. The debater should prepare his own case and should not rely on the work of his coach or others. The presentation should be the work of the student.
B. All evidence should be honestly presented and clearly identified. Each quotation should be accurately stated and should correctly reflect the opinion of the source. Statements should not be taken out of context nor altered in any way. Changes of this type are unethical and intellectually dishonest.
C. Debaters should listen carefully to opponents and should represent accurately the opposing case. The opposition should not be credited with statements they did not make nor should they be accused of ignoring points that they have discussed.

3. Trickery.

A. There is no place in academic debate for trickery. Debaters should avoid "trick cases," the substitution of strategy for evidence and logic, the scouting of opponents, the asking of long lists of questions, and all other forms of chicanery or intellectual dishonesty.

B. The position of the debater should be clearly stated as soon as possible. The withholding of pertinent information solely to gain a strategic advantage is to be discouraged.
C. New issues should never be introduced in the rebuttal speeches; however, this does not imply that debaters should not support previously introduced issues with new evidence.
D. Debaters should refrain from arguing about debate rules instead of dealing with the cases and supporting materials of their opponents.

4. **Judging**.
A. Debaters should avoid attempts to influence judges by excess emotionalism, personal friendship, or other appeals not inherent in good persuasive speaking.
B. Debaters should never attempt to argue with the judge about the debate decision. It is the obligation of the debater to persuade the judge during the debate and not afterwards. The judge should be treated courteously at all times by the debaters and the coaches.
C. Protests by students are rarely in good taste. There is no substitute for knowledge, presented skillfully and fairly with sincere persuasiveness. The debater should never lose sight of the academic goals of debate.

The UIL Academic Ethics Code

(1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules-both in letter and in spirit.

(2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery that attempts to skirt the rules, or any other unfair tactic that detracts from sound educational principles.

(3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.

(4) Regard opponents as guests or hosts while placing personal and/ or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates, or threatens competitors, based on gender or ethnic origin, has no place in interscholastic activities.

(5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.

(6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.

(7) Abstain from any practice that makes a student feel pressured to participate in non-school activities.

(8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.

(9) Insure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets.

(10) School districts shall notify the academic district or regional meet director no later than the end of the second school day following academic district or regional competition if a student or a team will

not compete at the next higher academic meet.

Reading the Ballot

This is an important function at the tournament. Judges sometimes make simple mistakes that can result in an incorrect decision being recorded. You should read each ballot to make sure that the correct information is in the right locations. This includes the speaker points, the speaker ranks, and, of course, the decision. You should also make sure that the correct codes are assigned to the correct debate sides. All of these things could result in your team not advancing, so check each ballot carefully.

Challenging the Ballot

This phrase means if you find a mistake on the ballot that you have the right to take the ballot to the host school. Some tournaments ask that you hold all challenges until a specified time at which point all schools will be allowed to bring questions or mistakes to the attention of the hosting school. Other schools will ask that you bring questions or problems to the tabulation room as you identify the concerns. It is unethical to berate or harass a judge. If you wish to approach the judge, do so only with the permission of the hosting school. UIL tournament procedures require tournament administrators to hold a verification period approximately 15 minutes in length before official results are posted. It is critical that you or another school representative be present at verification in the event changes are made to the unofficial results or questions are raised. Do not assume results are final until verification period is over.

Adapt and Conquer — How to Judge the Judge

One of the fundamentals of public speaking is to analyze and adapt to your audience. This is a critical element of debate as well. Judging is subjective. Some judges like slower debates; some do not like topicality arguments. As you begin to debate, you must try to learn how to best suit their particular judging styles. The better teams will learn to ask key questions before the debate begins in order to best meet the judge's preferences, also called the judging paradigm. The issue is not to belittle the judge's opinion, but to adjust to how your judge makes decisions, present the right kind of arguments and present those arguments the right way. This can make the difference between winning and losing a close round.

Stock Issues Judge

The stock issue judge is sometimes referred to as the traditionalist of debate. Many judges fall into this category. This type of judge expects to hear arguments on both sides of the flow dealing with Topicality, Inherency, Solvency, Harms and Significance. The stock issue judge ultimately wants to know: Has the Affirmative given a good reason for changing our present policies? The Affirmative carries a heavy burden in the stock issues approach because the advantages have to outweigh the disadvantages, and they must be significant and inherent. You will need a strong advantage with strong links. Choose solidly topical plans. The Affirmative must win all stock issues. The Negative is expected to heavily support the status quo and directly clash with the Affirmative stock issues. Inherency attacks can be strong arguments. Stock issue judges generally frown upon counterplans and Kritiks.

Policy Maker Judge

The policy maker is a unique kind of judge. This person will assume that plan passes no matter what is happening in the status quo, and then it is up to the negative team to argue the bad effects of the plan's passage. Policy makers want to hear mostly disadvantages and how Affirmative counters these arguments. Counterplans can also be good Negative arguments. The result of the round will be based on who outweighs on impacts. (Impacts = the good or bad things that will occur based on the evidence presented in the round.) The policy maker judge weighs advantages and disadvantages, and the side that can show their position gains more will win.

Games Player Judge

Although this judging paradigm is becoming rare, games player judges do still appear from time to time. They can create havoc for debaters who are not aware of this judge's preference. Games players like to see anything and everything possible. This includes newer types of arguments and the theory behind them. The judge will be more interested in hearing the concept of the argument than the argument itself. If you were to make up a reasonable argument in the round and loosely base it on fact or even opinion, this type of judge would vote on the idea of your argument over the standard rhetoric that is most often used. The debaters are expected to give clear standards for the judge to make his or her decision.

Hypothesis Tester Judge

This judging paradigm is also relatively rare. Hypothesis testers like the idea of being scientific in their decision; the concept is to judge purely on the validity of the resolution. This type of judge likes to be told why the resolution is important rather than what action the Affirmative is taking to uphold the resolution. The Affirmative's main goal is to prove that the resolution is true. Hypothesis testers usually accept conditional arguments from the Negative.

Tabula Rasa Judge

Many judges like to claim to be a tabula rasa judge, which means they are totally open to whatever type of argument is presented in the round. This can be beneficial for debaters, since it leaves the door open for a much wider range of arguments than do some of the other paradigms.. The term *tabula rasa* is Latin for "clean slate," which implies that the judge enters the debate with no predispositions. This type of judge may not personally like counterplans or Kritiks, but he or she would be open to hearing them and judge them purely on in–round discourse.

Lay Judge

Lay judges are those with little or no experience serving as a debate critic. Since they are unfamiliar with technical debate theory as well as debate jargon and may not flow the debate, you would do well to make certain adjustments. Accentuating style is a good idea, since a lay judge typically prefers debaters that can demonstrate good delivery skills. Avoid debate procedure arguments, spreading, and be sure to explain all arguments thoroughly. Keep your delivery slow and clear. Internal summaries are a must, as well as identifying the key voting issues for the judge. Clear communication is critical.

Remember: One of the most important keys to being a successful debater is adapting to your judges. Some tournaments will distribute judging paradigm sheets. For tournaments that do not, it is perfectly acceptable to respectfully ask your judge to explain his or her paradigm before the round. Always adhere to your judge's preferences! Asking for a judge's paradigm and then ignoring it can anger the judge

and cost you the round. Adjust by considering how your judge makes decisions, select your arguments accordingly, and present those arguments in the manner that corresponds with your judge's paradigm.

Don't Get Caught Short — Commonly Misunderstood UIL Rules

Rapid Fire Delivery

Debate is a form of public speaking, making clear communication a key element of the event. To help restore the fundamental purpose of training debaters to communicate with their audience, all UIL guidebooks and ballots carry the instructions that rapid delivery which interferes with effective communication is to be severely penalized. Debaters who run so many arguments that it results in "spreading" to the extreme and poor communication which interfere with the audience's understanding of the issues risk losing speaking points and even the round. Spreading is not disallowed, but when it results in unintelligible rapid-fire delivery, it's strongly discouraged in UIL debate. Any individual, not just the trained debater, should be able to listen and follow the arguments in a round.

Prompting

UIL considers prompting a major violation. Decorum is significant in communication and debaters should not interrupt nor instruct their partner while she/he has the floor. No written prompts may be handed to your partner while he or she is speaking. Do not hand your partner printed material unless he or she solicits it of their own accord. Each debater on the team should be prepared to carry their own weight in presentation of arguments. Violation of the UIL prompting rule carries a penalty, as specified in this excerpt from the *Contest Rules.*

Section 1001: High School Cross Examination Debate

(i) COACHING FOR DEBATE.

(2) *Coaching During a Debate***.** In all contests, the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress. *Viva voce* or other prompting either by the speaker's colleague or by any other person while the debater has the floor is prohibited. Debaters may, however, refer to their notes and materials and may consult with their teammates while they do not have the floor.

(3) *Penalty for Prompting***.** If prompting during a round, the team in violation of the prompting rule shall be assigned a loss in the round in which the prompting took place.

Debaters may give time signals,(hand signals or verbal countdowns), to their partner. These are not considered prompting, but must be done consistently in order not to appear as prompting.

Open Cross-Examination

Specific conventions are observed during the cross–examination period. On some tournament circuits, it has become common for respondents to seek help from their partner on an answer, or for questioners to permit an interruption from their partner, who may have his or her own question. This is known as open CX. Open CX is not allowed in UIL competition. During the questioning period both opponents face the judge. Each debater shall question one opponent and only that one opponent may respond. (See contest rules for details.)

Scouting
UIL rules prohibit scouting. With the exception of the final round of debate in district and state competition, only the judge and the four student participants shall take notes. A scouting violation occurs when notes are taken by anyone other than the participants and the judge. Scouting violations also occur when debaters, coaches, and/or judges share or accept notes from a tournament during that tournament. Remember: If a debater competing in the meet has a "bye," they are not allowed to sit in and observe another debate during their "bye".

Violation by debaters of the UIL scouting rule is grounds for disqualification of the debate team from the current competition and may be grounds for suspension of the school from team debate the following year. Coaches who violate scouting rules will also be subject to the full range of penalties outlined in Sections 27 and 29 of the *Contest Rules*.

Time Limits
UIL does not allow a grace period during debate. Excessive abuse of time may result in a loss of the round.

Debate Jargon — Can You Talk the Talk?

As in any specialized activity or profession, there is a jargon that is unique in academic debate, words and phrases often have meaning only to other debaters. Unfortunately, debaters forget to translate for neophytes and often do not communicate as a result. Don't take it personally! Soon you will know the jargon like a second language. Below are some common words and phrases in debate that may give you a step up. Don't hesitate to ask debaters what they mean when they use jargon that is unfamiliar to you. Remember that immersion is the best way to learn a new language.

CP is used to denote the counterplan.

DA is a shortened form of disadvantage.

Disad is another shortened form of disadvantage.

Dump is a word that indicates the debater is going to place a lot of evidence and analysis on a particular part of the flow. A debater may say "I have a solvency dump."

Interventionist is a term applied to judges that debate the debaters. These judges do not judge the debate based on what the debaters said, but on what the judge would have said in the debate.

K is a shortened form of kritik.

Mom and Pop is often used to denote a lay or inexperienced judge.

T is often used by a debater to indicate topicality. "Let's go to the T argument."

Turn is a term that has been addressed in other parts of this book. It indicates that the debater is going to demonstrate that an opponent's argument is actually beneficial to his/her side.
Study the Glossary of Terms in the Appendix of this handbook to become familiar with terms com-

monly used in a debate round. For a glossary of terms specific to this year's debate topic, visit the UIL debate webpage.

I Know What You Did Last Summer — Improving Your Skills

There are several ways in which to expand and enhance your debating experience. These include UIL Student Activities Conferences, summer debate camps, and other debate related clinics that your school and/or coach may arrange.

UIL Student Activities Conferences

Often called SuperConferences, the League sponsors these each fall, in different regions of the state. Each conference is a one-day smorgasbord of information about debate. Coaches and students alike can benefit from these super sessions. Experienced coaches and presenters from across the nation gather to help explain and inform about all aspects of debate. These presenters share handouts and materials for the express purpose of making you more knowledgeable about debate. In addition, oftentimes state medalists will conduct student demonstrations for the audience. As an added benefit, students and coaches can attend sessions on all UIL events at this conference. The conference is free, provided as a service by the League. For more information about UIL Student Activities Conferences, access the UIL website: www.uiltexas.org/academics/student-activity-conferences.

Capital Conference

Held each summer, this is a two-day conference for coaches only. A coaching school specifically tailored for UIL speech coaches, conference sessions are designed to give new and inexperienced coaches help in getting their UIL programs established and strengthen those already flourishing. It is very similar to the Student Activities Conference, only geared for adults. It also provides the opportunity to network with other coaches located near your school district and across the state. Sessions focusing on analysis of the current debate topic are featured. Online information and registration are generally posted in early March.

Summer Debate Camps

Debate camps are privately run entities. They are geared to students who wish to spend anywhere from one week to six weeks in the pursuit of better debating. These camps range in price greatly and vary from state to state on when they are scheduled. Check with your coaches and/or do an Internet search for debate camps that will meet your needs.

Clinics and Workshops

These events are varied and occur throughout the summer and school year. Some organizations travel around the state to familiarize students and coaches with the upcoming topic. Other workshops provide extensive one-on-one debate assistance. Coaches may contact the League office for information.

Debate in Texas — If It's Friday, We're at a Tournament

The state of Texas is known nationally for the quantity and quality of its debate. On any given weekend during the season, there are more students debating in Texas than any other state or combination of states. Texas is home to the largest state tournament in the world. This is largely due to the impetus of the debate promoting organizations that operate in our state. Each organization has its own set of rules for debate, so if your school chooses to participate on different circuits, you will want to pay particular attention to the differences in rules. The differences aren't great, but, none-the-less, they do differ. Below is a list of organizations with a brief explanation of each.

University Interscholastic League

This is the oldest organization in Texas, beginning as a debate society in 1910 and has since flourished into an organization not only for debate but interscholastic contests in academics, athletics, and music. UIL is also the largest organization, including over 1,500 high schools and some 3,500 elementary/junior high schools. UIL publishes the *Constitution and Contest Rules* book to inform students and coaches about rules that govern UIL debate. Teams compete in a District level contest and advance directly to the State Tournament. UIL establishes six conferences of schools based on student population, and these conferences compete within themselves. Thus, UIL crowns six state champion teams each year.

The League produces study materials that may be downloaded from the UIL website for debate, in addition to the other high school academic events sponsored by UIL. Valuable handbooks for each UIL speaking event are updated annually.

The League maintains a speech coach database. All coaches should register their contact info each year to receive announcements, notices and reminders of deadlines from the State Office. Complete the Speech Coach Information Form, www.uiltexas.org/speech every year.

UIL also manages a judge database for tournament hosts. Experienced trained individuals wishing to judge tournaments should register by completing the Judge Interest Form.
https://www.uiltexas.org/form/speech-judge-interest/

UIL maintains a website where invitational tournaments can be posted:
https://www.uiltexas.org/academics/invitational-meets

Texas Forensic Association

This organization publishes a constitution that contains TFA debate rules. Membership is voluntary and there is an annual fee to join. Students compete at qualifying tournaments and earn points towards qualifying to a state tournament. Once a team earns a specific number of points, it is eligible to attend the TFA State Tournament. There is no delineation on school size so all schools compete together. TFA qualifying tournaments are invitational and the state tournament rotates among the five regions of the organization. TFA publishes a newsletter and maintains a website: www.texasforensicassociation.com.

Regional Forensic Organizations

There are several regional organizations that operate in Texas. The purpose of these organizations is to promote debate in their area of the State. While some have written rules, others are loose confederations of people who want to see debate thrive in our state. Contact the League for information on your region.

National Speech and Debate Association

As the name implies, this is a national organization. The NSDA sponsors a national tournament in June and the site rotates all around the United States. The NSDA publishes a constitution that contains the rules that govern the organization. Membership in NSDA is voluntary and there is an annual fee to join. Districts are located in most areas of Texas and each holds a district tournament for advancement to the national tournament.

NSDA publishes *The Rostrum* and maintains a website: www.speechanddebate.org

National Debate Coaches Association

This is an organization of debate coaches from across the United States. Its purpose is to promote debate. Members host tournaments and have a national tournament, which rotates among member schools. Membership is voluntary and there is an annual fee to join. The NDCA publishes a newsletter and provides an Open Evidence Project, a collection of files freely shared by summer debate camps. http://www.debatecoaches.org/.

The National Federation of State High School Associations

This organization is involved in promoting many high school activities including debate. It sponsors the national topic selection meeting each year where high school coaches gather to discuss and select potential topics. The National Federation publishes resources on both formats of debate and the individual speaking events. Of importance to CX coaches is the annual publication of *The Policy Debate Quarterly*, a series of four books specifically dealing with the current CX policy topic. The soft cover set of four is available through the UIL Online Store. Coaches also can secure valuable liability insurance through membership in the NFHS. The National Federation is host for the national debate topic meeting. (Refer to the following page for a description of this process.) For a minimal membership fee, the NFHS provides liability insurance for educators, an important provision for coaches traveling with students to tournaments.

The National Federation publishes a periodical regularly and maintains a website: www.nfhs.org. NFHS Learn provides online courses to train speech and debate coaches and adjudicators. The courses provide professional development certification upon completion of each course. A speech certification credential is now available by taking prescribed online courses through NFHS Learn. Access to these training opportunities is located at www.nfhslearn.org.

Did *You* Pick this Topic? — Selecting a CX Debate Resolution

Most people in the debate community are unaware of how resolutions are selected. The process that results in a national CX debate resolution is actually very meticulous and democratic.

The National Federation of High School Associations hosts the annual Debate Topic Selection Committee Meeting. The purpose of this meeting is to provide the debate community in the United States with five potential topics. This meeting currently occurs at the beginning of August and its site rotates around the country. Several groups of people attend this meeting. State associations send a representative. Any debate coach or student may attend the meeting and participate in the process. In the final vote, each State has one official voting delegate. UIL represents Texas as a presenter and as the voting delegate so watch for an electronic ballot to be posted on the UIL website and a message sent out via the speech coach database inviitng your school to submit your vote.

Potential topics for the following year are generated during the current year's meeting. The entire group votes for topics that will make good resolutions. The topics with the most votes are then assigned to individuals to write study reports for the next summer meeting. Writers research throughout the fall/spring and prepare a study report, using National Federation guidelines debateability of the topic area. Each author prepares resolutions covering his or her topic.

At the meeting, a short oral presentation on each topic is given to the entire assembly. Roundtables provide an opportunity to meet each author and ask questions about their proposed topic.The group then breaks up into smaller Marshall Committees (named for UIL's former director Dr. Bailey Marshall) to continue discussion over the paper, alternative wordings of potential resolutions and debatability of the topic area itself. These resolutions are then presented to the entire group. The following day is very unique. The Wording Committee meets with each author, intensely discussing the resolutions from that writer's paper. The purpose of The Wording Committee is to create the best possible resolution based on the topic paper. This is an arduous task and literally takes hours. Each word in the resolution is scrutinized and all meeting attendees are encouraged to offer input.

The much-discussed resolutions are presented to the entire group the next day. This is an important process because more discussion on each topic takes place. Ideas and perspectives from the group are voiced. Individuals may ask questions about the wording of the resolutions and why the Wording Committee chose to construct the resolutions the way it did. At this point, each resolution has gone through multiple intense scrutinies and will continue to be parsed through the voting process.

Voting delegates from states and sanctioned organizations will vote for five topics. The votes are tallied and the topic that receives the least votes is removed from consideration. After each additional vote, the group may continue to discuss the remaining topics. The voting continues until there are only five topics left. These five topics are then presented to the debate community for consideration. Coaches will rank order the five topics and submit ballots. UIL conducts the State vote for Texas, and if you are members of NSDA or other organizations, you may vote your preference with them, as well. This initial ballot occurs in early fall. The topics are narrowed from five to two. The voting process is repeated in

December and one topic is selected for next year. The new topic is released in January. So watch for an electronic ballot to be posted on the UIL debate page and a message sent out via the speech coach database inviting your school to submit your vote.

The process is open to anyone who wishes to participate and is very democratic. The resolution is the result of a great deal of hard work on the part of an author, the Debate Topic Selection Committee, the Wording Committee, and the entire debate community in the United States.

UIL is very instrumental in the entire process. The League sponsors an author to the meeting every year. Coaches can submit their names online or contact the state debate director to be considered as a candidate. A coach from Texas usually sits on the Wording Committee and quite often, it is a coach who participated in the process at the behest of UIL. UIL solicits a vote from every debate coach in our state!

It is an amazing process that gives us the debate resolution each year. It is the result of a great deal of research, discussion, and dialogue among outstanding debate coaches throughout the nation.

Cross-Examination Team Debate

These directions expand upon but do not replace the information in the UIL Constitution and Contest Rules. The contest director should read all rules, then read these guidelines for additional details. See also the Academic Quick Reference Chart, found on the UIL website.

Preparing for the tournament

PLANNING MEETING
Conduct a planning meeting with the debate coaches in the district before Oct. 1. The League office urges the spring meet district director or the organizing chairperson of each spring meet district to name a chairperson for the CX debate district planning meeting. The most successful debate tournaments are those designed to meet the needs of the contestants debating. Items to be discussed at the planning meeting include the items listed below, and the detailed agenda posted on the UIL website. Delegate tasks at this meeting. A policy for how the contest director should be notified if a team cannot attend should also be established.

CONTEST DIRECTOR
If a CX contest director has not been appointed by the district director, select a knowledgeable person and submit the name to the district director for approval. Provide the League office with the name as soon as the appointment is made, and no later than Nov. 1. Include this information on the District Meet CX Debate Information Form, located online on the debate page of the UIL website. If this person is a coach of debaters competing in the district, special consideration should be given in advance as to what procedures will be used for pairing debates and making judging assignments, so that all schools are in accordance.

SITE
Consider the following items in selecting a site, and coordinate with the district director to secure permission for the use of the buildings and needed rooms and to ensure the availability of facilities.
- number of rooms (one room for every two teams)
- central location
- facilities for tabulation

SCHEDULE
Consider the following items in selecting the date(s) and the time(s).
- minimum loss of school time
- adequate time to run the needed number of rounds (1-1/2 hours for each debate round)
- time for tabulation, verification, and announcement of winners

FORMAT
The following are methods (formats) which can be used in determining the district championship. The format is primarily dependent upon the number of teams entered, the time involved, and the availability of judges.
- Round robin. Each team debates every other team. This can be done over a period of time.
- Preliminary rounds (usually three) leading to an elimination bracket (quarterfinals or semifinals). All teams are guaranteed, regardless of records, to debate at least the number of preliminary rounds. The top eight or four teams are then selected for quarterfinals or semifinals.

SUBMIT NAME
of the CX district director and information form to the League office by Nov. 1. You should submit this information online via the UIL website: http://www.uiltexas.org/speech/debate.

DISTRICT CERTIFICATION
Confirmation of the district winners and alternates must be entered online no later than 10 calendar days after the conclusion of the district competition, or Feb. 13, whichever is sooner.

ROOMS
• Assembly room
• 1 room per debate
• tab room
TIME — 90 minutes per debate

CONTEST MATERIALS
UIL digital Link: CX debate resolution, instructions to judges, meet evaluation sheet, team summary sheet. Speechwire Tournament software provides e-ballots. Director Provides: contestant roster, contest rules, (tab room), stopwatches

PERSONNEL
• director
• timekeepers
• tab room staff

The second format (prelims leading to elims) is the preferred method. However, in districts with fewer than six teams, the round robin format may prove more desirable. Utilize the suggestions from the district debate coaches about which format best fits the needs of the district. Be sure to determine who will be involved in pairing the debaters.

BRACKETS/TABULATING RESULTS/TAB ROOM

An official vote needs to be taken on whether or not to alter (break) brackets to prevent teams from the same school from debating each other. This decision is best made during the fall planning meeting but must be made prior to the beginning of the meet. Otherwise, maintain the integrity of where the debaters earned their spot on the elemination bracket and do not break them. Also, establish the criteria for tabulating results. The suggested criteria is found later in the Tabulating Results section. Decide this prior to the beginning of the meet and whether to have an open or closed tab room.

BRACKETS are not broken at CX State Meet.

JUDGES
1 per debate, prelim rounds
3 per debate, elim rounds

JUDGES

A tournament is only as good as its judges. Therefore, select judges on the basis of capability and impartiality. They may be recruited from nearby colleges and universities, or from schools' coaches, faculties and/or communities. At minimum, they should be high school graduates with debate experience. The number of judges needed is dependent upon the number of teams entered and the format of the tournament. Each school may be assigned to recruit a certain number of judges or the district committee may determine other means of securing an adequate number of competent judges. Decide who is responsible for recruiting judges and what credentials will be required of judges. Set a deadline for securing and confirming judges. It is important to recruit extra judges to "stand by" in the event a judge cancels or arrives late.

AWARDS

Indicate to the district executive committee the number of medals needed for team debate.

- First place – two medals; Second place – two medals; Third place* – two medals. Recognize fourth, fifth and sixth place with medals or ribbons. Districts may order medals from any selected vendor.
- First, second and third place team schools also receive a team plaque.

***THIRD PLACE IS always awarded and given medals. Two teams may advance to the State Meet. Fourth, fifth and sixth place also receive medals and serve as alternates.**

INFORMATION TO SCHOOLS

As early as possible, disseminate the following information to the schools and sponsors involved: date(s), site(s), time and place to register, schedule of rounds and format, address & deadline for entries, "change in entry" procedures, judging requirements per school, information about the judges (i.e. age requirements), entry fees and/or judges fees, criteria for determining winners and hospitality and concession plans

CONTEST MATERIALS

The League office provides materials digitally via a link which will be emailed to you and posted to the UIL Debate page of the UIL website prior to the start of district meets. The official tournament management system, SpeechWire, provides electronic ballots which enhance the efficiency of running your meet. SpeechWire provides an instructional video for officials and judges on how to use these electronic ballots. The following items will be available electronically at that link:

REVIEW ALL materials well in advance to make sure you have what you need.

- Instructions for judges
- Electronic Retrieval Devices Guidelines
- CX debate resolution
- CX State Meet coaches' memo (for winning coaches) with certification link, deadlines and instructions for online judging form submission
- CX State Meet information link for state qualifiers
- Meet Evaluation link

General information about debate

TIME LIMITS

Each cross-examination debate lasts approximately 1 and ½ hours. An entire debate, which is made up of several speeches, is called a round. A cross-examination debate team consists of two contestants, who will give the following continuous speeches.

CONSTRUCTIVE SPEECHES

First affirmative	8 minutes
Cross-examination by negative	3 minutes
First negative	8 minutes
Cross-examination by affirmative	3 minutes
Second affirmative	8 minutes
Cross-examination by negative	3 minutes
Second negative	8 minutes
Cross-examination by affirmative	3 minutes

REBUTTAL SPEECHES

Negative	5 minutes
Affirmative	5 minutes
Negative	5 minutes
Affirmative	5 minutes

- Preparation time. Each team shall take no more than eight minutes elapsed time during a round.
- Roadmaps. Presenting a very brief preview of argument order before speeches, often referred to as a "roadmap," is not considered part of the speech. However, debaters should not abuse this privilege by excessive length of the roadmap. Abuse may count against a team at the discretion of the judge(s).
- Overtime. Overtime may count against a team at the discretion of the judge.
- Abuse of time. Excessive abuse may result in the loss of the round at the discretion of the contest director.

SIDES

In so far as possible, each team should debate both the affirmative side and the negative side of the resolution during the course of the meet. In a three-preliminary round tournament, each team should debate affirmative one round, negative one round, and flip a coin or come to a mutual agreement for the third round. When a bracket is used, determine sides by the flip of a coin or by mutual consent.

SCOUTING

Debate, by its very nature, is public. Therefore, all debates in UIL district and state competition shall be open to the public with the exception of debate teams competing in that tournament. Competing debaters shall not observe rounds of district or state competition in which they are not debating. To discourage the "scouting" of a possible future opponent by either a debater, a coach, or anyone else, the penalties for note taking are explained below. The contest director makes all final decisions regarding scouting.

ALL DEBATES IN UIL district and state competition shall be open to the public with the exception of debate teams competing in the tournament.

NOTES

- Taking of notes. With the exception of the final debate in district and state competition, only the judge and the four student participants may take notes. For example, anyone may take notes in the debate which determines first and second place, and the debate which determines third and fourth place.
- Sharing of notes. During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge participating in the district contest is neither allowed to give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.
- Penalty for debaters. Violation by debaters of the scouting rule is grounds for disqualification of the debate team from the current competition. The contest director makes all final decisions regarding scouting. Such violations may be grounds for suspension of the school from team debate for the following year.
- Penalty for coaches. Violation by coaches of the scouting rule is grounds for disqualification of their teams from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 & 29 of the C&CR, and such violations may be grounds for suspension of the school from team debate for the following year.

PROMPTING

Debaters shall receive no coaching while the debate is in progress. Viva voce or other prompting either by the speaker's colleague or by any other person while the debater has the floor is prohibited. Time signals are not considered prompting. If prompting occurs during a round, the team in violation shall be assigned

a loss in the round in which the prompting took place.

TAPING/FILMING
The UIL prohibits schools and/or individuals from recording audio and/or video of speech contests. Be sure to announce this to schools before the tournament begins.

Guidelines for use of computers

For further clarification, FREQUENTLY ASKED QUESTIONS are listed on the speech page of the UIL website.

Electronic retrieval devices are defined as laptop and tablet computers, netbook computers, and other portable electronic retrieval devices. The use of electronic retrieval devices by competitors in UIL Cross-Examination Debate and Lincoln Douglas Debate rounds is permissible under the conditions specified below.

A. Internet access may be used to retrieve files, research arguments, and exchange evidence and/or arguments with the opposing team and judge.

B. Computers or other electronic retrieval devices may neither be used to communicate nor to send or receive information to or from coaches, assistants or other individuals inside or outside the room in which the competition occurs. Examples of information that would be restricted would include but not be limited to coach/non-participating competitor generated arguments, advice or arguments to run, questions to ask or response answers during cross-examination period and other information not generated by the participating competitors in the round.

C. In compliance with the UIL prompting rule, electronic retrieval devices may not be used to send messages or evidence to a debate partner while that partner is speaking or participating in crossex-amination period.

D. Availability of Evidence: Debaters have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. This may be done electronically by flash drive or email chain if the opponent and judge have the capability to view the electronic version on their own devices. In the event that an opponent or judge is not using an electronic retrieval device, a debater who presents evidence from an electronic device must provide a meaningful opportunity for that opponent or judge to review evidence. Examples of such access include providing a printed copy of the evidence and showing the evidence on a device provided by the debater. Whatever manner the evidence or access is provided, the evidence must be quickly and easily accessible by the opposing team and judge.

E. Contestants electing to use computers are responsible for providing their own computers, internet connection, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing wi-fi connection, computers, printers, software, paper, or extension cords for contestants or any technical assistance.

F. Sanction: Contestants found to have violated paragraph C above shall forfeit the round of competition and receive zero points. Contestants found to have violated paragraph B above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.

Contestants choosing to use laptop computers or other electronic retrieval devices defined above accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use these devices in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking. Laptops or other electronic retrieval devices should not be a deterrent to eye contact and other proper public speaking skills.

FOR MORE information on substitutions, see C&CR, Section 903. The Substitute Eligibility Form can be found on the UIL website.

After entries are received

ENTRIES
Receive the online entries from the various schools. All entries must be submitted online. Do not begin pairing (matching teams together) until all the entries are in the tournament director's possession. If fewer than eight teams are entered, immediately notify each participating school that a fourth team may be entered.

SUBSTITUTIONS

Prior to the beginning of the contest, students may be substituted for entries (names) on the official entry. Substitutes must present the contest director with a substitute eligibility form or letter from the designated administrator certifying eligibility. After the meet, submit the forms or letters to the district director to be filed. After the tournament has begun, no substitutions will be allowed. Be sure to input changes online.

PAIRINGS

The process of arranging matches in debate is called "pairing" because it brings together the pair of teams who will debate each other. An accurate and up-to-date list of entries is critical. For this reason, the pairing process seldom can begin more than a few days before the contest.

Certain constraints, regardless of which format is utilized, should be observed. When pairing preset preliminary rounds, *in so far as possible:*

- each team should debate both the affirmative and negative side of the resolution; and
- no team should debate against another team from its own school;
- no team should debate against the same team more than once;
- no school should repeatedly debate the same school.

The debate teams should be paired using the format approved by the district executive committee. The district championship may be decided by round robin or preliminary rounds leading to an elimination bracket.

- ROUND ROBIN. In this method of pairing, each team will debate every other team in the tournament. No team is eliminated if it loses a round, and all teams continue to debate until the stated number of rounds has been completed. Since all debaters meet all debaters other than themselves, this assumes that debaters will debate students from their own schools, if their school has multiple entries.The winner is the team with the best win-loss record, followed by the highest number of total speaker points, etc. (See "Tabulating Results" which follows.)

  To conduct a round robin, first number the teams. This should be done by chance, allowing each team to draw its number, or, if representatives of teams are not present, appoint someone to draw for each team. Sides are random because numbers are drawn at random. Suppose there are seven teams. Since seven is an odd number, one team does not debate in each round. The first round is arranged by writing the numbers down in their order, 1, 2, 3, in column form and then 4, 5, 6, 7 in column form up to the left, setting 4 opposite 3, 5 opposite 2, 6 opposite 1, and 7 at the top for the team not debating. Repeat this arrangement except to drop the position of "1" down one space each time until it reaches the bottom and then move its position to the left and up to the top of left column, and the round robin schedules have been completed.If the number is listed first, the debaters are affirmative that round. If the number is listed second, the team is negative that round. The Round Robin schedule ensures that no team is uneven by sides at the end of the tournament by more than one. Teams cannot flip for sides in this scenario, since the sides work properly only if the team whose # is listed first is affirmative in each round.

7-	6-	5-	4-	3-	2-	1-
6-1	5-7	4-6	3-5	2-4	1-3	7-2
5-2	4-1	3-7	2-6	1-5	7-4	6-3
4-3	3-2	2-1	1-7	7-6	6-5	5-4

  This arrangement holds good for any odd number. Keep your eye on the "1"—it revolves. Conversely, if the number of teams is even, "1" remains stationary, and the "2" revolves, thus:

1-2	1-8	1-7	1-6	1-5	1-4	1-3
8-3	7-2	6-8	5-7	4-6	3-5	2-4
7-4	6-3	5-2	4-8	3-7	2-6	8-5
6-5	5-4	4-3	3-2	2-8	8-7	7-6

Three teams

3-	2-	1-
2-1	1-3	3-2

Four teams

1-2	4-1	1-3
4-3	3-2	2-4

Five teams

5-	4-	3-	2-	1-
4-1	3-5	2-4	1-3	5-2
3-2	2-1	1-5	5-4	4-3

Six teams

1-2	6-1	1-5	4-1	1-3
6-3	2-5	4-6	3-5	2-4
5-4	4-3	3-2	2-6	5-6

Choice of sides may be determined for the first round by prescribing that odd numbered teams take the affirmative and even numbered teams take the negative. It is unethical for teams to forfeit rounds to manipulate the round robin standings. All teams should debate all other teams.

- PRELIMINARY DEBATES TO DETERMINE SEEDING IN THE SINGLE ELIMINATION BRACKET. (quarterfinals or semifinals) All preliminary rounds may be preset (a schedule written prior to the beginning of the first round which is complete for all of the preliminary rounds) or some rounds (usually two) may be preset and the third round or any subsequent rounds may be power-matched (based on the record accumulated in the previous rounds).
  - **Preset rounds.** In the preset rounds, in so far as possible, assign each team to opponents of different strengths. For example, a team listed first by its coach on the entry form should debate teams listed first, second and third by their coaches. If possible, no team should debate against another team from its own school, debate against the same team more than once, or repeatedly debate the same school during preset preliminary rounds.
  - **Power-matched rounds.** An individual with some debate tournament administration experience is required to set the power-match round, and extra time (approximately 30 minutes after all the ballots of the first few rounds are turned in) must be built into the schedule before the round to be power-matched. Power-matching is recommended when in a 3-preliminary round tournament the number of teams is greater than 12. A power-matched round pairs teams with equal records against one another. This means that undefeated teams debate other undefeated teams, teams with one win and one loss debate teams with the same record, and teams with two losses debate other teams with two losses. This method minimizes the number of undefeated teams that may not advance into the elimination round.

    Procedure for the assignment of byes in a power-matched round: If the number of contestants competing is uneven, the bye must be assigned before the beginning of power-matching. In a 3-preliminary round tournament, the bye in round 3 must be assigned to the contestant with the lowest seeding (considering win/loss record and speaker points), UNLESS that contestant has already received a bye. In that case, the bye would be assigned to the contestant with the next lowest seeding (considering win/loss record and speaker points). The same procedure would be followed in the fourth round of a 4-preliminary round tournament, except that that bye must be assigned to the lowest seeded contestant on the side (affirmative or negative) with the excess number of contestants.
  - **Power-protect rounds:** A power-protect round means that the top seeded teams in the tournament meet only lower seated (bottom) teams in prelim rounds of the tourney. No major debate tournament, either at the college or high school level uses such a "power-protect" scheme and UIL does not endorse this structure.

A POWER-MATCHED round pairs teams with equal records against one another. Visit the UIL website for additional specific details.

 # OF ENTRIES (District) 3 teams per school. If fewer than 8 teams in a district, each school with a full entry may enter a fourth team.

DO NOT AWARD any team more than one bye.

BYES

If the number of teams entered is odd, one team in each round will receive a "bye" when three preliminary rounds lead to an elimination bracket. This means one team sits out of a particular round.

Adhere to these instuctions for determining byes, *in so far as possible:*

- Randomly draw for byes.
- Do not assign a given team more than one bye.
- Do not assign a given school more than one bye.

These guidelines should be followed whenever possible.

Tabulating byes. A bye is tabulated as a win. Speaker points for the round in which the bye is given are determined by averaging the total number of speaker points received in all other rounds.

ROOM ASSIGNMENTS

Assign rooms to the pairings. Try to use rooms which are near one another and easily accessible. Since most debaters carry a great deal of evidence, they prefer first floor rooms. Repeating use of the same rooms helps reduce travel time between rounds, keeping the contest running smoothly.

JUDGING ASSIGNMENTS

Assign judges to the pairings, using a single judge or a panel of judges (3 or 5). The UIL recommends panels, when feasible, especially in the elimination rounds of a preliminary round tournament format. Vary judges as to gender, race, age and philosophy of debate. For example, place a lay person (non-debater) on a panel with a former debater or coach, and a university student or faculty member with debate experience. Make every effort to prevent a judge from judging a team more than once. It is important, therefore, to keep a record of which teams a judge has heard.

BALLOTS
The use of electronic ballots through Speechwire is optimal.

COPY OF PAIRINGS
Do not duplicate copies of pairings for distribution until the day of the tournament to assure accuracy.

The day of the tournament

1. Copy pairings for distribution to coaches and debaters. After all teams have registered, meet with the coaches to distribute pairings (or push out to them electronically). If the decision has not been made whether or not to alter (break) brackets to prevent teams from the same school from debating each other, meet with the coaches and decide before the tournament begins. (see discussion concerning breaking brackets on the following page)
2. Distribute ballots to judges (or push out to them electronically). If you plan to use coaches as judges, avoid having a coach judge his own team. Judges should not have access to information about a team's affiliation or record in the tournament. Judges should not to discuss their decisions with other individuals or judges before completing their ballots.
3. Check to make sure that all rooms are unlocked and that the debate rounds have started.
4. Using e-ballots via Speechwire prevents problems and makes the next few steps unnecessary. Otherwise, collect and check each ballot after each round. Before releasing a judge, ballots should be checked to see that:
   - a decision has been given (affirmative or negative),
   - teams have been correctly identified as affirmative or negative,
   - Speaker points have been awarded (maximum of 30), (low point was confirmed as intentional by judge, if given)
   - Speaker ranks have been given (1, 2, 3 and 4 with no ties),
   - reasons (comments) for decision have been written, and
   - the judge has signed the ballot.
5. Distribute ballots for the next round. Be careful to avoid assigning a judge to a group of debaters they may have previously judged.
6. Begin tabulating results. Double check the recording of each round.

After preliminary rounds

TABULATING RESULTS
To determine the winners of a round robin tournament or the eight quarterfinalists or four semifinalists who will advance (break) to the elimination rounds, the following criteria are a widely accepted method of determining seeding (placement on the elimination bracket). However, the district executive committee, based on suggestions from the debate coaches, may elect to rearrange the order. UIL does not mandate a specific order of seeding criteria. The criteria should be determined before the contest begins.

- Win/Loss record. If several teams have the same record, use the next criterion.
- Adjusted speaker points. Drop both the highest and lowest points awarded to tied teams. Highest remaining point total wins. If there is a tie, use the next criterion.
- Total number of speaker points. The highest point total wins. If there is a tie, use the next criterion.
- Total number of ranks. The lowest total wins. If there is a tie, use the next criterion.
- Opponents' win/loss record. Determine the record of each of the opponents debated by the two teams tied in points. The team in the tie who debated the more difficult opponents (best record) wins. If there is a tie, use the next criterion.
- Opponents' total number of speaker points. High total wins.
- Opponents' total number of ranks. Low total wins.
- Head-to-Head competition results in prelims.

TABULATING BYES AND FORFEITS.
If a team received a bye, or was involved in a forfeit round, special attention is necessary in tabulating results. Credit the team who received either a bye or a forfeit with a win, and award the individual speakers the average of their points in the remaining rounds. For a team that is forced to forfeit a round, the director must exercise some discretion. If a team is forced to forfeit because of sudden illness, for example, the director may credit the team with a loss in the round and its average of speaker points from the remaining rounds.

INDIVIDUAL POINTS
1st place 20
2nd place 16
3rd place 12
4th place 10
5th place 8
6th place 6

SPEECH TEAM POINTS
1st place 10
2nd place 5

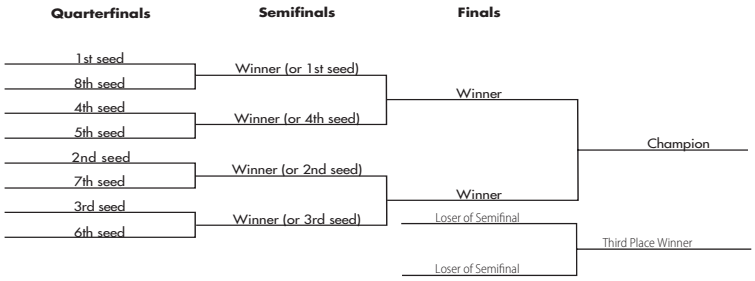
SPEECH TEAM POINTS
The UIL Online Entry System will calculate and award speech team points.

TIES
- **Individual - No ties.**

IF TEAMS in the elimination bracket met in prelims, opposite sides are locked for elims.

On the other hand, if a team forfeits for violation of the tournament rules, the director may credit the team with a loss in the round and award zero speaker points.

DETERMINING PLACEMENT ON THE QUARTERFINAL OR SEMIFINAL BRACKET
Given the teams who will advance based on the best records, seed the teams onto the bracket. The team receiving the loss in the third place round receives fourth place. Fifth and sixth place must also be designated within the bracket.



IF THE DECISION whether or not to break brackets has not been made before the first debate, the UIL recommends that brackets not be broken.

ALTERING (BREAKING) BRACKETS
You may alter brackets so that two teams from the same school will not have to debate unless it is the final round or the debate for third place. **In the altering of brackets, the advantage must always go to the higher ranked team.** For example, if the first seed is scheduled in semifinals to debate the fourth seed, and the two teams are from the same school, one of the two teams in the bottom bracket (second seed and third seed) may be moved up to the top bracket. Because the advantage should always go to the higher ranked team (in this case the first seed), move the third seed instead of the second seed (theoretically a more difficult team) up to the top bracket to debate the first seed. In the bottom half of the bracket, the advantage also goes to the higher ranked team (the second seed) because the team is now debating the fourth seed (theoretically an easier team) instead of the third seed as in the original bracket. Alter brackets only if the coaches and/or tournament director decide to do so prior to the beginning of the tournament.

BRACKETS are not broken at CX State Meet.

If the decision whether or not to break brackets has not been made before the first debate, the UIL recommends that brackets not be broken.Brackets are not broken at the State Meet. You are encouraged to read the justification presented in the Appendix of this manual, document A-3.

DETERMINING WINNERS WHEN TEAMS CHOOSE NOT TO DEBATE
All places (first through sixth) must be determined. It is educationally beneficial for debates to be conducted, regardless of the number of teams competing in the district meet. However, in the semifinal and finals rounds, places may be determined by other methods although no ties shall be awarded. Contact the State Director.

Ballot verification

A ballot verification period must be scheduled after all preliminary rounds are completed and after each elimination round before the teams advancing to elimination rounds or winners are officially announced. Make certain the location for ballot verification is properly publicized.

This period is for the coaches to check for errors in tabulation, not to challenge the judge's decision. Distribute ballots to the coaches, indicate the win/loss record, points, and/or ranks that it took to break into eliminations (if running a preliminary seeding tournament), the record that it took to win the tournament (if running a round robin format), and any other information the coaches need before the awards and certification to the next level. Allow approximately 15 minutes to verify preliminary round results. At the end of the verification period, results shall be read as official results.

After the tournament

CERTIFYING THE WINNERS

The CX contest director must certify the winners online within 10 calendar days after the district meet and no later than Feb 13. Make certain that online results reflect drops/no shows to help prevent mistakes in the official State Meet program. You must provide an accurate number of teams competing.

In districts with fewer than eight teams competing, second-place teams must have a minimum of eight rounds of competition during the current school year in order to advance to state competition. The certification form on the UIL website requires the verification of the principal of the second-place team, verifying that the team has competed in the required number of competitive rounds, before the school submits the form to the UIL office by the deadline. In the event the second place team is not certifiable, its school should notify the State Office in writing (email) immediately. The alternate team would then need to provide proof of certification in order to advance to State. In districts with only one school entered in the meet, first place team also must be certified. Further clarification of the certification rule can be located on the League website.

Please distribute the Certification Form link to the appropriate school representatives.

WINNERS' INFORMATION AND AWARDS

Please inform each advancing team and alternate team that winner's information is posted on the UIL website.

CX STATE MEET COACHES' INFORMATION

The coach of each advancing team and the alternate team should be given a CX State Tournamment web link included in the contest materials link on the UIL website. This contains critical information, including the certification link. Make coaches aware of the judge deadline. Schools must provide a judge for a team to be eligible to compete at state, unless excused for a valid reason by the UIL CX state contest director. Judging forms must be submitted online.

MAILING RESULTS

Mailing full meet results to participating schools is optional since results will be posted online.

EXTRA CONTEST MATERIALS

Destroy or distribute any extra contest materials.

THE DEADLINE for submitting CX winners and the number of teams that competed to the League office is 10 days after your CX district or Feb. 13, whichever is sooner.

THE DEADLINE FOR submitting certification forms and judging forms for the state meet is Feb. 16.

LATE FORMS incur a $100 fee, and may endanger qualification.

Remind winning coaches that State Judging forms are due by Feb. 16.

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APPENDIX

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Links to Resources:

CX Director Information Form
Fall Debate Planning Meeting Agenda
CX Certification Online Form
Guidelines for using Electronic Retrieval Devices
CX for Beginners Video: https://youtu.be/Q81uzyl8qdM

Ethics in Coaching Forensics

Competition can bring out the *best* or the *beast* in coaches and students. Although there are sometimes differences among Texans about just what is "ethical," there is general consensus that unethical behavior occurs all too often in forensic competition. The attitude of *"win at all costs,"* and *"if your squad is going to use a tactic – my students will use it too, whether it's right or not,"* is a trap you don't want to fall into as a beginning coach.

What is unethical when it comes to competition? What should you avoid?

- **Unsportsman-like conduct** – Never treat judges and tournament officials disrespectfully, even if you disagree with their opinion. Your students learn by example. Teach your students sportsmanship and courtesy.

- **Taking shortcuts** – Don't resort to skipping the important steps of having students check all evidence before using it in a debate round, trying to pass off inappropriate documentation in prose and poetry contests, or illegal materials in the extemporaneous speaking preparation room.

- **"Everybody else is doing it" attitude** – Never excuse unethical behavior just because it seems other coaches are doing something.

- **Looking for loopholes** – Violating the spirit of the rule when the intent is clear by arguing the "letter" of the law is not exemplary behavior. Don't try to skirt the rules nor teach your students to do so.

- **Abuse of scholarship of the activity** – Forensics is a noble endeavor. Set high standards of decorum for yourself and your students. Using a ballot to punish students from a school you don't like or whose coach you aren't fond of, manipulating sectioning/pairings in the tabulation room, doing your students' work for them, dropping teams without notice, berating or intimidating tournament officials, demonstrating a lack of courtesy toward other competitors, and a general disrespect for rules are not what forensics should be about.

As speech educators, we have a responsibility to our profession as well as our students. We must ensure that the educational aspect of our activities takes precedence over the competitive aspect, and we must be careful how we help students define "winning."

Place *Integrity* over *Victory.* Be proud of your students if they have done their best. Teach your students not only the written rules, but also the unwritten rules of etiquette and ethics.

Maintaining the Integrity of the Elim Bracket

Maintaining the integrity of the unbroken bracket is justified for the following reasons:

Maintaining Neutrality: Breaking brackets essentially means that the contest director would re-seed the elimination pairings to prevent competitors from the same school from debating. Thus, the tournament administrator is adopting an interventionist policy rather than allowing the individual performances as determined by the collective wisdom of the preliminary round judges to determine placement in the elimination rounds. Breaking brackets destroys the integrity and fairness of the seeding determined by those designated to evaluate the debaters and compromises the tournament administrator's ability to maintain impartiality. There is really no fair way to break a bracket. Debaters earn the spot that they have in the bracket by the record they compile in the preliminary rounds. Consider the following example of a quarterfinal round where the pairings are 1-8, 2-7, 3-6, 4-5. UIL instructions for the breaking of brackets at the District or Region tournament, if officials determine to do so, is as follows: "The advantage must always go to the higher ranked debater or team."

For example, if the debaters from the same school are in the 2-7 position (just to use an example), this means that in order to avoid a same school pairing, the school meeting itself now receives a major advantage: The debater or team earning the second seed now moves into the top seed slot and meets the weakest team (the 8th team), depriving the debater/team who earned the top spot from having this (theoretically easiest) match.

If the same school match happens in the 1-8 spot, it is impossible to "advantage" the highest seed – there is no higher spot available than #1.

The problem becomes much more serious in the semifinal round if same schools meet. If the same schools are paired in the 1-4 spot, the #1 team cannot be advantaged, so the UIL procedure becomes unworkable. If the positions of the 1 and 2 spots are switched (to avoid the same school pair), then the #3 contestant in the bracket receives a harder pairing as a result – an outcome that will seem unfair to them.

Equal Playing Field: The point is, there is no universal system available for breaking a bracket that will work all of the time. This puts discretion into the hands of the tournament director. When elimination round brackets are broken, an unequal playing field is created. In every case, the bracket break is unfair to someone.
When a school meets itself, debaters from the same school would be familiar with the positions their opponent would utilize. This doesn't actually create an unfairness considering that both contestants are aware of the positions used by the other. Not only would the negative debater/team know the case used by the affirmative – the affirmative would also know the arguments likely to be used by the negative.
When a school meets itself, there is a countervailing advantage – this match ensures that one team from the school will advance to the next round.

While the breaking of brackets used to be a fairly common tournament practice, it has all but disappeared in the past two decades, with the exception of a few holdouts. The reason so many others have abandoned the practice is that it creates too much discretion in the adjustment of the bracket.

Internet Debate Research

Rich Edwards, Baylor University

2025

Terms

Internet Provider: The commercial service used to establish a connection to the Internet. Examples of a service provider are America Online, Sprint, ATT, MSN, Road Runner, etc.

Internet Browser: The software used to manipulate information on the Internet. The four major browsers in use are Chrome (the Google product), Mozilla Firefox (the successor to Netscape), Safari (the Apple product) and Edge (the Microsoft product). Each type of browser will give you access to the same group of search engines, which is the main thing you will care about.

Firefox has one feature that other browsers lack: it can report to you the last revision date of a Web page (select "Page Info" from the top "Tools" menu to access this function). I teach debaters that a Web page may be dated from the last revision date if no other date is shown on the page; Internet Explorer, Chrome and Safari offer no way to know this date.

The "Wayback Machine" offers another option for discovering the dates that a website was first created and last revised. The Wayback Machine archives Internet sites,and is available at https://web.archive.org/. The procedure here is as follows: (1) Copy the URL of the website for which you need the date; (2) Go to the webpage for the Wayback Machine; (3) Paste the URL of the desired website into the search box of the Wayback Machine. For almost all website, the Wayback Machine will then report the time the website was created and the last time it was revised.

URL: This stands for Uniform Resource Locator. It is the http://www.baylor.edu etc.

Internet Search Engine: The software used to search for information on the Internet. You will use the same group of search engines, regardless of which browser (Explorer, Firefox, Chrome, or Safari) you may be using. Examples of search engines are Google, Bing, Teoma, Yahoo, Excite, and LookSmart. My personal favorites are Google and Bing.

Metasearch Engines: These are Internet search engines which will submit your search to other search engines. While there were once many metasearch engines, the only major ones remaining are Dogpile and Webcrawler. The metasearch engines advertise that they are superior to any one search engine since they will report results from multiple search engines. While this is useful for some purposes, it is not the best means to conduct debate research. The metasearch engine sends a simple search request to other search engines, meaning that you are foregoing the opportunity to use the "advanced search" function that almost all major search engines make available to you. This means that you often are losing the capability to do exact phrase searching, limitation by date, limitation by domain, or limitation by file type. It is also often true that you will receive fewer hits from each of the major search engines than if you were to issue the search directly within that search engine.

Domain: Each web page on the Internet will have a closing three letter code such as ".com," ".edu," ".gov," ".net," etc. The domain tells you something about the origin of the web page. In most instances, the "edu" domain means the web page is housed in or provided by a college or university. The "gov" domain means the web page is maintained by a federal, state, or local government. The "com" and "net" domains usually mean a commercial enterprise. Most of the major search engines (in the advanced search options) allow the debater to limit a search to particular domains.

PDF: This stands for "portable document file" and indicates that a document is being made available in a format which will look just like an original document in print (complete with page numbers). PDF files are designed to be viewed and/or printed in Adobe Acrobat Reader (available free for download from the Internet). The advantage for the debater is that information gathered from a PDF file can be cited at a particular page number (the same page number it would have as if you had access to the original printed document). Almost all congressional hearings (starting with the 105th and 106th Congresses) are available in PDF format. This not only means that you can download a hearing which will be identical to the printed one, but it also means that you have almost immediate access to a hearing once it has been held. PDF files also carry the advantage that they generally are made available from well-established sources on the Internet. Again, however, the software necessary to "read" PDF documents is available free on the Internet. You will know that a document for download is available in PDF format if the Internet URL ends in ".pdf". Most of the major search engines allow you to search for only those Web pages which make available a PDF download.

HTML: This stands for "hypertext markup language" and is the code used for creating web pages. You don't really need to be an HTML programmer to be able to write a web page since numerous programs can create the code for you from simple-to-operate menu choices. If you want to view the HTML code used to construct a web page you can do so by selecting the top menu choice for "View" (In either Firefox or Chrome) and coming down to the choice for "Developer Tools." By selecting "View Source" under "Developer Tools" you will see displayed the native HTML code which creates the Web page.

ARTIFICIAL INTELLIGENCE

Debaters can now explore the potential of artificial intelligence to assist with debate research and the construction of cases, by creating an account at https://chat.chatbotapp.ai/landing/register

As explained in a recent CBNC article written by Ryan Browne, entitled "All you need to know about ChatGPT, the A.I. chatbot that's got the world talking and tech giants clashing," offered the following description: "ChatGPT is an AI chatbot developed by San Francisco-based startup OpenAI. OpenAI was co-founded in 2015 by Elon Musk and Sam Altman and is backed by well-known investors – most notably Microsoft. It is one of several examples of generative AI. These are tools that allow users to enter written prompts and receive new human-like text or images and videos generated by the AI" (https://www.cnbc.com/2023/02/08/what-is-chatgpt-viral-ai-chatbot-at-heart-of-microsoft-google-fight.html).

While ChatGPT is impressive in its ability to generate essays on any topic, debaters should remain wary about the accuracy of statistics and source citations provided – elements that are essential to ethical debating. Early versions of ChatGPT seemed often to present sources of support that did not actually exist. Later versions do, however, seem to have significantly improved the accuracy of source citation. Debaters should, however, remain cautious; it is essential to personally check the accuracy of citations.

Maximizing the Use of the Search Engine

Why use a search engine? This is the only way to find material on the Internet unless you already know the URL you are looking for. The problem is that you must know the URL precisely; close will not be good enough. In the early days of the Internet folks used to use printed resources such as *Internet Yellow Pages*. But now there are simply too many pages for these types of publications to be useful. Google and Bing, for example, index about 30 trillion Internet pages.

Procedures for effective searching:

What about capitalization? For Internet search engines capitalization no longer matters. Searching for "SECURITY COOPERATION" will produce the same results as "Security Cooperation" or "security cooperation."

What about quotation marks? Use quotation marks whenever you want the search engine to look for words together as a phrase (assuming you are using a search engine that enables exact phrase searching). If you search for Basic Income (without the quotation marks), the search engine will look for web pages containing the word "basic" and "income" but it will not require that the words be next to each other. By putting quotation marks around "Basic Income" you are requesting only those pages containing the whole phrase. There is no need to put quotation marks around a single word.

How can one limit a search to a particular domain? The best Internet search engines have an "advanced search" or "power search" capability. One of the options in the advanced search engine is the capability to limit by domain. Limited your search to the .gov domain will, for example, provide an efficient means of finding government publications on the desired search. To access Google's advanced search engine, simple place the words "advanced search" in the Google search box.

How can one search for a particular URL (you know part but not all of the URL)? Many of the advanced search engines provide the capability to enter a search term and then to indicate whether you wish to make this search apply to "title only," "full-text," or URL. You would, of course, select the URL option.

How does the search engine rank the web pages it reports? This is a somewhat controversial issue. Some search engines receive payment from internet advertisers for the privilege of having their pages reported early in the search list. Most search engines, though, report the web pages in order of the greater number of occurrences of the term. Google's patented PageRank system factors in not only the proximity of the terms but the number of times other users have accessed the web pages.

Quality of Evidence on the Internet

Setting rigid standards will be essential: The Internet makes available web pages from fourth grade students right alongside those from world-class experts. Just as in the print medium, one must make a distinction between the *New York Times* and the *Weekly World News.* Since most debate research is squad-based, meaning it is shared by many students, it is essential that there be agreement on minimum standards for the types of web pages which may be used for debate research. Following are some recommended standards:

NO use of web pages which come from discussion groups or chat rooms.

NO use of evidence from comments posted on blogs.

NO use of web pages where the author's qualifications are unknown.

NO use of web pages where the author is a student in grade school, high school, or college.

NO use of web pages from hate groups or from unidentified organizations.

NO use of web pages which are undated or for which a "last revision date" is unavailable.

Prefer web pages sponsored by one of the following groups:

A government institution

A major educational institution

A recognized "think tank" (RAND, Brookings Institution, Heritage Foundation, CATO Institute, Hudson Institute, etc.)

A reputable journalistic organization (CNN, New York Times, Christian Science Monitor, etc.)

Using the URL to sort out author qualifications: Consider the following example. You enter "John Rawls" and "social safety net" in a Google search. You have a web page returned to you entitled "Notes on 'A Theory of Justice.'" The web page contains some information which you find

useful, but you have no information about the author other than just the name Chilton. You notice from the URL that the web page comes from an "edu" domain associated with something called d.umn, but you don't know what school this is, and you don't know whether the author is a professor or an undergraduate student. The URL is http://www.d.umn.edu/~schilton/3652/Readings/3652.Rawls.ATheoryOfJustice.html. Take apart the URL to discover more about the author. Click with your mouse up in the URL line and eliminate all of the end of the URL back to schilton, then return. See if you can find more information about the author. If the URL comes from an educational institution with which you are unfamiliar, eliminate all of the end of the URL back to the part which ends in "edu" then hit return. By clicking the button on his web page for "Vita" you can discover information about his background. You find that the author of the web page is Stephen Chilton, Associate Professor of Political Science at the University of Minnesota, Duluth, who earned his Ph.D. from MIT — a good source. But some additional work was needed to determine the qualification. IT IS ESSENTIAL THAT YOU FIND THE PERSON OR GROUP RESPONSIBLE FOR AUTHORING THE WEB PAGE. It is NEVER a sufficient qualification that you found it on the Internet.

How to find the date. Some web pages will have the date prominently displayed at the top of the web page. Whenever you have this type of date listed, it should be used rather than the last revision date of the web page. Often, however, there is no date on the web page. In most cases you can find the date by pasting the URL into the Wayback Machine at https://web.archive.org/. The Wayback Machine will report the date that the web page was created and the date of its last revision.

How to prepare debate citations from the Internet. Example:

Katherine Klosek, (Dir., Information Policy Association of Research Libraries), *Training Generative AI Models On Copyrighted Works Is Fair Use,* Jan. 23, 2024. Retrieved May 8, 2024 from https://www.arl.org/blog/ training-generative-ai-models-on-copyrighted-works-is-fair-use/

This is the citation standard required by the National Speech and Debate Association (NSDA), which follows a modified version of the Style Manual of the Modern Language Association (MLA). Authors must be listed if present. Qualifications must be given. The date of the web page must be given. The name of the web page should be presented. At the end of the citation, indicate that it was gathered online and that the online source was an Internet URL (as opposed to Lexis/Nexis, Dialogue, etc.). The final date is the date that you accessed the Internet material.

Carding Evidence

ADVANTAGES OF ON-DISK EVIDENCE AND BRIEF PREPARATION

Minimize Printing: In the age of the information explosion, it is simply not feasible for debaters to print out a hard copy of everything they think they might need to read. The two major impediments are expense and time. It is expensive (in printer cartridges) for a debate squad to print out all of the materials that active researchers need. It is also time consuming to print big chunks of material; computer labs typically have many computers but a single printer. The printer becomes the bottle neck. The overuse of printing is also environmentally irresponsible. Debaters chunk huge volumes of paper, often printing out a two-hundred page law review article in order to extract two or three cards. This means that hundreds of pages per day of printed or photocopied materials are simply discarded.

More Usable Briefs: Word processed briefs are easier to read (no illegible hand-written tags, no red or blue ink which refuses to photocopy), and they contain much more evidence per page. This ends up saving a squad large amounts of money in photocopy cost. In fact, members of a large squad can simply distribute new positions via disk and have each squad member print out their briefs on their own printer. This dramatically reduces squad photo-

copy costs. If briefs are to be word processed, it simply makes sense to collect the evidence on-disk. Otherwise, the debater has to re-type the evidence which exists in hard copy.

Sorting is Easy: The old way for debaters to construct arguments (a hegemony disadvantage, for example) is to create piles on a table-top of evidence which is sorted into different parts of the argument. Inevitably, as the argument is being constructed, there are numerous times when the debater thinks, "I know I have that piece of evidence that says . . . but WHERE IS IT?" When evidence is collected, sorted, and filed on-disk, that doesn't happen. If the evidence isn't found in the right category, the debater simply uses the word processor's "find" function to search for the word or phrase. The card is located in seconds. When evidence is prepared on-disk, the debater can simply use the sorting function of the word processor to put the evidence in order.

HOW DOES ONE CARD EVIDENCE ONLINE?

Have Your Word Processor and Internet Browser Both Open at the Same Time: There was a time when computers simply didn't have enough RAM (current memory) to have two large programs open at once. Almost all current generation computers have plenty of memory to make this possible. Simply open the first program, then minimize the window (minimize button is in the top right corner) and start up the other program. If you are on a PC, switch back and forth between the two programs by clicking the desired program on the start-bar. On the Macintosh, you can switch between programs by using the icon in the top right hand corner of your screen. An alternative method for switching is to overlap the window just a bit so that a corner of both can be seen. When you desire to switch, just click with the mouse on the other window to make that program active.

Steps for On-Disk Carding of Evidence:

Text-Saving Method:

1. Locate the Internet site from which the evidence will come.
2. Construct the evidence citation on the word processor in accordance with UIL and NSDA rules.
3. Highlight the portion of the text from the web page which will makeup the text of the card. Copy the text into memory (on the PC, this is Cntrl-C; on the Macintosh it is Apple-C).
4. Switch to the word processor and paste in the text just below the evidence citation. (On the PC, this is Cntrl-V; on the Macintosh it is Apple-V)
5. Eliminate unwanted carrier returns in one of two ways: (a) click at the beginning of each line and backspace, or (b) use the word processor's search and replace function to eliminate all paragraph breaks.
6. Continue pasting cards into the word processor until you have taken all of the desired cards from the web page. Then copy and paste as many evidence citation tops as needed to match each of the cards.

SORTING EVIDENCE ON THE COMPUTER

Design a filing scheme which will allow addition of categories.

Once filed and sorted, your on-disk evidence file functions just like the "piles of cards" on the table. You use the index to see where the cards are which will support the part of the argument you are putting together, then use the search function on the word processor to find the cards, by searching for R301, for example. Read the cards which are filed there, and select the card or cards you want to insert in the brief. Then cut and paste them.

Suggestions for Online Policy Debate Research

Finding Definitions of Terms:

www.OneLook.com: Access to more than one thousand dictionaries is available through www.onelook.com.

http://dictionary.reference.com/: This Web resources says that it is "the world's largest and most authoritative free online dictionary and mobile reference resource."

http://www.yourdictionary.com/

http://oxforddictionaries.com/

http://www.etymonline.com/

Newspaper & Journal Articles:

Google News: Google news gives you access to otherwise hard to find news articles on the Arctic. The normal news database is limited to the past 30 days, but you can access the Google News Archive at http://news.google.com/newspapers for older articles.

FindArticles: This article search site is maintained by CBS News, available at https://www.findarticles.com/

Library of Congress Online Reading Room. From this Web site, the debater can find links to hundreds of online newspapers and journals. http://www.loc.gov/rr/news/lists.html

The Write News. This site provides links to all major newspapers maintaining online services. http://writenews.com/newslinks/

Research Think Tanks:

American Enterprise Institute: "The American Enterprise Institute for Public Policy Research is dedicated to preserving and strengthening the foundations of freedom—limited government, private enterprise, vital cultural and political institutions, and a strong foreign policy and national defense—through scholarly research, open debate, and publications. Founded in 1943 and located in Washington, D.C., AEI is one of America's largest and most respected think tanks." http://www.aei.org/library.htm

Brookings Institution: "In its research, The Brookings Institution functions as an independent analyst and critic, committed to publishing its findings for the information of the public. In its conferences and activities, it serves as a bridge between scholarship and public policy, bringing new knowledge to the attention of decisionmakers and affording scholars a better insight into public policy issues. The Institution traces its beginnings to 1916 with the founding of the Institute for Government Research, the first private organization devoted to public policy issues at the national level. In 1922 and 1924, the Institute was joined by two supporting sister organizations, the Institute of Economics and the Robert Brookings Graduate School. In 1927, these three groups were consolidated into one institution, named in honor of Robert Somers Brookings (1850-1932), a St. Louis businessman whose leadership shaped the earlier organizations." https://www.brookings.edu/

CATO Institute: "The Cato Institute was founded in 1977 by Edward H. Crane. It is a non-profit public policy research foundation headquartered in Washington, D.C. The Institute is named for Cato's Letters, a series of libertarian pamphlets that helped lay the philosophical foundation for the American Revolution. The Cato Institute seeks to broaden the parameters of public policy debate to allow consideration of the traditional American principles of limited government, individual liberty, free markets and peace. Toward that goal, the Institute strives to achieve greater involvement of the intelligent, concerned lay public in questions of policy and

the proper role of government." www.cato.org

Heritage Foundation. "Founded in 1973, The Heritage Foundation is a research and educational institute — a think tank — whose mission is to formulate and promote conservative public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense." http://www.heritage.org/

Hudson Institute: "In Hudson Institute's policy recommendations, articles, books, conferences, and contributions to the electronic media, we share optimism about the future and a willingness to question conventional wisdom. We demonstrate commitment to free markets and individual responsibility, confidence in the power of technology to assist progress, respect for the importance of culture and religion in human affairs, and determination to preserve America's national security." http://www.hudson.org/

RAND Corporation: "RAND (a contraction of the term research and development) is the first organization to be called a "think tank." We earned this distinction soon after we were created in 1946 by our original client, the U.S. Air Force (then the Army Air Forces). Some of our early work involved aircraft, rockets, and satellites. In the 1960s we even helped develop the technology you're using to view this web site. Today, RAND's work is exceptionally diverse. We now assist all branches of the U.S. military community, and we apply our expertise to social and international issues as well." http://www.rand.org/

Law Reviews:

University Law Review Project. http://www.lawreview.org/

LawTechnologyToday.org. This site provides links to hundreds of law reviews many of which make their archives available online. http://www.lawtechnologytoday.org/free-full-text-online-law-review-journal-search/

Top Arctic Topic Web Sites for Policy Debaters

American Enterprise Institute: https://www.aei.org/

According to its website, "the American Enterprise Institute for Public Policy Research is dedicated to preserving and strengthening the foundations of freedom – limited government, private enterprise, vital cultural and political institutions, and a strong foreign policy and national defense – through scholarly research, open debate, and publications. Founded in 1943 and located in Washington, D.C., AEI is one of America's largest and most respected think tanks." By using the search box at this website debaters can access articles such as "The U.S. Should Acquire Greenland (Peacefully). But Trump Saying So Makes It Harder" and "The Defense Arctic Strategy – a Continuation of Words."

Arctic Centre: https://www.arcticcentre.org/

Located at Finland's University of Lapland, this group supports multidisciplinary research groups studying changes in the Arctic. Examples of recent articles of interest to debaters are "The Futures of Sino-Russian Cooperation: Implications for Climate Responsibility in the Arctic," "Climate Change Adaptation Stories," and "China's Arctic Strategy: A Comprehensive Approach in Times of Great Power Rivalry."

Arctic Circle: https://www.arcticcircle.org/

This group describes itself as "the largest network of international dialogue and cooperation on the future of the Arctic and our Planet. It is an open democratic platform with participation from governments, organizations, corporations, universities, think tanks, environmental associations, indigenous communities, concerned citizens, and others." Recent articles accessible through use of the search bar include "The Arctic Council as a Model for Regional Col-

laboration," "How Climate Change, Colonialism, and Our Right to Education as Indigenous Peoples in the Arctic are Deeply Intertwined," and "Restoring Arctic Ice: A New Way to Stabilize the Climate."

Arctic Council: https://arctic-council.org/

This website describes the Arctic Council as "the leading intergovernmental forum promoting cooperation, coordination and interaction among the Arctic States, Arctic Indigenous Peoples and other Arctic inhabitants on common Arctic issues, in particular on issues of sustainable development and environmental protection in the Arctic. It was formally established in 1996." Useful articles from this website include the following: "5 Things to Know About Arctic Seabirds and Plastics," "Understanding Our Cryosphere Through Earth Observation Satellites," and "The Arctic Dilemma."

Arctic Economic Council: https://arcticeconomiccouncil.com/

This organization was specifically created for the purpose of promoting Arctic development: "The Arctic Economic Council (AEC) is an independent organization that facilitates Arctic business-to-business activities and responsible economic development through the sharing of best practices. AEC was created by the Arctic Council during the 2013-2015 Canadian chairmanship." By clicking the "Publications" tab, the debater can gain access to reports such as "Sustainable Investment Opportunities in the Arctic," "Connectivity Infrastructure in the Arctic," and "Arctic Mining Report."

Arctic Institute of North America (AINA): https://arctic.ucalgary.ca/

Located at the University of Calgary, the Arctic Institute's mandate is to "advance the study of the North American and circumpolar Arctic through the natural and social sciences, the arts and humanities and to acquire, preserve and disseminate information on physical, environmental and social conditions in the North." AINA publishes the *Arctic Journal* and makes the articles in the current issue free to download from its website.

Arctic Institute: https://www.thearcticinstitute.org/

This Washington DC think tank describes itself as follows: "Established in 2011, The Arctic Institute is a nonprofit organization headquartered in Washington, D.C. with a team of researchers across the world. As the region's preeminent think-and-do-tank, we are committed to promoting diverse voices, knowledge, and new ideas on Arctic policy." The "Publication" tab on this website provides access to articles such as the following: "Rising Tensions and Shifting Strategies: The Evolving Dynamics of US Grand Strategy in the Arctic," "Trump's Greenland Flirt is Clumsy Arctic Geopolitics," "Securing Our Digital Lifelines: Quantum Technology and the Battle for Arctic Supremacy," and "Russia's Arctic Military Posture in the Context of the War against Ukraine."

Arctic Portal: https://arcticportal.org/

This website "provides access to news, data, information and organizations across the Arctic and the North, facilitating information sharing and cooperation between public and private parties, carrying out Arctic and Northern-related outreach and communication." By clicking the "Archive" button and then selecting "Publication Library," debaters can gain free access to articles such as "Promoting China-U.S. Arctic Education Cooperation" and "The Ice Is Not Broken: How international Cooperation in the Arctic Has Changed Since the War Began."

Arctic Research Commission: https://www.arctic.gov/about-usarc/

The U.S. Arctic Research Commission (USARC) "is an independent federal agency created by the Arctic Research and Policy Act of 1984. It is a presidentially appointed advisory body supported by staff in Washington, DC, and in Anchorage, Alaska. In addition to delivering a biennial report to the President and Congress outlining recommended scientific research goals and objectives for the Arctic, the Commission develops and recommends an integrated national Arctic research policy and builds cooperative links in Arctic research within the federal government, with the State of Alaska, and with international partners."

Arctic Research Consortium of the United States: https://www.arctic.gov/ This is a non-profit corporation consisting of institutions organized

and operated for educational, professional, or scientific purposes. By selecting the "Publications" tab and then "Arctic Update," debaters can access articles such as "Autonomous Robots Track Plankton in the Arctic Ocean" and "U.S. Department of Defense Sounds Alarm Bells About China's Growing Presence in Arctic."

Arctic Review on Law and Politics: https://arcticreview.no/

This is a peer-reviewed open-access journal with focus on political science, international relations and human rights issues in Arctic regions. Some of the latest articles include the following: "How to Understand Climate Change as a Threat Multiplier in the Arctic," "More or Less Ice? Shipping in the Russian Arctic and the Role of Climate Change," and "Science at Stake – Russia and the Arctic Council."

Arctic Today: https://www.arctictoday.com/

This is an independent news source in partnership with media organizations from around the circumpolar North. Articles in a recent edition include the following: "Greenland PM Rejects U.S. Acquisition Idea: 'We Don't Want to Be Americans,'" "Biden Administration Moves to Protect More of Alaska Refuge from Drilling," and "Paralysis Looms Over Russia's Arctic Oil."

Arctic Yearbook: https://arcticyearbook.com/

According to its website, "the Arctic Yearbook seeks to be the preeminent repository of critical analysis on the Arctic region, with a mandate to inform interested readers (students, scholars & scientists, other experts, policy-makers, planners, business people) about the state of Arctic politics, governance and security, as well as related (local, regional, global) new and emerging phenomena, themes and trends." Entries in the 2024 Yearbook include "Looking Beyond China: Non-Western Actors in the Russian Arctic after February 2022," "Bypassing NATO Enlargement: Explaining Russian Naval Power Projection through the Arctic," and "The Arctic Council: A Path Forward for Geoengineering Engagement and Governance."

Belfer Center, Arctic Initiative: https://www.belfercenter.org/programs/arctic- initiative

This organization describes itself as "a research community of more than 150 scholars, including Harvard faculty, researchers, practitioners, and each year a new, international group of research fellows. Through publications and policy discussions, workshops, seminars and conferences, we promote innovative solutions to significant national and international chal-

lenges." The Arctic Initiative at the Center makes available articles such as "The Geopolitical Significance of Greenland," "Arctic Experts Highlight Importance of Track 2 Cooperation Between U.S. and Russia," and "Mapping a Path Forward for Arctic Cooperation with Russia: A Biodiversity Case Study."

Brookings Institute: http://www.brookings.edu/

This organization describes its mission as "to conduct in-depth, non-partisan research to improve policy and governance at local, national, and global levels. At the core of our mission is the quality, independence, and impact of our research. We are dedicated to finding bold, pragmatic solutions for societal challenges through open-minded inquiry, diverse perspectives, and holding ourselves to the highest standards of scholastic rigor. Because of this, Brookings has been at the forefront of public policy for more than a century." Recent articles dealing with the Arctic include the following: "Securing U.S. Territorial Rights in the Arctic: New Actions to Protect America's Continental Shelf" and "Great Power Competition and Overseas Basing in the Arctic."

Carnegie Endowment for International Peace: https://carnegieendowment.org/

This organization describes its role as "a network of over 150 experts to better understand the threats and opportunities affecting global security and well-being, and to prepare the next generation of foreign policy leaders through training and mentorship. By convening strategic dialogues and back-channel diplomacy, Carnegie helps deepen and strengthen the relationships between international actors as they pursue solutions to complex and contentious issues." Recent articles dealing with the Arctic include "Russia's Arctic Policy Poses a Growing Nuclear Threat" and "Russia and China in the Arctic: Cooperation, Competition, and Consequences."

Center for a New American Security (CNAS): https://www.cnas.org/

According to its website, CNAS is "an independent, bipartisan, non-profit organization that develops strong, pragmatic, and principled national security and defense policies. CNAS engages policymakers, experts, and the public with innovative, fact-based research, ideas, and analysis to shape and elevate the national security debate. A key part of our mission is to inform and prepare the national security leaders of today and tomorrow. CNAS performs groundbreaking research and analysis to shape and elevate the national security and foreign policy debate in Washington and beyond." By using the "Research" tab debaters can access articles such as "Pentagon Sounds Alarm Over Russia-China Cooperation in the Arctic," "Greenland Today, Svalbard Tomorrow? Arctic Shivers at Specter of Trump and Putin," and "The Arctic Ice Between Russia and the U.S. Is Melting: What's at Stake at the Top of the World?"

Center for American Progress: www.americanprogress.org

This organization is an "independent nonpartisan policy institute that is dedicated to improving the lives of all Americans, through bold, progressive ideas, as well as strong leadership and concerted action. Our aim is not just to change the conversation, but to change the country." Recent articles dealing with the Arctic include the following: "Lack of Bids for Arctic Refuge Shows Failure of 'Drill Baby, Drill' Strategy" and "Biden Administration Protects Vulnerable Lands in America's Arctic."

Center for Arctic Policy Studies: https://www.uaf.edu/

This group describes itself as "an interdisciplinary, globally-informed group rooted in Alaska's Interior at the University of Alaska Fairbanks. Housed within the International Arctic Research Center (IARC), we recognize the historical dimensions of policy contexts, the power of collaboration across disciplines and domains, and the use of integrative approaches towards problem-solving based on evidence-based practices and a positive outlook toward the future of Alaska and the Arctic. Our affiliates have expertise not only across traditional academic disciplines, but also related to Indigenous affairs, military security organizations, and different levels of governance." Under the "Arctic Answers" tab, debaters can access articles such as

"Turning the Tide for Imperiled Arctic Biodiversity," "Flipping the Switch on Arctic Energy," and "The Impact of Climate Change on Alaska Natives."

Center for International Maritime Security (CIMSEC): https://cimsec.org/

The declared mission of this organization is "to build a global community of professionals, academics, and forward thinkers from a variety of fields who wish to further international maritime peace and security through an exchange of ideas and the rigor of critical thought and writing. CIMSEC pursues this mission through internet forums, collaborating with similarly motivated organizations, sponsoring and hosting events, developing publications, and connecting individuals." By using this website's search option, debaters can access articles such as "Why the U.S. Is Losing the Race For the Arctic and What To Do About It," "The Illogic of Naval Forward Presence," and "A New Arctic Strategy For an Emerging Maritime Domain."

Center for Strategic and International Studies (CSIS): http://csis.org/

CSIS describes its purpose as "to define the future of national security. We are guided by a distinct set of values – non-partisanship, independent thought, innovative thinking, cross-disciplinary scholarship, integrity and professionalism, and talent development. CSIS's values work in concert toward the goal of making real-world impact. CSIS scholars bring their policy expertise, judgment, and robust networks to their research, analysis, and recommendations. We organize conferences, publish, lecture, and make media appearances that aim to increase the knowledge, awareness, and salience of policy issues with relevant stakeholders and the interested public." Recent publications at this site include the following: "The Russian Arctic Threat," "Air and Missile Defense in the High North," and "Examining PRC Activities in the Arctic."

Center for the Climate & Security: https://climateandsecurity.org/

This organization describes itself as "a solutions-oriented, bridge-building research institute focused on tackling systemic climate and ecological security risks. We break down silos across disciplines to ensure climate change considerations are integrated into security policies and security concerns are integrated into climate policy, both in the United States and countries around the globe. Recent articles available at this site include "Climate Change Has Awakened the Polar Dragon" and "Geoengineering and Climate Change in an Age of Disinformation and Strategic Competition."

Climate Reality Project: https://www.climaterealityproject.org/

This group was founded by former U.S. Vice President Al Gore with the declared mission to "catalyze a global solution to the climate crisis by making urgent action a necessity across every sector of society. We recruit, train, and mobilize people of all walks of life to work for just climate solutions that speed energy transition worldwide and open the door to a better tomorrow for us all. We are advocates, cultural leaders, organizers, scientists, and storytellers from around the world, committed to building a sustainable future together." By entering the word "Arctic" in the search box, debaters can access articles such as the following: "How Feedback Loops Are Making the Climate Crisis Worse" and "Climate Adaptation vs. Mitigation: What's the Difference, And Why Does It Matter?"

Environment America: www.environmentamerica.org

The "About Us" link offers the following explanation of this group's mission: "Every day, we see more heartbreaking evidence of the damage being done to our planet: climate change, plastic pollution, wildlife disappearing forever. But we also see the solutions all around us, practically begging us to adopt them: solar and wind power, electric cars and buses, more walkable and 'bikeable' cities, reusing and repairing stuff instead of throwing it away, and on and on. Environment America's mission is to transform the power of our imaginations and our ideas into change that makes our world a greener and healthier place for all." The "News" tab provides access to articles such as the following: "Why No One Bid To Drill in the Arctic Ref-

uge Lease Sale" and "Caribou Habitat Needs More Protections in the Western Arctic."

Environmental Defense Fund (EDF): www.edf.org

This group declares its mission as "to preserve the natural systems on which all life depends. Guided by science and economics, we find practical and lasting solutions to the most serious environmental problems. What distinguishes Environmental Defense Fund is the combination of what we protect and how we protect it. We work to solve the most critical environmental problems facing the planet. This has drawn us to areas that span the biosphere: climate, oceans, ecosystems and health." By entering the word, "Arctic," in the search box, debaters can access reports entitled "New Study: Swift Methane Action Could Help Save Arctic Summer Sea" and "Protections Against Arctic Drilling Welcome but Don't Justify Alaska's Willow Project."

Friends of the Earth: https://foe.org/

This organization describes its mission as follows: Friends of the Earth fights for a more healthy and just world. The harmful impacts of climate change are here and it's time to take bold action to protect people and the planet – before things get worse. Friends of the Earth understands that the challenges facing our planet call for more than half measures, so we push for the reforms that are needed, not merely the ones that are politically easy. For 50 years, we've delivered important environmental victories – from protecting pristine rainforests and stopping reckless fossil fuel projects to reducing the use of dangerous pesticides that decimate bee and butterfly populations." Recent articles available from this site include "The Verdict on the Arctic's Heavy Fuel Oil Ban: Good, but Not Nearly Enough" and "What Would a Clean Cruising Industry Look Like?"

German Marshall Fund of the United States: https://www.gmfus.org/

This organization declares its mission as to "champion democracy, prosperity, and security as the cornerstones of the transatlantic relationship. In the spirit of the Marshall Plan, GMF develops innovative policy ideas, builds next-generation leadership, and empowers civil society." The website's search function will provide access to articles such as "Defending America's Northern Border and Its Arctic Approaches Through Cooperation With Allies and Partners," "Protecting Undersea Infrastructure in the North American Arctic," and "The Tip of the Iceberg: Assessing the Depth of Russia-PRC Civil-Military Collaboration in the Arctic."

Heritage Foundation: https://www.heritage.org/

The Heritage Foundation is a conservative think tank with the declared mission "to formulate and promote public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense." Recent articles include "China's Increasing Role in the Arctic" and "Strengthening America's and NATO's Arctic Chain of Defense."

Hudson Institute: https://www.hudson.org/

According to its website, the "Hudson Institute is a research organization promoting American leadership for a secure, free, and prosperous future. Founded in 1961 by strategist Herman Kahn, Hudson Institute challenges conventional thinking and helps manage strategic transitions through interdisciplinary studies in defense, international relations, economics, energy, technology, culture, and law. Hudson seeks to guide policymakers and global leaders in government and business through a robust program of publications, conferences, policy briefings, and recommendations." Recent Hudson Institute articles on the Arctic include the following: "Russia and China's Cooperation in the Arctic Is a Rising Nuclear Threat" and "NATO Is Unprepared for Russia's Arctic Threats."

Natural Resources Defense Council (NRDC): https://action.nrdc.org/

This organization describes its purpose as "to confront the climate crisis, protect the planet's wildlife and wild places, and to ensure the rights of all people to clean air, clean water, and

healthy communities." The NRDC makes the following statement about its efforts to save the Arctic environment: "NRDC joins forces with Indigenous peoples, scientists, and environmental groups to protect the extraordinary landscapes, majestic seas, and iconic wildlife of Alaska and the Arctic. Special places, like the Arctic National Wildlife Refuge, are under constant threat from dirty extractive industries. With our partners, we're fighting to permanently protect federal lands and waters from oil and gas development and other atrocious exploitation. NRDC elevates the voices of Indigenous people whose way of life depends on the natural world, supporting them in advocacy and communications." Recent articles include "The Long, Long Battle for the Arctic National Wildlife Refuge" and "Marine Life: The Casualties of Offshore Drilling."

Nature Conservancy: www.nature.org/en-us/

The Nature Conservancy's mission is "to conserve the lands and waters on which all life depends. Our vision is a world where the diversity of life thrives, and people act to conserve nature for its own sake and its ability to fulfill our needs and enrich our lives." Documents available from this site include "Creating Climate Solutions in Alaska" and "Saving Wild Salmon in Alaska's Bristol Bay."

Pew Charitable Trusts: www.pewtrusts.org/

This organization describes its mission as to "improve public policy by conducting rigorous analysis, linking diverse interests to pursue common cause and insisting on tangible results; inform the public by providing useful data that illuminate the issues and trends shaping our world and to invigorate civic life by encouraging democratic participation and strong communities." By using the search box debaters can access articles such as "28 Million Acres of Alaska Land Remains Off-Limits to Big Development" and "U.S. Should Strengthen Protection of Northern Bering Sea, for Its People and Wildlife."

Polar Institute, Woodrow Wilson International Center for Scholars: https:// www.wilsoncenter.org/program/polar-institute

According to its website, "the Polar Institute has become a premier forum for discussion and policy analysis of Arctic and Antarctic issues, and is known in Washington, DC and elsewhere as the Arctic Public Square. The Institute holistically studies the central policy issues facing these regions – with an emphasis on Arctic governance, climate change, economic development, scientific research, security, and Indigenous communities – and communicates trusted analysis to policymakers and other stakeholders." This site provides a wealth of information on U.S. policy in the Arctic; unfortunately for debaters, much of the information is difficult to convert to quotable evidence because it is presented in video or podcast formats. Nevertheless, there are a number of useful articles in printable format including the following: "Alaska's Fisheries, and Those Who Depend on Them, Are in a Sea of Troubles," "Icebreaking Explained – Finland: Europe's Icebreaker Superpower," and "Ever Forward: The Unique Relationship Between the Arctic and Space."

RAND Corporation: https://www.rand.org/hsrd/topics/arctic-policy.html

RAND describes itself as "a nonprofit, nonpartisan research organization that provides leaders with the information they need to make evidence-based decisions." RAND's section on Arctic studies offers the following introduction: "Both military and commercial activity in the Arctic region are growing, while climate change creates new challenges for Arctic populations, affecting their governments' ability to support them. RAND's holistic knowledge of the region, as well as of broader homeland security and defense issues, enables it to effectively analyze dynamic Arctic challenges." Recent articles include the following: "China-Russia Relations in the Arctic: What Are the Northern Limits of Their Partnership?" and "Arctic Cooperation with Russia: At What Price?"

Real Ice: https://www.realice.eco/

This group's mission is to restore ice in the Arctic: "In 2022, Real Ice formalised as a UK company and operationalize the science at scale to prove out practical solutions for the restoration of Arctic Sea Ice. Today, with invaluable support from Arctic Research and Sea Ice thought leaders and an incredible team of engineers, operators, and climate scientists, testing of the AquaFreeze approach in Arctic conditions is set to begin." Most of the information available at this website is in video or podcast format, but by selecting the option for "Other Media," debaters can access articles such as "A Controversial Plan to Refreeze the Arctic Is Seeing Promising Results. But Scientists Warn Of Big Risks" and "Plan to Refreeze Arctic Sea Ice Shows Promise in First Tests."

Study of Environmental Arctic Change (SEARCH): https://searcharctic science.org/

According to its website, SEARCH is a "collaborative program of Arctic researchers and funding agencies facilitating synthesis of Arctic science and communicating current understandings to help society respond to a changing Arctic. The focus is on the global impact of shrinking land ice, diminishing sea ice, and degrading permafrost." This organization publishes the journal, *Arctic, Antarctic, and Alpine Research,* and provides free access to articles such as "Can Extreme Arctic Climate Change Be Avoided With Cost Effective Mitigation?" and "How Will Diminishing Sea Ice Impact Commercial Fishing in the Bering Sea?"

Ted Stevens Center for Arctic Security Studies: https://tedstevensarctic center.org/

This organization describes itself as "a U.S. Department of Defense Regional Center officially established June 9, 2021, on Joint Base Elmendorf-Richardson in Anchorage, Alaska. TSC addresses regional and global security by convening military and civilian security practitioners of the United States and our Allies and partners across the Arctic region to promote discussion and understanding to advance collaborative security solutions that are inclusive of Arctic Indigenous perspectives. The center supports U.S. Northern Command's campaign objectives through creative and innovative programs aimed at understanding and addressing the strategic implications of current and emerging Arctic security challenges. The center utilizes a multilateral and multi-dimensional approach across a range of executive-level courses to advance Arctic awareness and establish a comprehensive understanding of the Arctic operating environment. In doing so, TSC builds a network of like-minded security practitioners, leaders, and decision-makers to reinforce the rules-based order in the Arctic." TSC produces two major publication: *True North* and *Journal of Arctic and Climate Security Studies,* each of which may be downloaded without charge.

U.S. Chamber of Commerce: https://www.uschamber.com/

This group describes itself as "the world's largest business organization representing companies of all sizes across every sector of the economy. Our members range from the small businesses and local chambers of commerce that line the Main Streets of America to leading industry associations and large corporations." By entering "Arctic" in the website's search option, the debater can access articles such as "Russia, China, and Arctic Geopolitics" and "Expanding into the Arctic: The Next Frontier in Maritime Trade."

World Wildlife Fund: https://www.worldwildlife.org/

This group describes its mission as "to build a future in which people live in harmony with nature. To deliver this mission, we work to conserve and restore biodiversity, the web that supports all life on Earth; to reduce humanity's environmental footprint; and to ensure the sustainable use of natural resources to support current and future generations." Recent articles concerning the Arctic region include the following: "How Would Offshore Oil and Gas Drilling in the Arctic Impact Wildlife?" and "Polar Bears, Climate Crisis, and Oil and Gas Drilling in the Arctic National Wildlife Refuge.

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to continue on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained once we do find normalcy again. Some schools will continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL CX DEBATE

Preparation

Prepare before the start of actual competition rounds by participating in online practice rounds and using test roos provided by the specific video platform a tournament is using. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. The battery is drained rapidly when using video conferencing software.

Laptop is the best option since most have a built-in microphone and web cam. Tilting the laptop screen can easily adjust the position of the webcam. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi.

A desktop with microphone and webcam can also work. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be tricky; a cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing; it requires a few more steps when using Video Meeting apps; moving these devices creates a lot of movement on the screen.

If you do not have the latest and greatest technology, do not worry. Judges will not be judging you on your technical set-up but on the quality of your performance.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people and one that has good lighting. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the "virtual box", and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

You want your camera to be at eye level. That may mean placing your laptop on boxes. If you choose to stand when debating, avoid standing in front of a window or directly under a light fixture.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Microphones

Debaters should mute their microphones when not speaking. Double-check it is muted before beginning prep time.

Technical Problems

Technology issues should be reported immediately through a tournament help line or email. The specific "help" procedure should be communicated by tournament officials in advance of the meet.

To Improve Connectivity:

- Wired Internet Connection
  Plug your computer into the router (the network device that provides Internet connection) with a network cable. The computer may need an adapter to make this possible.
- Move closer to the router.
  If wired is not an option, the next best option is to place your computer in the same room as the router. The closer the device is to the router, the better the signal quality. The video/audio could freeze if the device is too far away.
- Reboot the router.
  If the device has repeated connection issues, reboot the router to reset all connectivity.
- Minimize interference.
  Remove any solid objects between the wi-fi antenna and the router. Avoid using appliances while online, if possible.
- Don't crowd the router.
  Reduce additional Internet usage while online. (Netflix, etc. should not be streaming in the other room)

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software. Cell or email is how each person will receive postings and ballots.

Carefully make sure student names registered on the team roster in the tournament management system match the student account name entered. Example: if you entered the student as "Johnny Smith", they should not enter themselves as "Jonathan Smith." Take the time to proof email addresses and phone numbers (if used) to confirm they were entered not only correctly but consistently.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Judge Notifications

Preparation
Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology
Technology set-up is important to consider. Become familiar with the tournament management system and platform. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment
Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are performing. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Others use 2 devices. Experiment in advance to discover what works best for you.

Note: Some tournament software allows you to submit your results and add the comments afterward submitting your ranks, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round
Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student.

Environment and Disruptions
Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background students have available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Technology Problems
Common tech issues, if a student needs help: (avoid interrupting a debate unless the issue is so bad you can't overlook it)

- Lagging audio – participant can turn off video briefly to improve bandwidth
- Noise in the audio – participant can mute themselves if they are not speaking
- Video quality – participant can readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect The Contest •

Director should use discretion in determining the length of time that is reasonable.

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

CX District Director Information

DEADLINE: NOVEMBER 1

Completion of this online form by the district meet official is required by November 1.
Link can be found on the Speech/Debate page of the UIL website.

https://app.smartsheet.com/b/form/519749e40c724df08bfb062e6d435691

Completing this form gives you information about how to obtain authorization to set up your meets in the spring meet entry system and tells us where and how many sets of materials to mail you.

Thank you in advance for your assistance in the completion of this form.

If you have any questions or difficulties with the form please email or call Jenny Nichols jnichols@uiltexas.org or 512-232-4927.

CX Debate Certification Form

To submit the CX Debate Certification Online Form please visit**:**
https://www.uiltexas.org/machform/view.php?id=110508

Do I need to submit this form?

YES, if:
- Your first place team competed in a district meet with ONLY one school entered.
- Your second place team competed in a district meet with ONLY one school entered.
- Your second place team competed in a district meet with less than EIGHT teams competing.

No, if:
- Your first and/or second place team competed in a district meet with EIGHT or more teams competing.
- Your first place team competed in a district meet with more than ONE school competing.

What will meet the CX certification requirement?
- competitive debate rounds at invitational tournaments, in-person or virtual
- two or more schools' participation in mini-tournaments where the debaters are judged by someone other than the coaches involved and a winner is declared
- district debate tournament rounds against opposing schools

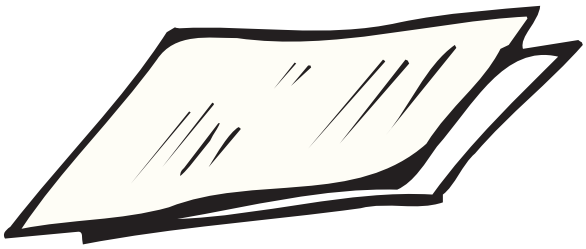
What will not meet the CX certification requirement?
- classroom debates
- practice rounds against own teammates
- non-judged festival rounds
- district rounds against your own school
- bye rounds

Online Deadline
- If applicable to your district, online submission must be received by the deadline posted on the UIL website.

PLEASE NOTE: In the event a team is not certifiable, their school should notify Jana Riggins, State Director in the State Office, jriggins@uiltexas.org in writing no later than the certification date. At that time, the alternate team would need to provide proof of certification in order to advance to State.

Note About State Meet Online Judge Registration:

The Judge form on the next page is a sample of the form that you or your judge will be required to complete **online from the speech section of the UIL website** if you qualify a team for state. You are responsible for reviewing the State Meet information for coaches posted on the CX State Tournament Information page upon the conclusion of the UIL district meet. The official judge form has a specific deadline to be submitted **online**. Failure to do so will incur a **$100 fee** and endanger the team's qualification status. Your team will not be advanced from district to state without the official judge form being completed **online** by the specified dates. As the paradigm information on the form will be published for the debaters at the state meet, it is important that you carefully consider the information you provide, and that the information accurately reflects your judging philosophy.



Late Fee

$100

JUDGE SUMMARY REPORT - SCHOOL JUDGES

CONFERENCE

Judge Name | **Work Phone** | **Home Phone** | **Date & Time Submitted**: 6/8/2015 3:42:04 PM

Preferred E-mail Address | **Cell Phone** | **Fax**

◯ School Obligation
◯ UIL Hired
◯ Hired After Drop
◯ Not Judging

◯ Coach ◯ Fulfilling Obligation

School | **Conf** | **Dist** | **Coach name (if different)**

◯ Judging both sessions (with differing status)

Debate Team &

◯ 1 for 2, guar. octas
◯ guar. octas only

Experience/Affiliation

Policy Debater in HS

Policy Debate (NDT) in College

Coach Policy Debate in HS

Policy Debate (CEDA) in College

Coach Policy Debate in College

LD Debate (NFA) in College

Should Not Judge

Parli Debate (NPDA) in College

Paradigm

◯ Policymaker
◯ Stock issues
◯ Tabula rasa
◯ Other

Judge CX Often? ◯ Yes **# Rds. on Topic** **# Tourn. on Topic**

Tourn. list –

New in 2?

◯ Yes
◯ No
◯ Sometimes (exp

Comm. Skills vs. Res. of Issues

◯ Communication skills are more im
◯ Resolution of substantive issues i
◯ Communication skills and resoluti

Quantity vs. Quality of Evidence

◯ Quantity of evidence is more impc
◯ Quality of evidence is more impor
◯ Quantity of evidence and quality c

Philosophy Statement

Quantity of Arguments

Limited ◯1 ◯2 ◯3 ◯4 ◯5 Unlimited

Topicality

Rarely vote on ◯1 ◯2 ◯3 ◯4 ◯5 Vote on often

Counterplans

Unacceptable ◯1 ◯2 ◯3 ◯4 ◯5 Acceptable

Disadvantages

Not Essential ◯1 ◯2 ◯3 ◯4 ◯5 Essential

Conditional Arguments

Unacceptable ◯1 ◯2 ◯3 ◯4 ◯5 Acceptable

Kritiks

Unacceptable ◯1 ◯2 ◯3 ◯4 ◯5 Acceptable

Style & Delivery

Judging Cross-Examination Debate

1. Debate is a contest in arguing a specific resolution. Each affirmative team will interpret the resolution differently and offer a specific plan, outlining potential advantages to adopting the plan. Your task is to determine whether the affirmative proves that the adoption of its plan would be desirable.

2. Regardless of your judging philosophy, there are multiple arguments that may occur in a debate. Below are six common ones. To make your decision, you should take notes, and after the round, balance the issues. This will help you determine, *based on what the debaters actually presented in the round*, whether adopting the affirmative plan is desirable.

Key Issues

• Topicality:	Does the affirmative team offer a plan within the current resolution?
• Inherency:	Has the affirmative case shown that the status quo is unable or unwilling to redress the harm?
• Impacts	If the plan is not passed, what potential harmful situation will occur? What advantage is there to the plan? How big are the impacts? Are they likely?
• Solvency:	Has the affirmative case shown that the plan will solve all or a significant portion of the impacts?
• Disadvantage:	The negative team may offer disadvantages explaining how the affirmative case causes its own harmful impacts. Is this impact likely? Does it outweigh the affirmative cases' impacts?
• Counterplan:	The negative may propose a specific counterplan as an alternative to the affirmative plan. Does the counterplan solve for the impacts of the disadvantages or others?

3. **Making the decision**: *Depending upon your judging philosophy*, you might follow the sequence below:
   a. ***Is the affirmative plan topical?*** Unless the negative disproves this, assume it is. Don't use your own bias. If the negative has shown that the plan is not topical, then most judges will vote negative (disregarding items b and c below).
   b. ***Inherency/Solvency Balancing:*** If the negative has made arguments about inherency or solvency, ask how much would be gained by adopting the affirmative plan after considering these arguments. If some advantage remains, then move to item c below.
   c. ***Disadvantages Balancing:*** Balance the gains expected by adopting the affirmative plan with any disadvantages the negative has proven would occur by adopting the plan. Determine if the impacts from the disadvantages are worse than the impacts from the affirmative case.
   d. ***Plan/Counterplan Balancing:*** If the negative has offered a counterplan, the question is whether the counterplan offers a good reason to reject the affirmative plan or whose plan solves for more significant impacts.

4. **Speed of delivery**: Some debaters have developed an excessively rapid style of delivery that interferes with the element of communication that is basic to debate. The ballot provides an avenue for indicating to the debater that speed of delivery did or did not interfere with communication. If the speaker's speed of delivery interferes with your ability to follow the course of the debate, you should lower the speaker points.

5. **Filling out the ballot**:
   a. Record decision (affirmative or negative)
   b. Award points (30 points is highest; 20 is the lowest) to each debater. ***Since speaker points are a crucial determinant of advancement, avoid excessively low speaker points unless truly warranted***.
   Speaker Criteria: Organization, Evidence, Analysis, Refutation, Oral Style, Speed of Delivery
   c. Award ranks (1, 2, 3, 4 with 1st being awarded to the debater with the most points and so on) to debaters. Points and ranks should correspond.
   d. Write your reasons for your decision in the space provided.
   e. Sign your ballot.

Presenting a very brief preview of argument order before speeches, often referred to as a "roadmap," aids in clarity of the round and is not considered part of the speech. However, debaters should not abuse this privilege by excessive length of the roadmap. Abuse may count against a team at the discretion of the judge(s).

Note: Beware of your own implicit bias. Avoid comments about student's attire.

CROSS-EXAMINATION DEBATE BALLOT

Conference: _____ Date: _____ Judge: _____ Room: _____ Round: ____

Affirmative Team # _____ Negative Team # _____

Assign speaker points to each debater ranging from 20-30 points. Rank each debater from 1 to 4 in order of excellence (1 for best, 2 for next best, 3 and 4). Delivery that interferes with effective communication should be penalized.

Speaker Criteria

Organization • Evidence • Analysis • Refutation • Oral Style • Speed of Delivery

The best ballots teach and encourage the student. Please offer areas of improvement and positive attributes.

AFFIRMATIVE TEAM	Points (20-30)	Rank (1-4)	NEGATIVE TEAM	Points (20-30)	Rank (1-4)
1st Speaker _____ *(first) (last)*	_____	_____	1st Speaker _____ *(first) (last)*	_____	_____
2nd Speaker _____ *(first) (last)*	_____	_____	2nd Speaker _____ *(first) (last)*	_____	_____

The significant clash(es)/issue(s) used as the basis for my decision were:

In my judgment, the _____ team won the debate. **Low point win?** Yes No
(Affirmative or Negative) *(circle one)*

_____ _____
Signature of Judge *Affiliation*

GLOSSARY OF TERMS

ADVANTAGE: A benefit achieved through adoption of the Affirmative's plan or the negative's counterplan.

ADVOCACY: The act of defending a policy or a kritik.

AFFIRMATIVE: The team that affirms and defends the resolution.

AGENT OF ACTION: The entitiy responsible for ensuring the Affirmative's plan is put into action.

ANALYSIS: The logic and reasoning behind an argument.

BALLOT: Form the judge uses to record the decision of a debate round.

BLOCK: A set of prepared arguments or briefs focused on a certain single issue.

BRIEF: An outline of arguments and evidence supporting one side of a resolution.

BRINK: An argument that demonstrates when an impact is likely to happen.

BURDEN OF PROOF: The Affirmative obligaton to present a prima facie case supporting the resolution.

CASE: A policy that the Affirmative advocates to uphold the basis of the resolution.

CLASH: A direct confrontation of arguments in a round.

COMPETITIVENESS: A requirement of a counterplan. A counterplan must have some characteristic that does not allow it to exist at the same time as the Affirmative policy. If the counterplan is not competitive, there is no reason for the judge to vote for it.

CONDITIONAL COUNTERPLAN: A counterplan that is offered upon the rejection or acceptance of a preceding argument.

CONDITIONALITY: An "even if" argument. Conditional arguments are offered upon the rejection of a preceding argument.

COUNTERPLAN: A policy that the Negative suggests for adoption in place of the Affirmative plan.

COUNTER WARRANT: The analysis that asks the judge to reject an argument because the analysis presented to support the argument is flawed.

CROSS-EXAMINATION: A time format which allows one debate team to question their opponent. This period of time occurs following the opponents constructive speeches.

DISADVANTAGE: A problem or harm that would occur if the Affirmative plan is passed.

DOUBLE TURNING: To reverse the link to a disadvantage and reverse the impact outcome simultaneously.

DROP: To leave an argument unanswered or neglect to carry on an argument in future speeches after the opponent's response.

EFFECTS TOPICALITY: To be topical through effects of the Affirmative plan. In other words, the plan itself is not topical; only the outcome of the plan falls within the topic.

ENFORCEMENT: The provision that insures a plan or counterplan would be carried out.

EVIDENCE: Establishment of a fact with a quote from a printed source; usually found in government documents, newspapers, magazines, journals, books, and interviews.

EXTEND: To develop an argument in debate. This involves refuting a response to an argument instead of simply repeating old arguments.

FEDERALISM: A common disadvantage that argues that the Affirmative's plan or the Negative's counterplan upsets the balance of state and federal power.

FIAT: The assumption that the policy or policies being debated would be put into effect.

FLOOR: The right to speak.

HARMS: Problems or undersirable conditions.

IMPACT: The consequences of policies.

IMPACT TURN: The argument that the impact is actually beneficial instead of detrimental.

INHERENCY: The Affirmative burden to prove that the significant problem presented by the Affirmative is part of the status quo and not subject to change on its own.

JUSTIFICATION: An argument that refers to either side to explain why their policy is right.

KRITIK: A critical argument that questions the assumptions of the Affirmative plan.

LAY JUDGE: A judge who is inexperienced at judging debate.

LINK: A part of a disadvantage or kritik that establishes what the Affirmative or negative causes before the effect.

LINK TURN: To prove the link beneficial instead of detrimental.

MINOR REPAIR: An alteration of present policy without a major change.

MUTUALLY EXCLUSIVE: An argument that proves that the Negative's counterplan and Affirmative's plan cannot co-exist.

PARADIGM: The way a judge views or examines a debate.

PERMUTATION: A process whereby one side in a debate takes over part of their opponent's argumentation.

PLAN: The specific solution proposed by the Affirmative to implement the resolution.

PLAN-MEET NEED: Something that an Affirmative plan or Negative counterplan must do before solvency can be accomplished. Requirement that the plan be able to meet the needs or eliminate the problems in the present system.

PRESUMPTION: Power of the Negative to assume the status quo is adequate until the Affirmative proves otherwise.

PRIMA FACIE: Latin phrase meaning "at first glance"; a prima facie case would be one that a responsible and prudent person would accept at first look.

SPREAD: To speak rapidly in an effort to introduce an abundance of arguments and analysis into the debate.

STANDARDS: Criteria establishes to define and determine the scope of the resolution in a topicality argument.

STATUS QUO: Current state of existence; present system.

STOCK ISSUES: Major points of disagreement in a debate.

TAB ROOM: The designated area at a tournament where the results of each contest are tabulated.

THRESHOLD: An argument that questions how much of a link to a problem there has to be to cause the final impact.

TOPICALITY: Burden of the Affirmative to stay within the parameters established by the resolution.

TURN: To prove an opponent's argument is beneficial to your side.

UNIQUENESS: The part of a disadvantage that proves the impact has not yet happened.

WARRANT: The analysis behind an argument.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form:
https://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation9-1.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.
Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.
Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

TILF Scholarship Opportunities

From 1959 to 2025, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2026 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

SkillsUSA Copperas Cove Culinary Club BY-LAWS

Copperas Cove High School

Article I

Name and Purpose

Section 1: The name of this organization shall be the SkillsUSA Copperas Cove Culinary Club.

Section 2: The purpose of this organization shall be to create enthusiasm for culinary arts and hospitality, a desire to participate in competitive culinary activities, and to develop character and leadership in the students of Copperas Cove High School.

Article II

The Chapter Advisor(s)

Section 1: The Chapter advisor(s) shall be responsible for the direct supervision of the Chapter and act as liaison between faculty, admission, students and the community.

Section 2: The Chapter advisor(s) shall maintain files on membership, Chapter history, activities, and financial transactions.

Section 3: The Chapter advisor(s) shall regularly review each member for compliance of the rules.

Article III

Membership

Section 1: All members must be currently enrolled in at least one in-person culinary or hospitality class at Copperas Cove High School.

Section 2: Members must be passing all classes.

Section 3: Members are required to attend all meetings unless there are prior arrangements with the advisor(s).

Section 4: Members may not miss mandatory meetings:

1. 1st missed meeting will result in a Dismissal Committee meeting to review reason for missed meeting only. Valid reasons for a missed meeting will include:
    a. Prior approval for missing meeting given by Advisor
    b. Excused absence. Member is absent from ALL classes the day of the meeting and the absence is categorized as Excused in Skyward.
    c. Inability to leave job to attend. Must present note from supervisor with contact information to verify.
    d. Family responsibilities. Must present note from parent/guardian with reason and contact information to verify.

Section 5: Members who are absent from a meeting shall present their case before the Dismissal Committee.

Section 6: Members who violate bylaws, safety procedures, and or direct instructions from their advisor while attending SkillsUSA events shall present their case before the Dismissal Committee.

Article VI

The Dismissal Committee

Section 1: A committee shall be established including the advisor, President, Vice President, accused, and one additional leadership member chosen by the accused.

Section 2: The committee shall reserve the right to approve all activities and decisions of the Chapter.

Section 3: The committee shall receive appeals in cases of non-selection of candidates and the disciplining or dismissal of members.

Section 4: Once convened, the committee will hear from the advisor what the disciplinary action the accused is facing and why. The accused will be given an opportunity to respond and explain why they should not face the disciplinary action suggested. Once the accused has spoken, the committee will take a secret vote and majority decision will be implemented.

Article VII

Deadlines

Section 1: Chapter dues shall be submitted before the 30th of September.

Section 2: Entry fees for the Fall Leadership Conference must be paid no less than two weeks prior to the Conference.

Article VIII

Selection of Officers

Section 1: Officers will be elected by the membership of the Chapter if multiple members are running, or appointed by the advisor(s) if there is no competition.

Section 2: Officer candidates should be persons whose involvement is evident throughout the year in character, scholarship, and leadership.

Section 3: Officers for the following year shall be elected at the last meeting of the school year, one month after the SkillsUSA state competition.

Article IX

Fall Leadership Conference

    - Understand when a meeting can be held informally or MUST be held formally and ensure appropriate meetings occur
- After a meeting
    - see that the wishes of the meeting are carried out correctly and expediently
    - assist the Secretary in preparing the minutes
- Other duties
    - serve on Dismissal Committee
    - continuously refine Chapter's overall objectives, mission statement, and value system
    - organize, and create promotions for Chapter fundraisers events
    - foster positive relationships between executive team leaders, Chapter members and other
    - stakeholders
- Eligibility requirement
    - Only members who are currently part of the leadership team are eligible to run for President
    - Only members who will be in their Senior year of high school during their term are eligible to run for President

Vice President:

The Vice President's duties are:

- assist President in fulfilling their responsibilities
- in the absence of the president, the Vice President is to fulfill the President's roles
- serve on Dismissal Committee

Secretary:

The Secretary's duties are:

- Before a meeting
    - ensure all materials required are available
    - ensure minutes from prior meeting are complete
- During a meeting
    - record meeting
- After a meeting
    - prepare minutes with the assistance of the President
- Other duties
    - facilitate communications within the Chapter
    - perform administrative tasks, including filing and photocopying
    - write emails, memos, and letters
    - implement and/or develop office procedures and record systems
    - order and maintain supplies
    - organize and distribute messages

The Parliamentarians duties are:

- Before a meeting
    - Brief all members of leadership team on proper parliamentary procedure when necessary
    - Familiarize themselves with the agenda to determine when parliamentary procedures are likely to be disrupted and formulate a plan to avoid the circumstance
- During a meeting
    - Assist the Chair
    - Sit adjacent to the Chair
    - Unobtrusively give the Chair help or guidance
    - The chair can and should consult with the parliamentarian when not certain on how to rule on a question or proceed in the circumstances.
    - Watch for any breach of parliamentary procedure
        - Call for a pause when they occur
        - Explain proper procedure to members in attendance
        - Resume meeting
    - Answer questions on proper procedure that occur
    - Offer preliminary opinion during meeting
    - Prepare a full report based on bylaws and appropriate parliamentary procedure to be reviewed by leadership team
- After a meeting
    - Assist Secretary in preparing minutes regarding any issues of parliamentary procedure
    - Prepare any reports that may be required

Reporter:

The Reporters duties are:

- Before a meeting
    - Produce Chapter news and reports to be read during the meeting
    - Familiarize themselves with the agenda to ensure that they take note of situations that may require their attention
- During a meeting
    - Take note of situations that may require publicity and note enough information in order to prepare a story on the situation
    - Document direct quotes from members that may be important.
- After a meeting
    - review their notes with a present officer or the advisor
    - ask for any additional information that might be useful
    - draft a report in a timely manner
    - have a fellow officer or advisor approve the report.

Current Issues & Events Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.

Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Current Issues & Events Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 932: HIGH SCHOOL CURRENT ISSUES AND EVENTS CONTEST

(a) **THE CONTEST.**

(1) Purpose. The Current Issues and Events Contest focuses on basic knowledge of current state, national and world events/issues through the study of national and international online news sites and/or hard copy, daily newspapers, specialized periodicals, weekly news magazines, journals of political or social nature, and other periodicals that report, summarize or explain world events.

(2) Format. The contest will consist of objective questions and an essay assessing knowledge of important domestic and international issues, events and personalities.

(3) Essay. Contestants who fail to submit an essay shall be disqualified. A judge or judges will evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. If a tie occurs for the eighth slot, then essays of all contestants tied for eighth will be judged. The score will be added to the point total from the objective portion of the test, resulting in an overall score.

(b) **ENTRIES.**

(1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.

(2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) **QUALIFICATION**. Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) **TIES.**

(1) Individual Competition. All ties shall be broken through sixth place. If a tie exists after the grading of the essays, then those essays involved in the tie will be judged one against the other(s) to break the tie. When a tie occurs, those contestants who are tied shall be awarded a place before any other places are awarded.

(2) Team Competition. Refer to Section 902 (h)(3)(D).

Current Issues & Events Contest Rules and Procedures

1. **CONTEST ROSTER**. A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS**. Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test, answer sheet and essay.
3. **ROLL CALL**. The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate or team substitute at regional and state.
4. **SUBSTITUTIONS AND ALTERNATES**. Schools may replace individual contestants on the official district meet roster with a substitute as long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING**. Contestants will be seated sparsely around the room and away from other contestants from the same school. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room.
6. **LATE ARRIVAL**. Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **MATERIALS**. Contestants shall furnish their own pens or pencils. Contest directors shall provide contestants with a test, answer sheet and three sheets of blank (preferably lined) paper. Contestants may bring extra lined paper as long as it is presented to a test proctor for inspection prior to the start of the contest. Contestants may write on the exam. Textbooks, periodicals and other reference sources may not be brought into the contest room.
8. **TEST DISTRIBUTION**. Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test, answer sheet and essay.
9. **ESSAY REQUIRED**. The contest will consist of questions that will be posed in such a way as to allow for objective grading and an essay question that all participants are required to answer. The essay should be of an expository nature. Contestants who fail to write an essay shall be disqualified.
10. **ANNOUNCEMENTS**. Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
11. **START AND STOP SIGNALS**. Contest directors will give the signal to start. After exactly 60 minutes, the contest director will give the verbal notification to stop.
12. **TIMING AND ELECTRONIC DEVICES**. Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. These and all other electronic devices not allowed in the contest should be turned off and should not be accessible during testing.
13. **ANSWER SHEETS**. Answers shall be written on the answer sheet. Graders will not consider answers written on the test or scratch paper. The essay shall be completed on the paper provided by the contest director.
14. **LEGIBILITY**. If a consensus of graders cannot read an answer, they will mark that answer as

incorrect.

15. **TURNING IN PAPERS**. Contestants shall remain seated and retain their papers during the 60-minute testing period, except in the case of a medical or other emergency. In that event, the student shall receive permission to leave the contest room and shall be accompanied by a monitor while outside the contest room. Students who leave and return to the contest room without permission shall be disqualified.
16. **GRADERS**. Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Lead Grader.
17. **ANSWER KEY**. Prior to the start of grading, the Lead Grader should communicate to the contest director any of the reviewers' concerns and any suggested changes to the answer key as soon as possible.
18. **ANSWER KEY ERRORS**. In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director as soon as possible to communicate the suspected error and to seek clarification before changing the key. Any key error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
19. **GRADING THE CONTEST**. Each test should be graded by more than one person and errors initialed by the grader who marked the error.
20. **SCORING**. The objective portion of all tests will be carefully scored, awarding two points for each correct answer. A judge or judges will then evaluate the essays of the eight contestants with the highest scores inA judge or judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. If a tie occurs for the eighth slot, then essays of contestants tied for the eighth slot shall be judged. Each essay will be read and assigned a score based on a zero to 20 scale, with 20 being the highest score possible. If there is more than one judge, each judge must read and assign a score individually before conferring collectively to determine a final consensus score. ALL judges must read ALL essays separately. After reaching a consensus, the judge(s) should record individual and consensus scores along with comments. This score will be added to the point total from the objective portion of the test, resulting in an overall score. If, at this point, a tie exists, then those essays involved in the tie will be judged one against the other(s) to break the tie. The decision of the judge(s) and contest director is final.
21. **PLACES AND TIES**. Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place goes to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 932 of the UIL Constitution and Contest Rules.
    b. Team Competition. The sum of the top three objective scores (not including the essay score) from each school constitutes the team score for the school. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. All team members who qualify to regional or state will compete for individual honors.
    c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.
22. **VERIFICATION PERIOD**. Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time to review contest materials and to correctly identify papers and input of results (see After the Contest, Verification Period). Contestants and coaches not present at verification waive the opportunity to ask questions and accept results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
23. **ANNOUNCING OFFICIAL RESULTS**. Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two

teams. Official results, once announced, are final.

24. **RETURNING THE PAPERS**. If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than Saturday of region weekend.
25. **RETURNING THE PAPERS**. If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the respective district week. Regional papers may be returned no sooner than late Saturday of region weekend.
26. **NOTIFYING ALTERNATES**. If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified by the school whose student cannot compete and allowed to compete. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.
27. **SWEEPSTAKES POINTS**. Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM

Secure the best room available that is large enough for the number of contestants expected. It is very important to have a room with tables or desks with writing areas large enough for students to write comfortably.

MATERIALS AND EQUIPMENT

The contest director will provide:

- Three blank (preferably lined) sheets of paper to each contestant for writing the essay
- Accurate clock for timing, preferably one that contestants can see during the contest
- Stapler
- Pens for grading
- (District) One 8.5 x 11 envelope per school entered, for returning materials

CONTEST PACKET

The League office will provide:

- A copy of the UIL Current Issues and Events Handbook
- Copies of the tests and answer keys
- Answer sheets
- Grading memo
- Essay Rubric

Contest officials should inventory the contents before the contest. The sealed testing packet should be checked to verify 1) the correct materials are enclosed and 2) the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest. The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest.

PERSONNEL

Coaches of competitors may serve as contest directors, assistants and monitors.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the Lead Grader. Make these selections prior to the beginning of the contest.
- An impartial judge or judges who have no vested interest in the contest should grade the essays.

TIME REQUIRED

Allot up to 90 minutes for the contest. Approximately 20 minutes for roll call, opening remarks, and distributing contest materials and 60 minutes for the test. Stay on schedule as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test cover sheet and on the answer sheet. Check all tests to ensure that all pages are printed clearly and completely.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide and label a large (8.5 x 11) envelope for each school with contestants entered in the contest, and write the name of the school on the envelope. After the verification period, contestants' tests, answer sheets and a key (one per school) should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week. The meet director and the contest director are responsible for deciding whether testing materials can be taken by the contestants and coaches immediately after the contest's verification period is over.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room separating contestants from the same school.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Distribute the tests, answer sheets and three pieces of lined (preferably) paper for the essay. Caution contestants not to open the test until instructed.
7. Read aloud the announcements listed below

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Timing devices that do not emit audible signals during the contest may be used. All cell phones must be turned off and not set to vibrate.
c. Write your assigned contestant number in the top right-hand corner on the answer sheet, the test and each page of your essay. (Check for accuracy if it has already been written by the contest officials.)
d. You may write on the test paper. Answers must be written on the answer sheet and the essay on the paper provided.
e. All participants must answer the essay question.
f. This is a 60-minute contest. A contestant may turn in contest materials, including brainstorming notes and rough drafts, once he or she has finished the test.
g. Verification period will be held in room _____ at _____ a.m./p.m. This is contestants' and coaches only time to verify grading and unofficial results.
h. Are there any questions?
i. You may begin the contest.

7. During the contest, remain silent. It is important that the contestants have a quiet setting for the contest.
8. Give contestants the signal to start. Terminate the contest at the end of exactly 60 minutes.
9. When the time has elapsed, the contest director should collect all test materials, including test, answer key and essay. Check that the correct contestant number is on each document.
10. Deliver all materials to the grading room.
11. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS
The contest director should select judges to grade tests. Coaches may serve as graders of the objective portions of the contest. Impartial judge(s) who have no stake in the contest will be selected to grade the essays. Contest coaches whose students are not involved in the standings may judge the essays.

Graders should report to the grading room as soon as the contest begins. The Lead Grader will provide answer keys, surplus tests and scoring charts to the grading room when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. In the case of an error on the answer key of an objectively-scored contest, graders should notify the UIL state office of the nature of the error and/or contact the respective state contest director to seek clarification. Questions should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

GRADING INSTRUCTIONS
Have more than one person grade each answer sheet. Graders should initial the answer sheet where indicated. Using pencils or pens of different colors is a good option.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. If any answer space is left blank, draw a line through the blank. The graders should initial each error.

Each contestant shall be awarded the points indicated for each correct answer. Do not deduct points for incorrect answers. See test instructions for varying point values. Add points carefully. Grade and score papers contending to place no fewer than three times..

GRADING THE ESSAY
After grading the objective portion of the contest, judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. Complete the rubric for each essay being graded. Each essay will be read and assigned a score based on a one to 20 scale, with 20 being the highest score possible. This score will be added to the point total from the objective portion of the test, resulting in an overall score.

The essay should be of an expository nature. The essay should be judged on content first. Writing style, clarity and precision of composition should be secondary considerations. Students should attempt to substantially develop a full range of points relative to the essay prompt. In the question of quality versus quantity, judges will determine whether an essay that introduces many points shall be scored higher than an essay that develops fewer points more substantially.

PLACES AND TIES
Refer to Current Issues and Events Contest Rules and Procedures.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the answer sheet the name and school of the student, or simply the school that corresponds with the contestant number. This will expedite both the verification process and the sorting of contest materials for return after the meet concludes.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR
Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD
Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test, answer sheet and essay
- An answer key, in its original form as supplied by the League office
- Essay rubric, if the essay was graded
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores. Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of score to be reviewed by contestants and coaches during the Verification Period.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period. If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS
After resolving all questions, or the end of the 15 minutes, the contest director should announce that verification has ended. Official results with the name and the school of each contestant who places first through sixth and the schools of the winning and alternate teams should be announced. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE
Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team. All who qualify to regional or state will compete for individual honors.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

CURRENT ISSUES & EVENTS CONTEST QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading

PREP TIME — 20
TEST TIME — 60

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks, rubrics.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch paper, pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- One or more assistant(s)/monitor(s)
- Head grader

NUMBER OF ENTRIES
(District) 6 per school
(Region) 1st/2nd/3rd individuals per district;
1st place team per district; wild card team.

TIES
- Individual — All ties are broken by judging the essays. Even if two essays were originally scored equally, compare one to the other to break the tie.
- Team — Break tie with fourth team member's objective score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3, preferably more. Graders may be coaches.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

ADVANCE
Top 3 individuals and 1st place team. Top second place team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Study packets include materials from every level of competition of stated year.
- Current Issues & Events Study Guide offers contestants and coaches information about the test, strategies and tips for study and tips on writing a successful essay.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Current Issues & Events Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

WWW.UILTEXAS.ORG
/UILTEXAS
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COPPERAS COVE HIGH SCHOOL DECA BYLAWS

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ORGANIZATION OVERVEIW

DECA Mission:

The mission of DECA is to enhance the co-curricular education of students with interests in marketing, management, and entrepreneurship.

DECA helps students develop skills and competence for Marketing careers, build self-esteem, experience leadership and practice community service.

DECA is committed to the advocacy of Marketing education and the growth of business and education partnerships.

DECA Purpose:

DECA, a International association of Marketing education students, provides teachers and members with educational and leadership development activities to merge with the education classroom instructional program. DECA is not extracurricular; it is an integral part of the classroom instructional program. DECA chapters attract students who are interested in preparing for entrepreneurial, Marketing or management careers. While DECA membership consists primarily of students in marketing programs, membership extends also to alumni and to professionals in marketing education and in marketing teacher education. Working hand in-hand with the education and business communities, DECA's goal is for its student members to develop a "career success kit" to carry into their business and personal lives after graduation; one that includes:

- Occupational competencies needed for career in Marketing, management and entrepreneurship.
- Leadership abilities
- Social and business etiquette
- Understanding and appreciation of civic responsibility
- Ethical behavior in personal and business relationships
- Understanding the role of our free enterprise system in the global economy

To accomplish this, DECA utilizes on-the-job experience, chapter projects, and a program of competency based competitive events in specific Marketing occupational areas. These events emphasize academic and vocational excellence as building blocks for successful Marketing and management careers and demonstrate the direct relationship between Marketing education and the real needs of business and industry. Each year more than 143,000 students participate in the competitions on the local, state and International levels.

A non-profit organization, International DECA is governed by an elected Board of Directors. The International Advisory Board made up of representatives of major U.S. corporations and businesses who support DECA's mission, and the Congressional Advisory Board made up of members of the U.S. Congress, offer members support and guidance. Since July 1991, the organization is known by its commonly recognized acronym, DECA, accompanied by the tag line, "An Association of Marketing Students". The familiar diamond DECA logo has been updated; newly designed to suggest the strength, stability, and forward-looking attitude of the association and its 180,000 student members.

Copperas Cove High School

DECA

DECA Creed:

I believe in the future which I am planning for myself in the field of marketing and management, and in the opportunities which my vocation offers.

I believe in fulfilling the highest measure of service to my vocation, my fellow beings, my country and my God- that by so doing, I will be rewarded with personal satisfaction and material wealth.

I believe in the democratic philosophies of private enterprise and competition, and in the freedoms of this nation-that these philosophies allow for the fullest development of my individual abilities.

I believe that by doing my best to live according to these high principles, I will be of greater service both to myself and to mankind.

Emblem and Colors: Texas DECA = Blue (Black and White)

The official emblem of DECA, An Association of Marketing Students, is the insignia of the Association.

The official colors of DECA are navy blue and gold. Texas DECA is Blue (Black and White)

Fees and Dues:

Fees and dues are collected each year in order to participate as a member of DECA. These fees are used to cover a variety of expenses encountered throughout the year by the DECA chapter that are not covered by Copperas Cove I.S.D. No dues will be refunded or transferred.

First year marketing student DECA Member Dues $40.00
DECA Alumni Dues $20.00

All dues collected go to cover local, state and International DECA dues. A breakdown of the fees included in the $40 amount follows: These dues are subject to change.

$10.00 State Dues
15.00 International Dues
15.00 DECA Shirt

Reimbursement:

If for any reason a DECA member is unable to participate in a competition/leadership event at the Regional, State, or International level, the district reserves the right to ask for reimbursement of any and all fees and expenses paid on the student's behalf in preparation for the event. This includes the unfortunate situation of a student not participating due to disciplinary action or academic ineligibility resulting in removal from the event.

Fundraising:

All DECA members are expected to participate in various fundraising activities throughout the school year. Most of the chapter fundraising is generated through these fundraisers.

Money raised through fundraising activities pays for state and International leadership opportunities, social activities and scholarship opportunities.

STUDENT CONDUCT

Membership Expectations:

Membership in DECA is open to any student currently or formerly enrolled in a Copperas Cove I.S.D. Marketing education class.

Student Expectations:

All students of the DECA organization are expected to follow the ethical principles established by Copperas Cove DECA Chapter.

Integrity *doing the right thing.*

- Do not compromise your values. Always do what you know to be right.
- Follow all school and DECA rules.

Fairness *treating everyone equally.*

- Celebrate with others when they succeed.
- Do not criticize students who earn recognition.

Loyalty *supporting someone or something.*

- Each student is charged with the unique responsibility to protect and respect the earned reputation of our DECA chapter as well as our school.

Concern for Others *caring for and helping others*

- Be forgiving and tolerant of each other.

- Use good judgment. Decide BEFORE you speak or take action whether what you are about to say or do will be considered appropriate.
- Help create and maintain a safe environment. Speak positively to and about each other.
- Leave personal problems outside the door.

Respect for others *being polite and kind to everyone and everything.*

- Behave in a respectful manner to all Marketing students, teachers, chaperones, parents and guests.
- Respect our time by using all class and competition preparation time wisely. Refrain from any disruptive behavior and do not talk when other people are preparing for competition.
- Keep hands, feet and objects to yourself.
- Follow advisors' and all adults' instructions the first time they are given.
- Cell phones and pagers should be turned off during all Marketing classes and competitive events.
- Use the restroom and water fountain before and after class only.

Law-abidance /Civic Duty *obeying rules and laws/making the world a better place.*

- Do your part to help the DECA and Marketing Education program run smoothly.
- Any behavior which is not representative of good citizenship in DECA may result in the student's dismissal from the DECA activity and/or Marketing Education program.

Pursuit of Excellence *doing everything the best you can; looking for ways to improve.*

- Make an effort to improve daily.
- Compete, behave, and be your best at all times and you will succeed. Lead by example.
- Maintain the highest level of preparation time.
- Stay focused.

Accountability *admitting to what you do wrong, and taking pride in what you do right*

- Accept responsibility for your actions. Do not blame others. Admit your mistakes.
- Take care of school facilities and equipment. Do not remove anything from the school without permission.
- Follow through on your commitment to other students and the advisor. Attend all required practices and competition.
- Pass all your classes every grading period to maintain eligibility.
- Be on time to all practices and competitions.
- Do not leave the Marketing facilities without permission from the advisor.
- Wear the appropriate DECA attire required for each competition or field trip.

Promise-keeping *doing what you say you are going to do*

- Signing the DECA contract is a promise to follow all policies and guidelines outlined in the CCHS DECA Handbook. You must know the handbook well to keep the promise!

Honesty *telling the truth*

- Always tell the truth in a kind way.
- Always help other DECA students to make the best decisions for themselves and the Marketing program.
- Discuss problems that arise in Marketing with the DECA Advisor.

SCHOOL OWNED EQUIPMENT

Use and Damage:

Several DECA competitive events require the use of school owned equipment such as laptops, easels, and display equipment. Please do your part to take care of school owned equipment and preserve its use for future events.

Any misuse of school owned equipment will prevent the student from future use of school equipment and can lead to payment of damaged equipment.

TRAVEL GUIDELINES

Student Conduct:

Students will be required to comply with District rules and regulations regarding discipline and conduct while on a trip. Students are expected to model the honor code principles at all times while at school and DECA sponsored events. School rules and the authority of the District to administer discipline apply whenever the interest of the school is involved on or off school grounds in conjunction with school and DECA sponsored events.

Students are expected to be in attendance at school the day prior to and the day following an out-of-town activity.

Students are expected to participate in any and all scheduled activities including meals.

Student Transportation:

Students who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. Exceptions may be made if the student's parent or guardian personally requests that the student be allowed to ride with the parent or presents a written request to the advisor or principal the day before the scheduled trip that the student can ride with an adult designated by the parent. The principal or advisor may require that students ride district transportation in certain instances.

Chaperones:

When there is overnight travel involved, DECA is required by the district to provide one chaperone per 10 student participants. All chaperones must comply with the CCISD Volunteer Program and must have background and information on file before the trip. Chaperones are also expected to model the Copperas Cove Honor Code at all times during the school-sponsored trip, ensuring that the safety and well-being of all students is the top-priority.

Copperas Cove High School Overnight Trip – Rules/Expectations

Overnight student trips are a privilege for students at Copperas Cove High School. At all times during such trips, students are representing their school, community and family and are to conduct themselves in an appropriate manner. Manners, proper dress and mature conduct are very important. All students and their parents/guardians must review the rules and expectations listed. No student will be allowed to participate in an overnight school trip without a signed copy (by student and parent/guardians) of these rules, which must be on file prior to the trip.

A. General Rules

1. All CCHS school rules apply at all times for the duration of the trip.
2. Students are required to ride/fly to the event with the sponsored school group.
3. There shall be NO DRINKING OF ALCOHOLIC BEVERAGES OR USE OF TOBACCO PRODUCTS OR ILLEGAL DRUGS during the trip. Any student who must use prescription medication MUST inform the head advisor before the trip.
4. At all times, students are expected to show proper courtesy, cooperation and respect for the chaperones and guides and must abide by their decisions.
5. At all times, students are expected to stay with the school group for the duration of the trip. Students will not be allowed to go off with others to include family members while on a school sponsored trip.
6. In case of illness, parental permission will be sought before seeking medical care.
7. Students will not receive tattoos, body piercing, etc at any time on school trips.
8. Students will not charge incidentals to their rooms. Any incidental charges incurred, ie, movies, long distance calls, room service, etc will be paid for by the student(s) prior to departure.

B. Hotel Rules

1. Students shall be held liable for any damage or loss of property at all times while on the trip.

2. Rooms will be kept locked at all times and windows are not to be opened.
3. Only individuals assigned to the room shall be admitted in that room.
4. Money or valuables will not be left unattended in rooms.
5. There will be no MIXED GROUPS in hotel rooms; that is no boys in girls' rooms or vice versa.
6. Only CCHS students who are participating in the function will be allowed to visit or stay in hotel rooms.
7. Any meeting of mixed groups will take place in the lobby or some other public place designated by the advisor/chaperones.
8. Students shall be in their rooms by curfew, which will be announced each night, generally, 11 o'clock. No exceptions will be made unless there is an emergency. Students may not leave their room after bed check.
9. Students must be courteous to other hotel guests. There are to be no loud noises at any time.
10. Students are not allowed to leave hotel ground without permission or unaccompanied by advisor/chaperones.
11. By agreeing to attend this function as a member of the school, students surrender the right to the advisor/chaperones to enter and inspect a student's room at any time the advisor/chaperones feel such entry or search is necessary.

C. Tours

1. Students must cooperate in getting to morning and afternoon tours. Due to the expense and value of the trip, no student will be excused from a tour unless it is due to illness.
2. Due to the tight schedule requirements of the buses, students must cooperate with the drivers and advisor/chaperones in order to insure arrival and departure schedule at all times during the trip.

D. Consequences

1. Any student who fails to comply with the preceding rules and regulations or who fails to cooperate with the chaperones may be:
    a. Placed aboard an available vehicle and returned home. Parents/guardians will be notified of the student's return. The parents/guardians of the student will be responsible for extra expenses in such cases.
    b. Suspended from all extra-curricular activities for the remainder of the school year.
    c. Made to spend an appropriate amount of time after school when school is in session.
2. Improper conduct will also subject a student to disciplinary action, including possible suspension from school.
3. In the event of an illegal act, the police will be notified.

Furthermore, you understand that any violation of the school drug and alcohol policy or other rule violation leading to legal charges will also result in the enforcement of Student Code of Conduct, to include DAEP placement and/or suspension from school.

Travel Forms:

All students participating in DECA sponsored travel must have a medical release and permission slip on file with the DECA advisor in advance of the departure.

Travel Fees:

Transportation, hotel accommodations (if required), registration expenses and meal expenses at the approved rate per meal at the District, State and upon board approval at the International level will be paid by the District. Each participant is responsible for his/her own personal, incidental expenses. 537

ATTENDANCE

All DECA students are expected to participate in school-sponsored field trips. These field trips are an integral part of the learning experience in the Marketing industry. Participation grades are given based on attendance.

Trips associated with DECA competition and leadership is optional unless otherwise specified.

Only current DECA members can participate in CCHS DECA trips.

Students are expected to attend school the day following an out-of-town activity.

Students are expected to participate in all scheduled activities including meals.

COMPETITIVE EVENTS

Expectations:

Students are expected to model the CCISD Honor Code; In addition, students are to comply with all CCISD, local and state regulations while attending a DECA competitive event. Any student who violates a CCISD policy will be referred to the appropriate assistant principal at the time of return to campus. Any student that violates local and state rules will be referred to the local police authorities to handle.

While at competition, students are expected to follow the local curfew and policies enforced by the DECA governing body. Any violation of these policies will result in disqualification of ALL CCHS students from competition.

Frequency:

All DECA competitive events occur in the spring semester of the school year. Students MUST compete at the district level to be able to advance to the state and International levels.

District event dates fall the end of January, usually on a Friday evening and Saturday. State events fall at the end of February and run from Thursday through Saturday. International events fall at the end of April or early May and will last approximately five to seven days.

Because some competitive events fall on weekend days, students are expected to inform their employer as soon as possible that they will be missing work. Absence from competition due to a conflict in work schedule is not allowed.

Eligibility:

Students participating in DECA competitive events must follow all eligibility requirements under TEA, UIL and CCISD eligibility rules. Refer to the CCISD Student Handbook page 49.

Each individual chapter may establish its own additional competition policies in accordance with District, State and International DECA event guidelines, as well as established District and Campus policies governing competition.

AWARDS AND RECOGNITION

Trophies, Plaques and Medals:

All awards (trophies, plaques, and medals) received by students at DECA events are property of Copperas Cove High School as stated in the student handbook. These awards will remain on campus in trophy cases or in the Marketing classroom.

Letter Jackets:

Marketing, Business, and Finance Education students may earn a letter jacket through DECA events. Letter jackets are given in honor of a student, who comes to class, maintains good Marketing and Business grades, meets point's requirements, and participates in ALL required activities. In addition, letter jackets are reserved for those students who get involved in DECA activities beyond the required class activities. These include district, state, and International competition. DECA officers may buy patches for their elected office if they already have a letter jacket or have earned one by participating in DECA competition or meeting qualifications.

Students can not be fitted for a jacket until completion of the competitive event.

All jackets and patches will be paid for with parent group funds if they are available. If funds are not available, jackets will be paid for by the student unless the school or club pays for them. Please see guidelines below.

CONSTITUTION AND BY-LAWS:

Constitution of Copperas Cove High School Chapter of the Copperas Cove Texas Association of DECA

Article I – Name

Section 1 The official name of this organization shall be Copperas Cove High School chapter of the Copperas Cove Texas Association of DECA" and may be referred to as Copperas Cove High School DECA chapter."

Article II – Purposes

Section 1 DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management.

Section 2 DECA's Comprehensive Learning Program integrates into classroom instruction, applies learning, connects to business, and promotes competition.

Section 3 DECA prepares the next generation to be academically prepared, community oriented, professionally responsible, and experienced leaders.

Article III – Organization

Section 1 The Copperas Cove High School DECA chapter may be chartered as a member of Copperas Cove Texas DECA upon approval of the Texas DECA Executive Committee.

Section 2 The membership classifications that shall be recognized are:

High School Members
Alumni Members
Professional Members
Honorary Life Members

Article IV – Voting

Section 1 Copperas Cove High School DECA chapter members shall exercise their franchise in Copperas Cove Texas DECA through voting delegates as may be approved by the Copperas Cove Texas Association of DECA Inc.

Article V – Meetings

Section 1 Regular meetings shall be held at least once each month during the school year.

Section 2 Parliamentary procedure of all meetings will be governed by *Robert's Rules of Order, Newly Revised Guide to Parliamentary Procedure.*

Article VI – Officers

Section 1 The officers of the Copperas Cove High School DECA chapter shall consist of President, Vice President, Treasurer, Secretary, Reporter, Historian, Public Relations Officer, Sergeant of Arms(s) and each shall exercise the usual duties of the office to which he/she has been elected. The advisors reserve the right to add or take away offices as needed.

Section 2 The officers of the Copperas Cove High School DECA chapter shall submit to the Chapter Advisor a signed completed application by the candidate that the candidate will perform the office to the best of the candidate's ability by the assigned due date.

The committee (CCHS staff, advisor(s) and two staff members) shall review the officer candidate application(s) submitted and shall score the application(s) with the rubric provided.

Officers will be placed in order of position in accordance to ranking. The Highest score will be President followed by Vice President, Secretary, Public Relations Officer, Reporter, Sergeant of Arms, Treasurer, and Historian in this order. The advisors reserve the right to select override this policy.

Article VII – Advisors

Section 1 The Copperas Cove High School DECA chapter advisor(s) shall be the teacher of marketing, business management and administration, finance or hospitality and tourism courses at Copperas Cove High School. The advisor has the right to change this constitution if need should arise.

Article VIII – Finances

Section 1 Copperas Cove High School DECA chapter will be responsible for state/provincial and DECA Inc. dues according to the number of individual members claimed in each membership classification times the amount of money established for that classification of the state/provincial and DECA Inc. dues.

Section 2 The Copperas Cove High School DECA chapter will turn in money from school approved fundraisers to student services who shall be responsible for the DECA chapter finances and will furnish a monthly report to the Copperas Cove High School DECA advisor.

Article IX

Section 1 The emblem of DECA shall be a diamond-shaped design as described and protected from infringement by Trademark Numbers 652.076 and 663.265, as filed with the Patent Office of the United States Department of Commerce. The wearing and use of this emblem as it apply to each division of DECA shall be governed through each chartered association under policy established by the Board of Directors.

Section 2 The color of the Copperas Cove High School DECA chapter shall be blue.

Article X – Amendments

Section 1 To amend this Constitution, the proposed amendments must be presented, in writing, to the president, by a DECA member. The president will present the amendment to the membership where it must be approved by a two-thirds majority vote for adoption.

Section 2 No rules, regulations or bylaws shall be adopted which are contrary to this Constitution.

DECA OFFICER CONDUCT

As an officer, you must represent the only student organization at Copperas Cove High School preparing young students for the Marketing/Business world. The following are how to conduct and project the type of image required for DECA and Marketing/Business careers.

1. Wear appropriate attire, blazers, when appearing as a chapter, state, or International officer. Your appearance should be consistent with that of the business community, which is very professional.

2. Be a good communicator and most important ***polite***. Remember you are an officer; you are in charge of helping run Copperas Cove High School's DECA organization, so set an example for others.

3. Make a good first impression with people you first meet so that you can represent Copperas Cove High School's DECA organization; set an example for others.

4. Be a good listener at all times, so you know what's going on.

5. When visiting another school, pay attention to their accomplishments and ideas they have of running their DECA organization. You never know when some of their ideas could benefit our school.

6. Officers must attend all meetings and events unless you have prior approval from advisor. (approval would be work, emergencies and school related events)

7. Do the best you can to fulfill your officer duties. This applies to the president, vice president, secretary, historian, treasurer, reporter, Sergeant or Arms, Public Relations Officer, Project Coordinator, Resource Committee Chair and any other office designated by the DECA chapter.

8. Most importantly, always set a good example as a leader.

Copperas Cove ISD
Copperas Cove High School DECA

Copperas Cove High School

I, _____, have received a copy of the Copperas Cove ISD DECA Handbook/Bylaws.

I understand that I am expected to conduct myself, at all times, in a manner which reflects positively on the Chapter, the Campus, and the District, and in accordance with the established rules, regulations, and policies of the DECA organization, Copperas Cove ISD, and of society in general including Local, State, and Federal law enforcement authorities. In the unfortunate event that disciplinary action becomes required, the established policies and consequences of the appropriate entity will be in effect.

I have read the Copperas Cove ISD DECA Handbook in its entirety and agree to abide by all the rules, regulations, and provisions therein.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian Contact Information:

Daytime Phone _____ Evening Phone _____

Cell Phone _____ Email _____

This form must be signed and returned to the Chapter Advisor prior to the last day of the first six weeks grading period of the current school year.

The following criteria <u>MUST</u> be met for a DECA member to earn a letter jacket from CCHS DECA.

Criteria 1: Maintain active membership for at least two years.

a. Active member is defined as:
    1. Paying annual DECA dues
    2. Attending *at least* seven DECA meetings each year
    3. Miss no more than two DECA meetings without a valid excuse per year.
    4. Enrolling in a Business, Marketing, and Finance Class for at least <u>1 year (2 semesters)</u>

Criteria 2: Participation in DECA activities for two years.

a. Participation in a minimum of six service projects (Walks, social events, volunteer opportunities, etc.)

Criteria 3: Participate in DECA leadership activities. Minimum 8 points required.

a. These activities may be a combination of, but not limited to the following:
    1. Holding a DECA Officer Position—2 points
    2. DECA Fall Leadership Conference—1 point
    3. Competitor at Area Competition—3 points
    4. Competitor at State Competition—6 points
    5. Competitor at National competition— 6 points

Criteria 4: Participate in at least two DECA fundraisers each year.
Criteria 5: No major disciplinary action taken against student during the two years of qualifying for the jacket (no Out of School or Long-Term Suspension)

Criteria 6: No more than <u>5 unexcused</u> absences (single day) during the year in which they are lettering. Talk to advisors regarding exceptions.
Criteria 7: Must maintain at least a "3.0" gpa average.

**CCHS DECA will only pay the base jacket price of ($35) and DECA patch ($25). **
Any other expenses will be the responsibility of the student

Student Name: _____ **ID #**_____ **Date:** _____

Listed below are the criteria for the students to qualify for a letter jacket in the DECA Leadership Organization.

	Student/Date Initials	Sponsor Initials
➢ No major discipline infractions	_____	_____
➢ 5 or less unexcused absences for year which they are lettering	_____	_____
➢ Students must be a member with dues paid in full for 2+ years	_____	_____
➢ Attending at least 7 meetings for the year in which they are lettering	_____	_____
➢ Enrolled in at least 2 semesters in Business, Marketing and Finance classes	_____	_____

Participation in DECA activities for two years:

Date	Activity		
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Participation in DECA Leadership activities/competition:

Date	Points	Activity	Student Initial	Sponsor Initial
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

DECA Fundraiser each year: _____ _____

Student Applicant Signature: _____

Sponsor Signature: _____ **Date:** _____

Sponsor--Circle One: Approved *or* Denied

Bylaws of the EcoDawgs Aquatics Club

Copperas Cove High School

Article I – Name and Purpose

Section 1. Name
The name of this organization shall be the *EcoDawgs Aquatics Club*.

Section 2. Purpose
The purpose of the EcoDawgs Aquatics Club is to promote student interest and hands-on learning in aquatic science, aquarium keeping, and environmental stewardship. The club provides opportunities for members to design, set up, and maintain aquariums; select and care for fish and aquatic plants; practice aquascaping; and monitor water quality. Through these activities, members will develop teamwork, leadership, and responsibility while supporting the mission and values of Copperas Cove High School.

Article II – Membership

Section 1. Eligibility
Membership is open to all students currently enrolled at Copperas Cove High School who have an interest in aquatics, aquarium keeping, or environmental science.

Section 2. Requirements
Members must maintain good academic and behavioral standing in accordance with school policies. All members must sign and adhere to the club's safety and responsibility guidelines for working with live specimens and laboratory equipment.

Section 3. Dues
The club may collect dues if necessary for the purchase of supplies, materials, or activities. The amount and method of collection will be determined by the club officers and faculty sponsor, subject to administrative approval.

Article III – Officers and Duties

Section 1. Officers
The elected officers of the EcoDawgs Aquatics Club shall consist of the following: President, Vice President, Secretary, Treasurer.

Section 2. Duties
1. **President:** Presides over meetings, represents the club to school administration and other organizations, and provides leadership for all activities.
2. **Vice President:** Assists the President, presides in the President's absence, and helps coordinate projects and events.
3. **Secretary:** Maintains attendance records, prepares and distributes meeting notes, and manages communications and announcements.
4. **Treasurer:** Maintains accurate financial records, collects and manages funds, and provides regular

financial updates to the membership and sponsor.

Section 3. Elections and Terms
Officers shall be elected annually by a majority vote of active members. Terms of office shall run for one school year.

Article IV – Meetings

Section 1. Regular Meetings
The EcoDawgs Aquatics Club shall meet on Tuesdays and Thursdays from 4:15 PM to 5:15 PM in Room 303. Transportation will be provided for bus riders at 6:00 PM.

Section 2. Activities
Meetings will include planning and discussion, aquarium maintenance, species selection and research, aquascape design, water testing, and preparation for special projects or events.

Section 3. Quorum
A quorum, consisting of at least 50% of active members, is required to conduct official business.

Article V – Projects and Activities

The EcoDawgs Aquatics Club will:
- Design, set up, and maintain aquariums in Room 303.
- Select fish and plants, create aquascapes, and ensure proper care of all live specimens.
- Conduct water quality testing and learn proper maintenance techniques.
- Organize guest speakers, workshops, or field trips when approved by the school administration.

Article VI – Rules and Conduct

All members must adhere to the following:
1. Follow all Copperas Cove High School rules and safety protocols at all times.
2. Handle all live specimens and equipment responsibly and respectfully.
3. Maintain cleanliness and organization in the lab and club areas.
4. No food or drink is permitted in the lab area except for bottled water.
5. Treat all members, guests, and faculty with respect.

Article VII – Faculty Sponsor

The EcoDawgs Aquatics Club shall operate under the guidance of a faculty sponsor, who will oversee activities, ensure compliance with school policies, and provide support for projects and events.

Article VIII – Amendments

These bylaws may be amended by a two-thirds vote of active members, with final approval by the faculty sponsor and school administration.

Acknowledgment and Approval

Faculty Sponsor Name: _____

Faculty Sponsor Signature: _____ Date: _____

Administrator Approval: _____ Date: _____

Member Name: _____ Signature: _____

SkillsUSA Cove Engineering BY-LAWS

Copperas Cove High School

Article I

Name and Purpose

Section 1: The name of this Chapter shall be the SkillsUSA Cove Engineering.

Section 2: The purpose of this Chapter shall be to create enthusiasm for engineering, a desire to participate in competitive engineering activities, and to develop character and leadership in the students of Copperas Cove High School.

Article II

The Chapter Advisor(s)

Section 1: The Chapter advisor(s) shall be responsible for the direct supervision of the Chapter and act as liaison between faculty, admission, students and the community.

Section 2: The Chapter advisor(s) shall maintain files on membership, Chapter history, activities, and financial transactions.

Section 3: The Chapter advisor(s) shall regularly review each member for compliance with the rules.

Article III

Membership

Section 1: All members must be currently enrolled in at least one in-person engineering class at Copperas Cove High School.

Section 2: Members must maintain an 85% or higher in all engineering classes and must be passing all other classes.

Section 3: Members are required to attend all meetings unless there are prior arrangements with the advisor(s).

Section 4: Members may not miss mandatory meetings:

1. 1st missed meeting will result in a Dismissal Committee meeting to review reason for missed meeting only. Valid reasons for a missed meeting will include:
    a. Prior approval for missing meeting given by Advisor
    b. Excused absence. Member is absent from ALL classes the day of the meeting and the absence is categorized as Excused in Skyward.
    c. Inability to leave job to attend. Must present note from supervisor with contact information to verify.

Section 4: Once convened, the committee will hear from the advisor what the disciplinary action the accused is facing and why. The accused will be given an opportunity to respond and explain why they should not face the disciplinary action suggested. Once the accused has spoken, the committee will take a secret vote and majority decision will be implemented.

Article VI

Deadlines

Section 1: Chapter dues shall be submitted before the second regular Chapter meeting of the school year.

Section 2: Entry fees for the Fall Leadership Conference must be paid no less than two weeks prior to the Conference.

Article VII

Selection of Officers

Section 1: Officers will be elected by the membership of the Chapter.

Section 2: Officer candidates should be persons whose involvement is evident throughout the year in character, scholarship, and leadership.

Section 3: Officers for the following year shall be elected at the last meeting of the school year, one month after the SkillsUSA state competition.

Article VIII

Fall Leadership Conference

Section 1: Any officer who fails to attend the conference without a valid excuse shall be immediately removed from office.

Section 2: Participation fees for officers shall be paid for by SkillsUSA Cove Engineering

Section 3: If Chapter funds are insufficient the order of importance is as follows:

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Sergeant at Arms
6. Parliamentarian
7. Reporter

- Only members who will be in their Senior year of high school during their term are eligible to run for President

Vice President:

The Vice President's duties are:

- assist President in fulfilling their responsibilities
- in the absence of the president, the Vice President is to fulfill the President's roles
- serve on Dismissal Committee

Secretary:

The Secretary's duties are:

- Before a meeting
  - ensure all materials required are available
  - ensure minutes from prior meeting are complete
- During a meeting
  - record meeting
- After a meeting
  - prepare minutes with the assistance of the President
- Other duties
  - facilitate communications within the Chapter
  - perform administrative tasks, including filing and photocopying
  - write emails, memos, and letters
  - implement and/or develop office procedures and record systems
  - order and maintain supplies
  - organize and distribute messages
  - prepare and mail outgoing correspondence
  - maintain all files/records
  - assist with presentations and reports

Treasurer:

The Treasurer's duties are:

- Before a meeting
  - ensure Treasurer's Report is ready
- During a meeting
  - present Treasurer's Report
- After a meeting
  - prepare minutes with the assistance of the President
- Other duties
  - Receive and act as custodian of Chapter funds
  - Pay Chapter funds as authorized
  - Keep the financial records of the Chapter

        - Resume meeting
    - Answer questions on proper procedure that occur
    - Offer preliminary opinion during meeting
    - Prepare a full report based on bylaws and appropriate parliamentary procedure to be reviewed by leadership team
- After a meeting
    - Assist Secretary in preparing minutes regarding any issues of parliamentary procedure
    - Prepare any reports that may be required

Reporter:

The Reporters duties are:

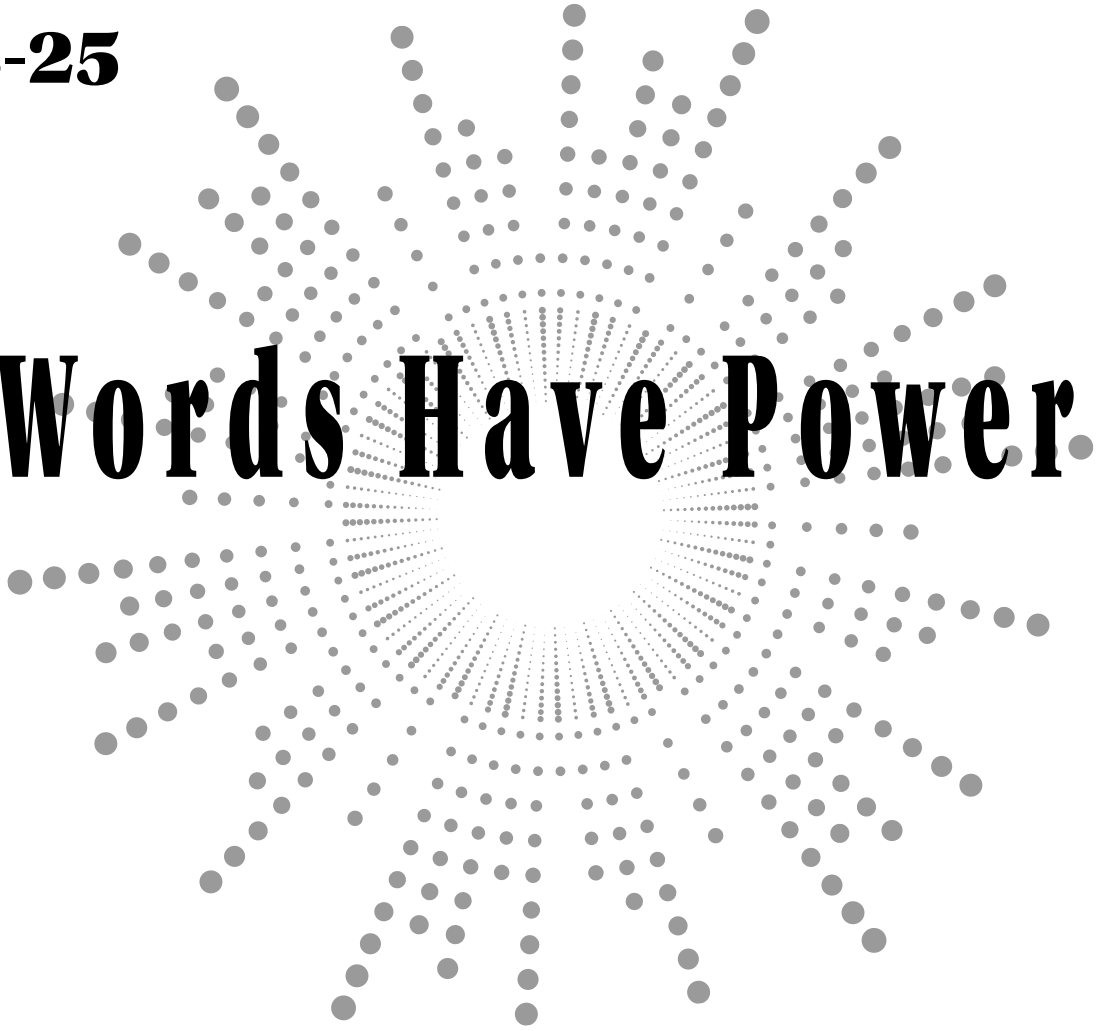
- Before a meeting
    - Produce Chapter news and reports to be read during the meeting
    - Familiarize themselves with the agenda to ensure that they take note of situations that may require their attention
- During a meeting
    - Take note of situations that may require publicity and note enough information in order to prepare a story on the situation
    - Document direct quotes from members that may be important.
- After a meeting
    - review their notes with a present officer or the advisor
    - ask for any additional information that might be useful
    - draft a report in a timely manner
    - have a fellow officer or advisor approve the report.
    - Email the report to the advisor and The Head of Communications in the Copperas Cove Independent School District.
- Other duties
    - Be the scribe for the Chapter
    - Document what happens during a Chapter meeting, activity, or event
    - Work with other members of the Chapter to produce Chapter news and reports.
    - Adhere to strict deadlines and be able to produce exceptional work in certain time frames

All Leadership Team Members:

Section 1: In order to hold a leadership position, members must:

1. be a current member of SkillsUSA Cove Engineering
2. have competed in the most recent SkillsUSA District level competition
3. have not been the accused in a Dismissal Committee meeting within the current school year

Informative
and
Persuasive
Speaking Handbook
2024-25



University Interscholastic League

This button is found on the UIL Speech home page *https://www.uiltexas.org/speech*

PREFACE

Extemporaneous Informative and Persuasive Speaking events are ones in which your preparation to become an informed, concerned citizen in a democratic nation can be unsurpassed. Truly, the experience of extemporaneous speaking encourages political and social leadership among its participants. In contrast to those events which require a previously prepared performance, informative and persuasive speaking ensure a different and unique experience each time you compete. Because of the constant demand to stay informed, you will find the experience invigorating and consistently challenging!

This handbook in no way provides all the keys to successful extemporaneous speaking competition. It does provide clear focus on the basics of good public speaking and techniques I shared with my students over my decades as an educator and forensics coach who was fortunate enough to have state champions in extemporaneous speaking. Special thanks to Matthew Murrell, Rhonda Smith, the late Kristi Hodgkiss and Linda Alderson for their contributions to the manual, as well as the Extemporaneous Speaking State Advisory Committee.

In contest extemporaneous speaking, the specific speech which the student must deliver has not been prepared prior to the contest day, but considerable preparation should have taken place in terms of gathering, analyzing and organizing information about state, national and international events. It is our hope that this guide will prove valuable to both coaches and competitors in that preparation.

Good Luck! You are sure to find extemporaneous informative and persuasive speaking both competitively challenging and personally rewarding.

Jana Riggins
UIL State Speech Director

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1

Values and Skills of Extemporaneous Speaking Contests

The UIL Extemporaneous Speaking contests are designed to enable the student to speak in an integrated manner on a central issue, organize his or her ideas in a meaningful pattern, and orally communicate those ideas effectively to an audience. Contestants draw five topics, select one, and then have thirty minutes to prepare a speech. The limit for the oral speech is seven minutes maximum; there is no minimum.

Informative

The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels, and to teach the student to present facts extemporaneously in a clear and impartial manner. This contest is an exercise in clear thinking and informing the public on the issues and concerns of the American people. The objective is to orally present information in an interesting way, and an attempt should not be made to change the listener's mind beyond presenting the information.

Persuasive

The purpose of this contest is to train students to analyze a current issue, determine a point of view, and then organize and deliver extemporaneously a speech that seeks to persuade listeners to agree with that viewpoint. The objective is to reinforce the views of listeners who already believe as the speaker does and to bring those of neutral or opposing views around to the speaker's beliefs or proposed course of action. This oral contest should especially appeal to those who have a strong argumentative urge and who wish to advocate reforms or outline solutions for current problems.

Extemporaneous informative or persuasive speaking helps a student prepare for life in a number of significant ways.

It develops skills which can be applied to everyday life.

- The student learns to analyze an audience.
- The student learns to organize ideas for oral presentation.
- The student learns to communicate effectively with limited preparation time.

It develops citizenship skills.

- The student becomes well acquainted with current issues and personalities.
- The student becomes skilled in issue analysis.
- The student learns the values and biases of many of our contemporary mass publications and broadcasts.

It develops skills which will be invaluable in further education.

- The student gains training and experience in research.
- The student learns to select, organize and develop materials logically.
- The student increases comprehension and vocabulary through extensive reading.
- The student develops critical thinking by using logic and evidence to support arguments.

RULES

Section 1000: SPEECH

(a) EVENTS AND ENTRIES. The UIL speech program shall consist of events divided into three basic skill categories: debate, oral interpretation and extemporaneous speaking. Students are permitted to enter two events in speech, and Cross-Examination Team Debate (see [b] Scheduling). The eligibility section requirements of each contest shall be met and no more than one event shall be selected from each of the following categories:

(1) *Debate.*

(A) Cross-Examination Team Debate

(B) Lincoln-Douglas

(2) *Interpretation.*

(A) Prose Interpretation

(B) Poetry Interpretation

(3) *Extemporaneous Speaking.*

(A) Informative Speaking

(B) Persuasive Speaking

(4) *Prohibited Double Entries.*

If You Enter:	You May Not Enter These Contests:
Team Debate	Lincoln-Douglas Debate
Lincoln-Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln-Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln-Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Note. There is no restriction on entering Congress in addition to other speech or academic events.

(b) SCHEDULING. In addition to restrictions of individual contest plans, it is imperative that students and academic coaches become familiar with the Academic Conflict Pattern when selecting contests for competition. This pattern is provided on the UIL website. Students who want to double enter may request that they be allowed to speak first or second in a section but may not request to be placed in the bottom one-half of the section. If the double entry is not prohibited above, contest directors may allow the double entry if the necessary accommodations do not inconvenience other contestants. Contest directors are to use their best judgment in the matter. There shall be no protest of their decisions.

(c) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

Section 1003: INDIVIDUAL SPEECH CONTESTS

(a) PURPOSE. The purpose of each of the individual speech contests is to stimulate the student's ability to communicate ideas and information to an audience. In the extemporaneous informative speaking and extemporaneous persuasive speaking contests, these ideas are essentially those of the speaker, derived from the speaker's background of research on current events. In poetry interpretation and prose interpretation, the student is challenged to ascertain and communicate the ideas of an author through a literary selection, based on the student's understanding and research.

(b) GENERAL INSTRUCTIONS.

(1) *Sections*. A section shall consist of no more than eight contestants. If nine or more students enter a single contest, preliminary round and final rounds shall be held. Preliminary round sections shall be divided as equally as possible. The following chart shall be used to determine the number of sections and finalists in each section:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section
32-39	8 Sections	1st from each section

*If desired, a preliminary round may be held.

Contestants should be entered on the district online entry form according to strength. Contest directors should section by distributing first, second and third place district entries as equally as possible, avoiding when possible, placing contestants from the same school in the same section. At the regional level, first, second and third place district winners should be distributed as equally as possible throughout the sections.

(2) *Judging All Individual Speech Contests*. Judging shall be by an odd number of judges or by one judge. In any event, the contest director should make every attempt to secure competent judges who have had training in the field of speech. At minimum, judges should be high school graduates. In so far as possible, the judges should not know which school contestants represent. A copy of the judging instructions provided by the League office should be given to each judge. Prose and poetry judges for high school oral interpretation should be given literary categories prior to the meet. Contest directors are responsible for explaining these instructions and categories to the judges. Online judge and contest director training is available for speaking contests. Go to the UIL Speech overview webpage. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. The responsibility of the judge is to rank the speaker, evaluate the performance, and give constructive suggestions for the benefit of the speaker. Written evaluations are encouraged.

(3) *Timekeeper and Signal Standards*.

(A) A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.

(B) A timekeeper should use timecards to indicate to the speaker the remaining time. When the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head. An interpretative contestant who is still speaking when the "stop" card has been raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the contestant.

The following hand signals (signal with fingers) are recommended if timecards are not used:

(i) After three minutes have elapsed, give a signal of four fingers.

(ii) After five minutes have elapsed, give a signal of two fingers.

(iii) After six minutes have elapsed, give a signal of one finger.
(iv) After seven minutes have elapsed, the timekeeper may stand or otherwise indicate that the total time has elapsed.

(4) *Ranking the Contestants*.

(A) At the close of the contest, the judges shall rank all speakers by numbers: 1, 2, 3, etc. The contest director will supervise tabulation of contest results, using the official UIL TalkTab speech tabulation software. Points are to be awarded through sixth place in accordance with Section 902.

(B) In the case of panel judging, the following criteria, in the following order, shall be used to determine all ranks: (1) majority or BETTER; (2) lowest sum; (3) judges' preference; (4) decimal equivalent; (5) judges' preference to break decimal ties; (6) blind draw, except at state finals. When a place has been determined, the contest director shall revert back to the first criteria (majority or BETTER) to determine the next rank, unless there is a tie, whereupon all contestants who are tied shall be awarded a place before going on to another contestant or place. NOTE: At no time during tabulation should judges discuss their ranks or confer with one another regarding ranks - item (iii) below, "Judges' Preference" is a method of tabulation and does NOT infer that judges confer to reach a preference. See * in (C) below for instructions on tabulating judges' preference.

(i) Any contestant who receives a majority of firsts shall be awarded first place.
(ii) In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.
(iii) If, at this point, two or more contestants tie with the same low sum of total ranks, the tie shall be broken by the use of judges' preference. See (C) * below for instructions on determining judges' preference.)
(iv) In any case where there is a tie, all contestants who are tied shall be awarded a place before going on to another contestant or place.
(v) Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale:
Rank of first = 1.00
Rank of second = .50
Rank of third = .33
Rank of fourth = .25
Rank of fifth = .20
Rank of sixth = .17
Rank of seventh = .14
Rank of eighth = .13
The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.
(vi) If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.
(vii) If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.
(viii) Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for state finals.

(C) Second place shall be determined next. If a tie existed for first place, after breaking the tie by the above methods, the person who was tied with the first place winner is automatically given second place. If no tie existed, revert to the first ranking criteria (majority or BETTER.) A contestant (not already awarded a place) ranked second OR BETTER by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds OR BETTER or if two unranked contestants receive a majority of seconds OR BETTER. (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second. In the following example, both unranked contestants have a majority of seconds OR BETTER, so contestant #2, whose sum of total ranks is lower, is ranked second. Contestant #1 is then awarded third before any other contestant or place is considered, and the next place to be awarded is fourth.

Contestant	Judge A	Judge B	Judge C	Total	Rank
One	3	2	2	7	3rd
Two	2	1	3	6	2nd
Three	1	5	1	N/A	1st

*In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds OR BETTER. Contestants 1 and 2 have the same sum of total ranks, so the tie for second shall be determined by judges' preference.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	2	5	3	10	+	2nd
Two	4	2	4	10	–	3rd

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C), is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

(D) Many three-way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference, as in the following example:

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside #1 indicate the judges' preference. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1. Now compare speaker #2 to speaker, and note that two of the three judges (A & C) ranked speaker #2 higher, as indicated by a (+) in the preference column for speaker, #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first place. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second place. Contestant #1 is then awarded third place.

Please note that although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first shall be ranked before considering other contestants or places. The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths OR BETTER (two second place ranks). Therefore contestant #5 is awarded fourth place. The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.

(E) Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent. See Section 1003 (b) (3) (B) (v). In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ –
Two	2	1	1	N/A	
Three	3	2	6	11	– +
Four	6	3	5	14	
Five	4	5	2	11	– +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

Contestant #1 has the highest sum total of decimal is awarded second place. Contestant #3 has the next highest total, and is awarded third place, and contestant #5 is awarded fourth place. Both contestants remaining unranked have a majority of fifths OR BETTER. Therefore, contestant #6, with the lowest sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	6	4	11	+ –	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	– +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	– +	.95	4th
Six	5	4	3	12			5th

(F) If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	1	8	–	1.58	3rd

In this example, judges' preference cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preference shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A & B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

(G) If, at this point, contestants remain tied, the sum of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

(H) If, at this point, should a tie still exist that cannot be broken by these methods, the tie shall be broken by a blind drawn, except at State Finals. All tied contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance with Section 902.

(I) Contestants who are disqualified receive no place and no points.

(5) *Unofficial Results*. Until students and/or coaches have had a chance to look at the rankings and at the individual evaluation sheets during the announced verification period, results should be announced as unofficial.

(6) *Ballot Verification Period*. After the preliminary and final rounds (excluding final round at State) and the announcement of unofficial rankings, the individual evaluation sheets for each contestant shall be made available to the contestant and/or the coach. Unofficial rankings of each round should be available printed from the official UIL TalkTab software or from the official tournament managment system during this verification period. It then becomes the responsibility of the student and/or the coach to question any tabulation error before the official results of those advancing to the final round or being awarded medals is announced. Students and/or coaches who are not present for this announced ballot verification period forfeit their opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision or ranking that a judge has given the student.

(7) *Official Results*. At the end of the ballot verification period, rankings shall be read and posted as Official Results. No questions may be raised after this point.

INFORMATIVE

Section 1004: EXTEMPORANEOUS INFORMATIVE SPEAKING

(a) THE CONTEST.

(1) Purpose. The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels, and to teach the student to present extemporaneously in a clear and impartial manner the facts about a subject as they appear in the best available sources of information. This contest is an exercise in clear thinking and informing the public on the issues and concerns of the American people. The objective is to present information orally in an interesting way, and an attempt should not be made to change the listener's mind beyond presenting the information.

(2) Format. Contestants draw five topics, select one and have thirty minutes to prepare an informative speech on the topic. Topics shall be based on current news events and include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. The speaker is obligated to elicit an informative response. The limit for the oral speech is seven minutes maximum.

(b) ENTRIES.

(1) Representation. Each member school in all conferences may enter three students in the contest.

(2) Eligibility. Only students in high school are eligible for this contest. Contestants shall not compete in district in more than one extemporaneous event in the same year. See Subchapter M and Section 1000 of the C&CR, UIL Informative and Persuasive Handbook, and Eligibility Rules.

(c) RESOURCE. The contest rules and procedures are discussed in detail in the UIL Informative and Persuasive Speaking Handbook and on the UIL website. Coaches are responsible for reviewing this publication in advance of the contest.

(d) LENGTH OF SPEECHES. Informative speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence that is in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(e) RESTRICTION ON NOTES. A speaker is allowed to use one notecard, but not required to do so. If used, the notecard shall be no larger than 3x5" when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(f) QUESTIONS. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

EXTEMPORANEOUS INFORMATIVE SPEAKING

(c) PREPARATION.

(1) Sources. Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, researching the Internet, and listening to radio and television news broadcasts. Schools will periodically be notified of available publications and lists of practice topics through the UIL website. Useful news publications include *The New York Times, The Washington Post, The Christian Science Monitor* and major Texas newspapers. There are also numerous news-oriented sites listed in the UIL *Informative and Persuasie Speaking Handbook* and on the Internet, some of which are linked from the UIL website (www.uiltexas.org/speech).

(2) Topics.

(A) Topics for extemporaneous informative speaking shall be based on current news events. They shall include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. Practice topics will be posted regularly on the UIL website.

(B) The topics for the extemporaneous informative speaking contest are designed to elicit an informative response from the speaker, but under no condition is it the obligation of the League to provide an "informative topic." That obligation is remanded to the speaker. All topics in this contest are intended to be treated as ones that are calling for a speech that informs. The speaker should avoid attempts to persuade the audience or judges.

(C) Topics for the preliminary and final rounds of district, regional and state meets are provided

by the League office.

(3) Resource. The contest rules and procedures are discussed in more detail in the UIL Informative and Persuasive Speaking Handbook available on the UIL website. Coaches are responsible for reviewing this publication in advance of the contest.

(d) CONDUCTING THE CONTEST.

(1) Sections. If more than eight contestants are entered, preliminary and final rounds shall be held. See Section 1003 (b) (1) of the C&CR.

(2) Drawings.

(A) The League office shall furnish the director in charge with topics. The district topics will be delivered confidentially. There will be enough complete sets of the topic questions for each section of preliminaries (i. e., if there are two preliminary sections, two copies will be needed; if there are three sections, three copies will be needed, etc.). A short time before the contest begins, the contest director should open the topics. A separate envelope or receptacle will be needed for each preliminary section. Each copy of the topics should be cut by the contest director, leaving one topic on each slip. One complete set of separated topic questions should be put into the envelope or receptacle for each section of preliminaries. Each contestant shall draw slips and select one of the five. The topic chosen should be recorded by the director, and the remaining four slips returned to the receptacle from which they were drawn. The slips should be mixed before the next contestant draws, and so on. The speakers should be allowed to draw at approximately 10 minute intervals. For example:

Order	Draw	Speak
Speaker One	1:00	1:30
Speaker Two	1:10	1:40
Speaker Three	1:20	1:50

If preliminaries are necessary, the process shall be repeated for selection of topics for the final contest. Topics for preliminary and final rounds shall be provided by the League office.

(B) In the preliminary rounds of this event all sections are to be run simultaneously. That is, if three preliminary sections are required by the sectioning rules previously mentioned, all three are to be conducted at the same time; if two are required, both are to be run at the same time, etc. All first speakers will draw at the same time; all second speakers will draw at the same time, etc. Accordingly, all speakers shall speak in their respective rooms at the same time designated for their speaking positions. This will require a number of judges as well as contest rooms equal to the number of sections required by the League rules. See Section 1003 (b) (1).

(C) The contest director shall destroy all unused topics.

(3) The Preparation Period: Procedure and Timing. In conducting this contest, rooms will be needed for drawing topics, preparing speeches and presenting speeches in each section. Informative speaking and persuasive speaking preparation rooms should be combined to allow students from the same school to share files. Contestants may draw topics and prepare in the same large room if necessary. A preparation room monitor shall be on duty to make certain that the contestants work quietly in preparing their speeches. After contestants draw topics, they shall not discuss them with others. At the end of half an hour the contestant shall leave the preparation room with only the topic slip and no more than one notecard that is no larger than 3 x 5 inches to go to the contest room to deliver the speech. Contestants should report directly to their contest room without conversing or consulting with anyone. In the meantime, the director will have called other speakers at about 10 minute intervals to draw topics, and so on until the contest is completed. Speakers shall leave the preparation room when their speaker order is called.

(4) Restrictions in Preparation Room. To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials, and photocopies made in compliance with copyright laws, and electronic materials saved according to the UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech shall not be used by the speaker to prepare the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Cell phones, smart phones and smart watches shall not be permitted in the prep room.Speakers may use laptop and

tablet computers, and other electronic retrieval devices in the preparation room in accordance with the rules published in the UIL Informative and Persuasive Speaking Handbook and other official UIL Publications available through the League office, and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.

(5) Restriction on Notes. The speaker may use only one notecard that is no larger than 3 x 5 inches when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(6) Speech Topic and Type. The contestant shall deliver an informative speech on the topic selected.

(7) Length of Speeches. Informative speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(8) Audiences. Speaking, by its very nature, is public. Therefore, all extemporaneous speaking rounds in League district, regional and state competition shall be open to the public.

(9) Timekeeper and Signal Standards. A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins speaking the type of time signals to be used. See Individual Speech Contests, General Instructions (b) (4).

(e) DUTIES OF THE CONTEST DIRECTOR.

(1) Announcement of Topics. The practice of having speakers announce their own topics before beginning to speak should be discouraged. Topics should be announced in one of two ways:

(A) The contestant may write the topic on the board and give the slip to the room chair or judge; or

(B) The chair, timekeeper, or director in charge of the contest, or a designated representative, may announce the topic drawn by each speaker in the contest room unless electronic ballots that include the topics are used, to insure that the judge or judges have the topic confirmed before the speaker begins.

(2) Audiences and Interruptions. Spectators are encouraged to attend the speeches. Contest directors should not permit any interruption of the speakers during the contest. Cheering is not permitted. Coaches and contestants may be audience members. No coaching shall be permitted during the contest.

(3) Recording. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(4) Judging. Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates. A copy of the judging instructions provided by the League office shall be given to each judge. Contest directors are responsible for explaining these instructions to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Individual Speech Contests, General Instructions (b) (2).

(5) Questions. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

(6) Ranking Contestants. See Individual Speech Contests, General Instructions (b).

(7) Unofficial Results. Until students and coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced ballot verification period, results should be announced as unofficial.

(8) Ballot Verification Period. See Individual Speech Contests, General Instructions (b) (6). This procedure is mandatory.

(9) Official Results. See Individual Speech Contests, General Instructions (b) (7).

PERSUASIVE

Section 1005: EXTEMPORANEOUS PERSUASIVE SPEAKING

(a) THE CONTEST.

(1) Purpose. The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels and to train students to analyze a current issue, determine a point of view, and then organize and deliver extemporaneously a speech that seeks to persuade listen ers to agree with that viewpoint. The objective is to reinforce the views of listeners who already believe as the speaker does, but even more so, to bring those of neutral or opposing views around to the speaker's beliefs or proposed course of action.

(2) Format. Contestants draw five topics, select one and have thirty minutes to prepare a persuasive speech on the topic. Topics shall be based on current news events and include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. The speaker is obligated to elicit a persuasive response. The limit for the oral speech is seven minutes maximum.

(b) ENTRIES.

(1) Representation. Each member school in all conferences may enter three students in the contest.

(2) Eligibility. Only students in high school are eligible for this contest. Contestants shall not compete in district in more than one extemporaneous speaking event in the same year. See Subchapter M and Section 1000, Speech Eligibility Rules.

(c) RESOURCE. The contest rules and procedures are discussed in detail in the UIL Informative and Persuasive Speaking Handbook and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d) LENGTH OF SPEECHES. Persuasive speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(e) RESTRICTION ON NOTES. A speaker is allowed to use one notecard, but not required to do so. If used, the notecard shall be no larger than 3x5" when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(f) QUESTIONS. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

EXTEMPORANEOUS PERSUASIVE SPEAKING

(c) PREPARATION.

(1) Sources. Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, researching the Internet, and listening to radio and television news broadcasts. Schools will periodically be notified of available publications and lists of topics through the UIL website. Useful news publications include *The New York Times, The Washington Post, The Christian Science Monitor* and major Texas newspapers. There are also numerous news oriented sites listed in the UIL *Informative and Persuasive Speaking Handbook* and on the Internet, some of which are linked from the UIL website (www.uiltexas.org/speech).

(2) Topics.

(A) Topics for extemporaneous persuasive speaking shall be based on current news events. They shall include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational, and cultural interests. Practice topics will be posted regularly on the UIL website.

(B) The topics will be worded so as to elicit persuasive speeches rather than informative speeches but under no condition is it the obligation of the League to provide a "persuasive topic." That obligation is remanded to the speaker. The contest requires a contestant to convince or persuade the audience and judges to accept the speaker's point of view. The contestant is required to take a position in answering a specific topic question.

(C) Topics for the preliminary and final rounds at district and regional meets are provided by the League office.

(3) Resource. The contest rules and procedures are discussed in more detail in the UIL Informative and

Persuasive Speaking Handbook available on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d) CONDUCTING THE CONTEST.

(1) Sections. If more than eight contestants are entered, preliminary and final rounds shall be held. See Section 1003 (b) (1).

(2) Drawings.

(A) The League office shall furnish the director in charge with topics. The district topics will be delivered confidentially. There will be enough complete sets of the topic questions for each section of preliminaries (i. e., if there are two preliminary sections, two copies will be needed; if there are three sections, three copies will be needed, etc.). A short time before the contest begins, the contest director should open the topics. A separate envelope or receptacle will be needed for each preliminary section. Each copy of the topics should be cut by the contest director, leaving one topic on each slip. One complete set of separated topic questions should be put into the envelope or receptacle for each section of preliminaries. Each contestant shall draw five topic slips and select one of the five. The topic chosen should be recorded by the director, and the remaining four slips returned to the receptacle from which they were drawn. The slips should be mixed before the next contestant draws, and so on. The speakers should be allowed to draw at approximately 10-minute intervals. For example:

Order	Draw	Speak
Speaker One	1:00	1:30
Speaker Two	1:10	1:40
Speaker Three	1:20	1:50

If preliminaries are necessary, the process shall be repeated for selection of topics for the final contest. Topics for preliminary and final rounds shall be provided by the League office.

(B) In the preliminary rounds of this event, all sections are to be run simultaneously. That is, if three preliminary sections are required by the sectioning rules previously mentioned, all three are to be conducted at the same time; if two are required, both will be run at the same time, etc. All first speakers will draw at the same time; all second speakers will draw at the same time, etc. Accordingly, all speakers shall speak in their respective rooms at the same time designated for their speaking positions. This will require a number of judges as well as contest rooms equal to the number of sections required by the League rules. See Section 1003 (b) (1).

(C) The contest director shall destroy all unused topics.

(3) The Preparation Period: Procedure and Timing. In conducting this contest, rooms will be needed for drawing topics, preparing speeches and presenting speeches in each section. Informative speaking and persuasive speaking preparation rooms should be combined to allow students from the same school to share files. Contestants may draw topics and prepare in the same large room if necessary. A preparation room monitor shall be on duty to make certain that the contestants work quietly in preparing their speeches. After contestants draw topics, they shall not discuss them with others. At the end of half an hour the contestant shall leave the preparation room with only the topic slip and no more than one notecard that is no larger than 3 x 5 inches to go to the contest room to deliver the speech. Contestants should report directly to their contest room without conversing or consulting with anyone. In the meantime, the director will have called other speakers at about 10-minute intervals to draw topics, and so on until the contest is completed. Speakers shall leave the preparation room when their speaker order is called.

(4) Restrictions in Preparation Room. To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials, and photocopies made in compliance with copyright laws, and electronic materials saved according to the UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech shall not be used by the speaker to prepare the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Cell phones, smart phones and smart watches shall not be permitted in the prep room. Speakers may use laptop and tablet computers, and other electronic retrieval devices in the preparation room in accordance with the rules published in the UIL Informative and Persuasive Speaking Handbook and other official UIL Publications available through the League office, and on the UIL website.

Coaches are responsible for reviewing these rules in advance of the contest.

(5) Restriction on Notes. The speaker may use only one notecard that is no larger than 3 x 5 inches when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(6) Speech Topic and Type. The contestant shall deliver a persuasive speech on the topic selected.

(7) Length of Speeches. Persuasive speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(8) Audiences. Speaking, by its very nature, is public. Therefore, all extemporaneous speaking rounds in League district, regional and state competition shall be open to the public.

(9) Timekeeper and Signal Standards. A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins speaking the type of time signals to be used. See Individual Speech Contests, General Instructions (b) (4).

(e) DUTIES OF THE CONTEST DIRECTOR.

(1) Announcement of Topics. The practice of having speakers announce their own topics before beginning to speak should be discouraged. Topics should be announced in one of two ways:

(A) The contestant may write the topic on the board and give the slip to the room chair or judge; or

(B) The chair, timekeeper, or director in charge of the contest, or a designated representative, may announce the topic drawn by each speaker in the contest room to ensure that the judge or judges have the topic before the speaker begins.

(2) Audiences and Interruptions. Spectators are encouraged to attend the speeches. Contest directors should not permit any interruption of the speakers during the contest. Cheering is not permitted. Coaches and contestants may be audience members. No coaching shall be permitted during the contest.

(3) Recording. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(4) Judging. Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates. A copy of the judging instructions provided by the League office shall be given to each judge. Contest directors are responsible for explaining these instructions to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Individual Speech Contests, General Instructions (b) (2).

(5) Questions. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

(6) Ranking Contestants. See Individual Speech Contests, General Instructions (b).

(7) Unofficial Results. Until students and coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced ballot verification period, results should be announced as unofficial.

(8) Ballot Verification Period. See Individual Speech Contests, General Instructions (b) (6). This procedure is mandatory.

(9) Official Results. See Individual Speech Contests, General Instructions (b) (7).

2

Researching Through General Reading and Listening

A student preparing for extemporaneous informative speaking or persuasive speaking should familiarize themselves with current issues and personalities through a systematic program of reading, viewing, and listening. Topics may involve political, economic, religious, social, intellectual, scientific, and artistic issues. National and international arenas are encompassed, as well as Texas. Because of computers, access to news sources online is limitless. Informed speakers always evaluate sources for bias or credibililty.

Periodicals

News Weeklies
Forbes
Time Magazine
U.S. News and World Report
Washington Examiner

Condensed
World Press Review
Insight

Monthlies
Atlantic Monthly
Current History
Texas Monthly

Economics
Business Week
The Economist
Wall Street Journal

Contemporary Issues
National Review
The Progressive

International
Foreign Affairs
Foreign Policy
Foreign Policy in Focus (online only)

Newspapers
Washington Post
New York Post
Christian Science Monitor
USA Today
Education Week
Financial Times
Associated Press
Washington Times
Local/Major State Newspapers

Extensive Internet Resources
www.uiltexas.org/speech/extemp/extemp-web-resources

Broadcast Media

National & Local News
BBC America
CSPAN
National Public Radio

Interview Programs
Meet the Press
Face the Nation
ABC This Week

End of Day Summaries
ABC News Nightline

TV News Magazines
60 Minutes
20/20
Dateline Primetime Live
Anderson Cooper 360
48 Hours

Public Television
PBS Newshour

Additional Resources

Atlas
World Almanac
Book of Quotations

Think Tanks:
Belfer Center for Science and International Affairs
Heritage Foundation
National Bureau of Economic Research
Hoover Institution

3

Creating and Maintaining an Extemp File

*Competitors should choose a system for filing materials. Students may use printed materials and/or approved electronic retrieval devices during the 30 minutes allowed to prepare the extemporaneous speech, and the filing system should work for you, not against you, in this limited time. To assist in preparing the speech, the speaker may use magazines, newspapers, journals, other published source materials accessed via electronic retrieval storage device, or photocopies in compliance with copyright laws as long as the material cannot be considered an outline of a speech.**

Filing Systems

The Paper File

- Separate articles are clipped/ photocopied from periodicals or printed from the Internet
- Articles should be dated and the original source included (URL should be downloaded on Internet sources)
- Folders may need to be subdivided due to the quantity of articles
- To cross reference an article, you may list on the folder or make multiple copies of the article
  **Example: An article on the U.S. economy can be filed under Federal Reserve, Business and Economy.*
- An index may have a list of folders with cross-references, without annotations (explanatory notes or comments)
- Another method is magazines which remain intact and are filed by date; indexed with no annotations

The Electronic File

- Articles are saved electronically from the Internet or scanned, not cut and pasted in a Word document (Review online help: Extemp files- Saving as a PDF found in the Appendix)
- Articles are saved as a single source without modification
- Articles should be dated and contain citation information
- Folders can contain virtually an unlimited amount of subfolders
- To cross reference an article, you may save multiple copies of the article in different folders
- Viewing folders in 'list mode' can automatically generate a file index
- Articles can be saved with the publication date in the file name *(James_Smith_October_20_2023.pdf)*
- Review source material section of *UIL Guidelines* in this chapter, and *Common Questions* included in Appendix.

Advantages

- More than one contestant can easily use material on the same topic or related subjects
- File can contain a wide variety of sources
- Table of contents in periodicals makes them easy to cross-reference

- Faster search capabilities
- Ease in transporting
- Enhanced storage capacity

Disadvantages

- Requires extensive cross-references or duplicate copies
- File preparation is time consuming

- Laptops, flashdrives, and external drives can be easier to misplace than paper files
- Files can become corrupted; hard drives can crash

Things to Consider When Selecting a Filing System

1. No system is better than the care your team takes in choosing and organizing the material itself.
2. Keep any system updated by routinely adding new material and removing unnecessary or outdated material.
3. Use a filing system that works for your team and fits your resources. There is no one right way to create an effective extemp file.
4. The students should do the filing. When more than one student uses the file system, all should participate in organizing and maintaining it.

Creating an Effective and Efficient Index

1. There are a variety of methods for creating an index to categorize the information in an extemp file. Most systems group information. Areas can be grouped according to policy area, issue area, geographical area, or any other logical division.
   - For example, one section could be titled "Foreign Countries," with alphabetized files on various countries like Algeria, Denmark, Iraq and Vietnam.
   - Another section could be titled "Economic Policy," with files on "The Federal Reserve," "President's Economic Package," and "Tax Cuts."
2. Some filing systems include a "Recent" or "Hot Topics" section where the most recent news events are filed. Competitors can go straight to that section of the index and find recent and relevant information on the latest issues.
3. Remember that choosing and creating an index is just like choosing a filing system. The index should be easy to navigate both in filing articles and in retrieving them in the prep room. At the same time, the system should be comprehensive enough to reflect a number of subject areas that potentially could be topics at a competition.
4. Although rules do not prohibit a contestant from using a printout of the index when drawing topics, it is not recommended, as preparation time will be wasted, and it conveys the appearance that you do not know your own files.

Materials in the Extemp Prep Room

ALLOWED

1. Magazines, newspapers, journals. Examples: *Newsweek, Dallas Morning News, Wall Street Journal, Foreign Affairs* that may be highlighted in one color and include written citation information, but with no added annotations (explanatory notes or comments).
2. Other published source materials. Example: reference books, atlas, book of quotations.
3. Published speeches. Examples: the presidential State of the Union address, *Vital Speeches*.
4. Online materials. Examples: printouts of published material from computer online data services if not modified or not in outline form that include the downloaded URL/copyright, the White House website.
5. Index without annotation. Example: computer or handwritten list of subject titles/dates of magazines or folders included in the files.
6. Computers or other electronic retrieval devices as specified in the UIL ERD Guidelines.

NOT ALLOWED

1. Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible topics.
2 Prepared notes, extemp speeches, debate evidence handbooks. Examples: extemp subscription service analyses, database summaries of multiple sources on a specific topic.
3. Unpublished handwritten or typed material other than an index. Examples: one or more articles cut and pasted into a single document, previously used extemp notecards, flow of a debate round.
4. Index with annotations. Example: article title, with added comment, "great pro-con global warming."
5. Smart phones and cell phones; smart watches.

Note: Examples are not all-inclusive.

GUIDELINES: ELECTRONIC RETRIEVAL DEVICES IN EXTEMPORANEOUS SPEAKING

The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Extemporaneous Persuasive and Informative Speaking is permissible for evidence retrieval so long as wired or wireless connections are disabled and remain disabled during the contest. These rules in no way are intended to prevent or discourage contestants from utilizing traditional paper files.

Use of electronic retrieval devices during the contest

A. Computers and other electronic retrieval devices are defined as: laptop, tablet and netbook computers, other portable electronic retrieval devices and secondary devices such as flash drives and external hard drives.

B. Cell phones or smart phones or smart watches are not allowed during the contest.

C. Computers may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.

D. Wired connections (Ethernet or phone) during the contest are not permitted.

E. Computers or other electronic equipment may not be used to receive information from any sources (coaches or assistants included) inside or outside the preparation room. Internet access, use of e-mail, instant messaging or other means of receiving information from sources inside or outside the preparation room are prohibited. *This statement does not preclude the use of timing devices.*

F. Contestants may utilize allowable devices for the purpose of accessing stored files, but shall not use them to outline their speech or otherwise organize their thoughts.

G. The contestant shall not remove the electronic retrieval devices from the preparation area until after the contestant's speech has been delivered.

Sanction: Contestants found to have violated provisions B-G above shall be disqualified. The contest director shall be empowered with the final decision concerning disqualification.

H. Devices must be muted in the preparation room during the contest. Contestants should not play games or engage in other distracting activities on their electronic devices. Tournament officials may ask a contestant to power off the device if it becomes distracting.

I. Contestants from the same school may share computers during preparation. However, conversing among contestants is not allowed.

Source Materials: Contestants may consult magazines, newspapers, journals and other published source materials saved on their electronic retrieval devices if the following standards are met:

A. There shall be no modification. Each document shall be a single, complete source in and of itself. Indexing without annotation is allowed.
B. An article may be highlighted in only one color. Bolding, italicizing, underlining or any other manipulation of the original text of the article is prohibited.
C. The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials including but not limited to cases, briefs, outlines and flows must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest.
D. Contestants may not access audio, video or other active multi-media files during the contest.

Logistics

A. Contestants electing to use computers are responsible for providing their own computers and batteries. Tournaments hosts shall not be responsible for providing computers for contestants.
B. Power plugs or outlets may not be used in the preparation room at any time.
C. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations, including additional preparation time or speech time, will be given by judges, contest directors or tournament hosts.
D. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the computers at their own risk. UIL is not responsible for lost, stolen or broken computers.

Monitoring. By choosing to use electronic retrieval devices in the preparation room, contestants are consenting to allow tournament officials to monitor their files. Contestants who do not wish to consent should not use electronic retrieval devices.

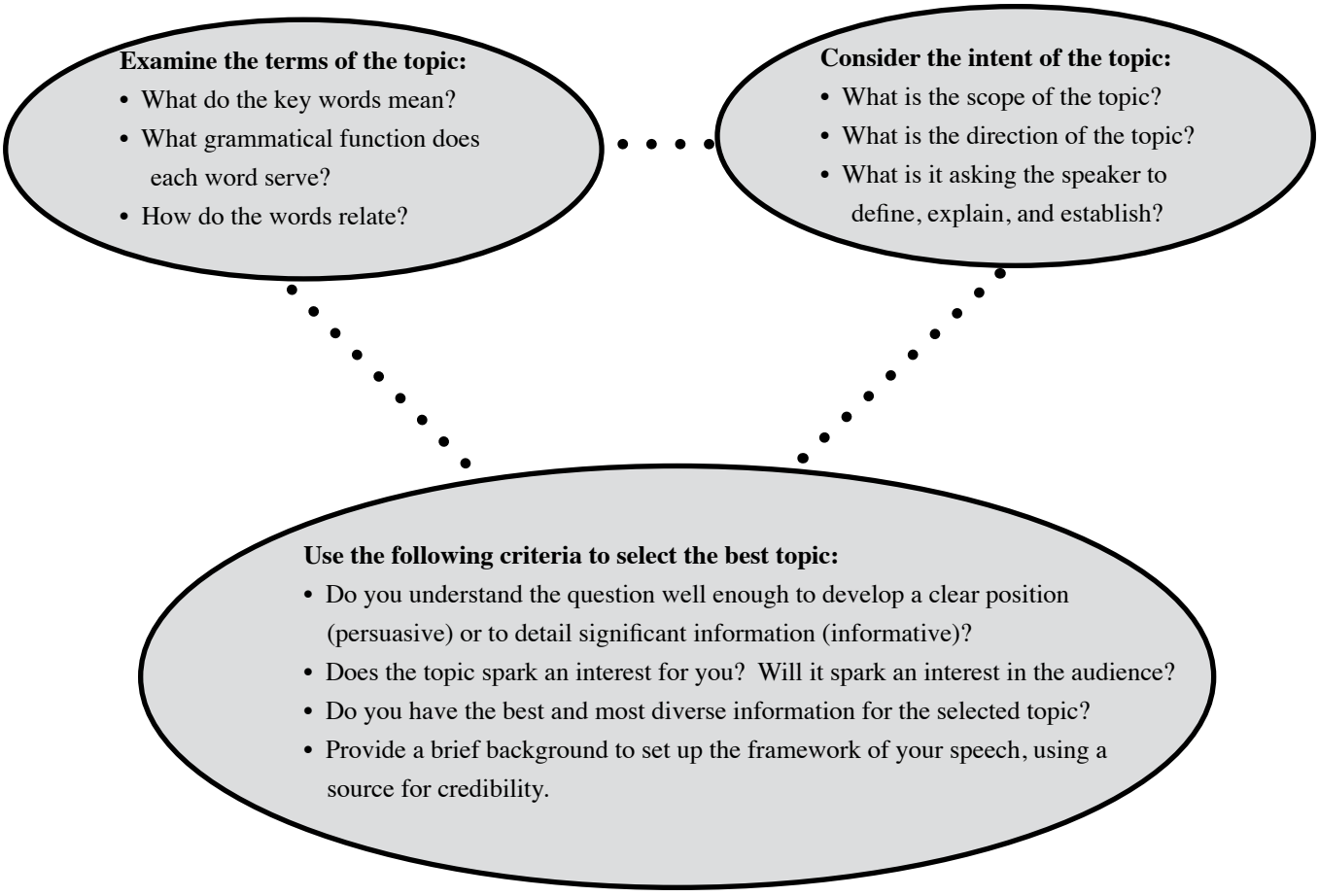
4

Constructing the Speech

The potential speaker has a variety of options when putting a speech together.
For instructions on "Drawing the Topics," turn to the first page in the Appendix.

Selecting the Topic

The student draws five topics stated in the form of a question, from which he or she selects one. Remember that the time used in topic selection is included in the total thirty minute preparation time.



Organizing the Speech

Introduction

The introduction is vitally important as it is the first impression the speaker gives the audience, and it frequently determines the degree of attention the audience gives the speaker. According to Roger Ailes, author of *You are the Message*, "people start making up their mind in the first seven seconds of a speech." Because of the introduction's significance, the speaker should be certain to:

- Capture the audience's attention with an attention getting device and lay the groundwork for the body of the speech.

- Genuinely link the attention-getter to the topic, thereby demonstrating the speaker's sincerity and create a bridge from the attention-getter device (AGD) and the topic.

- Provide a brief background to set up the framework of your speech, using a source for credibility.

- Justify the importance of the topic to your audience.

  - The speaker should let the audience know why the topic question deserves examination, why it is significant and relevant, AND/OR
  - Why the speaker may have selected the particular topic.

- State the topic question verbatim.

- Answer the question (generically in an over-arching manner)

- Preview the divisions of the response or speech.
  - This gives the audience an idea of what is to come.
  - It helps the audience prepare their thoughts for the speech they are about to hear.
  - It breaks down the answer into specific major parts

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Types of Attention-Getters

- An apt **analogy** is good and has the additional advantage that it can be intricately incorporated in the body of the speech.
- A visual **episode** which clearly relates to the topic can be very effective. Thus, a speech on "Should public workers be allowed to strike?" could begin with a vivid description of striking firemen watching a block of buildings burn to the ground. Visual imagery will be remembered after words may be forgotten.
- A startling **statistic** or **example** grabs the audience's attention, but it must be relevant to the topic to be effective.
- A humorous **anecdote or relevant news story** gets attention very effectively, but its appropriateness to the remainder of the speech must be clear. Jokes (appropriate) from late-night comedian monologues are popular examples.
- A personal **experience** can be effective if it suits the speaker's style and the topic.
- A **quotation** can often be used effectively.
- A **reference** to current circumstances or an historical event can work well to get attention if the connection or relationship between the reference and the topic is clear.
- A **rhetorical question** may cause the audience to think about the topic.

Body

There is no particular organizational pattern or substructure that is the "best."

- The speaker must select the structural divisions that best respond to the requirements of the topic.
- The speaker must always fit the organization to the topic rather than the topic to a predetermined organization. Is the topic asking How? What? (reasons) Why? (cause) When? (date) Will? Can? (answer)
- The process of analysis involves crystallizing the reasons for a specific answer to a topic.
- The more experienced the student is in developing a speech, the more creative he or she may become in setting up an organizational structure for any speech.
- There are many possible approaches to the development of a speech. The following examples illustrate some common organizational structures.

Types of Body Organization

Topical Organization

The areas of discussion are specific issues relative to the question. This method is especially good for organizing certain types of informative speeches.

INFORMATIVE TOPIC

Example: *What critical issues is China facing?*

I. Economic
  - A. Aging population
  - B. Job market insecurities
  - C. Investments

II. Political
  - A. U.S.-China relations
  - B. Global leadership
  - C. Human rights violations

PERSUASIVE TOPIC

Example: *Unrest in Nicaragua: Can stability be promoted?*

I. Politcal dialogue
  - A. Infrastructure
  - B. Western countries
  - C. International organizations

II. Economic reforms
  - A. Unemployment
  - B. Poverty
  - C. Environment

Chronological Organization

The divisions are arranged by sequence of events in time. This method is also good for informative speeches.

INFORMATIVE TOPIC

Example: *What are concerning developments of global warming?*

I. Summer Heat Dome
   A. Record-shattering heat in the U.S.
   B. Water temperatures
   C. Global temperatures
II. Future Concerns
   A. Agriculture
   B. Ocean life
   C. Economic stress

PERSUASIVE TOPIC

Example: *Is the crusade against global warming achieving success?*

I. Public Awareness
   A. Imminent concerns
   B. Sustainable practices
II. Policy Implementations
   A. Renewable energy
   B. Clean energy
   C. Efficient energy
III. Global cooperation
   A. Reduced emissions
   B. Increased cooperation
   C. Utilization of financial resources

Spatial Organization

Topic divisions follow geographical or spatial guidelines.

INFORMATIVE TOPIC

Example: *How has the U.S. used foreign policy efforts to win the war on drugs?*

I. Mexico
II. Colombia
III. Afghanistan

PERSUASIVE TOPIC

Example: *Have countries benefitted from the Unit3ed Nations in 2024?*

I. Zimbabwe
II. Philippines
III. Pacific Island Nations

Pro-Con Organization

This topic division presents both sides. By nature it is an informative pattern since it merely presents information on each area. It can, however, be used in a persuasive format.

INFORMATIVE TOPIC

Example: *Gene therapy: What is the controversy?*

I. Supporters (pro)
II. Opponents (con)

PERSUASIVE TOPIC

Example: *Should mandatory drug testing be implemented in America's public schools?*

I. Arguments for mandatory drug testing
II. Arguments against mandatory drug testing
III. Defense of stronger position (assessment)

Status-Significance Organization

This topic division works best for informative topics asking who someone is.

INFORMATIVE TOPIC

Example: *Who is Andriy Yermak?*

I. Status
   A. Early career
   B. Political Ascent
II. Advisory position
   A. Powerbroker
   B. Russia/Ukraine conflict
III. Key role
   A. Negotiations
   B. Crisis managment

Criteria-Evaluation Organization

The criteria for evaluation of the answer to the question is presented and supported persuasively.

PERSUASIVE TOPIC

Example: *Should the U.S. become more directly involved in the Russia-Ukraine conflict?*

I. Yes, deter future aggression
II. Yes, humanitarian assistance crucial
III. Yes, preservation of democracy

Monroe's Motivated Sequence

This approach is persuasive in nature. It follows five steps: Attention, Need, Satisfaction, Visualization, and Action.

PERSUASIVE TOPIC

Example: *How should the World Health Organization respond to a global pandemic?*

I. Introduction - Shocking Statistics
II. Body
  A. Need
    1. Current problem
    2. Current solution
    3. Current failures
  B. Speaker's advocated solution outlining WHO's actions
  C. Benefits of WHO's actions
    1. Individual
    2. World
III. Conclusion
  A. Summary
  B. Call to action

NOTE: Monroe's Motivated Sequence is a familiar organizational pattern found in state-adopted texts and used in classrooms around the state. Some coaches and judges suggest that the final step, Calling the Audience to Action, be adapted for an extemp round so that the call to action doesn't directly address the judge adjudicating the round.

Unified Analysis

An analytical approach which requires the speaker to answer the question at the beginning of the speech and then offer specific reasons as topic divisions.

PERSUASIVE TOPIC

Example: *Is debt relief effective for the Third World?*

I. Introduction - Answer The Question - Debt relief for the Third World is ineffective.
II. Explain significance of topic.
III. Body - Establish criteria why that should be the case.
  A. IMF has poor reputation in area of relief.
    1. Poverty reduction strategies force reforms too fast
    2. Removal of trade barriers upsets Third World markets
    3. Legacy of IMF in Ecuador, Tanzania and Argentina
  B. Failure to address source problems plaguing the Third World
    1. Corruption goes unchecked
    2. Social institutions remain poor
    3. Middle Class neglected
  C. Unwillingness or inability of First World to provide aid
    1. State of global economy
    2. Lack of incentive to help
    3. Desire to use debt relief as a tool of foreign policy
IV. Conclusion - Restate topic, Summary

NOTE: Some argue that Unified Analysis is one of the best methods for persuasive speaking because the speaker is able to deliver a speech that meets the requirements of the topic and avoids irrelevant material and canned speeches.

Past/Present/Future Organization

This approach first explores the past, moving into the present, and ending by predicting the future.

PERSUASIVE TOPIC

Example: *Can peace be achieved along the Gaza Strip?*

I. Past
  A. Historical grievances
  B. Border conflicts
II. Present
  A. Ceasefire agreements
  B. Damaged infrastructure
III. Future
  A. International mediation can work
  B. Security guarantees effective

Problem-Solution Organization

This method sets up a specific problem and presents a clear solution.

PERSUASIVE TOPIC

Example: *How can the U.S. best meet the needs of the poor?*

I. Problems of the poor
  A. Housing Needs
  B. Medical Needs
  C. Employment needs
II. Solution
  A. Public Housing
  B. National health insurance
  C. Job training and public works

Note on Speech Organization

Certainly, other topic divisions are available and effective. These are only some possibilities for students to explore as they work to construct effective speeches. What is most important to remember is that the divisions of the topic should respond specifically to the dimensions of the topic question.

When the divisions do not represent these exact dimensions, the speech may become extra-topical (talk around the topic rather than on it). It is also important to remember that speaking time needs to be divided according to the demands of the topic.

For example, in a persuasive speech on the topic *How can the US best meet the needs of the poor?* more time should be spent on the solution area than on the problem area since the solution gives the speech its impact. A persuasive speech on the topic *What area of the Middle East is most necessary to US security?* demands balancing time on each area since both divisions and dimensions are necessary to a fair and comprehensive evaluation.

Tools for Presenting the Body Efficiently and Effectively

Four **S**'s of Speech Making

After the speech is organized, the contestant needs to fill in the outline with the necessary information to support the perspectives. Keys to remember in developing each major idea of the speech are

1. **Signpost**. "Initially," "first," "second," "equally important," "finally," are examples of signposts. Signposting is essential in order to leave your organizational pattern clear in listener's mind.

2. **State the key idea**. The speaker needs to be clear and specific with each area of the speech, using precise wording to make the key idea stand out.

3. **Support the idea.** The speaker needs to remember that ideas need support to give them impact. Sources need to be given to clarify the validity of the support. Types of support include statistics, studies, examples, expert analysis, analogies, logical arguments and illustrations.

4. **Summarize ideas.** The speaker needs to be aware of the importance of internal summaries at the end of each major division to wrap up the development and emphasize the key ideas.

Effective use of the four S's of speech making, along with clear and specific transitions between ideas, can make the body of the speech easy to follow and create a sense of internal as well as external unity.

The "Four S's of Speech Making" were developed by Dr. George Grice,
formerly of the Department of Speech and Drama, Trinity University, San Antonio, Texas.
Dr. Grice is currently at Radford University in Radford, Virginia

Incorporating Information in the Body of the Speech

Effective use of supportive material by the speaker is crucial to an outstanding informative or persuasive speech. It builds the speaker's credibility, clarifies ideas, provides empirical data, and the ideas of experts can be a foundation on which the speaker can develop his or her own analysis. With that in mind, certain guidelines should be followed so that the speaker can make the best use of information to support the points of the speech.

1. **Supporting material should be current.**
   - Make sure that the squad files are kept up to date with recent material.
   - Buy a newspaper the morning of the competition.
   - Go over the latest headlines on the way to the tournament.
   - Know the very latest news.

2. **Supporting material should be properly cited.**
   - Citations should include the individual quoted, along with the source and the date of the information.
   - Proper and accurate citation is critical to the integrity of the speaker and the speech itself.
   - Adding an author's qualifications to a citation often can boost the strength of the supporting material.

3. **Supporting material should be from different sources.**
   - Avoid quoting the same source throughout the speech.
   - Although judges and coaches rarely agree on the required number of sources, (5, 7, etc.), it is important to draw from a variety of sources for each speech.
   - It is also important to vary the type of sources used in a speech. A speaker's position looks more credible if a variety of newspapers, magazines, journals, and other publications are used.
   - A variety of sources such as local, national, and international also increase the speaker's credibility.

4. **Supporting material should be used ethically.**
   - The material should be topic specific and accurate.
   - No speaker should ever fabricate content or source cites.
   - Supporting materials should show the reason for validity rather than simply reinforcing the claim.

Summary Step

- The speaker restates the major points of the speech.
- The speaker restates the question and the specific answer to the question.
- This step brings the speech to its logical conclusion.

Clincher Statement

- This statement should be worded to tie the speech together and give a note of finality. The speaker might make reference to an idea presented in the introduction, use a concluding quotation, or a statement that sums up the thrust of the speech. There should be no doubt the speech is completed.
- This step brings the speech to its psychological conclusion. This statement should be strong and memorable.

FINAL NOTE ON SPEECH CONSTRUCTION

Certainly, no formula exists for the perfect extemporaneous speech—informative or persuasive. The speaker is the individual who must make the decision. The effectiveness of the speech depends on the speaker's analysis and selection of the topic, the complete development of the topic, and the creative ingenuity of the individual who puts the various pieces together to come up with a finished product. And since each speech should be new and fresh, the finished product is one speech on a specific topic. The process that makes that speech possible is never finished, never final, but continues to expand with the growth of the speaker.

5

Delivering the Speech

The same approach to delivery may be used in both extemporaneous persuasive speaking and extemporaneous informative speaking. Audiences are permitted.

The speaker should:

Use appropriate language style

- The language should be conversational in tone but formal in word choice. (no slang)
- The language should be suitable to informing (Extemporaneous Informative) or persuading (Extemporaneous Persuasive) the audience.
- The word choice should be precise (never verbose), grammatically correct, and vivid, using a varied vocabulary and appropriate visual imagery.
- Transitions should be fluent, clear, and natural. The speaker should always try to avoid trite or repetitious phrases in transitions.

Pay careful attention to vocal delivery

- Enunciation should be clear.
- The volume should be appropriate to the size of the room, audience, etc.
- The speaker should use pauses to clarify meaning and enhance the importance of the material.
- The speaker should vary his/her pitch and stress significant words for emphasis.
- The speaker should vary the rate of speaking, taking special care not to speak so fast that it becomes difficult for listeners to follow.

Pay careful attention to physical delivery

- The speaker should maintain direct eye contact with the audience. If there is more than one person in the audience, all the members of the audience should be included in direct eye contact.
- The speaker should always maintain good posture.
- Gestures should be natural, spontaneous, motivated and varied. Props should not be used. Avoid redundancy.
- A few steps in one direction or another when the speaker moves to another point of the speech reinforces the verbal change.
- If a notecard is used (one notecard no larger than 3X5" is allowed but not required), it should be an integrated part of the delivery by holding the card at waist level so it will not call attention to itself when the speaker looks at it.

Pay careful attention to appearance

- The speaker's attire suggests the seriousness the speaker attaches to this public speaking activity.
- Business professional attire conveys preparation. At the very least, the speaker should appear neat, clean, and professional.
- At no time should the speaker's attire call attention to itself, which naturally would detract from the speech.

Strive for an overall positive delivery

- Vocal and physical delivery should be lively enough to stimulate the audience.
- The overall style of delivery should be spontaneous and natural.
- The speaker's delivery should serve to reinforce the ideas of the speech.

6

Evaluating and Practicing

The potential speaker can use several techniques of self-evaluation. Coaches, judges, and competitors alike agree that one of the most important tools a speaker can utilize is repeated practice of extemporaneous speaking.

Use Care When Choosing Practice Topics

- Initially, **students might choose their own topics**. This stimulates independent thought and assures that the beginning students will speak on topics which interest them.

- Subsequently, the **coach should assign certain topic questions**. This ensures that students will do research on subjects they would not choose to tackle on their own. A careful cross section of Texas, domestic, and international topics will help the students broaden their conceptual understanding of the world and build their confidence.

- At regular intervals, the **coach should ask students to choose their own topics**, requiring that the subject be one with which the student is unfamiliar. This helps the student assess his or her own weaknesses and often generates the excitement of discovery.

- The coach should **vary the wording** of topic questions ("Who is ... ?," "How ...?," "What is ...?," "Should ...?," "Why ...?," etc.).

- **Sample practice topics** are also posted on the UIL website: *www.uiltexas.org/speech/extemp*

- Several **students may be assigned the same topic**, with the understanding that each develop a specific pattern of organization. Listening to other speeches and evaluating various organizational techniques help students determine the relative effectiveness of various organizational patterns for specific types of questions.

- As students gain experience they can **suggest topics for each other**. Ask students to develop both informative and persuasive questions on the same subject to develop a clear understanding of the informative and persuasive perspectives on the same issue.

- Have students **keep a list of topics** they drew in competition or practice but chose NOT to take. Using these will help better prepare them for future competition.

- Some individuals and companies provide a **subscription service** for purchasing practice topics. Check the UIL website for contact information.

- Ask students to present speeches in class on topics they have **previously presented in tournaments**. This develops freshness and interest in a speech, as the speaker must discover new ways to present the material in order to keep the audience's attention.

Utilizing Prep Time During Practice is Important

- Initially, let students have **overnight to prepare a speech**, or longer if necessary. This allows beginners time to organize their thoughts fully, and often results in more thorough research and development of the body of the speech than is possible in a short preparation time.

- Frequently **use the 30-minute preparation period** allowed in contest. Students will need practice in abbreviated preparation time.

- Have students **record how they appropriate their 30 minutes** of preparation time to discover whether they are spending too much time on selecting a topic, or on consulting the files, or perhaps on construction of the speech, therefore leaving too little time for practicing oral delivery. Students should designate approximately 1/2 of their preparation time for practicing delivery. Care should be taken not to pace while practicing to avoid developing a negative habit that will show up in the actual contest speech.

Several Techniques Help Speech Delivery

- Occasionally, ask students to **prepare 10-minute speeches**, then subsequently, reduce the speech to the 7-minute contest limit. This technique helps students become selective about information, issues and support materials.

- Conduct **tag team drills** where one student begins a speech and, as the presentation progresses, others intervene. After one student presents the introduction and topic, the next student picks up with three points of analysis, another must develop the points, and finally another offers the conclusion. This exercise sharpens students' listening skills.

- Instruct the students on following through with gestures, and on keeping their hand gestures within the **"gesture zone"** — between waist, chin and shoulders. Videotape each student speaking. Then turn off the sound and replay the footage, having the students focus their attention on the nonverbal aspects of their speeches. If the student chooses to speak with a notecard, the videotape can be very valuable in allowing the contestant to evaluate his or her use of the card. The card should never pose as a barrier. It should be held waist-high for ease and subtlety in retrieving information. A fun way to address the over-use of gesturing with a certain hand is to tie that hand behind the student's back and create an awareness of this habit.

- **Video is a great way to evaluate effective movement** during a speech. Speakers should move with purpose, taking steps only when justified by the content of the speech. (i.e., transitions generally call for steps to the right or left, with a return to the speaker's place of origin for the conclusion.)

- One way to help students realize what they need to improve is to **let them see themselves in action**. Take advantage of videoing speeches. There is no faster way to help a speaker improve. Also, just listening to the audio will allow students to become aware of distracting speech mannerisms - vocal pauses, repetition, rate - and to test the effectiveness of their organization. Another option is to use a full-length mirror. Encourage students to evaluate their own delivery skills.

Utilize These Ideas to Make Practice Effective

- Become **familiar with general issues** that are current and newsworthy. Become informed with periodicals, Internet sources and television and public radio programs.
- Read the current **UIL** *Constitution and Contest Rules* included in this handbook. This will give students direction and reduce the chances of disqualification.
- Carefully examine the **UIL Individual Evaluation Sheet** (ballot) to identify the specific criteria judges will use to evaluate each competitor's presentation.
- Have students **observe invitational tournaments** in your area. This helps students become familiar and comfortable with tournament procedures. Evaluating strengths and weaknesses of other speakers helps students recognize their own.
- Use "**rap sessions**" on a regular basis. Discussions about hot topics involving all extemp speakers on the squad provide a good method of exchanging ideas and information in a natural, conversational style. Assign each student a topic to brief others thoroughly.
- Give students **frequent brief quizzes over current events**. Include identifications of important persons and geographical locations of various events.
- For a fun activity but also a beneficial one, play **memory games** with your students to make remembering source cites and dates easier. Try the "30 to 1" activity: Read a news artcle for 30 seconds. Then talk about the information included in the article for 1 minute beginning with stating "According to..." followed by quoting the source citiation.
- When students have an opportunity to compete in invitational tournaments, use their **ballots as a teaching tool**. Help students understand the judge's comments. Reread the critiques before further competition, stressing those suggestions which can be most helpful.
- **PRACTICE, PRACTICE, PRACTICE** giving speeches, as often as possible.
- There is no substitute for the excitement and experience of an actual tournament. In the words of a great coach, "**Get'em on the bus!**" Nothing will compare.

Learn From Assessing One's Speech After Delivery

Guide the student to ask:

- Was my speech organized and easy to follow?
- Did my attention getter adequately link to the topic?
- Did I provide adequate information in the introduction to set up necessary background for my speech?
- Did I provide adequate supporting analysis from a variety of credible sources?
- Was my body language appropriate and my gestures natural?
- Did I appear confident?
- Did my audience's visible reaction suggest effective communication?
- Did I adhere to the topic and answer the question directly?
- Did my conclusion end with a note of finality?

Learn From Evaluating Performances of Others

- If possible, **observe at a tournament** before you compete, so you become familiar and comfortable with the format of the contest.

- **Watching recordings** of others' performances can be very helpful. Digital downloads and DVDs may be purchased from the places listed below.

State Meet digital recordings of selected informative & persuasive rounds may be ordered through the UIL State Office. These include oral critiques by state meet judging panels. See the UIL online store.

Instructional DVDs offered by the **National Federation** can be ordered through their office at PO Box 609, Indianapolis, Indiana 46206, (317) 972-6900, or www.nfhsnetwork.com/dvds

FINAL NOTE ON PRACTICING & EDUCATION

As in all UIL activities, the contest is a means of motivating students to test their skills and learning in a competitive format. In this respect, the contest becomes an academic laboratory. The learning that occurs during study and preparation, as well as the experience gained in educational competition are the important benefits of such programs. For every single speech a competitor gives, a number of hours of preparation have gone into studying current events, filing, practicing, evaluating oneself and others, and preparing for the event. Many students will learn more in practice and preparation for an event than they will learn at the competition itself.

Each contest is developed to provide contestants with benefits that reach far beyond the contest itself. View the experience in educational competition as one of positive gains for all, no matter who is singled out to be a winner. In UIL educational competition, there are no losers. The education each student receives before attending a competition provides a number of benefits that will stay with that student well beyond their high school career.

Please see the contest rules included in this handbook and Sections 1004 & 1005 of the most recent *Constitution & Contest Rules*. It is vitally important for coaches and competitors to know the rules of each UIL contest to avoid disqualification.

7

Suggestions for Extemp Contestants From the Judges' Point of View

Judges of extemporaneous speaking are as varied as the speakers or the topics themselves. The only thing that all judges have in common is that they have their own opinions about what makes a speech good. However, there are certain "common threads" that you will see on ballots for competitions at all levels. Although there is no magic formula you can apply to every speech to guarantee that it's good, there are some rules of thumb that will keep you headed in the right direction, no matter what your topic might be.

Content

Comments and suggestions in this section include ideas from judges that the speaker can utilize to improve the quality of the content of the material they present. This includes addressing the issue, properly using and citing supporting material, and creating effective introductions and conclusions.

Answering the Question

The most common criticism from judges of both informative and persuasive speaking is that the speaker did not answer the question. Information that provides background on the subject is useful but is often overused. Additionally, information that is related to the general topic might be interesting but has nothing to do with the question posed. As you gather your material from various sources, ask yourself of each item, "Does this support the ANSWER to the question that I've selected?" Even if it's good information, if you can't answer "yes" to that question, then you should leave it out. For example, if your topic was *"What steps has the United States taken to ensure economic growth?"* then two to three minutes on the general subject on the history of the U.S. economy might be interesting, but it does nothing to answer the question. Ensure you pay attention to modifying phrases and clauses in the question, so you answerthe full question. Stay to the subject.

Using Supporting Material

Judges also will frequently criticize a speaker's use of sources. First, avoid relying solely on the "Big Three" (*Time, Newsweek, and U.S. News & World Report*). Vary your sources as much as possible and seek to incorporate sources that provide in-depth analysis, rather than only skimming the surface on current issues. For example, your files might contain articles from the *New England Journal of Medicine* for health-related topics; from the *Wall Street Journal* or *The Economist* for financial topics; *Foreign Affairs* for topics on foreign policy issues; or from *Forbes* or *Business Week* for business topics. As you build your files through the year, look for publications that specialize in the topic area for which you're compiling data. Filing some of the best articles from different publications provides a wider variety of supporting information, and consistently results in positive comments from judges. Access to the Internet and computer online sources are invaluable in providing a wide variety of expert sources. Know the sources well, though, to avoid bias.

http://www.uiltexas.org/speech/extemp/extemp-web-resources

Citing Sources

Another common problem with sources is the "vague citation." Most judges like very specific citations of sources, including who said it, what publication printed it, and at least the month and year of publication. Consider phrases like "a recent *Time* article," or "in *The Guardian* last year." Now compare these to the power of citations such as "according to the Surgeon General as quoted in the May 2024 *New England Journal of Medicine*," or "as President Biden said in his interview in *Foreign Affairs* October 14." In just a couple of seconds, you've not only established your talents for research, you've also lent credibility to the point you're making by "zeroing in" on an accepted authority on the subject. Internet sources also require specific date citation and should be cited with the name followed by "online" rather than "dot com."

Creating Effective & Interesting Introductions & Conclusions

Another important aspect of content is what you say in your introduction and conclusion. Try to avoid "cute" introductions, as some efforts at humor tend not to be very humorous. A better idea is to use some reference or analogy (a comparison based on similarities between another kind of situation and the issue you're addressing) that allows you to tie your introduction to your conclusion. Even during the speech, if you can refer to this similarity occasionally, it can help give your presentation unity and completeness.

For example, in one speech on the topic *What should the federal government do to ease the problems of American cities?* the introduction included an analogy about how individuals deal with illness or disease. The speaker listed three measures, including preventative medicine, treatment, and monitoring of the patient's status during recovery. These three approaches then provided the organizational structure of the speech. The major points in the presentations included:

1) What the government should do to prevent problems in cities;
2) How the current problems should be treated; and
3) What steps would be necessary to monitor the ongoing effect and success of programs implemented to solve those problems.

The conclusion included a comparison of suffering cities and individuals, giving the speech a sense of closure, as the conclusion tied back to the introduction.

Organization

Tips and suggestions in this area address the way in which speakers choose to organize the information in the speech. The topics discussed below include the appropriate use of time in the introduction and conclusion and choosing topics that organize themselves.

Appropriating Time for the Introduction, Body, & Conclusion

Many of you have heard the old formula for extemporaneous speaking that says "Tell them what you're going to say, say it, then tell them what you said." It's a sound idea — that is, prepare the audience by highlighting what your main points will be, deliver the body of the speech, then summarize. But be careful not to put too much emphasis on the first highlighting or the summary. These should both be brief and to the point, because the real "meat" of the speech is in the body. What is critical to highlight is justification of the topic. This means to tell the audience why the particular topic is important to their lives. Emphasize why they should care about this topic, how it impacts them personally. A good goal is 1 1/2 minutes for an introduction and 30 seconds for a onclusion.

Finding Topics That Organize Themselves

Look for "self-organizing" topics. You probably know that there are many ways to organize your main points — chronologically, geographically, socially, politically, etc. Some topics are stated in such a way that an effective method to organize will be obvious. For example, a topic that begins *What is the history of...* should be organized chronologically. A topic such as *How are European nations responding to efforts to unify Europe?* would best be organized geographically by nation, or politically by popular responses and which nations support each. Contrary to popular belief, there is no rule that says you must have three major points or categories in your speech. Some good speeches have four or more divisions, while others have only two. It's important to note that there are no "rules" in this area. The most vital thing about organization is that it exists — a good speech is ALWAYS well-organized.

Presentation/Delivery

In the presentation/delivery category, judging criteria on the ballot addresses those issues that a speaker faces while delivering the speech they have prepared. The most common suggestions judges offer include pronouncing words correctly, choosing effective words, utilizing proper grammar, speaking at an appropriate pace, signposting, effectively using gestures and movement, rehearsing the conclusion, and dressing appropriately.

Pronouncing Words Correctly

Equally important to what you say is how you say it. There are many things you should pay attention to when dealing with delivery. First, focus on proper pronunciation. It's very distracting to a judge or audience to hear a speaker say "git" for get, or "minny" for many. Competitors should practice speaking with proper pronunciation as often as possible, so it doesn't feel too "foreign" in the actual contest. This may seem very minor, but judges frequently comment on enunciation. Remember, you want judges to hear the *content* of your speech, not listen to your *accent*. Even more critical is knowing the correct pronunciation of names and countries included in your topic and referenced in your speech.

Choosing Effective Words & Utilizing Proper Grammar

Another important part of delivery is the proper use of formal language. Grammatical errors are extremely distracting, and if made during an important point, the audience may miss that point altogether, focusing instead on the error. Avoid the use of slang unless you're quoting some source directly. Choose policeman over cop, prison over slammer, etc. Also, avoid terms like stuff, messed up, blew it, and other such colloquialisms. Even though these are perfectly acceptable terms in everyday speech among you and your peers, they have no place in a formal extemporaneous speech. Elevated vocabulary lends to an impression of intelligence.

Speaking at an Appropriate Pace

Tempo is something else you can practice to give your speech that truly "polished" feel. By not speaking too quickly, you can actually learn to "think ahead" as you talk, giving you more control over how you construct your sentences. Don't be afraid of silence. Real pauses are a natural part of speech, and much less distracting than "and, uh", "now", etc., which are often referred to as vocal pauses. You can also use tempo to give emphasis to those points you think are most important. A slow, deliberate delivery of a main point can make your audience perceive its importance without you having to beat them over the head with it.

Letting the Audience Know Where You Are

Signposting is the term used to let your audience know where you are and where you're going. It's an important part of a good speech, but it's equally important to do it well. Before ending a main point, be sure to include an internal summary, a brief sentence summarizing the main point just discussed. Then move to the transition. Transitions are those parts of a speech that lead the audience from one section into another. Try to avoid overused transitions such as "my next area of analysis," or "now let's look at," or "this leads me (us) to." These tend to be weak and serve more as distractions than good transitions. Instead, try to tie the last section to the next one smoothly. For example, suppose your topic is *Should the U.S. ban the sale of assault weapons?* and your speech has three main divisions: the history of destruction caused by assault weapons, the lack of a legitimate need for such weapons, and the benefit to law enforcement officers of being allowed to enforce such a ban. When moving from the first to the second area, avoid the "cliché" type of transitions mentioned above and consider something smoother, such as "In addition to the long history of destruction these weapons have caused, the legitimate need for such weapons is at best questionable." Then move on to your sources and citations in that area.

Using Movements & Gestures Naturally

Don't use "canned" gestures or movements. The more natural you look in your presentation, the better. Make your judge feel like you're confident in what you're saying, and he or she will be more likely to be convinced by it. If you use a notecard, don't pretend you don't have one! As you become more experienced, you'll find less and less need to rely on notes, but it's perfectly all right to refer to your card during your speech. It's much more distracting if you try to "sneak a peek" at the card as if you didn't want the judge to know it was there. Hold the card up at your waist and out from the waist slightly so you don't have to drop your head to read it.

Remembering the Conclusion

Don't forget to allow yourself enough time during preparation to practice the conclusion. Speakers often spend too much time on the introduction and the body of the speech, then deliver conclusions that can seem awkward because they haven't been practiced enough. The conclusion is the last thing the judge hears and can affect what the judge remembers about your overall presentation. It will need to have impact, rather than seem like an abrupt ending with your listeners left hanging, wondering what you forgot to say. The final clincher sentence is critical.

Looking Your Best

Dress appropriately. As simple as this sounds, many competitors overlook it. Flashy jewelry, dangling earrings, outrageous clothing or hairstyles, even hair that falls into your eyes can all be distracting to a judge. If, after you've spoken, a judge can remember little of what you said, it is most likely for one of two reasons: one, your speech was not that memorable; or two, something was distracting the judge. Controlling the first reason is the essence of the entire event, and something you never stop working on. Controlling the second reason is very easy, and failure to do so is unnecessary and often costly. Dress conservatively in business attire, make sure your hair looks good and stays out of your face, and avoid flashy accessories.

Summary

In summary, a good extemporaneous speech is a balance of what you say and how you say it. Those who master both aspects of the event consistently place high among a great number of judges, even though those judges may have quite dissimilar opinions on many aspects of the event. Most importantly, enjoy what you do and take pride in your efforts. This is an activity through which you will continue to reap benefits for the rest of your life.

8

Tournament Procedures

Students need to attend invitational tournaments to prepare for UIL competition. Having a general idea of what to expect at a tournament before attending makes the experience much more meaningful and much less intimidating. For specific procedures for UIL district, regional, and state competition, consult the appendix of this Handbook

SCHEDULING

Tournaments hold the informative speaking and the persuasive speaking contests at the same time, and they share the same preparation room.

SECTIONING

Contestants are assigned to sections for the preliminary rounds. For example, an event with 24 contestants may be arranged into three or four prelim sections. All prelim rounds of the extemporaneous speaking events are run simultaneously in different rooms.

SPEAKING ORDER

The contest director usually determines speaking order for the preliminary round but speakers who advance to the final round may be asked to draw for speaking order.

JUDGES

Tournaments often use a single judge in each section of the preliminary rounds. Most use a panel of judges for finals, when possible. Panels should always be an odd number (3, 5, etc.). The UIL strongly encourages the use of a panel of judges in finals. An individual should not judge the preliminary and the final round of a given event. Judges should not discuss their decisions with other individuals or judges while judging a given contest, or prior to turning in completed ballots.

Before the contest

PREPARATION ROOM

Contestants should place their research materials and files, and/or approved electronic retrieval devices in the preparation room before the contest. Do not bring cell phones or wear smart watches into the prep room. Roll is called to ensure that all contestants have reported. Contestants will draw topics 30 minutes prior to speaking, in a staggered manner. This means that first speaker from each section will draw at the same time and speak at the same time (in different rooms, before different judges); all second speakers will draw at the same time and speak at the same time etc. After the contestant chooses a topic, he or she has thirty minutes to utilize these materials to prepare the speech. There are usually two or more monitors in this room to supervise contestants as they choose topics and to make certain that the room is quiet and that contestants do not confer. At the end of 30 minutes prep time, the contestant is released to the speaking room. Ideally, to avoid any consultation on the contestants' part, a monitor will accompany them from the preparation room to the room in which they will speak. The contestant should take the topic slip to the contest room and may take one notecard no larger than 3x5 inches. No other materials, including a legal pad or computer, may be taken from the prep room.

DRAWING TOPICS

At approximately 10-minute intervals, contestants will be called by speaking order to draw five topic slips from the containers marked by section. Since prep time begins as the contestant draws, the competitor should review each topic quickly to select one on which to speak, returning the remaining four slips to the respective container and recording the selected topic on a sheet provided by the contest director. After the 30-minute preparation period, the contestant leaves the prep room, taking the official topic slip to the contest room, and presents it to the chairperson or judge.

During the contest

ENTERING THE CONTEST ROOM

When a speaker enters the contest room, he or she should should give the topic slip to the chairperson. The chairperson should announce to the judges the contestant and the topic. If there is no chairperson, then the topic should be given to the judges. The contestant should give the judges time to finish writing previous ballots before beginning. Moreover, speakers should also allow judges time to write down the information for their speech, too.

TIMEKEEPING

Timekeeping is critical to this contest. A timekeeper should be provided to notify the contestant of the amount of time remaining from the total allotted time. Timecards are preferred, but sometimes hand signals may be used at invitational tournaments. See the contest procedures in the appendix for timekeeping standards. It is critical that the speaker glance at the timekeeper regularly, as it helps with pacing the content of the speech and ensures the speech remains within the time limit.

RESTRICTIONS ON TIME

A speech may not be longer than seven minutes. There is no minimum time. Contestants may complete the sentence in progress but not start a new one without disqualification in UIL tournaments, after the allotted time has expired. The responsibility of keeping within the time limit rests with the contestant, not the timekeeper.

After the contest

BALLOT VERIFICATION PERIOD

After both the preliminary round and the announcement of the unofficial results, and the final round and the announcement of unofficial results, individual evaluation sheets will be made available. Approximately 15 minutes has been allotted for each verification period, and it is the responsibility of coaches and contestants to review individual ballots and the master ballot with rankings of all contestants in the round in order to have the opportunity to question any tabulation error before the official results of the rounds are announced. This is not a time to question the decision or ranking a judge has given. Anyone not present for this ballot verification period forfeits the opportunity to verify tabulation.

OFFICIAL RESULTS

When the ballot verification period is over, the official results are announced or posted. These results are final.

AWARDS

Winning contestants are awarded medals or ribbons. This is sometimes done in a designated awards assembly but may be done immediately following the announcement of the official results.

Commonly Misunderstood Issues about Extemporaneous Speaking

Prep Room Myths

Myth Speakers may plug computers in while in the prep room as long as draw has not begun.
A. Charging must happen outside the prep room. The rule says: "Power plugs or outlets may not be used in the preparation room at any time." No host site can be expected to provide power for all speakers. It is not fair for some to be allowed to plug in their device and for others to not have the ability.

Myth Speakers may use cell phones to time their preparation period as long as they are in airplane mode.
A. Coaches should remind speakers to leave their cell phones outside the prep room. The rule says: "Cell phones or smart phones or smart watches are not allowed during the contest." Prep room staff will be reading a statement to remind students that cell phones are not allowed, but it is a coach's responsibility to ensure that speakers know and follow the rule.
Sanction: Disqualification.

Myth Speakers may prepare speeches in an app on their computers.
A. Notes must be on paper. The rule says: "Contestants may utilize allowable devices for the purpose of accessing stored files but shall not use them to outline their speech or otherwise organize their thoughts." Prep room monitors would not be able to differentiate between a speech that was written before the contest and a speech that was written during the contest.
Sanction: Disqualification.

Myth Speakers can't take anything with them to the draw table.
A. Legal, but not advisable. The rule says: "Typed or handwritten materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics." Remember that a speaker's 30-minute preparation period begins when their speaker number is called.

Myth Speakers can't be disqualified for having outlines from old speeches in the prep room.
A. The rule says: "Materials NOT allowed in the preparation room:
Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible subjects.
Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics."
This rule would apply not only to outlines of old speeches, but also things like class notes.
Violation of this rule is responsible for 80% of disqualifications. Don't take a chance. Throw away old speeches.

Myth Speakers can have debate materials on the computer they are using for extemp.
A. The rule says: "The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials, including but not limited to cases, briefs, outlines and flows, must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest." You also cannot have flows or briefs in the prep room.

Myth. There is a grace period.

A. UIL allows speakers to finish the sentence they are on. The rule says: "In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification." **Judges cannot hear punctuation.** Don't risk confusion on whether a new sentence was started!
"Thank you" is not a new sentence, but you are advised not to add it.

Myth. Speakers may not take *anything* out of the prep room.

A. There are limits.
What you SHOULD take:
Topic slip
What you CAN take:
ONE 3X5 notecard
What you CANNOT take:
Computers, phones, legal pads, anything else.
Speakers can retrieve their belongings from the prep room after the last speaker has left the room. NO TALKING to anyone on the way to the contest room.
Sanction: Disqualification.

Myth Speakers who speak in the wrong room can still be ranked.

A. False. Train students to double check everything. Listen to contest director's instructions. Double check postings. Double check room assignments.
Sanction: Disqualification.

Myth Speakers are excused if they do not go directly to their room when their speaker number is called.

A. This scenario raises two issues:

Speaker doesn't hear their number called. This creates an unfair advantage because the speaker gets more prep time. It could also throw off the tournament schedule.

The speaker doesn't go directly to their room. What was the speaker doing? (Did they have access to coaching during that time?) There are just too many temptations to do something unethical. In addition, judges could leave the room, thinking that all speakers have performed.

Train speakers to LISTEN TO THE CONTEST DIRECTOR every time speaker numbers are called and go directly to the contest room. The contest director has the final decision.

Sanction: Disqualification.

Myth Substituting is easy - just give the contest director the new name when you arrive at the meet.

A. There's a Substitution Form. The official entry of contestants online is certification to the UIL that all students are academically eligible. Contest directors need proof of eligibility. Substitutes affect section ing. For example: if you sub for your B, the contest director doesn't just put the sub's name in the place of the B. They move the C up to B's slot and put the sub in the place of C. Seeding in speaking events is very important at district, regional and state contests. Coaches and coordinators should be careful to enter contestants into the online system by strength - the strongest speaker should be entered as A, the second strongest as B, and the third strongest as C. If the strongest speakers are all in the same room, they could cancel each other out in prelims. Remember that having to re-section creates lengthy delays and causes problems for the schedule. Mistakes can also be made if done in a hurry. No shows at region are devastating and should be avoided at all costs.

9 Ethics

Just like any other kind of competition, the integrity of extemporaneous speaking depends on the behavior of competitors, coaches, and judges. This section looks at ways for those in and around speaking competitions to maintain a high level of ethical behavior, ensuring the integrity of the competition.

Ethics & Use of Supporting Material in Society

Stephen Glass was a reporter for the news magazine *New Republic*. He was a very well-respected and very successful reporter who was discovered to have fabricated details of many of his stories and some stories in their entirety. He was exposed only when a competing magazine, unable to verify the details in an effort to complete a follow-up to one of his stories, contacted *New Republic*. As it turns out, even the person about whom he was writing was a complete invention. For years, Mr. Glass had supported his lies with more lies: e-mails, voice mail accounts, newsletters, and websites. Each lie prompted more lies. Eventually he got caught.

Is this an aberration or a societal problem? Public personalities have been exposed over the last several years as violating basic rules of ethics, costing taxpayers millions of dollars and affecting millions of people:

- Presidents
- Representatives
- Journalists
- Senators
- Television Personalities
- Corporate Executives

Can the citizens expect ordinary people to behave any differently? ABSOLUTELY! Every single person who plays a role in extemporaneous speaking must take ethics seriously as a critical component of these events.

Speakers should adhere to the accurate representation of evidence. When incorporating evidence into a speech, speakers should not:

- Cite evidence out of context
- Misinterpret evidence to alter intent or meaning
- Delete words from or add words to a quotation or phrase in such a manner that the intent or meaning of the evidence is altered

NOTE ON FABRICATING EVIDENCE

A speaker might be tempted to fabricate evidence and documentation, deceiving judges. Not even the best, most experienced judges are all-knowing. However, the speaker is eventually going to get caught, probably at the most important tournament of the year. The old cliché that says, "you play the way you practice" seems appropriate here. Practice ethical behavior when it does not matter, and when it does matter, you will come out on top.

For further rules that address speaker ethics, study the UIL *Constitution and Contest Rules* for both Informative and Persuasive Speaking located in the appendix and online resources that address source citations.

The allowed use of computers in UIL extemporaneous speaking brings its own set of ethical questions. The decision to allow the use of electronic retrieval devices in Informative and Persuasive Speaking was made because it is in the best interest of students and advances the educational benefits of the contests; however, the rules on acceptable source materials and behavior in the prep room have not changed. Reminder: Internet use in the prep room is prohibited.

Being an Ethical Member of the Extemp Community

Ethics does not begin and end with the competitor. Coaches and judges have just as much of an obligation to uphold ethics as do the competitors. It takes every member of the forensic community to make sure that fair and just values are upheld so that the education, benefits, and integrity of the extemporaneous speaking events will continue to thrive.

Ethical Competitor

What does it mean to be an ethical extemper?

- Cite sources accurately, 100% of the time.
- Use quotations accurately. Never cut a quotation to force it to support your position.
- Maintain friendly competition with other teams.
- Never fabricate information or evidence.
- Follow the rules. Know what is in your files and make sure that nothing violates the rules, even if you think you might get away with it.
- Respect a judge's decision, even if you disagree with him or her. Never blame a judge for a low ranking.
- Respect your coach's rules and decisions.
- Respect your teammates.
- Maintain your files so that you are never in a position where lying is an option.
- Be a good sport, in victory as well as in defeat.

Ethical Coach

What does it mean to be an ethical coach?

- Let team members know from day one that fabrication of evidence will not be tolerated on your squad.
- Punish ethical violations.
- Give speakers the tools that they need to be successful. Make sure that students keep files complete and up-to-date. Help students develop strategies for memorizing documentation and give them opportunities to practice.
- Do not tolerate negative comments about judges. Make sure that your comments about judges are always positive and that your students know that you respect your colleagues.
- Do not tolerate poor sportsmanship.
- Make your policies such that your students do not drop the day of the tournament.
- Respect the organizers of each tournament that you attend. They work hard for you.
- Make winning less important than following the rules and reaping the long-term educational benefits of the contest.
- Make fairness the important thing. Do not protect your students at the expense of the rules. This sends the wrong message to young people whose lives you mold.

Ethical Judge

What does it mean to be an ethical judge?

- Hold competitors to reasonable documentation standards. The best speaker may not be the speaker that can document twenty pieces of evidence from twenty sources. The best speaker should be the one who incorporates superb in-depth analysis from a reasonable number of quality sources to construct the speech.
- Honesty and integrity should be the first tool used to evaluate the speech. If you find a competitor falsified information, rank that competitor last, and tell his or her coach why.
- Make the speaker's use of a notecard less important than accurate source citation.
- Communicate your feelings about citations and accuracy of information to coaches, competitors, and your colleagues.
- Follow UIL rules if you are judging at a UIL tournament.

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Links to Resources:

www.uiltexas.org/speech/extemp

Guidelines for Using Computers in Extemp

The Extemp Question Video – Ann Shofner, Contest Director

https://youtu.be/rNuqh04NFqQ

Intro to Extemp Video – Tasha Jones

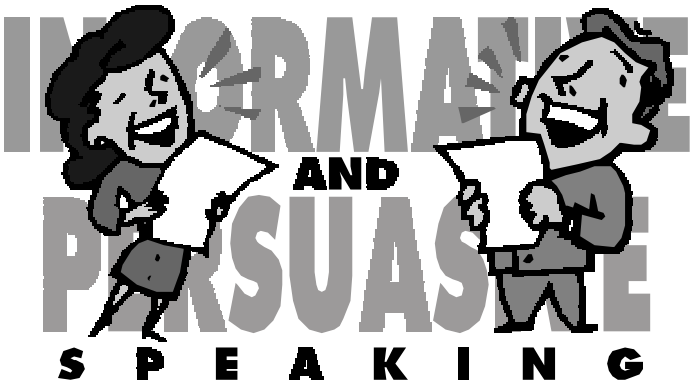
https://youtu.be/WyYDXyb7dSU

Coaching Extemp Video – Kristi Hodgkiss

https://youtu.be/dmUqySPwXbU

Source-ry magic of Extemp Topics Video – Kristi Hodgkiss

https://youtu.be/VsVcDUstJaQ



These directions expand upon but do not replace the information in the UIL Constitution and Contest Rules. The contest director should read Sections 1000, 1003, 1004, 1005 of the rules in this handbook, then read these guidelines for additional details. See also the Academic Quick Reference Chart, found on the UIL website.

Before the meet

REGIONAL ADVISORY COMMITTEE (REGION)
The League office appoints a committee of speech and debate coaches to advise and assist the regional contest director before, during, and after the meet. A list will be sent in late fall. Include these committee members in conducting a planning meeting for regional competition several weeks prior to the regional contest. Their knowledge and insight will help ensure a smooth contest day.

ROOMS
- Contest assembly room
- Preparation room where topics are drawn* (shared room with Persuasive Speaking)
- A separate room for each section in the preliminary round
- Tabulation room (may be shared with other speech events)

MATERIALS AND EQUIPMENT
The contest director provides the following:
- Stopwatch and time cards for each section
- Copy of current Constitution and Contest Rules and the contest handbook downloaded from the UIL website.
- Computer software for tabulating results: *Speechwire.com* or Talk Tab (download in advance from the speech page of the UIL website.)

CONTEST PACKET
The League office provides the following:
- Individual evaluation sheets*
- Master Ballots/instructions to judges*
- Timekeeping Record Sheet
- Judges' Ranking Sheet for a panel of judges*
- Topics (four sets for prelims and one set for finals) mailed under separate cover just prior to meet
- (REGION) State Meet information cards for state qualifiers (5)
- (REGION) "No-Show" form
- (REGION) Regional Meet Evaluation

* Districts and Regions are encouraged to use the official tournament management web-based system in order to incorporate electronic ballots.

PERSONNEL
- Sufficient number of competent and objective judges (1, 3, or 5 per section)
  At minimum, judges should be high school graduates.
- Chairperson/Timekeeper (1 per section)
- Tabulation room staff (2-3)
- Prep room monitors (2-3) and supervisor(s) of topic selection

INFORMATIVE AND PERSUASIVE speakers must share the same preparation room. You can also use this room as an assembly and draw room.

INVENTORY ALL materials well in advance to make sure you have what you need. If necessary, feel free to photocopy any of the UIL forms you may require.

SUBSTITUTION (DISTRICT)
Before the contest begins, students may be substituted for entries on the official district meet online entry form if the substitutes present the contest director with substitute eligibility forms or letters from the superintendent or designated administrator certifying their eligibility. At the conclusion of the meet, submit the letters to the district director. Make sure changes are entered into the UIL Online Entry System.

ALTERNATES (REGION)
If a student who has qualified for the regional meet is unable to attend, district officials should notify in writing the alternate (listed on the district results form) who should then be permitted to compete. Only the designated alternate from that district is allowed to fill the empty slot.

SCHEDULING
If space permits, hold the informative speaking and the persuasive speaking contests at the same time, since contestants may not enter both. Be sure they share the same prep room. Allot two and one-half hours for the preliminary round of these contests. It is critical to stay on schedule since some students may need to go to other events. Arrange for a verification period after the preliminary round and after the final round.

AT REGION, speaking order should vary for each district. The contest director may randomly determine or speakers may draw.

SECTIONING REQUIREMENTS
Section 1003(b)(1) of the C&CR specifies how many sections are required based on the number of contestants entered. This sectioning is mandatory. The chart from the C&CR is reproduced below:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section

* If desired, a preliminary round may be held.
If nine or more students enter a single contest, one preliminary round and one final round shall be held. Preliminary round sections shall be divided as equally as possible.

REGIONS SHOULD vary these patterns as they section additional speech contests at the meet so patterns are not identical for all speaking econtests.

DISTRICT SECTIONING (DISTRICT)
Assign contestants to sections for the preliminary rounds in accordance with the UIL C&CR. An event with 24 contestants may be arranged into three or four prelim sections. Avoid, when possible, placing contestants from the same school in the same section. Distribute first, second and third place entries as equally as possible throughout the sections.

Run all prelim rounds of the extemporaneous speaking events simultaneously in different rooms. Under no circumstances are different sections of the same event to be run at different times. Since all preliminary sections use the same set of topics, this is the only means of assuring an equitable contest.

REGIONAL SECTIONING (REGION)
At the regional level it is important to distribute first, second and third place district winners as equally as possible throughout the sections. For example, avoid placing all the first places from districts in the same section which would result in a stronger section. The following rubric illustrates how the first, second and third places from eight districts are sectioned accordingly.

Example One: Three Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3
D - P	D - P	D - P
1 - 1	1 - 2	1 - 3
2 - 3	2 - 1	2 - 2
3 - 2	3 - 3	3 - 1
4 - 1	4 - 2	4 - 3
5 - 3	5 - 1	5 - 2
6 - 2	6 - 3	6 - 1
7 - 1	7 - 2	7 - 3
8 - 3	8 - 1	8 - 2

COACHES OF contestants entered may be used to help administer the contest but should not judge at the district level.

Example Two: Four Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3	Section 4
D - P	D - P	D - P	D - P
1 - 1	1 - 2	1 - 3	2 - 1
2 - 2	2 - 3	3 - 1	3 - 2
3 - 3	4 - 1	4 - 2	4 - 3
5 - 1	5 - 2	5 - 3	6 - 1
6 - 2	6 - 3	7 - 1	7 - 2
7 - 3	8 - 1	8 - 2	8 - 3

SPEAKING ORDER

To allow a contestant to be in another nonconflicting event in accordance with the academic conflict pattern, competitors may request to be placed first or second in the round but students may not request to be placed in the last half of the round. The contest director may randomly determine speaking order, or contestants may draw for speaking order.

FOR MORE information on substitutions, see C&CR.

DISTRICT: If the contest director determines speaking order, each school should receive a variety of speaking positions. For example, if a school enters three students, ideally the three students from that school should receive an early, middle, and late speaking position. If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g., speaker #1 in prelims and #4 in finals). Speakers prefer drawing for speaking order.

REGION: If speaking order is determined by the contest director, each district should receive a variety of speaking positions. Ideally the three contestants from a district should receive an early, middle, and late speaking position. The following chart (based on example 1 above) illustrates giving the three places from a district a variety of speaking positions.

Section 1	Section 2	Section 3
D - P	D - P	D - P
1. 1 - 1	1. 6 - 3	1. 4 - 3
2. 2 - 3	2. 7 - 2	2. 5 - 2
3. 3 - 2	3. 8 - 1	3. 6 - 1
4. 4 - 1	4. 1 - 2	4. 7 - 3
5. 5 - 3	5. 2 - 1	5. 8 - 2
6. 6 - 2	6. 3 - 3	6. 1 - 3
7. 7 - 1	7. 4 - 2	7. 2 - 2
8. 8 - 3	8. 5 - 1	8. 3 - 1

If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g. speaker #1 in prelims and #4 in finals).

"D" DENOTES "district"

"P" DENOTES "place"

JUDGES

Inform each judge of the time and place of the contest and provide a copy of the UIL individual evaluation sheet and instructions for judging. Determine what required training the district has established. Access links on the UIL website so judges are thoroughly trained not only on contest rules but on critical issues such as implicit bias and inclusivity. One effective way to utilize judges is to permit prelim judges in one event to serve as judges for the final round in another event. For example, preliminary judges in sections of informative speaking can then serve as a panel of judges for the final round of persuasive speaking. Persuasive speaking preliminary round judges will then serve as a panel of judges for the final round in informative speaking. Panels should always be an odd number (3, 5, etc.). You may use a single judge in each section of the preliminary rounds at district, but the UIL recommends using a panel of three judges when possible, especially at regionals. The UIL strongly encourages the use of a panel of judges in finals. An individual should not judge the preliminary and the final round of a given event. Instruct judges not to discuss their decisions with other individuals or judges while judging a given contest, or prior to turning in completed ballots.

Before the contest

PREPARATION ROOM

Computers and other electronic retrieval devices are allowed. Internet access is not. Consult UIL Electronic Retrieval Devices Guidelines located on the following page.

Have the contestants place their research materials, files and/or electronic retrieval devices in the preparation room before the contest.

Materials allowed in the preparation room

1. Magazines, newspapers, journals with no added annotations. Examples: *Newsweek, Dallas Morning News, Wall Street Journal, Foreign Affairs* that may be highlighted in one color and include written citation information, but with no added annotations (explanatory notes or comments).
2. Other published source materials. Example: reference books, atlas, book of quotations.
3. Published speeches. Examples: the presidential State of the Union address, *Vital Speeches*.
4. Online materials. Examples: printouts of published material from copyright computer online data services if not modified or not in outline form that include the downloaded URL, the White House website.
5. Index without annotation. Example: computer or handwritten list of subject titles/dates of magazines or folders included in the files.
6. Computers or other electronic retrieval devices as specified in the latest UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking.

Materials NOT allowed in the preparation room

1. Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible topics.
2. Prepared notes, extemp speeches, debate evidence handbooks. Examples: extemp subscription service analyses, database summaries of multiple sources on a specific topic.
3. Unpublished handwritten or typed material other than an index. Examples: one or more articles cut and pasted into a single document, previously used extemp notecards, flow of a debate round.
4. Index with annotations. Example: title of article, with added comment, "great pro-con article on global warming."
5. Smart phones and cell phones and smart watches.

**Note: Examples given above are not all-inclusive.*

After the contestant chooses a topic, the contestant has thirty minutes to utilize these materials to prepare the speech. There should be two or more monitors in this room to supervise contestants as they choose topics and to make certain that the room is quiet and that contestants do not confer. At the end of 30 minutes prep time, release the contestant to the speaking room. Students should leave with nothing other than the official topic slip and a note card no larger than 3/5 inches, if they choose to use one. No legal pads or electronic retrieval devices may be taken from the prep room. Use a monitor at the exit door to see that these rules are observed. Dismissing students before the end of the thirty minutes may encourage them to seek help on their speech. Ideally, to avoid any consultation on the contestants' part, have a monitor accompany them from the preparation room to the room in which they will speak.

FOR PREPARATION ROOM restrictions, see Individual Speech Contest, General Instructions.

Electronic Retrieval Devices in Extemporaneous Speaking

The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Extemporaneous Persuasive and Informative Speaking is permissible for evidence retrieval so long as wired or wireless connections are disabled and remain disabled during the contest. *These rules in no way are intended to prevent or discourage contestants from utilizing traditional paper files.*

Use of electronic retrieval devices during the contest

A. Computers and other electronic retrieval devices are defined as: laptop, tablet and netbook computers, other portable electronic retrieval devices and secondary devices such as flash drives and external hard drives.
B. Cellphones or smartphones or smart watches are not allowed during the contest.
C. Computers may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
D. Wired connections (Ethernet or phone) during the contest are not permitted.
E. Computers or other electronic equipment may not be used to receive information from any sources (coaches or assistants included) inside or outside the preparation room. Internet access, use of e-mail, instant messaging or other means of receiving information from sources inside or outside the preparation room are prohibited. This statement does not preclude the use of timing devices.
F. Contestants may utilize allowable devices for the purpose of accessing stored files, but shall not use them to outline their speech or otherwise organize their thoughts.
G. The contestant shall not remove the electronic retrieval devices from the preparation area until after the contestant's speech has been delivered.

Sanction: Contestants found to have violated provisions B-G above shall be disqualified. The contest director shall be empowered with the final decision concerning disqualification.

H. Devices must be muted in the preparation room during the contest. Contestants should not play games or engage in other distracting activities on their electronic devices. Tournament officials may ask a contestant to power off the device if it becomes distracting.
I. Contestants from the same school may share computers during preparation. However, conversing among contestants is not allowed.

Source Materials: Contestants may consult magazines, newspapers, journals and other published source materials saved on their electronic retrieval devices if the following standards are met:

A. There shall be no modification. Each document shall be a single, complete source in and of itself. Indexing without annotation is allowed.
B. An article may be highlighted in only one color. Bolding, italicizing, underlining or any other manipulation of the original text of the article is prohibited.
C. The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials including but not limited to cases, briefs, outlines and flows must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest.
D. Contestants may not access audio, video or other active multi-media files during the contest.

Logistics

A. Contestants electing to use computers are responsible for providing their own computers and batteries. Tournament hosts shall not be responsible for providing computers for contestants.
B. Power plugs or outlets may not be used in the preparation room at any time.
C. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations including additional preparation time or speech time will be given by judges, contest directors or tournament hosts.
D. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the computers at their own risk. UIL is not responsible for lost, stolen or broken computers.

Monitoring. By choosing to use electronic retrieval devices in the preparation room, contestants are consenting to allow tournament officials to monitor their files. Contestants who do not wish to consent should not use electronic retrieval devices.

ROLL CALL

Call roll to see that contestants are present.

DISTRICT: Call for the substitute listed on the advance qualifiers list if a contestant is not present.

REGION: Call for the alternate listed on the online advanced qualifiers form if a contestant is not present. Only certified alternates from that district may fill the empty slot.

RULE REMINDERS

Read the following rule reminders aloud to the contestants assembled to draw topics:

- Preparation room: To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials accessed via electronic retrieval storage device, or copies made by a copier in compliance with copyright laws, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech is not to be used by the speaker to prepare the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or handwritten materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Speakers may use laptop, tablet and netbook computers and other electronic retrieval devices as long as they are in accordance with the latest UIL Guidelines: Electronic Retrieval Devices in Extemporaneous Speaking. **Wired or wireless connections must be disabled** and remain so for the duration of the contest. **Cell phones or smart phones or smart watches are not allowed.** Conversing is prohibited in the prep room.
- Restrictions on notes: A speaker may use only one note card that is no larger than 3x5 inches when delivering the speech. However, there is no limit placed on the quantity of information on the one card. All source citations orally delivered in the speech should be legitimate. When leaving the prep room, contestants shall take only their topic slip and note card to the contest room. No other materials (including a legal pad, timer, or electronic retrieval device) may be taken from the prep room.
- Drawing topics: At approximately 10-minute intervals, you will be called by speaking order to draw five topic slips from the containers marked by section. After drawing five slips, select one on which to speak and return the remaining four slips to the respective container. Do not discuss your topic with others. After the 30-minute preparation period, take your topic slip to your contest room and present it to the chairperson or judge.
- Restrictions on time: There is no minimum time, but a speech may not be longer than seven minutes. You may complete the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven minute time limit rests with you, not the timekeeper.
- Verification period: After both the preliminary round and the announcement of the unofficial results, and the final round and the announcement of unofficial results, your individual evaluation sheets will be made available. Approximately 15 minutes has been allotted for each verification period and it is the responsibility of you and your coach to question any tabulation error before the official results of the rounds are announced. This is not a time to question the decision or ranking a judge has given you. Anyone not present for this ballot verification period forfeits the opportunity to verify tabulation. The verification period after prelims and before the announcement of the students who will advance to finals will begin at approximately _____ in room _____. The verification period after finals and before the announcement of official results will begin at approximately _____ in room _____.

TOPIC DRAW

- Preparation of topics. To prepare topics for the extemp draw, cut the topic sheets into the slips, as indicated. Each preliminary section has its own set of topics. The UIL provides identical topics for each section, so to avoid duplication of the topics in the draw, place each section's topics in a separate container (envelope, receptacle, etc.) and label them. Having the contestants' names on each section envelope is also helpful.
- Drawing topics. (See Extemp Draw Guide, later in the Appendix) Contestants will draw topics 30 minutes prior to speaking, in a staggered manner. This means that all first speakers will draw at the same time and speak at the same time (in different rooms, before different judges); all second speakers will draw at the same time and speak at the same time; etc. Each contestant will draw five topics from the container, choose one to speak on, and return the other four topics to the container from which they were drawn. To prevent speakers in the same room from speaking on identical topics, it is important that the topics for different sections do not get mixed. Rules do not prohibit a contestant from using his or her index file when drawing topics.
- Room arrangement. To simplify the drawing procedure, hold both the informative and persuasive draws at the same time, since a student may not enter both contests. To minimize confusion, informative speakers should draw topics on one side of the room and persuasive speakers on the other.

REMEMBER: Read aloud the rule reminders to the contestants assembled before topics are drawn!

EXAMPLE: Speaker #1 draws at 9:00 and speaks at 9:30; Speaker #2 draws at 9:10 and speaks at 9:40; Speaker #3 draws at 9:20 and speaks at 9:50, etc.

See Extemp Draw Guide, page 50 in the Appendix.

EACH CONTESTANT DRAWS FIVE TOPICS from the container, chooses one to speak on, and returns the other four topics to the container from which they were drawn.

Running an Extemporaneous Speaking 'Draw'

Prepare Topics

To prepare topics for the extemp draw, cut the topic sheets into the slips, as indicated. Each preliminary section has its own set of topics. The UIL provides identical topics for each section. (If topics are provided digitally, plan ahead to print topics out unless using the digital extemp draw feature on *Speechwire*.To avoid duplication of topics in the draw, place each section's topics in a separate container (envelope, plastic bowl, small box receptacle, etc.) and label them. Having the contestant's name on each section envelope is also helpful.

Drawing Topics

Contestants will draw topics 30 minutes prior to speaking time, in a staggered manner. This means that all first speakers will draw at the same time and speak at the same time (in different rooms before different judges). All second speakers will draw at the same time and speak at the same time, etc. Each contestant will draw five topics from the topic envelope, choose one to speak on, and return the other four topics to the envelope from which they were drawn. To prevent speakers in the same room from speaking on identical topics, it is important that the topics for different sections not be mixed.

Announcement Guide

The following page contains a chart that will aid in making the draw easy and efficient.

Announcement Guide

	START TIMER	5 min.	10 min.	15 min.	20 min.	25 min.	30 min.	35 min.	40 min.	45 min.	50 min.	55 min.	60 min.	65 min.	70 min.	75 min.	80 min.	85 min.	90 min.	95 min.	100 min.
Speaker 1	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now														
Speaker 2	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now												
Speaker 3	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now										
Speaker 4	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now								
Speaker 5	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now						
Speaker 6	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now				
Speaker 7	X	X	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now		
Speaker 8	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now

Announcement Guide

1. Start the timer when the first speaker is called to draw topics.
2. For every 5 minutes that pass on the timer, the person making announcements will read out the information under the appropriate time column.
3. Once the last speaker has reached the " Go Speak Now" point on the chart, extemp draw is complete. Make copies of this sheet as necessary. For example. when the timer reaches 10 minutes, the announcer would call out, " Speaker 1 has 20 minutes left. Speaker 2 needs to come draw topics."

During the contest

CHAIRPERSON

Audiences are permitted and encouraged. Before the round begins, request that all cell phones be turned off. When a speaker has entered the room to give their speech, the chairperson/timekeeper should announce to the judges the name of the contestant (or code assigned) and the topic selected from the speaker's topic slip. This information may already appear on the ballot, if electronic ones are being used. If not, the chairperson/timekeeper should give the judges time to write the speaker's name or code and topic on the ballot before allowing the speaker to begin.

PREP ROOM MONITORS

Contestants are not allowed to remove their electronic retrieval devices from the preparation area until after the contestant's speech has been delivered. Conflicts arising from time schedules when students need their equipment for another UIL contest (such as debate) need to be addressed with the prep room monitors in order to retrieve equipment.

TIMEKEEPING

Timekeeping is critical to this contest. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate to contestants the type of time signals to be used. All timekeepers should be trained in advance of the contest according to instructions, which are provided below:

USING TIME CARDS is preferred.

(4) *Timekeeper and Signal Standards.*

(A) A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.

(B) A timekeeper should use timecards to indicate to the speaker the remaining time. When the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head. An interpretative contestant who is still speaking when the "stop" card has been raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the contestant**.**

The following hand signals (signal with fingers) are recommended if timecards are not used:

(i) After three minutes have elapsed, give a signal of four fingers.

(ii) After five minutes have elapsed, give a signal of two fingers.

(iii) After six minutes have elapsed, give a signal of one finger.

(iv) After seven minutes have elapsed, the timekeeper may stand or otherwise indicate that the total time has elapsed.

After the contest

CHECKING THE BALLOTS

Check to see that the ranks on the judge's master ballot and the individual evaluation sheets are the same. Check to see that each judge gave one and only one first, second, third, fourth, fifth, sixth, etc. (Note: If using *Speechwire* managment system, it will prevent the judge from duplicating ranks on the electronic ballot.)

TABULATING RESULTS

Contest sites are to use the UIL software to tabulate results. There are no ties in speech events. In the case of panel judging it is critical that the UIL system of majority or better ranks be utilized. (A Judges' Ranking Sheet for a panel of judges is included in the appendix.) The following criteria, in the following order, shall be used to determine all ranks:

> Remember: In any case where there is a tie all contestants who are tied shall be awarded a place before going on to another contestant or place.

- Any contestant who receives a majority of firsts shall be awarded first place.
- In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.
- If, at this point, two or more contestants tie with the same low sum of total ranks, break the tie by the use of judges' preference. Judges' preference is a method of tabulation and does not infer that judges confer to reach a preference. (See further explanation below)
- Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale.

Rank of first	=	1.00
Rank of second	=	.50
Rank of third	=	.33
Rank of fourth	=	.25
Rank of fifth	=	.20
Rank of sixth	=	.17
Rank of seventh	=	.14
Rank of eighth	=	.13

The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.

- If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.
- If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.
- Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for State finals.

> The order of this criterion shall be used to determine all ranks. When determining second place, a majority of second place ranks or better is the first criterion. When determining third place, a majority of third place ranks or better is the first criterion, etc.

Determine second place next. If a tie existed for first place, automatically give the person tied with the first place winner second place. If no tie existed, a contestant (not already awarded a place) ranked second or better by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds or better or if two unranked contestants receive a majority of seconds or better, (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second. In the following example, both unranked contestants have a majority of seconds or better, so contestant #2, whose sum of total ranks is lower, is ranked second. Award Contestant #1 third before any other contestant or place is considered. The next place to be awarded is fourth.

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The TalkTab computer program for tabulating multiple judge ranks should be downloaded for free from the speech page of the UIL website unless the official UIL tournament system (Speechwire) is being used. Speechwire is configured to calculate ranks according to UIL procedure.

District and region contest directors should use it to avoid incorrect placement.

In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds or better. Contestants 1 and 2 have the same sum of total ranks, so the tie for second must be determined by judges' preference.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	**2**	5	**3**	10	+	2nd
Two	4	**2**	4	10	-	3rd

ATTENTION: In any case where there is a tie all contestants who are tied shall be awarded a place before going on to another contestant or place.

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C) and is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

Many three-way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference. For determining judges' preference with three contestants, compare the first tied contestant with the second tied contestant. Then compare the first tied contestant with the third (other) tied contestant, as in the following example.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9.

1. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside number #1 indicate the judges' preference.
2. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1.
3. Now compare speaker #2 to speaker #3, and note that two of the three judges (A & C) ranked speaker #2 higher, as indicated by a (+) in the preference column for speaker #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first.
4. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second.
5. Contestant #1 is then awarded third.

Although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first must be ranked before considering other contestants or places.

The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths or better (two second place ranks). Therefore, contestant #5 is awarded fourth place.

The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.

Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent.

In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ –
Two	2	1	1	N/A	
Three	3	2	6	11	– +
Four	6	3	5	14	
Five	4	5	2	11	– +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

- Contestant #1 has the highest sum total of decimal value and is awarded second place.
- Contestant #3 has the next highest total, and is awarded third place, and contestant #5 is awarded fourth place.
- Both contestants remaining unranked have a majority of fifths or better. Therefore, contestant #6, with the lower sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Contestant	Judge A	Judge B	Judge C	Total Value	Preference	Decimal	Rank
One	1	6	4	11	+ –	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	– +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	– +	.95	4th
Six	5	4	3	12			5th

- If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Total C	Pref	Decimal	Rank Value	
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	8	8	–	1.58	3rd

In this example, judges' preferences cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preferences shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A&B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

If at this point, a tie still exists among three or more contestants whose decimal value of ranks is equal, the tie must be broken by a blind draw, except at state finals.

All three contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance to Section 902 of the C&CR.

DISQUALIFICATIONS
Only the contest director is empowered to disqualify contestants for time or rule violations. Judges should rank all contestants in a round and then bring the issue to the contest director's attention after the round. Judges may not disqualify contestants. For disqualifications in the final round, the contestant should receive no place (rank). He or she also does not contribute to the speech team award or overall sweepstakes.

BALLOT VERIFICATION
This period is mandatory. Before the official results are announced in both preliminary and final rounds, the contestants and/or coaches should be given the unofficial results and allowed to view individual evaluation sheets for no more than 15 minutes. The judges' ranking sheet used to tabulate ranks from a panel of judges should be available during the verification period. Contestants and/or coaches may, at this time, bring up any questions concerning tabulation to the attention of the contest director. The contest director will then correct any errors before the official results are announced. Students may keep their evaluation sheets after results are declared official. Questions about judges' decisions are not allowed.

OFFICIAL RESULTS
When the ballot verification period is over, the official results may be announced or posted. These results are final. At this time, individual evaluation sheets may be released to coaches/students.

AWARDS
Present medals and points to the winners according to the guidelines outlined in the UIL *Constitution and Contest Rules*. If a contestant advances to the final round in this event but does not compete in that round, the contestant should not receive a place (rank). He or she also does not contribute points to the speech team award or sweepstakes.

REPORT TO DIRECTOR
(DISTRICT) Individual contest directors shall give the contest roster/results form and sorting envelopes to the district director immediately after the contest. The district meet director is responsible for entering results into the UIL Online System. District results must be submitted into the online system and made available for public review by 5 p.m. on the Monday following the second district week.
(REGION) Individual contest directors shall give the contest roster/results form and sorting envelopes to the regional director immediately after the contest. The regional meet director is responsible for entering results into the UIL Online System and making them available for public review by 5 p.m. of the Monday following the regional meet. Regional directors shall also provide a list of contestant absentees if alternates were not present to take these individuals' places. A "No-Show" form is provided in your packet.

MAILING RESULTS
Mailing full meet results to participating schools is optional since results will be posted online.

EXTRA CONTEST MATERIALS
Destroy or distribute any extra contest materials. *Note*: topics must be destroyed.

INDIVIDUAL POINTS
1st place.....15
2nd place.....12
3rd place.....10
4th place.....8
5th place..... 6
6th place.....4

SPEECH TEAM POINTS
1st place.....10
2nd place.....5

SPEECH TEAM POINTS
The UIL Online Entry System, *Speechwire,* will calculate and award speech team points.

ONLINE NOTE:
If this is your final speech event to certify ranks, be sure to click on "Verify speech team results" to calculate speech team points.

The Topics

Contestant will be allowed to draw five topics. Thirty minutes is allotted for a student to select a topic and prepare their speech. Topics are written for University Interscholastic League extemporaneous speaking contests with the following overview as a guide.

• Current news dictates the topics. Expect topic areas to include economics, education, foreign policy, medical/health, military, political, science/technology and social geographical regions include Africa, Asia, Europe, Latin America, the Middle East, the United States as well as global.

• *Newsweek*, *Time*, and *US News & World Report* are commonly accessible to schools. If all three news magazines cover the same issue, a topic is generally provided on it. Topics are not restricted to these publications, however, due to the wide-reaching access of specialized online publications.

• Internet news sources and daily newspapers also are important resources for topics. Be aware of media source biases.

• A balance of topic areas is provided. Contestants should expect major issues from Texas as well as the national and international scene.

• A balance of domestic/international topics is provided.

• Consideration is given to the level of difficulty of topics. As students advance from district to region to state competition, they can anticipate an increase in the level of difficulty.

• Care is devoted to wording informative topics in an informative manner and persuasive topics in a persuasive manner. However, the UIL contest rules clearly recognizes the subjectivity of this issue and therefore indicates that the responsibility to speak informatively or persuasively on a given topic lies with the contestant.

• Some topics must be broad in nature in order that they remain viable for as long as they are used. Topics for invitational UIL tournaments must be worded in such a way they will remain current throughout the invitational "A" or "B" tournament window. District, regional and state topics are shipped separately to the contest site the week of the tournament, so these topics can be more specific and time-sensitive.

• Since the speaker is expected to repeat the topic verbatim to the judge, phrasing and ease of oral recitation is taken into consideration.

• Texas topics are included in each set of topics in order to enhance the students' knowledge of home state issues.

• Timeliness of the topics is an issue of importance.

Appropriate Citations Of Evidence

As an extemporaneous speaker, you are expected to provide sufficient support for your claims.

The ethical use of evidence includes:

- Appropriate citations
- Accurate representation of evidence content
- Avoidance of plagiarism

Appropriate Citations of Evidence

If you use an outside source in your speech, you should verbally cite it.

A verbal citation should include sufficient information for an audience member to locate the source. Use the following as your guidelines:

- Print periodicals - cite with the title of the periodical (magazine) and the date, regardless if the material was electronically retrieved.
  - Note: The date you accessed the source online is not considered the primary publication date.
  - Example: "According to the July 21, 2024, New York Times…."
- Materials distributed via electronic means only should be indicated as such.
  - Example: "According to a June 21, 2024 online report by the Associated Press…."
- Books should be cited with the title, date and author. Essays or articles collected in an anthology should be cited using the primary author's name, not the editor of the collection. Cite the original publication of the anthologized work, if possible.
  - Example: "(Author) argues in his 2024 book, (title of book)
- Webpages should be cited with the name of the sponsoring organization and the date on which the page was posted/last updated. (The date a source is accessed online is not considered a primary publication date.
  - Example: "The UIL states on its website last updated July 15, 2024.…."

Accurate Representation of Evidence

When incorporating evidence into a speech, you should not:

A. Cite evidence out of context
B. Misinterpret evidence to alter the intent or meaning
C. Cut words from or add words to a quotation
D. Paraphrase in such a way that the intent or meaning of the evidence is altered

Avoidance of Plagiarism

Plagiarism is defined as claiming another's written or spoken word as one's own.

--Content from the American Forensic Association Evidence Standards

Common Questions Concerning the Extemporaneous Speaking Contest

Q. Are preparation materials for the UIL Current Issues & Events contest (such as discussion question essays) allowable in the Extemporaneous Speaking preparation room?

A. No. The essays/paragraphs are considered "prepared notes", which are prohibited in the contest rules for Extemporaneous Speaking.

Q. Should an index be taken to the front of the prep room when the speaker is drawing his/her topic?

A. Although there is no rule that prohibits this, it is a poor practice. Speakers doing this will sacrifice valuable prep time selecting their topic and it will appear that they do not know their files well enough for topic selection. Be aware the only typed or handwritten materials allowed in the prep room is an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics.

Q. Are contestants required to select only one filing method or are they allowed to use a hybrid of both paper files and computer files in the preparation room?
A. A combination is allowed, as long as rules regarding materials are followed.

Q. Annotations are not allowed on the index. Could you provide some examples?

A. Annotations are defined as "explanatory notes or comments." The following are examples of a proper index versus an improper index due to added annotations:

Proper: third party candidates
Improper: third party candidate frontrunners

Proper: State of the Union
Improper: State of the Union repercussions

Proper: campaign finance reform
Improper: campaign finance reform/areas of greatest impact/losses

Q. What is an appropriate method to save electronic files?

A. Do not cut-and-paste the article into a WORD document. The efficient method is PDF. If you are working from a Mac computer, you click "Print" and you are automatically given a PDF button that offers the option of saving in this manner.

If you are working from a PC, you may have to download and install a PDF converter. Go to www.dopdf.com and follow the prompts.

Google Chrome has a built-in converter to change your webpage to a PDF.

Q. How do I store electronic extemp files?

A. Numerous tools are available to help you store files and access them easily. Explore the Internet for the one best suited for you and your squad. Companies also produce software specialized for the extemporaneous speaking contest. UIL does not promote or endorse any particular file organization program or service.

Q. Are iPads and tablets allowed in the extemp prep room?

A. Yes. They are an electronic table computer.

Q. If my battery is low, can I plug my computer into an electrical outlet in the prep room or my power strip?

A. No. Typical facilities where draw is held do not have a sufficient number of outlets for every contestant; therefore, tournament sites are not required to provide electrical outlets for contestants. Plan in advance and bring a backup battery.

Q. Can I use my computer to outline or draft my contest speech in the prep room?

A. No. Rules prohibit outlining or organizing your thoughts on the ERD.

Q. I'm scheduled to draw as last speaker. I'm also entered in LD Debate. May I study my LD case while I'm in the prep room waiting to draw?

A. No. This is a violation of the rules.

Q. May I access the Internet in the prep room?

A. No. This is a violation of the current UIL ERD rules.

UIL STATE MEET - PROCEDURES FOR JUDGES – INFORMATIVE

The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the speech.

Analysis and Content

- Did the speaker answer the question?
- Was the content informative?
- Was there sufficient use of logic, facts, examples and/or expert opinion?
- Was the information adequately documented?
- Was the information pertinent to the specific topic?

Organization

Introduction

- Did the speaker get attention?
- Was the topic clearly stated?
- Did the speaker preview and give focus to the key ideas?

Body

- Were divisions clear and appropriate to the topic?
- Did the speaker make effective use of signposting, internal summaries, and transitions?
- Was adequate time devoted to each division within the 7-minute time limit?
- Was there a logical progression of ideas?

Conclusion

- Did the speaker tie the speech together?
- Was the answer to the question clear?
- Was there a note of finality?

Delivery

Language Style

- Was the language suitable to informing the audience?
- Was the language precise, grammatically correct and vivid?
- Was the delivery natural and spontaneous?
- Did it reinforce the ideas of the speech?

Vocal Delivery

- Was enunciation clear?
- Was volume appropriate?
- Was there sufficient variety in rate, pause and pitch?

Physical Delivery

- Did the speaker exhibit poise and confidence?
- Were gestures varied, movement motivated and eye contact direct?
- If note card was used, was it an unobtrusive part of the delivery?

THANK YOU FOR JUDGING!

Extemporaneous Informative Speaking
Finals – District I

Effective Date: April 1 - 6, 2024
(This copy is for the contest director.)

1. What is known about Isis-K?
2. What are positive changes that have resulted from the global pandemic?
3. What is SpaceX's Starshield?
4. What actions has the United States taken in response to the Haitian crisis?
5. What has been revealed about the origin of the Smokehouse Creek fire in the Texas Panhandle?
6. What steps are President Biden's re-election planners taking to attract young voters?
7. Why do outbreaks of violence and instability continue in western states of Africa?
8. What impact could Texas Senate Bill 4 have on U.S. immigration policy?
9. How have the volcanic eruptions in Iceland impacted their tourist industry?
10. Why did the United States classify Houthi militants as a terrorist organization?
11. What has caused delayed financial aid packages impacting prospective and current college students?
12. Why does the number of Sudanese refugees continue to grow at an alarming rate?
13. What problems are associated with the Boeing 737 Max aircraft?
14. What challenges are being addressed by the Mercy Corp in the Middle East?
15. What states are home to the highest minimum wages in the country?
16. Why is China being accused of cyberespionage campaigns?
17. What would be required to get different Palestinian factions to unite under one government?
18. What challenges currently face the countries of Central America's Northern Triangle?
19. With unemployment decreasing and the economy growing, why do many Americans believe we are in a bad economy?
20. What concerns are being faced due to the global water crisis?

Extemporaneous Informative Speaking
Finals – Region

Effective Date: April 26-27, 2024
(This copy is for the contest director.)

1. Which European nations currently face serious migrant issues?
2. Why is the impartiality of Texas Supreme Court Justice John Devine in question?
3. Why is northeastern Africa facing the world's largest hunger crisis?
4. What are the major political battleground states in 2024?
5. Why is Russia reportedly engaging in disinformation campaigns?
6. Why is Ken Paxton attempting to halt the "Uplift Harris" program?
7. What is the current state of diplomatic dialogue between the United States and China?
8. What is the ongoing progress regarding the Baltimore Key Bridge disaster?
9. What sectors of the U.S. / Mexico border have the highest level of migrant traffic?
10. Why is the NCAA facing Title IX lawsuits from female athletes?
11. How is Hezbollah involved in Israel's conflict with Hamas?
12. Why is FAFSA facing scrutiny from federal lawmakers?
13. Why is 2024 considered the "ultimate election year" for the European Parliament?
14. What infrastructure damage did Taiwan suffer from the recent earthquake?
15. What is the new AI chip recently unveiled by Meta Platforms?
16. How are Americans being affected by respiratory illnesses in 2024?
17. Why is Janet Yellen calling on China to "scale back" industrial production?

UIL STATE MEET - PROCEDURES FOR JUDGES – PERSUASIVE

The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the speech.

Analysis and Content

- Did the speaker answer the question?
- Was the content persuasive?
- Was there sufficient use of logic, facts, examples and/or expert opinion?
- Was the information adequately documented?
- Was the information pertinent to the specific topic?

Organization

Introduction

- Did the speaker get attention?
- Was the topic clearly stated?
- Did the speaker preview and give focus to the key ideas?

Body

- Were divisions clear and appropriate to the topic?
- Did the speaker make effective use of signposting, internal summaries, and transitions?
- Was adequate time devoted to each division within the 7-minute time limit?
- Was there a logical progression of ideas?

Conclusion

- Did the speaker tie the speech together?
- Was the answer to the question clear?
- Was there a note of finality?

Delivery

Language Style

- Was the language suitable to informing the audience?
- Was the language precise, grammatically correct and vivid?
- Was the delivery natural and spontaneous?
- Did it reinforce the ideas of the speech?

Vocal Delivery

- Was enunciation clear?
- Was volume appropriate?
- Was there sufficient variety in rate, pause and pitch?

Physical Delivery

- Did the speaker exhibit poise and confidence?
- Were gestures varied, movement motivated and eye contact direct?
- If note card was used, was it an unobtrusive part of the delivery?

THANK YOU FOR JUDGING!

Extemporaneous Persuasive Speaking
Finals – District II

Effective Date: April 8 - 13, 2024
(This copy is for the contest director.)

1. Is Vladimir Putin's regime vulnerable?
2. Has the Israel – Hamas war tested free speech policies on college campuses in Texas and the nation?
3. Is the economic crisis in Cuba serious?
4. Should Americans continue receiving Covid vaccinations?
5. Are conditions in Haiti continuing to deteriorate?
6. Should the U.S. federal government promote expansion of community colleges?
7. Are Joe Biden and Benjamin Netanyahu on a diplomatic collision course?
8. Will NIL and potential player salary issues in college sports impact America's ability to field Olympic teams in the future?
9. Has Egypt become a nation in the grips of authoritarian leadership?
10. Is bird flu posing a threat to Texas agriculture?
11. Is France enacting restrictive immigration policies?
12. Is the constitutionality of President Biden's college tuition debt forgiveness program in question?
13. Should the United States continue its support for Israeli occupation of Palestinian territory?
14. Did President Biden's State of the Union speech prove to be a successful jumpstart to his re-election campaign?
15. Uvalde: Will any law enforcement officers at the scene of the Robb Elementary School shooting be criminally charged for inaction?
16. Is the Democratic Republic of the Congo on the verge of a major conflict with neighboring Rwanda?
17. Do health care costs need to be reduced in America?
18. Was the Moscow concert massacre the result of a massive security failure?
19. Does Mike Johnson have a high level of influence within the Republican Party?
20. Has China sided with Hamas in the current Middle East conflict in Gaza?

Extemporaneous Persuasive Speaking
Finals – State

Effective Date: May 14-15, 2024
(This copy is for the contest director.)

1. Has climate change had a major effect on Texas weather?
2. Will the Paris Olympic Games test the leadership of Emmanuel Macron?
3. Are American college campuses supporting too little or too much free speech?
4. Is anti-Israeli sentiment spreading throughout the Middle East?
5. Has Mayor London Breed fallen short in dealing with San Francisco's homelessness issue?
6. Has the international community's response to the humanitarian crisis in Sudan been sufficient?
7. Have legal federal elections become a legitimate concern?
8. Are U.S. government regulations of TikTok necessary?
9. Is progress being made in the aftermath of Baltimore's Key Bridge collapse?
10. Was Xi Jinping's trip to Europe successful in setting up a new global order?
11. Has the U.S. Supreme Court gone beyond the proper role of the judiciary?
12. Will the endorsement of President Biden by prominent members of the Kennedy family blunt the momentum of Robert F. Kennedy's third-party bid?
13. Have America's secondary school students become too reliant on technology?
14. Can Haiti's transitional government bring peace to the streets of their country?
15. Should the Biden administration take a more "hardline" approach with respect to China?
16. Are electric vehicles too expensive for middle-class American families?
17. Is the U.S. economy enjoying sustainable economic growth?
18. Should political candidates be allowed to self-fund their campaigns?
19. Will the rising tensions between China and the Philippines spill over into open conflict?
20. Should former U.S. presidents be granted immunity from criminal and civil charges after leaving office?

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to continue on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained as we find normalcy again. Some schools continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL INFORMATIVE AND PERSUASIVE SPEAKING

Preparation

Prepare for online Extemporaneous Speaking before the start of actual competition rounds by participating in online practice rounds. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi. A cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Technical Problems

Technology issues should be reported immediately through a help line or email. The specific “help” procedure should be communicated by tournament officials in advance of the meet.

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Reminders If Using *SpeechWire* *

- Be sure you input your students' email addresses into *SpeechWire.*
- Judges must set up accounts as well so they can receive their assigned e-Ballots.
- Retrieve your students' ballots as a PDF and view the tabulation sheets in your team's *SpeechWire* account.

**SpeechWire* will be used at UIL State Meet.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament software. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are speaking. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Some use 2 devices. Experiment in advance to discover what works best for you. Note: *SpeechWire* allows you to submit your results and add the comments afterwards, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student. In the commend box of the e-Ballot, it's a good idea to type the student's topic so the Tab Room can verify the student spoke on the actual topic they drew.

Technology Problems

Common tech issues:

- Lagging audio – have participant turn off video briefly to improve bandwidth
- Noise in the audio – have participant mute themselves if they are not speaking
- Video quality – have participant readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect

  The Contest Director should use discretion in determining the length of time that is reasonable; due to the nature of this timed event, 5 minutes protects the integrity of the draw schedule

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background a student has available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form

http://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation-9-16-posting.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.

Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.

Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

Words of Advice

From State Champions & State Championship Coaches . . . .

On Intros . . .

Use original, and therefore more appropriate, attention devices in speeches. Avoid "canned" introductions. Extemporaneous speaking is a "thinking individual's" event. Use knowledge of current events, logic, and creativity to find an original attention device that grabs the judges' attention, organizes and directs the speech, but also that fits the speaker's personality as well as the topic question without being cliché or "canned."

- Kristi Hodgkiss -

On Research . . .

Delve into a topic before giving a practice speech. This definitely takes more than 30 minutes preparation time. The speaker should understand the whole area and not just bits and pieces. When contest time comes, the extemper can feel comfortable giving a knowledgeable speech over a difficult topic.

- Susan McCarson -

On Literacy . . .

Students in extemporaneous speaking need to establish a culturally literate world view from which they can draw the necessary components for structuring their speeches. Often, inexperienced speakers simply summarize their points from their sources. Their speeches suffer because the speakers "dump" their points into two or three major divisions with no rationale to their organization. A more experienced, lucid speaker will use cultural and historical allusions that aid in placing subpoints in the proper context for more effective communication and analysis of the topic. This world view often also creates much clearer topic justification, which is necessary for a good speech.

- Russell Kirkscey -

On Extemp Draw . . .

Practice breaking your preparation time up into definitive intervals. When you are sitting in the extemporaneous draw room with only 30 minutes to formulate a 7 minute speech, poor time management is your worst enemy. The easiest and most simplistic way to do this is to break the preparation period into three 10 minute sections. During the first, you research your files for information on the topic drawn. As a rule, if you are looking for more than 10 minutes you are not going to find much else in your files on your topic. During the second period, you outline your speech - in your head, on paper, on a card, wherever - it is important that you plan what you will say and when you will say it. Finally, during the 10 minutes before your speech, you practice. Find a spot against the wall and give your speech quietly to said wall as if you were giving it to a judge or judges. Take this approach, modify it, make it your own, and your speeches will be better and your successes more notable.

- Dylan Pearcy-

On Practice . . .

Students who wish to achieve success in extemporaneous speaking should spend substantial time preparing and practicing speeches on a host of topics. It is often evident which participants in a given contest spent time in advance of competition delivering speeches on various subjects. Most contestants, judges and coaches would readily agree that quality and precision increase the more a student speaks on a given subject. Students who do spend substantial time in practice, however, should use caution when answering specific extemporaneous questions. Students must consider wording and resist the temptation to deliver a speech used previously in practice. Most topics are unique, making it of utmost importance to analyze the question.

- Larry McCarty-

On Presentation.. . .

Advanced presentation skills give speakers the opportunity to rise above the competition. In a close round, full of excellent speeches, judges will often designate the speaker with the best presentation as the winner. With this in mind, always remain cognizant of how judges are responding to your speeches. If judges are not responding positively to what you think are excellent speeches, step back and evaluate those speeches in the context of extemporaneous speaking. Are you too dramatic, are you too humorous, or are you too flippant with your analysis of the topic? Never forget that extemporaneous is unique and you must follow very specific gudelines when competing. A winning presentation is not just done well, it is done well within the context of competitive extemp.

-Westin Price-

TILF Scholarship Opportunities

From 1959 to 2024, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2025 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, the Latino History Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

The heart and soul in sports®

The Fellowship of Christian Athletes Club Constitution and Bylaws

ARTICLE I. Fellowship of Christian Athletes

The name of the organization shall be the Fellowship of Christian Athletes on the campus of Miami Dade College Kendall Campus

ARTICLE II. Mission

The mission of Fellowship of Christian Athletes is "to present to athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord and serving Him in their relationships and in the fellowship of the church."

ARTICLE III. Qualifications of Members

Additional stipulations regarding active membership (e.g. GPA requirements, attendance requirements, etc.) should be addressed in a separate article AFTER Article IX. The following language, and no additional information about membership, should appear verbatim for Article III.

Section A. Membership in Fellowship of Christian Athletes is open to all enrolled students at Miami Dade College, Kendall Campus. All members are free to leave and disassociate without fear of retribution, retaliation, or harassment.

Section B. Fellowship of Christian Athletes shall be in full compliance with all Federal and State nondiscrimination and equal opportunity laws, orders and regulations. Fellowship of Christian Athletes shall not discriminate against a Student Officer, member or prospective member on any basis identified in MDC Procedure 1665 (Discrimination and Harassment Grievance Process), except if specifically exempted by law. Fellowship of Christian Athletes shall be open to all currently enrolled MDC Students, except if specifically exempted by law.

remaining sections of this article must include: the selection method; term; duties and responsibilities; and process of replacement for student organization advisors.

Section A. All Registered Student Organizations must have least one advisor who is a full-time faculty or staff member at MDC.

ARTICLE VIII. FINANCE

This article must include information about how the organization will be funded. If an organization requires membership dues, the maximum dollar amount and/or other financial obligations of members, as well as when payment is due, must be clearly stated in this article. If an organization does not require membership fees or other financial obligations, a statement to that effect should be included in this article.

Fellowship of Christian Athletes does not require membership fees or financial obligations of members.

ARTICLE IX. DISSOLUTION/SUSPENSION OF ORGANIZATION

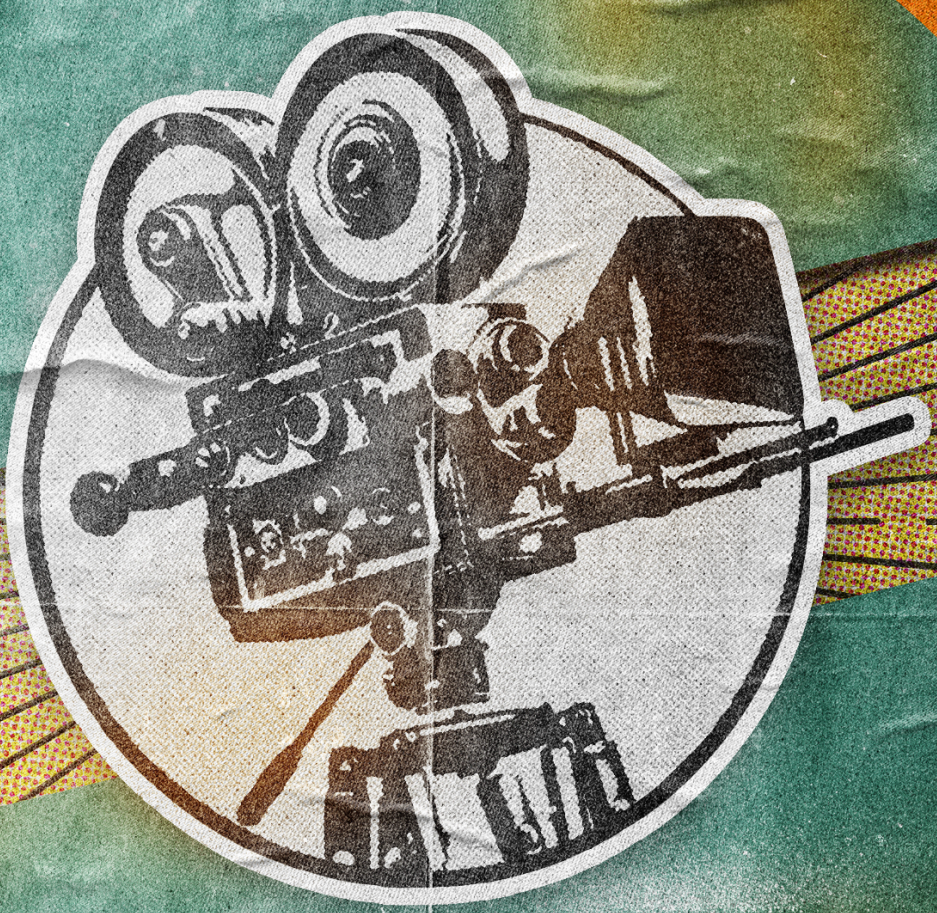
Requirements and procedures for the dissolution of the student organization must be stated in this article. Should any organization assets and/or debts exist, appropriate means for disposing of these assets and/or debts must be specified clearly and unequivocally. A specific charity or organization must be designated as the recipient of any remaining assets at the dissolution of the organization.

Per MDC Procedure 4073 (Suspension of Student Organization) a recognized organization may lose its official recognition and be suspended if, as a result of the actions of its officers or members, or as a result of an activity of the organization as a whole, the organization violates College policy and procedures or applicable laws.

ARTICLE X AMENDMENTS TO CONSTITUTION

Amendments to this constitution may be proposed by any National member. Amendments shall become effective if approved by two-thirds vote of the organization. All policies of the said group must be consistent with the policies of the Fellowship of Christian Athletes National Support Center, 8701 Leeds Rd, Kansas City, MO 64129, and (800) 289-0909.

THE UIL YOUNG FILMMAKERS FESTIVAL



2024-2025 PARTICIPANT GUIDE

University Interscholastic League

UIL Young Filmmakers Festival

2024-2025

Telephone: 512-471-5883 Theatre/Film Only: 512-471-9996

1701 Manor Road, Austin, TX 78722

WEB Address: www.uiltexas.org

WHO TO CONTACT WITH FILM QUESTIONS

Paula Rodriguez, UIL Assistant Academic Director- Film Contest Director
prodriguez@uiltexas.org 512-471-9996

Elisabeth Sikes, Sr Administrative Associate, esikes@uiltexas.org

Heidi Whitus, UIL Film Contest Consultant hwhitus127@gmail.com

Rodrigo Sanchez, UIL Film Consultant rrsanchez119@gmail.com

SUBMISSION DEADLINE- JANUARY 11, 2025

Participants

Only high school students eligible **under UIL rules** are eligible for the high school film contest.

> **Students producing the film must be currently enrolled *(2024-2025 school year) and attending a UIL member high school.* The *entire* production team must be enrolled full-time at the participating UIL member high school during the 2024-25 school year. See UIL Eligibility**

Only students producing the film (non-performers) must be listed on the official entry form.

- There is no minimum or maximum number of student contestants.
- ***Performers are not considered contestants if that is their only role in the project.***
- Adult involvement in the project is limited to sponsors and onscreen talent.
- There is no amateur rule for this contest.
- Adult Sponsors in the UIL State Student Film Festival shall be full-time employees of the school districts they represent. Their actual involvement in producing the film shall be in an advisory capacity only.

Contact UIL Director of Eligibility and Education if you have questions regarding student eligibility.

Conference

Schools will enter in one of the following conferences. Failure to enter in the correct conference may lead to disqualification of the entry.

- Conference 3A-Combined Conferences 1A- 3A schools only.
- Conference 4A-Conference 4A
- Conference 5A-Conference 5A
- Conference 6A-Conference 6A

TIME LIMITS AND ENTRIES

Time limits include credits and will be checked in prelims. Each school may submit **three (3) films** in each of the following four categories:

- Narrative- 3-7 minutes maximum in length
- Documentary (No Broadcast News or PSAs)- 3-7 minutes maximum in length
- Computer/Digital Animation, in which the illusion of movement/imagery of the subject or character is created by **keyframes** in a digital animation program. 30 seconds to 3 minutes maximum in length.
- Traditional Animation, in which the illusion of movement is 100% created by the filmmaker(s). **This includes hand-drawn animation or stop-motion animation which physically adjusts objects in each frame.** 30 seconds to 3 minutes maximum in length.

See Film categories.

ELIGIBLE MATERIAL

There is no particular theme for film festival entries.

Submitted films must be original works and are required to have clearances for music and or other copyrighted material featured in the project. Students are encouraged to find non-copyright sources for music and images. A media log of any copyrighted music, footage and images used shall be kept on file at the school. See link example of the media log.-**Your school is responsible for obtaining all copyright clearances for images, footage and music used in your submission.**

The submitted film shall not infringe upon or violate the intellectual property rights of any third party and will not give rise to any claims of infringement, invasion of privacy or publicity, or infringe on copyrights, trademarks, patents, or other intellectual property rights. The submission has not been released commercially, been previously published or won any awards.

Artificial Intelligence (A/I) cannot be used to produce content (including images or written script) for any UIL film submission.

Films containing copyrighted material used without permission will not be eligible for screening. (C&CR Section 1036)

COMMUNITY STANDARDS FORM

The administration of the producing school shall assure that the production does not offend the moral standards of the community. A signed “UIL FILM FESTIVAL-Community Standards and Copyright Compliance Form” signed by your Principal shall certify that the entries have been carefully examined and approved for presentation. **This form is included on the online entry and due by the entry deadline.**

Only those films produced for the current school year (2024-2025) will be considered for submission into the contest. Films from previous contest years *are not eligible* for competition. Films that *began* production during the spring (2024) or summer months (2024) prior to the new school year, are eligible for the 2024-2025 UIL Film contest.

All **students producing (non-performers) the film must be eligible students under the current UIL rules (e.g., a 10th grade student may start production of a contest film in summer of 2024 and enter their film as an 11th grader for the 2025 festival).**

Entry Procedures

- Schools will be asked to submit an **Intent to Participate form** by December 1, 2024. This is a survey only and not the official UIL enrollment form.

- The official UIL entry form for submitting films will become active January 1, 2025. The form can be found at www.uiltexas.org/film.

- **FILM SUBMISSION DEADLINE IS JANUARY 11, 2025. Films must be submitted by the deadline to qualify. No late submissions will be accepted.**

- The date, times and venue for the State Awards are tentatively scheduled for **February 26, 2025** in Austin. Check the UIL Film page for updates.

EVALUATION

Films submitted to the Festival shall be previewed, critiqued and ranked by our adjudicators. **Originality, cinematic storytelling, and technical execution** are the basis of the scoring. Students will receive feedback from the judges.

Films should be the creative vision of the production team. As such, class projects which may end up as a longer piece than UIL time limits allow, should not be submitted as separate entries. A school's entries should be unique, representative of the individual teams.

Depending on the number of entries received in your category, advancing films will compete in multiple rounds, culminating with a State Semi-final round to determine State qualifiers. Those entries advancing to State in each category will be screened and ranked **first through sixth place** at the State Festival. Medals and trophies will be awarded for first through sixth place. Schools shall receive a written evaluation of the film via the Film Contest Portal for each level.

The UIL TALK TAB system will be used to tabulate rankings.

JUDGES-NEW to 2025:

Due to the growing number of entries to the contest, UIL Film sponsors are strongly encouraged to assist in judging film entries outside their competition pool. This year, schools are required to provide a minimum of one film judge for every 3 entries from their schools. Film sponsors can cover the judging assignments for their school themselves or submit to UIL the names of judges. A UIL Film Judges training guide and ZOOM workshop will be available in December. Check the UIL Film Page for more information.

JUDGES INTEREST FORM- COMING SOON

JUDGE TRAINING (LIVE) COMING IN DECEMBER!
CHECK THE UIL FILM WEBSITE

FREQUENTLY ASKED QUESTIONS

What does it mean by "producing team"?
The producing team are the official, UIL eligible students (non-performers) participants on the film entry. This includes, but not limited to, the following positions: writers, directors, producers, editors, designers, camera operators, technicians, animators. These students may *also* serve as performers in the film.

Is my school locked in to compete if I file an intent to participate?
No. This is merely an "intent" to participate. This will help us plan for acquiring judges and planning for the evaluation process.

Is there an entry fee?
No.

Can my faculty advisor/sponsor help me write, edit or shoot the film?
They may ONLY assist you on set; in fact, that is strongly advised. They may give artistic and technical advice throughout the process only. They shall not write, edit, design, direct or shoot the film. This is a 100% student film production.

When is eligibility checked?
Eligibility is checked at the time of the **submission deadline, JANUARY 11, 2025**. The project is entered as a **producing team (non-performers)** representing the school. Ineligible students shall not be allowed to represent the school at the state finals.

What does it mean that there is no "amateur rule?"
Unlike athletic events in UIL, on-screen talent in the film contest can have professional film, TV or commercial credits.

Can our students work with friends that go to another school?
Only as on-screen or voice talent.

Can I use my little brother/sister from middle school as an on-screen talent (performer)? What about adults?
Yes. Non-high school students or students from another school can participate as **on-screen talent only.** They may not be listed as official participants in the contest entry.

What is the difference between stock footage and B-Roll?
Stock footage is **pre-recorded video content not recorded by the filmmaker** that can be reused in a variety of media projects. It is commonly used in films to show things the filmmakers could not film themselves, such as occurrences from the past or distant locations. B-roll footage in documentaries is any supplemental video **shot by the student filmmaker** that is considered to be additional to the primary footage, typically used to illustrate and enhance interviews and prevent from uninterrupted use of "talking heads."

Will I need location permissions? Waivers? etc?
Schools should check with each location. Waivers from talent, etc. shall be the responsibility of the participating school.

May we use pre-generated materials software? No. However, the creation of virtual sets and animated elements from animation software that are CREATED BY THE STUDENTS are permissible. Check with the UIL office for clarification.

Any rules on language or content?
See Section 1036 (c)(1)(B) of the current UIL *Constitution and Contest Rules*.

Does Mockumentary fall under the Narrative or Documentary category?
Narrative. Since a mockumentary is scripted fiction, it will fall into the Narrative category.

May I use stock footage?
Your film may contain LICENSED or *public domain* stock footage as needed for a documentary. **Stock footage used in narrative and animation entries should not exceed more than 10% of the total running time. This will be checked in prelims.**

Stock footage is pre-recorded video content that can be reused in a variety of media projects.*

What will I need to prove I have permission to use the music and stock footage?
Receipts will need to be produced if requested by the State Contest Director.
NEW in 2025: A music, footage and image log should be maintained and kept on file at the high school. See Film page for sample media log. Your school is responsible for acquiring any and all clearances for any copyrighted music or images you use. The UIL cannot give opinions on copyright issues. All music, images, titles, footage and other copyrighted material used in your submission **MUST be properly licensed**. You must have permission and/or the proper rights to all content submitted.

Will the school receive any points towards Academic Championships?
Schools awarded 1st through 6th place at State shall receive points that count towards the overall Academic Championship. Additionally, points from One-Act Play, Film and Theatrical Design shall count towards the overall State Theatre Championship. The points are equivalent to any group contest in Academics.

POINTS (at the state level)
1st —20
2nd—16
3rd—12
4th—10
5th—8
6th—6

Can I view winning films from previous years?
Yes. Award-winning films from previous years may be found on the UIL Film page.

Does the University Interscholastic League hold the copyright for the submitted film?
No.

I am new to this contest. Are there any workshops or presentations I can view that could help me prepare?
Yes. There are UIL Film workshops throughout the year. Please check the UIL Theatre site for dates and opportunities. See below for a listing of student activity conferences. View the UIL YouTube channel for past filmmaking sessions.

UIL Student Activity Conferences 2024

This year's schedule includes four in-person conferences offering contest information, instruction and tips to help coaches and students prepare for the 2024-2025 competition season. Sessions will be scheduled for all UIL academic contest areas. A full program of events at each site will be posted and updated on this page approximately two weeks prior to the conference. If you are interested in presenting a session for the UIL Film contest please submit the **Workshop Proposal Form.**

September 7, 2024- Tyler Junior College, Tyler
September 15, 2024 – Lone Star College- Houston
October 5, 2024 – Texas Tech University
November 2, 2024 – University of Texas, Austin

UIL FILM CONTEST RESOURCES

Film Technology for All Budgets (UIL Student Activity Conference Presentation)

Getting Started with the UIL Film Festival
(UIL Student Activity Conference Presentation)

***StudioBinder**

All American High School Film Festival Music Library

EditMentor

ASBClassroom

Filmmaking For Teens by Troy Lanier and Clay Nichols

How to Obtain Permission (U.S. Copyright Office, Library of Congress document)

SEE YOU AT THE MOVIES!

Acknowledgements
Elisabeth Sikes, Luis Muñoz, Connie McMillan, Dr. David Stevens,
Heidi Whitus and Rodrigo Sanchez for their contributions and support of this contest.

Fresh Mornings Fitness

Student-Based Health Training Program

Time: 6:15 AM - 7:30 AM (Monday to Friday, or specific days you prefer)

Program Overview

A fitness and health training program designed specifically for students to boost physical fitness, mental alertness, and healthy lifestyle habits before the school day begins.

Goals

Improve overall fitness (strength, endurance, flexibility)

Promote healthy lifestyle habits

Build community and motivation among students

Enhance focus and energy for the school day

Weekly Schedule Example

Time, Activity, Notes

6:15 - 6:25 AM, Warm-up & Mobility, Dynamic stretches, light cardio

6:25 - 6:55 AM, Strength & Conditioning, Bodyweight exercises, weights

6:55 - 7:15 AM, Cardio / HIIT / Circuit Training, High-intensity interval training

7:15 - 7:25 AM, Flexibility & Cool Down, Stretching, yoga poses

7:25 - 7:30 AM, Mindfulness / Brief Talk on Health Tips, Breathing exercises, nutrition tips

Operating Guidelines

1. Attendance & Participation

Students should arrive by 6:10 AM to prepare.

Regular attendance is encouraged; students should notify in advance if unable to attend.

Participation in all activities is encouraged; modifications available for different fitness levels.

2. Safety & Health

All participants must complete a health screening and waiver before starting.

Trainers must be certified in first aid and CPR.

Proper hydration is required; water bottles should be brought by students.

Any injury or health concern must be reported immediately.

3. Equipment Use

Equipment (mats, weights, etc.) should be sanitized before and after use.

Students must use equipment safely and follow trainer instructions.

Proper footwear and attire are required (closed-toe shoes, comfortable clothing).

4. Behavior & Conduct

Respect and support fellow participants and trainers.

No use of phones during sessions except for emergencies.

Punctuality is important; late arrivals may miss the warm-up.

5. Communication

Trainers to provide weekly updates on progress and upcoming workouts.

Feedback from students is encouraged to tailor the program.

Emergency contacts and procedures must be clearly communicated.

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DELTA EPSILON PHI

Deutsche Ehrenverbindung

National Honor Society
for High School Students of German

CHAPTER HANDBOOK

A program of the

AATG

American Association of Teachers of German, Inc.

School Name: Copperas Cove Highschool

ΔEΦ Chapter Name: Texas Gamma Chi

Charter Date: _____

Date	Student(s) inducted	
3/ /21	Bailey Devinney	Grad
3/ /21	Carina Lippert	Grad
11/18/21	Emily Hicks	Grad
3/14/22	Asia Osborn	G
3/14/22	Daisy Miller	Left
1/11/23	Tajrick Cowins	Grad
1/11/23	Lexi Taylor	G
1/11/23	Ryan Hicks	Grad
1/11/23	Matthew Northrop	G
4/5/23	Heather Hyden	A
4/5/23	Dylan Rolfe	A

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ORGANIZING A CHAPTER

Charter

Delta Epsilon Phi chapters may be established in accredited public and private senior high schools.

To establish a ΔEΦ chapter, a request on official school stationery must be sent to the AATG office and a one-time activation fee must be paid.

Chapter Sponsor

The sponsor of a chapter must be a teacher of German and a member of the American Association of Teachers of German (AATG).

Student Membership

To be eligible for induction, students must have completed at least three semesters of German.

During these three semesters, students must have attained an overall grade point average of 3.0 and a German grade point average of 3.6 (on a 4-point scale).

Individual chapters may set additional eligibility requirements.

Eligible students may be inducted into their local ΔEΦ chapter upon registration and payment of induction fees to the national office. The induction fee includes official membership certificate and membership card.

Initiation times and dates are determined by individual chapters.

SUGGESTED INDUCTION CEREMONY

Chapter President: We are gathered here for the induction of these students into the German Honor Society of _____ (insert school name). We are happy to make you members of _____ (insert chapter name) chapter of the National German Honor Society **Delta Epsilon Phi**.

Let your membership in this honor society reflect your continued interest in increasing your understanding of your **own** culture by learning to appreciate **another**. In the presence of these witnesses, we ask you now to join this honor society:

Sponsor: Ihr habt euch als Schüler der deutschen Sprache besonders ausgezeichnet und euer Interesse an der deutschen Sprache und Kultur bewiesen. Seid ihr bereit, Mitglied der Ehrenverbindung Delta Epsilon Phi zu werden? Antwortet mit einem klaren "Ja".

Inductees: "Ja."

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Sponsor: Und jetzt heißen wir euch herzlich willkommen in die Ehrenverbindung **Delta Epsilon Phi**.

Chapter President: We now declare you members of Delta Epsilon Phi, the National German Honor Society. Please come forward when your name is called to receive your membership certificate.

Optional

Chapter President: Let us look at the light which comes from this candle. (Pause - light each student's candle.) Let this light symbolize your commitment to international understanding. May this light be ever with you, for it will enable you to extinguish the darkness which misunderstanding and mistrust bring about. May it always guide you in your attempt to promote friendship and understanding between your country and other countries of the world. And now, as you extinguish the flame of your candle, let us hope that it will remain with you and guide you always.

CONSTITUTION

Article I. Name, Purpose, Classification

Section 1 The name of this organization shall be *Delta Epsilon Phi, Deutsche Ehrenverbindung.*

Section 2 The purpose of this organization is to recognize high school scholastic achievement in the study of German and to promote interest in the study of German language, literature, and culture.

Section 3 The organization is a national educational honorary society for the study of high school German and is sponsored by the American Association of Teachers of German (AATG).

Article II. Organization

Section 1 The national organization shall consist of all duly chartered chapters.

Section 2 The Executive Director of the AATG, in cooperation with the Executive Council of the AATG, shall manage the organization and provide administrative support.

Article III. Chapters

Section 1 Any accredited high school (public or private) is eligible to have a chapter.

Section 2 Sponsors of chapters must be teachers of German and must be members of the AATG.

BYLAWS OF THE NATIONAL HONOR SOCIETY OF GERMAN

OF COPPERAS COVE HIGH SCHOOL

ARTICLE I — Qualification for Membership

Section 1: The "honor average" mentioned in the Constitution will be a 3.6 in German to be considered for induction into the Deutsche Ehrenverbindung.

Section 2: The student must be have successfully completed 3 semesters of German.

Section 3: The student must have an overall GPA of 3.0 to gain admittance.

ARTICLE II — Member Selection

Section 1: Any student who meets the qualifications in Article 1 may fill out an application, on which the registrar must write the student's GPA.

Section 2: The selection process will take place during the fall / spring semesters of the school year. A panel of 2 Foreign Language teachers will review the applications to verify the qualifications of each applicant.

Section 3: There will be an initiation ceremony, in which the nominated students must attend in order to gain official membership.

ARTICLE III — Membership Status and Requirements

Section 1: The student must maintain an overall GPA of 3.0 and 3.6 in German to remain a member.

Section 2: An overall GPA of 3.2 is required for seniors to graduate with cords.

Section 3: Members of the society are required to attend at least 2/3 of the monthly meetings as well as to attend the group community service activities to remain a member. Attendance will be recorded.

Section 4: The student must submit the required 10 hours of community service per semester. This demonstrates seriousness to the purpose of the Deutsche Ehrenverbindung.

Section 5: The student must participate in scheduled group projects. The sponsor will schedule at least two group community service projects per year.

BYLAWS FOR COPPERAS COVE HOSA

ARTICLE I – NAME

The name of this organization shall be **HOSA–Future Health Professionals – Copperas Cove High School Chapter.**

ARTICLE II – PURPOSE

The purposes of this organization are:

1. To unite in a common bond without regard to race, creed, or national origin students enrolled in Health Science Education (or other related classes).
2. To develop competent and self-reliant leadership.
3. To improve scholarship and develop skills that enable students to participate effectively in health science education.
4. To promote interest and understanding in the intelligent choice of health careers.
5. To engage in individual and group service and leadership projects.
6. To recognize outstanding leadership and commitment.
7. To create school loyalty and help preserve the principles of democracy.
8. To foster personal growth, integrity, and professionalism.

ARTICLE III – ORGANIZATION

Section 1. This chapter is open to all students in the health science program at Copperas Cove High School and to all students who plan to pursue a career in the health field.

Section 2. Membership is unified on the state and national level and is established by the payment of membership dues.

ARTICLE IV – MEMBERSHIP

Any student enrolled in the health science program or interested in pursuing a health career is entitled to become an active member of the organization upon paying dues and meeting chapter expectations.

ARTICLE V – OFFICERS

Section 1. Officers of the Copperas Cove High School Chapter shall consist of the following:

- President
- Vice President
- Secretary
- Treasurer
- Parliamentarian

- Reporter
- Historian

In addition, there may be **two Coordinator/Chairs with assigned duties and one Co-chair**. Other officer roles may be created as needed.

Section 2. The Health Science program coordinator(s)/instructor(s) shall serve as the Chapter Advisor(s).

Section 3. Officers shall be selected through an **application and interview process**, overseen by a **non-biased party**, at the beginning of the school year.

Section 4. In other circumstances, the election or appointment of officers shall follow parliamentary procedure and the advisor's discretion.

ARTICLE VI – MEETINGS

Section 1. One business meeting shall be held on a scheduled day of each month during the school year, as determined during summer planning.

Section 2. Additional meetings may be called as necessary by the President or Advisor.

Section 3. Executive committee meetings shall be held as specified by the Chapter President and Advisor.

ARTICLE VII – OFFICER DEMERIT SYSTEM AND REMOVAL

Section 1. Expectations of Officers:

- Officers are expected to attend all scheduled meetings and HOSA events unless an **excused absence** is communicated **in advance** and approved by the advisor. Excused absences include **school-related activities only**.
- **Work, personal obligations, or non-school activities are not valid excuses** and will be marked as unexcused.
- Officers must maintain good academic standing and represent HOSA professionally in behavior and appearance.
- Officers are expected to fulfill all assigned duties in a timely and responsible manner.

Section 2. Demerit System:

Infraction	**Demerits**
Unexcused absence from a meeting	1
Unexcused absence from a required event	2
Failure to communicate an excused absence in advance	1
Inappropriate behavior or dress at a HOSA event	1–2
Academic ineligibility or behavior referral	2
Failure to complete assigned officer duties	1–2
Multiple tardies to meetings/events	1

Section 3. Consequences:

- Upon reaching **3 demerits**, the officer will be placed on **probation** and will receive a written notice from the Advisor.
- An officer on probation must not receive any additional demerits during the probationary period or may face removal.
- Upon receiving **5 demerits**, the officer will be **removed from office**.

Section 4. Appeals Process:

- An officer may submit a **written appeal** to the Chapter Advisor within **5 school days** of being notified of removal.
- Appeals will be reviewed by the Advisor and, if necessary, school administration. The decision after review is final.

ARTICLE VIII – GOVERNING AUTHORITY

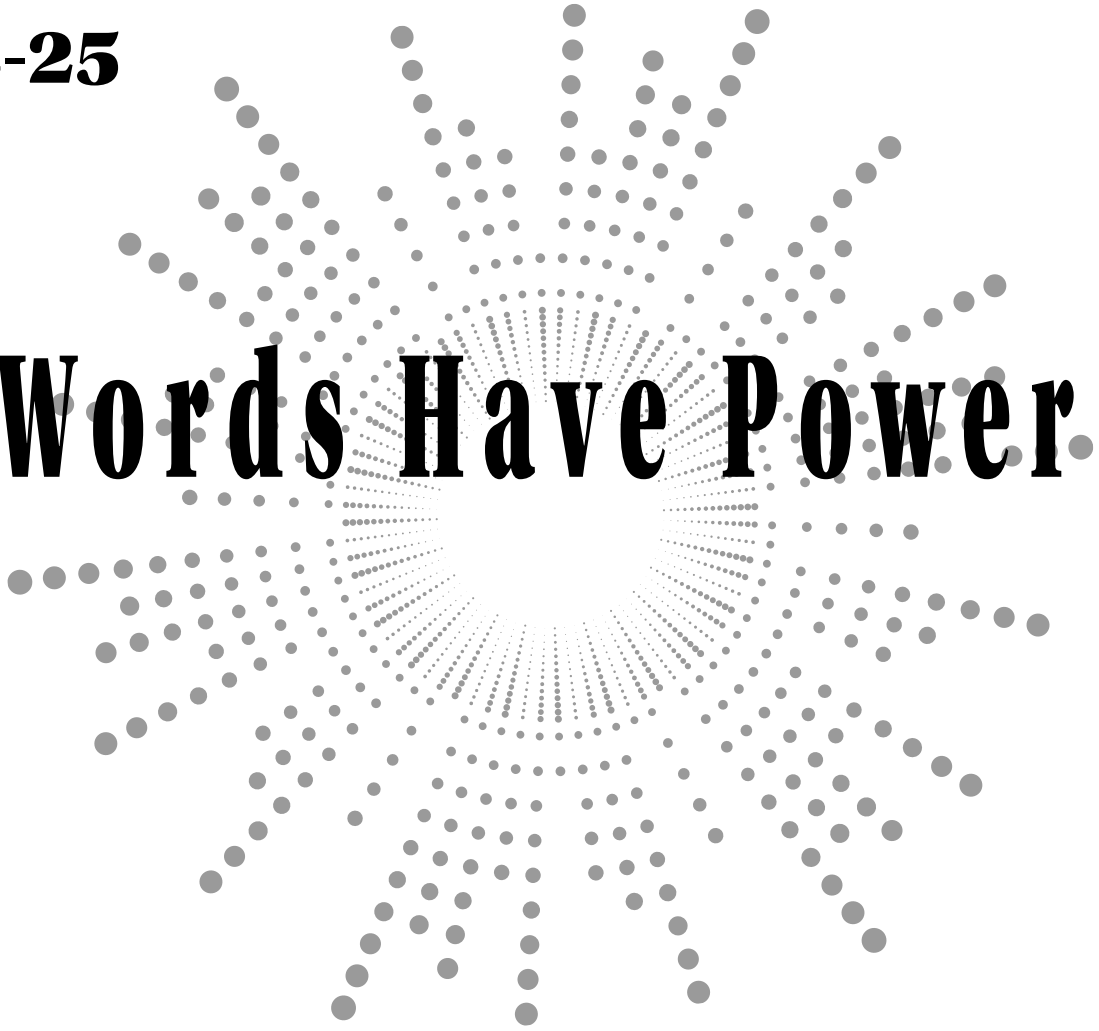
- The HOSA Chapter Advisor, in collaboration with school administration, retains authority to make decisions on behalf of the chapter, including matters of discipline, scheduling, and interpretation of bylaws.

ARTICLE IX – AMENDMENTS

- These Bylaws may be amended by a **two-thirds vote** at any monthly meeting. Proposed amendments must be submitted **in writing at least 90 days** before the scheduled vote.

Updated 2021

Informative
and
Persuasive
Speaking Handbook
2024-25



University Interscholastic League

This button is found on the UIL Speech home page *https://www.uiltexas.org/speech*

PREFACE

Extemporaneous Informative and Persuasive Speaking events are ones in which your preparation to become an informed, concerned citizen in a democratic nation can be unsurpassed. Truly, the experience of extemporaneous speaking encourages political and social leadership among its participants. In contrast to those events which require a previously prepared performance, informative and persuasive speaking ensure a different and unique experience each time you compete. Because of the constant demand to stay informed, you will find the experience invigorating and consistently challenging!

This handbook in no way provides all the keys to successful extemporaneous speaking competition. It does provide clear focus on the basics of good public speaking and techniques I shared with my students over my decades as an educator and forensics coach who was fortunate enough to have state champions in extemporaneous speaking. Special thanks to Matthew Murrell, Rhonda Smith, the late Kristi Hodgkiss and Linda Alderson for their contributions to the manual, as well as the Extemporaneous Speaking State Advisory Committee.

In contest extemporaneous speaking, the specific speech which the student must deliver has not been prepared prior to the contest day, but considerable preparation should have taken place in terms of gathering, analyzing and organizing information about state, national and international events. It is our hope that this guide will prove valuable to both coaches and competitors in that preparation.

Good Luck! You are sure to find extemporaneous informative and persuasive speaking both competitively challenging and personally rewarding.

Jana Riggins
UIL State Speech Director

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Appendix 42

1

Values and Skills of Extemporaneous Speaking Contests

The UIL Extemporaneous Speaking contests are designed to enable the student to speak in an integrated manner on a central issue, organize his or her ideas in a meaningful pattern, and orally communicate those ideas effectively to an audience. Contestants draw five topics, select one, and then have thirty minutes to prepare a speech. The limit for the oral speech is seven minutes maximum; there is no minimum.

Informative

The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels, and to teach the student to present facts extemporaneously in a clear and impartial manner. This contest is an exercise in clear thinking and informing the public on the issues and concerns of the American people. The objective is to orally present information in an interesting way, and an attempt should not be made to change the listener's mind beyond presenting the information.

Persuasive

The purpose of this contest is to train students to analyze a current issue, determine a point of view, and then organize and deliver extemporaneously a speech that seeks to persuade listeners to agree with that viewpoint. The objective is to reinforce the views of listeners who already believe as the speaker does and to bring those of neutral or opposing views around to the speaker's beliefs or proposed course of action. This oral contest should especially appeal to those who have a strong argumentative urge and who wish to advocate reforms or outline solutions for current problems.

Extemporaneous informative or persuasive speaking helps a student prepare for life in a number of significant ways.

It develops skills which can be applied to everyday life.

- The student learns to analyze an audience.
- The student learns to organize ideas for oral presentation.
- The student learns to communicate effectively with limited preparation time.

It develops citizenship skills.

- The student becomes well acquainted with current issues and personalities.
- The student becomes skilled in issue analysis.
- The student learns the values and biases of many of our contemporary mass publications and broadcasts.

It develops skills which will be invaluable in further education.

- The student gains training and experience in research.
- The student learns to select, organize and develop materials logically.
- The student increases comprehension and vocabulary through extensive reading.
- The student develops critical thinking by using logic and evidence to support arguments.

RULES

Section 1000: SPEECH

(a) EVENTS AND ENTRIES. The UIL speech program shall consist of events divided into three basic skill categories: debate, oral interpretation and extemporaneous speaking. Students are permitted to enter two events in speech, and Cross-Examination Team Debate (see [b] Scheduling). The eligibility section requirements of each contest shall be met and no more than one event shall be selected from each of the following categories:

(1) *Debate.*

(A) Cross-Examination Team Debate

(B) Lincoln-Douglas

(2) *Interpretation.*

(A) Prose Interpretation

(B) Poetry Interpretation

(3) *Extemporaneous Speaking.*

(A) Informative Speaking

(B) Persuasive Speaking

(4) *Prohibited Double Entries.*

If You Enter:	You May Not Enter These Contests:
Team Debate	Lincoln-Douglas Debate
Lincoln-Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln-Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln-Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Note. There is no restriction on entering Congress in addition to other speech or academic events.

(b) SCHEDULING. In addition to restrictions of individual contest plans, it is imperative that students and academic coaches become familiar with the Academic Conflict Pattern when selecting contests for competition. This pattern is provided on the UIL website. Students who want to double enter may request that they be allowed to speak first or second in a section but may not request to be placed in the bottom one-half of the section. If the double entry is not prohibited above, contest directors may allow the double entry if the necessary accommodations do not inconvenience other contestants. Contest directors are to use their best judgment in the matter. There shall be no protest of their decisions.

(c) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

Section 1003: INDIVIDUAL SPEECH CONTESTS

(a) PURPOSE. The purpose of each of the individual speech contests is to stimulate the student's ability to communicate ideas and information to an audience. In the extemporaneous informative speaking and extemporaneous persuasive speaking contests, these ideas are essentially those of the speaker, derived from the speaker's background of research on current events. In poetry interpretation and prose interpretation, the student is challenged to ascertain and communicate the ideas of an author through a literary selection, based on the student's understanding and research.

(b) GENERAL INSTRUCTIONS.

(1) *Sections*. A section shall consist of no more than eight contestants. If nine or more students enter a single contest, preliminary round and final rounds shall be held. Preliminary round sections shall be divided as equally as possible. The following chart shall be used to determine the number of sections and finalists in each section:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section
32-39	8 Sections	1st from each section

*If desired, a preliminary round may be held.

Contestants should be entered on the district online entry form according to strength. Contest directors should section by distributing first, second and third place district entries as equally as possible, avoiding when possible, placing contestants from the same school in the same section. At the regional level, first, second and third place district winners should be distributed as equally as possible throughout the sections.

(2) *Judging All Individual Speech Contests*. Judging shall be by an odd number of judges or by one judge. In any event, the contest director should make every attempt to secure competent judges who have had training in the field of speech. At minimum, judges should be high school graduates. In so far as possible, the judges should not know which school contestants represent. A copy of the judging instructions provided by the League office should be given to each judge. Prose and poetry judges for high school oral interpretation should be given literary categories prior to the meet. Contest directors are responsible for explaining these instructions and categories to the judges. Online judge and contest director training is available for speaking contests. Go to the UIL Speech overview webpage. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. The responsibility of the judge is to rank the speaker, evaluate the performance, and give constructive suggestions for the benefit of the speaker. Written evaluations are encouraged.

(3) *Timekeeper and Signal Standards*.

(A) A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.

(B) A timekeeper should use timecards to indicate to the speaker the remaining time. When the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head. An interpretative contestant who is still speaking when the "stop" card has been raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the contestant.

The following hand signals (signal with fingers) are recommended if timecards are not used:

(i) After three minutes have elapsed, give a signal of four fingers.

(ii) After five minutes have elapsed, give a signal of two fingers.

(iii) After six minutes have elapsed, give a signal of one finger.
(iv) After seven minutes have elapsed, the timekeeper may stand or otherwise indicate that the total time has elapsed.

(4) *Ranking the Contestants*.

(A) At the close of the contest, the judges shall rank all speakers by numbers: 1, 2, 3, etc. The contest director will supervise tabulation of contest results, using the official UIL TalkTab speech tabulation software. Points are to be awarded through sixth place in accordance with Section 902.

(B) In the case of panel judging, the following criteria, in the following order, shall be used to determine all ranks: (1) majority or BETTER; (2) lowest sum; (3) judges' preference; (4) decimal equivalent; (5) judges' preference to break decimal ties; (6) blind draw, except at state finals. When a place has been determined, the contest director shall revert back to the first criteria (majority or BETTER) to determine the next rank, unless there is a tie, whereupon all contestants who are tied shall be awarded a place before going on to another contestant or place. NOTE: At no time during tabulation should judges discuss their ranks or confer with one another regarding ranks - item (iii) below, "Judges' Preference" is a method of tabulation and does NOT infer that judges confer to reach a preference. See * in (C) below for instructions on tabulating judges' preference.

(i) Any contestant who receives a majority of firsts shall be awarded first place.
(ii) In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.
(iii) If, at this point, two or more contestants tie with the same low sum of total ranks, the tie shall be broken by the use of judges' preference. See (C) * below for instructions on determining judges' preference.)
(iv) In any case where there is a tie, all contestants who are tied shall be awarded a place before going on to another contestant or place.
(v) Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale:
Rank of first = 1.00
Rank of second = .50
Rank of third = .33
Rank of fourth = .25
Rank of fifth = .20
Rank of sixth = .17
Rank of seventh = .14
Rank of eighth = .13
The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.
(vi) If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.
(vii) If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.
(viii) Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for state finals.

(C) Second place shall be determined next. If a tie existed for first place, after breaking the tie by the above methods, the person who was tied with the first place winner is automatically given second place. If no tie existed, revert to the first ranking criteria (majority or BETTER.) A contestant (not already awarded a place) ranked second OR BETTER by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds OR BETTER or if two unranked contestants receive a majority of seconds OR BETTER. (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second. In the following example, both unranked contestants have a majority of seconds OR BETTER, so contestant #2, whose sum of total ranks is lower, is ranked second. Contestant #1 is then awarded third before any other contestant or place is considered, and the next place to be awarded is fourth.

Contestant	Judge A	Judge B	Judge C	Total	Rank
One	3	2	2	7	3rd
Two	2	1	3	6	2nd
Three	1	5	1	N/A	1st

*In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds OR BETTER. Contestants 1 and 2 have the same sum of total ranks, so the tie for second shall be determined by judges' preference.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	2	5	3	10	+	2nd
Two	4	2	4	10	–	3rd

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C), is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

(D) Many three-way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference, as in the following example:

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside #1 indicate the judges' preference. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1. Now compare speaker #2 to speaker, and note that two of the three judges (A & C) ranked speaker #2 higher, as indicated by a (+) in the preference column for speaker, #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first place. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second place. Contestant #1 is then awarded third place.

Please note that although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first shall be ranked before considering other contestants or places. The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths OR BETTER (two second place ranks). Therefore contestant #5 is awarded fourth place. The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.

(E) Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent. See Section 1003 (b) (3) (B) (v). In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ –
Two	2	1	1	N/A	
Three	3	2	6	11	– +
Four	6	3	5	14	
Five	4	5	2	11	– +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

Contestant #1 has the highest sum total of decimal is awarded second place. Contestant #3 has the next highest total, and is awarded third place, and contestant #5 is awarded fourth place. Both contestants remaining unranked have a majority of fifths OR BETTER. Therefore, contestant #6, with the lowest sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	6	4	11	+ –	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	– +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	– +	.95	4th
Six	5	4	3	12			5th

(F) If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	1	8	–	1.58	3rd

In this example, judges' preference cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preference shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A & B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

(G) If, at this point, contestants remain tied, the sum of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

(H) If, at this point, should a tie still exist that cannot be broken by these methods, the tie shall be broken by a blind drawn, except at State Finals. All tied contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance with Section 902.

(I) Contestants who are disqualified receive no place and no points.

(5) *Unofficial Results*. Until students and/or coaches have had a chance to look at the rankings and at the individual evaluation sheets during the announced verification period, results should be announced as unofficial.

(6) *Ballot Verification Period*. After the preliminary and final rounds (excluding final round at State) and the announcement of unofficial rankings, the individual evaluation sheets for each contestant shall be made available to the contestant and/or the coach. Unofficial rankings of each round should be available printed from the official UIL TalkTab software or from the official tournament managment system during this verification period. It then becomes the responsibility of the student and/or the coach to question any tabulation error before the official results of those advancing to the final round or being awarded medals is announced. Students and/or coaches who are not present for this announced ballot verification period forfeit their opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision or ranking that a judge has given the student.

(7) *Official Results*. At the end of the ballot verification period, rankings shall be read and posted as Official Results. No questions may be raised after this point.

INFORMATIVE

Section 1004: EXTEMPORANEOUS INFORMATIVE SPEAKING

(a) THE CONTEST.

(1) Purpose. The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels, and to teach the student to present extemporaneously in a clear and impartial manner the facts about a subject as they appear in the best available sources of information. This contest is an exercise in clear thinking and informing the public on the issues and concerns of the American people. The objective is to present information orally in an interesting way, and an attempt should not be made to change the listener's mind beyond presenting the information.

(2) Format. Contestants draw five topics, select one and have thirty minutes to prepare an informative speech on the topic. Topics shall be based on current news events and include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. The speaker is obligated to elicit an informative response. The limit for the oral speech is seven minutes maximum.

(b) ENTRIES.

(1) Representation. Each member school in all conferences may enter three students in the contest.

(2) Eligibility. Only students in high school are eligible for this contest. Contestants shall not compete in district in more than one extemporaneous event in the same year. See Subchapter M and Section 1000 of the C&CR, UIL Informative and Persuasive Handbook, and Eligibility Rules.

(c) RESOURCE. The contest rules and procedures are discussed in detail in the UIL Informative and Persuasive Speaking Handbook and on the UIL website. Coaches are responsible for reviewing this publication in advance of the contest.

(d) LENGTH OF SPEECHES. Informative speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence that is in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(e) RESTRICTION ON NOTES. A speaker is allowed to use one notecard, but not required to do so. If used, the notecard shall be no larger than 3x5" when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(f) QUESTIONS. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

EXTEMPORANEOUS INFORMATIVE SPEAKING

(c) PREPARATION.

(1) Sources. Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, researching the Internet, and listening to radio and television news broadcasts. Schools will periodically be notified of available publications and lists of practice topics through the UIL website. Useful news publications include *The New York Times, The Washington Post, The Christian Science Monitor* and major Texas newspapers. There are also numerous news-oriented sites listed in the UIL *Informative and Persuasie Speaking Handbook* and on the Internet, some of which are linked from the UIL website (www.uiltexas.org/speech).

(2) Topics.

(A) Topics for extemporaneous informative speaking shall be based on current news events. They shall include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. Practice topics will be posted regularly on the UIL website.

(B) The topics for the extemporaneous informative speaking contest are designed to elicit an informative response from the speaker, but under no condition is it the obligation of the League to provide an "informative topic." That obligation is remanded to the speaker. All topics in this contest are intended to be treated as ones that are calling for a speech that informs. The speaker should avoid attempts to persuade the audience or judges.

(C) Topics for the preliminary and final rounds of district, regional and state meets are provided

by the League office.

(3) Resource. The contest rules and procedures are discussed in more detail in the UIL Informative and Persuasive Speaking Handbook available on the UIL website. Coaches are responsible for reviewing this publication in advance of the contest.

(d) CONDUCTING THE CONTEST.

(1) Sections. If more than eight contestants are entered, preliminary and final rounds shall be held. See Section 1003 (b) (1) of the C&CR.

(2) Drawings.

(A) The League office shall furnish the director in charge with topics. The district topics will be delivered confidentially. There will be enough complete sets of the topic questions for each section of preliminaries (i. e., if there are two preliminary sections, two copies will be needed; if there are three sections, three copies will be needed, etc.). A short time before the contest begins, the contest director should open the topics. A separate envelope or receptacle will be needed for each preliminary section. Each copy of the topics should be cut by the contest director, leaving one topic on each slip. One complete set of separated topic questions should be put into the envelope or receptacle for each section of preliminaries. Each contestant shall draw slips and select one of the five. The topic chosen should be recorded by the director, and the remaining four slips returned to the receptacle from which they were drawn. The slips should be mixed before the next contestant draws, and so on. The speakers should be allowed to draw at approximately 10 minute intervals. For example:

Order	Draw	Speak
Speaker One	1:00	1:30
Speaker Two	1:10	1:40
Speaker Three	1:20	1:50

If preliminaries are necessary, the process shall be repeated for selection of topics for the final contest. Topics for preliminary and final rounds shall be provided by the League office.

(B) In the preliminary rounds of this event all sections are to be run simultaneously. That is, if three preliminary sections are required by the sectioning rules previously mentioned, all three are to be conducted at the same time; if two are required, both are to be run at the same time, etc. All first speakers will draw at the same time; all second speakers will draw at the same time, etc. Accordingly, all speakers shall speak in their respective rooms at the same time designated for their speaking positions. This will require a number of judges as well as contest rooms equal to the number of sections required by the League rules. See Section 1003 (b) (1).

(C) The contest director shall destroy all unused topics.

(3) The Preparation Period: Procedure and Timing. In conducting this contest, rooms will be needed for drawing topics, preparing speeches and presenting speeches in each section. Informative speaking and persuasive speaking preparation rooms should be combined to allow students from the same school to share files. Contestants may draw topics and prepare in the same large room if necessary. A preparation room monitor shall be on duty to make certain that the contestants work quietly in preparing their speeches. After contestants draw topics, they shall not discuss them with others. At the end of half an hour the contestant shall leave the preparation room with only the topic slip and no more than one notecard that is no larger than 3 x 5 inches to go to the contest room to deliver the speech. Contestants should report directly to their contest room without conversing or consulting with anyone. In the meantime, the director will have called other speakers at about 10 minute intervals to draw topics, and so on until the contest is completed. Speakers shall leave the preparation room when their speaker order is called.

(4) Restrictions in Preparation Room. To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials, and photocopies made in compliance with copyright laws, and electronic materials saved according to the UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech shall not be used by the speaker to prepare the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Cell phones, smart phones and smart watches shall not be permitted in the prep room.Speakers may use laptop and

tablet computers, and other electronic retrieval devices in the preparation room in accordance with the rules published in the UIL Informative and Persuasive Speaking Handbook and other official UIL Publications available through the League office, and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.

(5) Restriction on Notes. The speaker may use only one notecard that is no larger than 3 x 5 inches when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(6) Speech Topic and Type. The contestant shall deliver an informative speech on the topic selected.

(7) Length of Speeches. Informative speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(8) Audiences. Speaking, by its very nature, is public. Therefore, all extemporaneous speaking rounds in League district, regional and state competition shall be open to the public.

(9) Timekeeper and Signal Standards. A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins speaking the type of time signals to be used. See Individual Speech Contests, General Instructions (b) (4).

(e) DUTIES OF THE CONTEST DIRECTOR.

(1) Announcement of Topics. The practice of having speakers announce their own topics before beginning to speak should be discouraged. Topics should be announced in one of two ways:

(A) The contestant may write the topic on the board and give the slip to the room chair or judge; or

(B) The chair, timekeeper, or director in charge of the contest, or a designated representative, may announce the topic drawn by each speaker in the contest room unless electronic ballots that include the topics are used, to insure that the judge or judges have the topic confirmed before the speaker begins.

(2) Audiences and Interruptions. Spectators are encouraged to attend the speeches. Contest directors should not permit any interruption of the speakers during the contest. Cheering is not permitted. Coaches and contestants may be audience members. No coaching shall be permitted during the contest.

(3) Recording. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(4) Judging. Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates. A copy of the judging instructions provided by the League office shall be given to each judge. Contest directors are responsible for explaining these instructions to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Individual Speech Contests, General Instructions (b) (2).

(5) Questions. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

(6) Ranking Contestants. See Individual Speech Contests, General Instructions (b).

(7) Unofficial Results. Until students and coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced ballot verification period, results should be announced as unofficial.

(8) Ballot Verification Period. See Individual Speech Contests, General Instructions (b) (6). This procedure is mandatory.

(9) Official Results. See Individual Speech Contests, General Instructions (b) (7).

PERSUASIVE

Section 1005: EXTEMPORANEOUS PERSUASIVE SPEAKING

(a) THE CONTEST.

(1) Purpose. The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels and to train students to analyze a current issue, determine a point of view, and then organize and deliver extemporaneously a speech that seeks to persuade listen ers to agree with that viewpoint. The objective is to reinforce the views of listeners who already believe as the speaker does, but even more so, to bring those of neutral or opposing views around to the speaker's beliefs or proposed course of action.

(2) Format. Contestants draw five topics, select one and have thirty minutes to prepare a persuasive speech on the topic. Topics shall be based on current news events and include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. The speaker is obligated to elicit a persuasive response. The limit for the oral speech is seven minutes maximum.

(b) ENTRIES.

(1) Representation. Each member school in all conferences may enter three students in the contest.

(2) Eligibility. Only students in high school are eligible for this contest. Contestants shall not compete in district in more than one extemporaneous speaking event in the same year. See Subchapter M and Section 1000, Speech Eligibility Rules.

(c) RESOURCE. The contest rules and procedures are discussed in detail in the UIL Informative and Persuasive Speaking Handbook and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d) LENGTH OF SPEECHES. Persuasive speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(e) RESTRICTION ON NOTES. A speaker is allowed to use one notecard, but not required to do so. If used, the notecard shall be no larger than 3x5" when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(f) QUESTIONS. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

EXTEMPORANEOUS PERSUASIVE SPEAKING

(c) PREPARATION.

(1) Sources. Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, researching the Internet, and listening to radio and television news broadcasts. Schools will periodically be notified of available publications and lists of topics through the UIL website. Useful news publications include *The New York Times, The Washington Post, The Christian Science Monitor* and major Texas newspapers. There are also numerous news oriented sites listed in the UIL *Informative and Persuasive Speaking Handbook* and on the Internet, some of which are linked from the UIL website (www.uiltexas.org/speech).

(2) Topics.

(A) Topics for extemporaneous persuasive speaking shall be based on current news events. They shall include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational, and cultural interests. Practice topics will be posted regularly on the UIL website.

(B) The topics will be worded so as to elicit persuasive speeches rather than informative speeches but under no condition is it the obligation of the League to provide a "persuasive topic." That obligation is remanded to the speaker. The contest requires a contestant to convince or persuade the audience and judges to accept the speaker's point of view. The contestant is required to take a position in answering a specific topic question.

(C) Topics for the preliminary and final rounds at district and regional meets are provided by the League office.

(3) Resource. The contest rules and procedures are discussed in more detail in the UIL Informative and

Persuasive Speaking Handbook available on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d) CONDUCTING THE CONTEST.

(1) Sections. If more than eight contestants are entered, preliminary and final rounds shall be held. See Section 1003 (b) (1).

(2) Drawings.

(A) The League office shall furnish the director in charge with topics. The district topics will be delivered confidentially. There will be enough complete sets of the topic questions for each section of preliminaries (i. e., if there are two preliminary sections, two copies will be needed; if there are three sections, three copies will be needed, etc.). A short time before the contest begins, the contest director should open the topics. A separate envelope or receptacle will be needed for each preliminary section. Each copy of the topics should be cut by the contest director, leaving one topic on each slip. One complete set of separated topic questions should be put into the envelope or receptacle for each section of preliminaries. Each contestant shall draw five topic slips and select one of the five. The topic chosen should be recorded by the director, and the remaining four slips returned to the receptacle from which they were drawn. The slips should be mixed before the next contestant draws, and so on. The speakers should be allowed to draw at approximately 10-minute intervals. For example:

Order	Draw	Speak
Speaker One	1:00	1:30
Speaker Two	1:10	1:40
Speaker Three	1:20	1:50

If preliminaries are necessary, the process shall be repeated for selection of topics for the final contest. Topics for preliminary and final rounds shall be provided by the League office.

(B) In the preliminary rounds of this event, all sections are to be run simultaneously. That is, if three preliminary sections are required by the sectioning rules previously mentioned, all three are to be conducted at the same time; if two are required, both will be run at the same time, etc. All first speakers will draw at the same time; all second speakers will draw at the same time, etc. Accordingly, all speakers shall speak in their respective rooms at the same time designated for their speaking positions. This will require a number of judges as well as contest rooms equal to the number of sections required by the League rules. See Section 1003 (b) (1).

(C) The contest director shall destroy all unused topics.

(3) The Preparation Period: Procedure and Timing. In conducting this contest, rooms will be needed for drawing topics, preparing speeches and presenting speeches in each section. Informative speaking and persuasive speaking preparation rooms should be combined to allow students from the same school to share files. Contestants may draw topics and prepare in the same large room if necessary. A preparation room monitor shall be on duty to make certain that the contestants work quietly in preparing their speeches. After contestants draw topics, they shall not discuss them with others. At the end of half an hour the contestant shall leave the preparation room with only the topic slip and no more than one notecard that is no larger than 3 x 5 inches to go to the contest room to deliver the speech. Contestants should report directly to their contest room without conversing or consulting with anyone. In the meantime, the director will have called other speakers at about 10-minute intervals to draw topics, and so on until the contest is completed. Speakers shall leave the preparation room when their speaker order is called.

(4) Restrictions in Preparation Room. To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials, and photocopies made in compliance with copyright laws, and electronic materials saved according to the UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech shall not be used by the speaker to prepare the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Cell phones, smart phones and smart watches shall not be permitted in the prep room. Speakers may use laptop and tablet computers, and other electronic retrieval devices in the preparation room in accordance with the rules published in the UIL Informative and Persuasive Speaking Handbook and other official UIL Publications available through the League office, and on the UIL website.

Coaches are responsible for reviewing these rules in advance of the contest.

(5) Restriction on Notes. The speaker may use only one notecard that is no larger than 3 x 5 inches when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.

(6) Speech Topic and Type. The contestant shall deliver a persuasive speech on the topic selected.

(7) Length of Speeches. Persuasive speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(8) Audiences. Speaking, by its very nature, is public. Therefore, all extemporaneous speaking rounds in League district, regional and state competition shall be open to the public.

(9) Timekeeper and Signal Standards. A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins speaking the type of time signals to be used. See Individual Speech Contests, General Instructions (b) (4).

(e) DUTIES OF THE CONTEST DIRECTOR.

(1) Announcement of Topics. The practice of having speakers announce their own topics before beginning to speak should be discouraged. Topics should be announced in one of two ways:

(A) The contestant may write the topic on the board and give the slip to the room chair or judge; or

(B) The chair, timekeeper, or director in charge of the contest, or a designated representative, may announce the topic drawn by each speaker in the contest room to ensure that the judge or judges have the topic before the speaker begins.

(2) Audiences and Interruptions. Spectators are encouraged to attend the speeches. Contest directors should not permit any interruption of the speakers during the contest. Cheering is not permitted. Coaches and contestants may be audience members. No coaching shall be permitted during the contest.

(3) Recording. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(4) Judging. Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates. A copy of the judging instructions provided by the League office shall be given to each judge. Contest directors are responsible for explaining these instructions to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Individual Speech Contests, General Instructions (b) (2).

(5) Questions. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

(6) Ranking Contestants. See Individual Speech Contests, General Instructions (b).

(7) Unofficial Results. Until students and coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced ballot verification period, results should be announced as unofficial.

(8) Ballot Verification Period. See Individual Speech Contests, General Instructions (b) (6). This procedure is mandatory.

(9) Official Results. See Individual Speech Contests, General Instructions (b) (7).

2

Researching Through General Reading and Listening

A student preparing for extemporaneous informative speaking or persuasive speaking should familiarize themselves with current issues and personalities through a systematic program of reading, viewing, and listening. Topics may involve political, economic, religious, social, intellectual, scientific, and artistic issues. National and international arenas are encompassed, as well as Texas. Because of computers, access to news sources online is limitless. Informed speakers always evaluate sources for bias or credibililty.

Periodicals

News Weeklies
Forbes
Time Magazine
U.S. News and World Report
Washington Examiner

Condensed
World Press Review
Insight

Monthlies
Atlantic Monthly
Current History
Texas Monthly

Economics
Business Week
The Economist
Wall Street Journal

Contemporary Issues
National Review
The Progressive

International
Foreign Affairs
Foreign Policy
Foreign Policy in Focus (online only)

Newspapers
Washington Post
New York Post
Christian Science Monitor
USA Today
Education Week
Financial Times
Associated Press
Washington Times
Local/Major State Newspapers

Extensive Internet Resources
www.uiltexas.org/speech/extemp/extemp-web-resources

Broadcast Media

National & Local News
BBC America
CSPAN
National Public Radio

Interview Programs
Meet the Press
Face the Nation
ABC This Week

End of Day Summaries
ABC News Nightline

TV News Magazines
60 Minutes
20/20
Dateline Primetime Live
Anderson Cooper 360
48 Hours

Public Television
PBS Newshour

Additional Resources

Atlas
World Almanac
Book of Quotations

Think Tanks:
Belfer Center for Science and International Affairs
Heritage Foundation
National Bureau of Economic Research
Hoover Institution

3

Creating and Maintaining an Extemp File

*Competitors should choose a system for filing materials. Students may use printed materials and/or approved electronic retrieval devices during the 30 minutes allowed to prepare the extemporaneous speech, and the filing system should work for you, not against you, in this limited time. To assist in preparing the speech, the speaker may use magazines, newspapers, journals, other published source materials accessed via electronic retrieval storage device, or photocopies in compliance with copyright laws as long as the material cannot be considered an outline of a speech.**

Filing Systems

The Paper File

- Separate articles are clipped/ photocopied from periodicals or printed from the Internet
- Articles should be dated and the original source included (URL should be downloaded on Internet sources)
- Folders may need to be subdivided due to the quantity of articles
- To cross reference an article, you may list on the folder or make multiple copies of the article
  **Example: An article on the U.S. economy can be filed under Federal Reserve, Business and Economy.*
- An index may have a list of folders with cross-references, without annotations (explanatory notes or comments)
- Another method is magazines which remain intact and are filed by date; indexed with no annotations

The Electronic File

- Articles are saved electronically from the Internet or scanned, not cut and pasted in a Word document (Review online help: Extemp files- Saving as a PDF found in the Appendix)
- Articles are saved as a single source without modification
- Articles should be dated and contain citation information
- Folders can contain virtually an unlimited amount of subfolders
- To cross reference an article, you may save multiple copies of the article in different folders
- Viewing folders in 'list mode' can automatically generate a file index
- Articles can be saved with the publication date in the file name *(James_Smith_October_20_2023.pdf)*
- Review source material section of *UIL Guidelines* in this chapter, and *Common Questions* included in Appendix.

Advantages

- More than one contestant can easily use material on the same topic or related subjects
- File can contain a wide variety of sources
- Table of contents in periodicals makes them easy to cross-reference

- Faster search capabilities
- Ease in transporting
- Enhanced storage capacity

Disadvantages

- Requires extensive cross-references or duplicate copies
- File preparation is time consuming

- Laptops, flashdrives, and external drives can be easier to misplace than paper files
- Files can become corrupted; hard drives can crash

Things to Consider When Selecting a Filing System

1. No system is better than the care your team takes in choosing and organizing the material itself.
2. Keep any system updated by routinely adding new material and removing unnecessary or outdated material.
3. Use a filing system that works for your team and fits your resources. There is no one right way to create an effective extemp file.
4. The students should do the filing. When more than one student uses the file system, all should participate in organizing and maintaining it.

Creating an Effective and Efficient Index

1. There are a variety of methods for creating an index to categorize the information in an extemp file. Most systems group information. Areas can be grouped according to policy area, issue area, geographical area, or any other logical division.
   - For example, one section could be titled "Foreign Countries," with alphabetized files on various countries like Algeria, Denmark, Iraq and Vietnam.
   - Another section could be titled "Economic Policy," with files on "The Federal Reserve," "President's Economic Package," and "Tax Cuts."
2. Some filing systems include a "Recent" or "Hot Topics" section where the most recent news events are filed. Competitors can go straight to that section of the index and find recent and relevant information on the latest issues.
3. Remember that choosing and creating an index is just like choosing a filing system. The index should be easy to navigate both in filing articles and in retrieving them in the prep room. At the same time, the system should be comprehensive enough to reflect a number of subject areas that potentially could be topics at a competition.
4. Although rules do not prohibit a contestant from using a printout of the index when drawing topics, it is not recommended, as preparation time will be wasted, and it conveys the appearance that you do not know your own files.

Materials in the Extemp Prep Room

ALLOWED

1. Magazines, newspapers, journals. Examples: *Newsweek, Dallas Morning News, Wall Street Journal, Foreign Affairs* that may be highlighted in one color and include written citation information, but with no added annotations (explanatory notes or comments).
2. Other published source materials. Example: reference books, atlas, book of quotations.
3. Published speeches. Examples: the presidential State of the Union address, *Vital Speeches*.
4. Online materials. Examples: printouts of published material from computer online data services if not modified or not in outline form that include the downloaded URL/copyright, the White House website.
5. Index without annotation. Example: computer or handwritten list of subject titles/dates of magazines or folders included in the files.
6. Computers or other electronic retrieval devices as specified in the UIL ERD Guidelines.

NOT ALLOWED

1. Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible topics.
2 Prepared notes, extemp speeches, debate evidence handbooks. Examples: extemp subscription service analyses, database summaries of multiple sources on a specific topic.
3. Unpublished handwritten or typed material other than an index. Examples: one or more articles cut and pasted into a single document, previously used extemp notecards, flow of a debate round.
4. Index with annotations. Example: article title, with added comment, "great pro-con global warming."
5. Smart phones and cell phones; smart watches.

Note: Examples are not all-inclusive.

GUIDELINES: ELECTRONIC RETRIEVAL DEVICES IN EXTEMPORANEOUS SPEAKING

The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Extemporaneous Persuasive and Informative Speaking is permissible for evidence retrieval so long as wired or wireless connections are disabled and remain disabled during the contest. These rules in no way are intended to prevent or discourage contestants from utilizing traditional paper files.

Use of electronic retrieval devices during the contest

A. Computers and other electronic retrieval devices are defined as: laptop, tablet and netbook computers, other portable electronic retrieval devices and secondary devices such as flash drives and external hard drives.

B. Cell phones or smart phones or smart watches are not allowed during the contest.

C. Computers may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.

D. Wired connections (Ethernet or phone) during the contest are not permitted.

E. Computers or other electronic equipment may not be used to receive information from any sources (coaches or assistants included) inside or outside the preparation room. Internet access, use of e-mail, instant messaging or other means of receiving information from sources inside or outside the preparation room are prohibited. *This statement does not preclude the use of timing devices.*

F. Contestants may utilize allowable devices for the purpose of accessing stored files, but shall not use them to outline their speech or otherwise organize their thoughts.

G. The contestant shall not remove the electronic retrieval devices from the preparation area until after the contestant's speech has been delivered.

Sanction: Contestants found to have violated provisions B-G above shall be disqualified. The contest director shall be empowered with the final decision concerning disqualification.

H. Devices must be muted in the preparation room during the contest. Contestants should not play games or engage in other distracting activities on their electronic devices. Tournament officials may ask a contestant to power off the device if it becomes distracting.

I. Contestants from the same school may share computers during preparation. However, conversing among contestants is not allowed.

Source Materials: Contestants may consult magazines, newspapers, journals and other published source materials saved on their electronic retrieval devices if the following standards are met:

A. There shall be no modification. Each document shall be a single, complete source in and of itself. Indexing without annotation is allowed.
B. An article may be highlighted in only one color. Bolding, italicizing, underlining or any other manipulation of the original text of the article is prohibited.
C. The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials including but not limited to cases, briefs, outlines and flows must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest.
D. Contestants may not access audio, video or other active multi-media files during the contest.

Logistics

A. Contestants electing to use computers are responsible for providing their own computers and batteries. Tournaments hosts shall not be responsible for providing computers for contestants.
B. Power plugs or outlets may not be used in the preparation room at any time.
C. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations, including additional preparation time or speech time, will be given by judges, contest directors or tournament hosts.
D. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the computers at their own risk. UIL is not responsible for lost, stolen or broken computers.

Monitoring. By choosing to use electronic retrieval devices in the preparation room, contestants are consenting to allow tournament officials to monitor their files. Contestants who do not wish to consent should not use electronic retrieval devices.

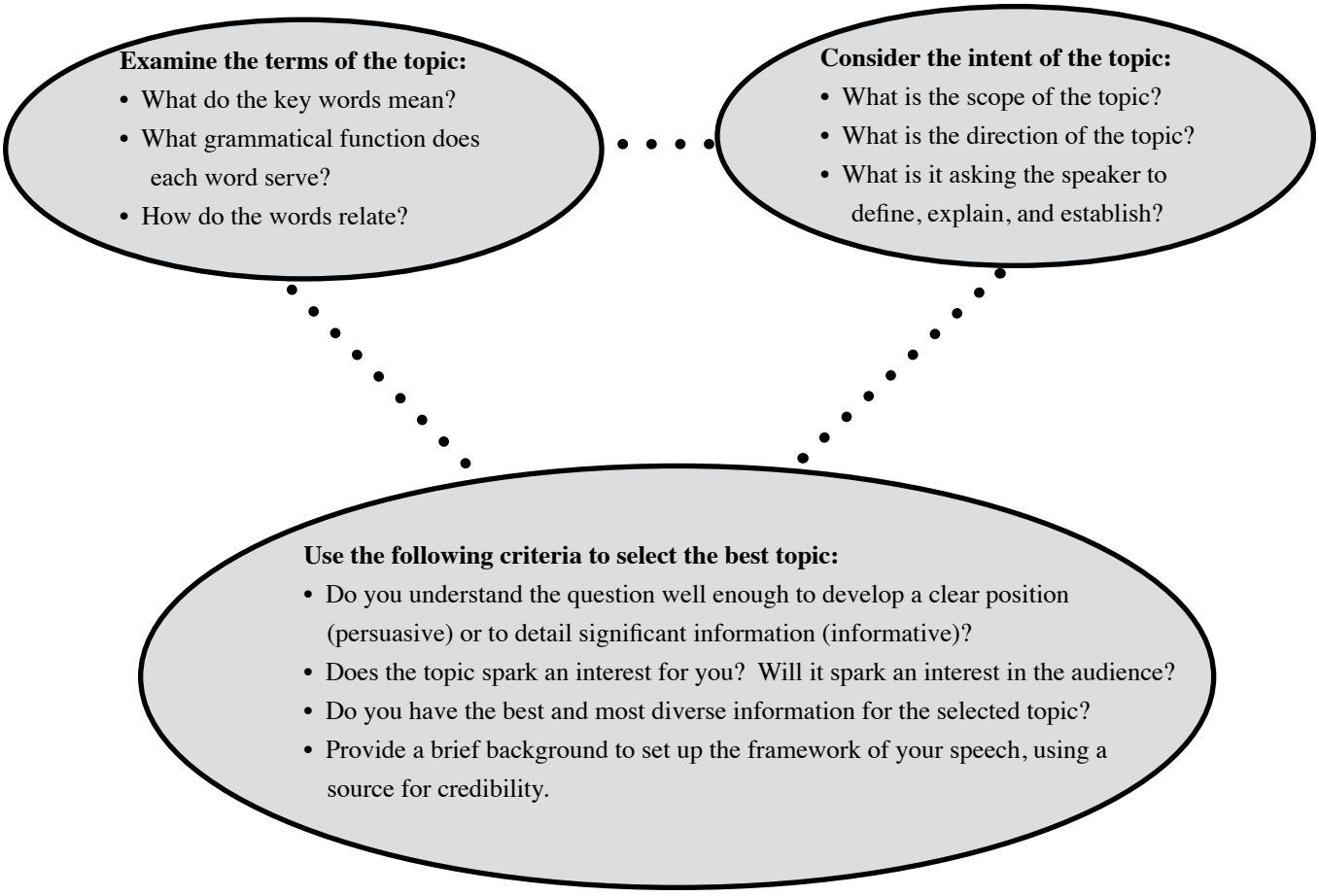
4

Constructing the Speech

The potential speaker has a variety of options when putting a speech together.
For instructions on "Drawing the Topics," turn to the first page in the Appendix.

Selecting the Topic

The student draws five topics stated in the form of a question, from which he or she selects one. Remember that the time used in topic selection is included in the total thirty minute preparation time.



Organizing the Speech

Introduction

The introduction is vitally important as it is the first impression the speaker gives the audience, and it frequently determines the degree of attention the audience gives the speaker. According to Roger Ailes, author of *You are the Message*, "people start making up their mind in the first seven seconds of a speech." Because of the introduction's significance, the speaker should be certain to:

- Capture the audience's attention with an attention getting device and lay the groundwork for the body of the speech.
- Genuinely link the attention-getter to the topic, thereby demonstrating the speaker's sincerity and create a bridge from the attention-getter device (AGD) and the topic.
- Provide a brief background to set up the framework of your speech, using a source for credibility.
- Justify the importance of the topic to your audience.
    - › The speaker should let the audience know why the topic question deserves examination, why it is significant and relevant, AND/OR
    - › Why the speaker may have selected the particular topic.
- State the topic question verbatim.
- Answer the question (generically in an over-arching manner)
- Preview the divisions of the response or speech.
    - › This gives the audience an idea of what is to come.
    - › It helps the audience prepare their thoughts for the speech they are about to hear.
    - › It breaks down the answer into specific major parts

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Types of Attention-Getters

- An apt **analogy** is good and has the additional advantage that it can be intricately incorporated in the body of the speech.
- A visual **episode** which clearly relates to the topic can be very effective. Thus, a speech on "Should public workers be allowed to strike?" could begin with a vivid description of striking firemen watching a block of buildings burn to the ground. Visual imagery will be remembered after words may be forgotten.
- A startling **statistic** or **example** grabs the audience's attention, but it must be relevant to the topic to be effective.
- A humorous **anecdote or relevant news story** gets attention very effectively, but its appropriateness to the remainder of the speech must be clear. Jokes (appropriate) from late-night comedian monologues are popular examples.
- A personal **experience** can be effective if it suits the speaker's style and the topic.
- A **quotation** can often be used effectively.
- A **reference** to current circumstances or an historical event can work well to get attention if the connection or relationship between the reference and the topic is clear.
- A **rhetorical question** may cause the audience to think about the topic.

Body

There is no particular organizational pattern or substructure that is the "best."

- The speaker must select the structural divisions that best respond to the requirements of the topic.
- The speaker must always fit the organization to the topic rather than the topic to a predetermined organization. Is the topic asking How? What? (reasons) Why? (cause) When? (date) Will? Can? (answer)
- The process of analysis involves crystallizing the reasons for a specific answer to a topic.
- The more experienced the student is in developing a speech, the more creative he or she may become in setting up an organizational structure for any speech.
- There are many possible approaches to the development of a speech. The following examples illustrate some common organizational structures.

Types of Body Organization

Topical Organization

The areas of discussion are specific issues relative to the question. This method is especially good for organizing certain types of informative speeches.

INFORMATIVE TOPIC

Example: *What critical issues is China facing?*

I. Economic
   - A. Aging population
   - B. Job market insecurities
   - C. Investments

II. Political
   - A. U.S.-China relations
   - B. Global leadership
   - C. Human rights violations

PERSUASIVE TOPIC

Example: *Unrest in Nicaragua: Can stability be promoted?*

I. Politcal dialogue
   - A. Infrastructure
   - B. Western countries
   - C. International organizations

II. Economic reforms
   - A. Unemployment
   - B. Poverty
   - C. Environment

Chronological Organization

The divisions are arranged by sequence of events in time. This method is also good for informative speeches.

INFORMATIVE TOPIC

Example: *What are concerning developments of global warming?*

I. Summer Heat Dome
   A. Record-shattering heat in the U.S.
   B. Water temperatures
   C. Global temperatures
II. Future Concerns
   A. Agriculture
   B. Ocean life
   C. Economic stress

PERSUASIVE TOPIC

Example: *Is the crusade against global warming achieving success?*

I. Public Awareness
   A. Imminent concerns
   B. Sustainable practices
II. Policy Implementations
   A. Renewable energy
   B. Clean energy
   C. Efficient energy
III. Global cooperation
   A. Reduced emissions
   B. Increased cooperation
   C. Utilization of financial resources

Spatial Organization

Topic divisions follow geographical or spatial guidelines.

INFORMATIVE TOPIC

Example: *How has the U.S. used foreign policy efforts to win the war on drugs?*

I. Mexico
II. Colombia
III. Afghanistan

PERSUASIVE TOPIC

Example: *Have countries benefitted from the Unit3ed Nations in 2024?*

I. Zimbabwe
II. Philippines
III. Pacific Island Nations

Pro-Con Organization

This topic division presents both sides. By nature it is an informative pattern since it merely presents information on each area. It can, however, be used in a persuasive format.

INFORMATIVE TOPIC

Example: *Gene therapy: What is the controversy?*

I. Supporters (pro)
II. Opponents (con)

PERSUASIVE TOPIC

Example: *Should mandatory drug testing be implemented in America's public schools?*

I. Arguments for mandatory drug testing
II. Arguments against mandatory drug testing
III. Defense of stronger position (assessment)

Status-Significance Organization

This topic division works best for informative topics asking who someone is.

INFORMATIVE TOPIC

Example: *Who is Andriy Yermak?*

I. Status
   A. Early career
   B. Political Ascent
II. Advisory position
   A. Powerbroker
   B. Russia/Ukraine conflict
III. Key role
   A. Negotiations
   B. Crisis managment

Criteria-Evaluation Organization

The criteria for evaluation of the answer to the question is presented and supported persuasively.

PERSUASIVE TOPIC

Example: *Should the U.S. become more directly involved in the Russia-Ukraine conflict?*

I. Yes, deter future aggression
II. Yes, humanitarian assistance crucial
III. Yes, preservation of democracy

Monroe's Motivated Sequence

This approach is persuasive in nature. It follows five steps: Attention, Need, Satisfaction, Visualization, and Action.

PERSUASIVE TOPIC

Example: *How should the World Health Organization respond to a global pandemic?*

I. Introduction - Shocking Statistics
II. Body
  A. Need
    1. Current problem
    2. Current solution
    3. Current failures
  B. Speaker's advocated solution outlining WHO's actions
  C. Benefits of WHO's actions
    1. Individual
    2. World
III. Conclusion
  A. Summary
  B. Call to action

NOTE: Monroe's Motivated Sequence is a familiar organizational pattern found in state-adopted texts and used in classrooms around the state. Some coaches and judges suggest that the final step, Calling the Audience to Action, be adapted for an extemp round so that the call to action doesn't directly address the judge adjudicating the round.

Unified Analysis

An analytical approach which requires the speaker to answer the question at the beginning of the speech and then offer specific reasons as topic divisions.

PERSUASIVE TOPIC

Example: *Is debt relief effective for the Third World?*

I. Introduction - Answer The Question - Debt relief for the Third World is ineffective.
II. Explain significance of topic.
III. Body - Establish criteria why that should be the case.
  A. IMF has poor reputation in area of relief.
    1. Poverty reduction strategies force reforms too fast
    2. Removal of trade barriers upsets Third World markets
    3. Legacy of IMF in Ecuador, Tanzania and Argentina
  B. Failure to address source problems plaguing the Third World
    1. Corruption goes unchecked
    2. Social institutions remain poor
    3. Middle Class neglected
  C. Unwillingness or inability of First World to provide aid
    1. State of global economy
    2. Lack of incentive to help
    3. Desire to use debt relief as a tool of foreign policy
IV. Conclusion - Restate topic, Summary

NOTE: Some argue that Unified Analysis is one of the best methods for persuasive speaking because the speaker is able to deliver a speech that meets the requirements of the topic and avoids irrelevant material and canned speeches.

Past/Present/Future Organization

This approach first explores the past, moving into the present, and ending by predicting the future.

PERSUASIVE TOPIC

Example: *Can peace be achieved along the Gaza Strip?*

I. Past
  A. Historical grievances
  B. Border conflicts
II. Present
  A. Ceasefire agreements
  B. Damaged infrastructure
III. Future
  A. International mediation can work
  B. Security guarantees effective

Problem-Solution Organization

This method sets up a specific problem and presents a clear solution.

PERSUASIVE TOPIC

Example: *How can the U.S. best meet the needs of the poor?*

I. Problems of the poor
  A. Housing Needs
  B. Medical Needs
  C. Employment needs
II. Solution
  A. Public Housing
  B. National health insurance
  C. Job training and public works

Note on Speech Organization

Certainly, other topic divisions are available and effective. These are only some possibilities for students to explore as they work to construct effective speeches. What is most important to remember is that the divisions of the topic should respond specifically to the dimensions of the topic question.

When the divisions do not represent these exact dimensions, the speech may become extra-topical (talk around the topic rather than on it). It is also important to remember that speaking time needs to be divided according to the demands of the topic.

For example, in a persuasive speech on the topic *How can the US best meet the needs of the poor?* more time should be spent on the solution area than on the problem area since the solution gives the speech its impact. A persuasive speech on the topic *What area of the Middle East is most necessary to US security?* demands balancing time on each area since both divisions and dimensions are necessary to a fair and comprehensive evaluation.

Tools for Presenting the Body Efficiently and Effectively

Four **S**'s of Speech Making

After the speech is organized, the contestant needs to fill in the outline with the necessary information to support the perspectives. Keys to remember in developing each major idea of the speech are

1. **Signpost**. "Initially," "first," "second," "equally important," "finally," are examples of signposts. Signposting is essential in order to leave your organizational pattern clear in listener's mind.

2. **State the key idea**. The speaker needs to be clear and specific with each area of the speech, using precise wording to make the key idea stand out.

3. **Support the idea.** The speaker needs to remember that ideas need support to give them impact. Sources need to be given to clarify the validity of the support. Types of support include statistics, studies, examples, expert analysis, analogies, logical arguments and illustrations.

4. **Summarize ideas.** The speaker needs to be aware of the importance of internal summaries at the end of each major division to wrap up the development and emphasize the key ideas.

Effective use of the four S's of speech making, along with clear and specific transitions between ideas, can make the body of the speech easy to follow and create a sense of internal as well as external unity.

The "Four S's of Speech Making" were developed by Dr. George Grice,
formerly of the Department of Speech and Drama, Trinity University, San Antonio, Texas.
Dr. Grice is currently at Radford University in Radford, Virginia

Incorporating Information in the Body of the Speech

Effective use of supportive material by the speaker is crucial to an outstanding informative or persuasive speech. It builds the speaker's credibility, clarifies ideas, provides empirical data, and the ideas of experts can be a foundation on which the speaker can develop his or her own analysis. With that in mind, certain guidelines should be followed so that the speaker can make the best use of information to support the points of the speech.

1. **Supporting material should be current.**
   - Make sure that the squad files are kept up to date with recent material.
   - Buy a newspaper the morning of the competition.
   - Go over the latest headlines on the way to the tournament.
   - Know the very latest news.

2. **Supporting material should be properly cited.**
   - Citations should include the individual quoted, along with the source and the date of the information.
   - Proper and accurate citation is critical to the integrity of the speaker and the speech itself.
   - Adding an author's qualifications to a citation often can boost the strength of the supporting material.

3. **Supporting material should be from different sources.**
   - Avoid quoting the same source throughout the speech.
   - Although judges and coaches rarely agree on the required number of sources, (5, 7, etc.), it is important to draw from a variety of sources for each speech.
   - It is also important to vary the type of sources used in a speech. A speaker's position looks more credible if a variety of newspapers, magazines, journals, and other publications are used.
   - A variety of sources such as local, national, and international also increase the speaker's credibility.

4. **Supporting material should be used ethically.**
   - The material should be topic specific and accurate.
   - No speaker should ever fabricate content or source cites.
   - Supporting materials should show the reason for validity rather than simply reinforcing the claim.

Summary Step

- The speaker restates the major points of the speech.
- The speaker restates the question and the specific answer to the question.
- This step brings the speech to its logical conclusion.

Clincher Statement

- This statement should be worded to tie the speech together and give a note of finality. The speaker might make reference to an idea presented in the introduction, use a concluding quotation, or a statement that sums up the thrust of the speech. There should be no doubt the speech is completed.
- This step brings the speech to its psychological conclusion. This statement should be strong and memorable.

FINAL NOTE ON SPEECH CONSTRUCTION

Certainly, no formula exists for the perfect extemporaneous speech—informative or persuasive. The speaker is the individual who must make the decision. The effectiveness of the speech depends on the speaker's analysis and selection of the topic, the complete development of the topic, and the creative ingenuity of the individual who puts the various pieces together to come up with a finished product. And since each speech should be new and fresh, the finished product is one speech on a specific topic. The process that makes that speech possible is never finished, never final, but continues to expand with the growth of the speaker.

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Delivering the Speech

The same approach to delivery may be used in both extemporaneous persuasive speaking and extemporaneous informative speaking. Audiences are permitted.

The speaker should:

Use appropriate language style

- The language should be conversational in tone but formal in word choice. (no slang)
- The language should be suitable to informing (Extemporaneous Informative) or persuading (Extemporaneous Persuasive) the audience.
- The word choice should be precise (never verbose), grammatically correct, and vivid, using a varied vocabulary and appropriate visual imagery.
- Transitions should be fluent, clear, and natural. The speaker should always try to avoid trite or repetitious phrases in transitions.

Pay careful attention to vocal delivery

- Enunciation should be clear.
- The volume should be appropriate to the size of the room, audience, etc.
- The speaker should use pauses to clarify meaning and enhance the importance of the material.
- The speaker should vary his/her pitch and stress significant words for emphasis.
- The speaker should vary the rate of speaking, taking special care not to speak so fast that it becomes difficult for listeners to follow.

Pay careful attention to physical delivery

- The speaker should maintain direct eye contact with the audience. If there is more than one person in the audience, all the members of the audience should be included in direct eye contact.
- The speaker should always maintain good posture.
- Gestures should be natural, spontaneous, motivated and varied. Props should not be used. Avoid redundancy.
- A few steps in one direction or another when the speaker moves to another point of the speech reinforces the verbal change.
- If a notecard is used (one notecard no larger than 3X5" is allowed but not required), it should be an integrated part of the delivery by holding the card at waist level so it will not call attention to itself when the speaker looks at it.

Pay careful attention to appearance

- The speaker's attire suggests the seriousness the speaker attaches to this public speaking activity.
- Business professional attire conveys preparation. At the very least, the speaker should appear neat, clean, and professional.
- At no time should the speaker's attire call attention to itself, which naturally would detract from the speech.

Strive for an overall positive delivery

- Vocal and physical delivery should be lively enough to stimulate the audience.
- The overall style of delivery should be spontaneous and natural.
- The speaker's delivery should serve to reinforce the ideas of the speech.

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Evaluating and Practicing

The potential speaker can use several techniques of self-evaluation. Coaches, judges, and competitors alike agree that one of the most important tools a speaker can utilize is repeated practice of extemporaneous speaking.

Use Care When Choosing Practice Topics

- Initially, **students might choose their own topics**. This stimulates independent thought and assures that the beginning students will speak on topics which interest them.

- Subsequently, the **coach should assign certain topic questions**. This ensures that students will do research on subjects they would not choose to tackle on their own. A careful cross section of Texas, domestic, and international topics will help the students broaden their conceptual understanding of the world and build their confidence.

- At regular intervals, the **coach should ask students to choose their own topics**, requiring that the subject be one with which the student is unfamiliar. This helps the student assess his or her own weaknesses and often generates the excitement of discovery.

- The coach should **vary the wording** of topic questions ("Who is ... ?," "How ...?," "What is ...?," "Should ...?," "Why ...?," etc.).

- **Sample practice topics** are also posted on the UIL website: *www.uiltexas.org/speech/extemp*

- Several **students may be assigned the same topic**, with the understanding that each develop a specific pattern of organization. Listening to other speeches and evaluating various organizational techniques help students determine the relative effectiveness of various organizational patterns for specific types of questions.

- As students gain experience they can **suggest topics for each other**. Ask students to develop both informative and persuasive questions on the same subject to develop a clear understanding of the informative and persuasive perspectives on the same issue.

- Have students **keep a list of topics** they drew in competition or practice but chose NOT to take. Using these will help better prepare them for future competition.

- Some individuals and companies provide a **subscription service** for purchasing practice topics. Check the UIL website for contact information.

- Ask students to present speeches in class on topics they have **previously presented in tournaments**. This develops freshness and interest in a speech, as the speaker must discover new ways to present the material in order to keep the audience's attention.

Utilizing Prep Time During Practice is Important

- Initially, let students have **overnight to prepare a speech**, or longer if necessary. This allows beginners time to organize their thoughts fully, and often results in more thorough research and development of the body of the speech than is possible in a short preparation time.

- Frequently **use the 30-minute preparation period** allowed in contest. Students will need practice in abbreviated preparation time.

- Have students **record how they appropriate their 30 minutes** of preparation time to discover whether they are spending too much time on selecting a topic, or on consulting the files, or perhaps on construction of the speech, therefore leaving too little time for practicing oral delivery. Students should designate approximately 1/2 of their preparation time for practicing delivery. Care should be taken not to pace while practicing to avoid developing a negative habit that will show up in the actual contest speech.

Several Techniques Help Speech Delivery

- Occasionally, ask students to **prepare 10-minute speeches**, then subsequently, reduce the speech to the 7-minute contest limit. This technique helps students become selective about information, issues and support materials.

- Conduct **tag team drills** where one student begins a speech and, as the presentation progresses, others intervene. After one student presents the introduction and topic, the next student picks up with three points of analysis, another must develop the points, and finally another offers the conclusion. This exercise sharpens students' listening skills.

- Instruct the students on following through with gestures, and on keeping their hand gestures within the **"gesture zone"** — between waist, chin and shoulders. Videotape each student speaking. Then turn off the sound and replay the footage, having the students focus their attention on the nonverbal aspects of their speeches. If the student chooses to speak with a notecard, the videotape can be very valuable in allowing the contestant to evaluate his or her use of the card. The card should never pose as a barrier. It should be held waist-high for ease and subtlety in retrieving information. A fun way to address the over-use of gesturing with a certain hand is to tie that hand behind the student's back and create an awareness of this habit.

- **Video is a great way to evaluate effective movement** during a speech. Speakers should move with purpose, taking steps only when justified by the content of the speech. (i.e., transitions generally call for steps to the right or left, with a return to the speaker's place of origin for the conclusion.)

- One way to help students realize what they need to improve is to **let them see themselves in action**. Take advantage of videoing speeches. There is no faster way to help a speaker improve. Also, just listening to the audio will allow students to become aware of distracting speech mannerisms - vocal pauses, repetition, rate - and to test the effectiveness of their organization. Another option is to use a full-length mirror. Encourage students to evaluate their own delivery skills.

Utilize These Ideas to Make Practice Effective

- Become **familiar with general issues** that are current and newsworthy. Become informed with periodicals, Internet sources and television and public radio programs.
- Read the current **UIL** *Constitution and Contest Rules* included in this handbook. This will give students direction and reduce the chances of disqualification.
- Carefully examine the **UIL Individual Evaluation Sheet** (ballot) to identify the specific criteria judges will use to evaluate each competitor's presentation.
- Have students **observe invitational tournaments** in your area. This helps students become familiar and comfortable with tournament procedures. Evaluating strengths and weaknesses of other speakers helps students recognize their own.
- Use "**rap sessions**" on a regular basis. Discussions about hot topics involving all extemp speakers on the squad provide a good method of exchanging ideas and information in a natural, conversational style. Assign each student a topic to brief others thoroughly.
- Give students **frequent brief quizzes over current events**. Include identifications of important persons and geographical locations of various events.
- For a fun activity but also a beneficial one, play **memory games** with your students to make remembering source cites and dates easier. Try the "30 to 1" activity: Read a news artcle for 30 seconds. Then talk about the information included in the article for 1 minute beginning with stating "According to..." followed by quoting the source citiation.
- When students have an opportunity to compete in invitational tournaments, use their **ballots as a teaching tool**. Help students understand the judge's comments. Reread the critiques before further competition, stressing those suggestions which can be most helpful.
- **PRACTICE, PRACTICE, PRACTICE** giving speeches, as often as possible.
- There is no substitute for the excitement and experience of an actual tournament. In the words of a great coach, "**Get'em on the bus!**" Nothing will compare.

Learn From Assessing One's Speech After Delivery

Guide the student to ask:

- Was my speech organized and easy to follow?
- Did my attention getter adequately link to the topic?
- Did I provide adequate information in the introduction to set up necessary background for my speech?
- Did I provide adequate supporting analysis from a variety of credible sources?
- Was my body language appropriate and my gestures natural?
- Did I appear confident?
- Did my audience's visible reaction suggest effective communication?
- Did I adhere to the topic and answer the question directly?
- Did my conclusion end with a note of finality?

Learn From Evaluating Performances of Others

- If possible, **observe at a tournament** before you compete, so you become familiar and comfortable with the format of the contest.

- **Watching recordings** of others' performances can be very helpful. Digital downloads and DVDs may be purchased from the places listed below.

State Meet digital recordings of selected informative & persuasive rounds may be ordered through the UIL State Office. These include oral critiques by state meet judging panels. See the UIL online store.

Instructional DVDs offered by the **National Federation** can be ordered through their office at PO Box 609, Indianapolis, Indiana 46206, (317) 972-6900, or www.nfhsnetwork.com/dvds

FINAL NOTE ON PRACTICING & EDUCATION

As in all UIL activities, the contest is a means of motivating students to test their skills and learning in a competitive format. In this respect, the contest becomes an academic laboratory. The learning that occurs during study and preparation, as well as the experience gained in educational competition are the important benefits of such programs. For every single speech a competitor gives, a number of hours of preparation have gone into studying current events, filing, practicing, evaluating oneself and others, and preparing for the event. Many students will learn more in practice and preparation for an event than they will learn at the competition itself.

Each contest is developed to provide contestants with benefits that reach far beyond the contest itself. View the experience in educational competition as one of positive gains for all, no matter who is singled out to be a winner. In UIL educational competition, there are no losers. The education each student receives before attending a competition provides a number of benefits that will stay with that student well beyond their high school career.

Please see the contest rules included in this handbook and Sections 1004 & 1005 of the most recent *Constitution & Contest Rules*. It is vitally important for coaches and competitors to know the rules of each UIL contest to avoid disqualification.

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Suggestions for Extemp Contestants From the Judges' Point of View

Judges of extemporaneous speaking are as varied as the speakers or the topics themselves. The only thing that all judges have in common is that they have their own opinions about what makes a speech good. However, there are certain "common threads" that you will see on ballots for competitions at all levels. Although there is no magic formula you can apply to every speech to guarantee that it's good, there are some rules of thumb that will keep you headed in the right direction, no matter what your topic might be.

Content

Comments and suggestions in this section include ideas from judges that the speaker can utilize to improve the quality of the content of the material they present. This includes addressing the issue, properly using and citing supporting material, and creating effective introductions and conclusions.

Answering the Question

The most common criticism from judges of both informative and persuasive speaking is that the speaker did not answer the question. Information that provides background on the subject is useful but is often overused. Additionally, information that is related to the general topic might be interesting but has nothing to do with the question posed. As you gather your material from various sources, ask yourself of each item, "Does this support the ANSWER to the question that I've selected?" Even if it's good information, if you can't answer "yes" to that question, then you should leave it out. For example, if your topic was *"What steps has the United States taken to ensure economic growth?"* then two to three minutes on the general subject on the history of the U.S. economy might be interesting, but it does nothing to answer the question. Ensure you pay attention to modifying phrases and clauses in the question, so you answerthe full question. Stay to the subject.

Using Supporting Material

Judges also will frequently criticize a speaker's use of sources. First, avoid relying solely on the "Big Three" (*Time, Newsweek, and U.S. News & World Report*). Vary your sources as much as possible and seek to incorporate sources that provide in-depth analysis, rather than only skimming the surface on current issues. For example, your files might contain articles from the *New England Journal of Medicine* for health-related topics; from the *Wall Street Journal* or *The Economist* for financial topics; *Foreign Affairs* for topics on foreign policy issues; or from *Forbes* or *Business Week* for business topics. As you build your files through the year, look for publications that specialize in the topic area for which you're compiling data. Filing some of the best articles from different publications provides a wider variety of supporting information, and consistently results in positive comments from judges. Access to the Internet and computer online sources are invaluable in providing a wide variety of expert sources. Know the sources well, though, to avoid bias.

http://www.uiltexas.org/speech/extemp/extemp-web-resources

Citing Sources

Another common problem with sources is the "vague citation." Most judges like very specific citations of sources, including who said it, what publication printed it, and at least the month and year of publication. Consider phrases like "a recent *Time* article," or "in *The Guardian* last year." Now compare these to the power of citations such as "according to the Surgeon General as quoted in the May 2024 *New England Journal of Medicine*," or "as President Biden said in his interview in *Foreign Affairs* October 14." In just a couple of seconds, you've not only established your talents for research, you've also lent credibility to the point you're making by "zeroing in" on an accepted authority on the subject. Internet sources also require specific date citation and should be cited with the name followed by "online" rather than "dot com."

Creating Effective & Interesting Introductions & Conclusions

Another important aspect of content is what you say in your introduction and conclusion. Try to avoid "cute" introductions, as some efforts at humor tend not to be very humorous. A better idea is to use some reference or analogy (a comparison based on similarities between another kind of situation and the issue you're addressing) that allows you to tie your introduction to your conclusion. Even during the speech, if you can refer to this similarity occasionally, it can help give your presentation unity and completeness.

For example, in one speech on the topic *What should the federal government do to ease the problems of American cities?* the introduction included an analogy about how individuals deal with illness or disease. The speaker listed three measures, including preventative medicine, treatment, and monitoring of the patient's status during recovery. These three approaches then provided the organizational structure of the speech. The major points in the presentations included:

1) What the government should do to prevent problems in cities;
2) How the current problems should be treated; and
3) What steps would be necessary to monitor the ongoing effect and success of programs implemented to solve those problems.

The conclusion included a comparison of suffering cities and individuals, giving the speech a sense of closure, as the conclusion tied back to the introduction.

Organization

Tips and suggestions in this area address the way in which speakers choose to organize the information in the speech. The topics discussed below include the appropriate use of time in the introduction and conclusion and choosing topics that organize themselves.

Appropriating Time for the Introduction, Body, & Conclusion

Many of you have heard the old formula for extemporaneous speaking that says "Tell them what you're going to say, say it, then tell them what you said." It's a sound idea — that is, prepare the audience by highlighting what your main points will be, deliver the body of the speech, then summarize. But be careful not to put too much emphasis on the first highlighting or the summary. These should both be brief and to the point, because the real "meat" of the speech is in the body. What is critical to highlight is justification of the topic. This means to tell the audience why the particular topic is important to their lives. Emphasize why they should care about this topic, how it impacts them personally. A good goal is 1 1/2 minutes for an introduction and 30 seconds for a onclusion.

Finding Topics That Organize Themselves

Look for "self-organizing" topics. You probably know that there are many ways to organize your main points — chronologically, geographically, socially, politically, etc. Some topics are stated in such a way that an effective method to organize will be obvious. For example, a topic that begins *What is the history of...* should be organized chronologically. A topic such as *How are European nations responding to efforts to unify Europe?* would best be organized geographically by nation, or politically by popular responses and which nations support each. Contrary to popular belief, there is no rule that says you must have three major points or categories in your speech. Some good speeches have four or more divisions, while others have only two. It's important to note that there are no "rules" in this area. The most vital thing about organization is that it exists — a good speech is ALWAYS well-organized.

Presentation/Delivery

In the presentation/delivery category, judging criteria on the ballot addresses those issues that a speaker faces while delivering the speech they have prepared. The most common suggestions judges offer include pronouncing words correctly, choosing effective words, utilizing proper grammar, speaking at an appropriate pace, signposting, effectively using gestures and movement, rehearsing the conclusion, and dressing appropriately.

Pronouncing Words Correctly

Equally important to what you say is how you say it. There are many things you should pay attention to when dealing with delivery. First, focus on proper pronunciation. It's very distracting to a judge or audience to hear a speaker say "git" for get, or "minny" for many. Competitors should practice speaking with proper pronunciation as often as possible, so it doesn't feel too "foreign" in the actual contest. This may seem very minor, but judges frequently comment on enunciation. Remember, you want judges to hear the *content* of your speech, not listen to your *accent*. Even more critical is knowing the correct pronunciation of names and countries included in your topic and referenced in your speech.

Choosing Effective Words & Utilizing Proper Grammar

Another important part of delivery is the proper use of formal language. Grammatical errors are extremely distracting, and if made during an important point, the audience may miss that point altogether, focusing instead on the error. Avoid the use of slang unless you're quoting some source directly. Choose policeman over cop, prison over slammer, etc. Also, avoid terms like stuff, messed up, blew it, and other such colloquialisms. Even though these are perfectly acceptable terms in everyday speech among you and your peers, they have no place in a formal extemporaneous speech. Elevated vocabulary lends to an impression of intelligence.

Speaking at an Appropriate Pace

Tempo is something else you can practice to give your speech that truly "polished" feel. By not speaking too quickly, you can actually learn to "think ahead" as you talk, giving you more control over how you construct your sentences. Don't be afraid of silence. Real pauses are a natural part of speech, and much less distracting than "and, uh", "now", etc., which are often referred to as vocal pauses. You can also use tempo to give emphasis to those points you think are most important. A slow, deliberate delivery of a main point can make your audience perceive its importance without you having to beat them over the head with it.

Letting the Audience Know Where You Are

Signposting is the term used to let your audience know where you are and where you're going. It's an important part of a good speech, but it's equally important to do it well. Before ending a main point, be sure to include an internal summary, a brief sentence summarizing the main point just discussed. Then move to the transition. Transitions are those parts of a speech that lead the audience from one section into another. Try to avoid overused transitions such as "my next area of analysis," or "now let's look at," or "this leads me (us) to." These tend to be weak and serve more as distractions than good transitions. Instead, try to tie the last section to the next one smoothly. For example, suppose your topic is *Should the U.S. ban the sale of assault weapons?* and your speech has three main divisions: the history of destruction caused by assault weapons, the lack of a legitimate need for such weapons, and the benefit to law enforcement officers of being allowed to enforce such a ban. When moving from the first to the second area, avoid the "cliché" type of transitions mentioned above and consider something smoother, such as "In addition to the long history of destruction these weapons have caused, the legitimate need for such weapons is at best questionable." Then move on to your sources and citations in that area.

Using Movements & Gestures Naturally

Don't use "canned" gestures or movements. The more natural you look in your presentation, the better. Make your judge feel like you're confident in what you're saying, and he or she will be more likely to be convinced by it. If you use a notecard, don't pretend you don't have one! As you become more experienced, you'll find less and less need to rely on notes, but it's perfectly all right to refer to your card during your speech. It's much more distracting if you try to "sneak a peek" at the card as if you didn't want the judge to know it was there. Hold the card up at your waist and out from the waist slightly so you don't have to drop your head to read it.

Remembering the Conclusion

Don't forget to allow yourself enough time during preparation to practice the conclusion. Speakers often spend too much time on the introduction and the body of the speech, then deliver conclusions that can seem awkward because they haven't been practiced enough. The conclusion is the last thing the judge hears and can affect what the judge remembers about your overall presentation. It will need to have impact, rather than seem like an abrupt ending with your listeners left hanging, wondering what you forgot to say. The final clincher sentence is critical.

Looking Your Best

Dress appropriately. As simple as this sounds, many competitors overlook it. Flashy jewelry, dangling earrings, outrageous clothing or hairstyles, even hair that falls into your eyes can all be distracting to a judge. If, after you've spoken, a judge can remember little of what you said, it is most likely for one of two reasons: one, your speech was not that memorable; or two, something was distracting the judge. Controlling the first reason is the essence of the entire event, and something you never stop working on. Controlling the second reason is very easy, and failure to do so is unnecessary and often costly. Dress conservatively in business attire, make sure your hair looks good and stays out of your face, and avoid flashy accessories.

Summary

In summary, a good extemporaneous speech is a balance of what you say and how you say it. Those who master both aspects of the event consistently place high among a great number of judges, even though those judges may have quite dissimilar opinions on many aspects of the event. Most importantly, enjoy what you do and take pride in your efforts. This is an activity through which you will continue to reap benefits for the rest of your life.

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Tournament Procedures

Students need to attend invitational tournaments to prepare for UIL competition. Having a general idea of what to expect at a tournament before attending makes the experience much more meaningful and much less intimidating. For specific procedures for UIL district, regional, and state competition, consult the appendix of this Handbook

SCHEDULING

Tournaments hold the informative speaking and the persuasive speaking contests at the same time, and they share the same preparation room.

SECTIONING

Contestants are assigned to sections for the preliminary rounds. For example, an event with 24 contestants may be arranged into three or four prelim sections. All prelim rounds of the extemporaneous speaking events are run simultaneously in different rooms.

SPEAKING ORDER

The contest director usually determines speaking order for the preliminary round but speakers who advance to the final round may be asked to draw for speaking order.

JUDGES

Tournaments often use a single judge in each section of the preliminary rounds. Most use a panel of judges for finals, when possible. Panels should always be an odd number (3, 5, etc.). The UIL strongly encourages the use of a panel of judges in finals. An individual should not judge the preliminary and the final round of a given event. Judges should not discuss their decisions with other individuals or judges while judging a given contest, or prior to turning in completed ballots.

Before the contest

PREPARATION ROOM

Contestants should place their research materials and files, and/or approved electronic retrieval devices in the preparation room before the contest. Do not bring cell phones or wear smart watches into the prep room. Roll is called to ensure that all contestants have reported. Contestants will draw topics 30 minutes prior to speaking, in a staggered manner. This means that first speaker from each section will draw at the same time and speak at the same time (in different rooms, before different judges); all second speakers will draw at the same time and speak at the same time etc. After the contestant chooses a topic, he or she has thirty minutes to utilize these materials to prepare the speech. There are usually two or more monitors in this room to supervise contestants as they choose topics and to make certain that the room is quiet and that contestants do not confer. At the end of 30 minutes prep time, the contestant is released to the speaking room. Ideally, to avoid any consultation on the contestants' part, a monitor will accompany them from the preparation room to the room in which they will speak. The contestant should take the topic slip to the contest room and may take one notecard no larger than 3x5 inches. No other materials, including a legal pad or computer, may be taken from the prep room.

DRAWING TOPICS

At approximately 10-minute intervals, contestants will be called by speaking order to draw five topic slips from the containers marked by section. Since prep time begins as the contestant draws, the competitor should review each topic quickly to select one on which to speak, returning the remaining four slips to the respective container and recording the selected topic on a sheet provided by the contest director. After the 30-minute preparation period, the contestant leaves the prep room, taking the official topic slip to the contest room, and presents it to the chairperson or judge.

During the contest

ENTERING THE CONTEST ROOM

When a speaker enters the contest room, he or she should should give the topic slip to the chairperson. The chairperson should announce to the judges the contestant and the topic. If there is no chairperson, then the topic should be given to the judges. The contestant should give the judges time to finish writing previous ballots before beginning. Moreover, speakers should also allow judges time to write down the information for their speech, too.

TIMEKEEPING

Timekeeping is critical to this contest. A timekeeper should be provided to notify the contestant of the amount of time remaining from the total allotted time. Timecards are preferred, but sometimes hand signals may be used at invitational tournaments. See the contest procedures in the appendix for timekeeping standards. It is critical that the speaker glance at the timekeeper regularly, as it helps with pacing the content of the speech and ensures the speech remains within the time limit.

RESTRICTIONS ON TIME

A speech may not be longer than seven minutes. There is no minimum time. Contestants may complete the sentence in progress but not start a new one without disqualification in UIL tournaments, after the allotted time has expired. The responsibility of keeping within the time limit rests with the contestant, not the timekeeper.

After the contest

BALLOT VERIFICATION PERIOD

After both the preliminary round and the announcement of the unofficial results, and the final round and the announcement of unofficial results, individual evaluation sheets will be made available. Approximately 15 minutes has been allotted for each verification period, and it is the responsibility of coaches and contestants to review individual ballots and the master ballot with rankings of all contestants in the round in order to have the opportunity to question any tabulation error before the official results of the rounds are announced. This is not a time to question the decision or ranking a judge has given. Anyone not present for this ballot verification period forfeits the opportunity to verify tabulation.

OFFICIAL RESULTS

When the ballot verification period is over, the official results are announced or posted. These results are final.

AWARDS

Winning contestants are awarded medals or ribbons. This is sometimes done in a designated awards assembly but may be done immediately following the announcement of the official results.

Commonly Misunderstood Issues about Extemporaneous Speaking

Prep Room Myths

Myth Speakers may plug computers in while in the prep room as long as draw has not begun.
A. Charging must happen outside the prep room. The rule says: "Power plugs or outlets may not be used in the preparation room at any time." No host site can be expected to provide power for all speakers. It is not fair for some to be allowed to plug in their device and for others to not have the ability.

Myth Speakers may use cell phones to time their preparation period as long as they are in airplane mode.
A. Coaches should remind speakers to leave their cell phones outside the prep room. The rule says: "Cell phones or smart phones or smart watches are not allowed during the contest." Prep room staff will be reading a statement to remind students that cell phones are not allowed, but it is a coach's responsibility to ensure that speakers know and follow the rule.
Sanction: Disqualification.

Myth Speakers may prepare speeches in an app on their computers.
A. Notes must be on paper. The rule says: "Contestants may utilize allowable devices for the purpose of accessing stored files but shall not use them to outline their speech or otherwise organize their thoughts." Prep room monitors would not be able to differentiate between a speech that was written before the contest and a speech that was written during the contest.
Sanction: Disqualification.

Myth Speakers can't take anything with them to the draw table.
A. Legal, but not advisable. The rule says: "Typed or handwritten materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics." Remember that a speaker's 30-minute preparation period begins when their speaker number is called.

Myth Speakers can't be disqualified for having outlines from old speeches in the prep room.
A. The rule says: "Materials NOT allowed in the preparation room:
Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible subjects.
Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics."
This rule would apply not only to outlines of old speeches, but also things like class notes.
Violation of this rule is responsible for 80% of disqualifications. Don't take a chance. Throw away old speeches.

Myth Speakers can have debate materials on the computer they are using for extemp.
A. The rule says: "The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials, including but not limited to cases, briefs, outlines and flows, must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest." You also cannot have flows or briefs in the prep room.

Myth. There is a grace period.

A. UIL allows speakers to finish the sentence they are on. The rule says: "In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification." **Judges cannot hear punctuation.** Don't risk confusion on whether a new sentence was started!
"Thank you" is not a new sentence, but you are advised not to add it.

Myth. Speakers may not take *anything* out of the prep room.

A. There are limits.
What you SHOULD take:
Topic slip
What you CAN take:
ONE 3X5 notecard
What you CANNOT take:
Computers, phones, legal pads, anything else.
Speakers can retrieve their belongings from the prep room after the last speaker has left the room. NO TALKING to anyone on the way to the contest room.
Sanction: Disqualification.

Myth Speakers who speak in the wrong room can still be ranked.

A. False. Train students to double check everything. Listen to contest director's instructions. Double check postings. Double check room assignments.
Sanction: Disqualification.

Myth Speakers are excused if they do not go directly to their room when their speaker number is called.

A. This scenario raises two issues:

Speaker doesn't hear their number called. This creates an unfair advantage because the speaker gets more prep time. It could also throw off the tournament schedule.

The speaker doesn't go directly to their room. What was the speaker doing? (Did they have access to coaching during that time?) There are just too many temptations to do something unethical. In addition, judges could leave the room, thinking that all speakers have performed.

Train speakers to LISTEN TO THE CONTEST DIRECTOR every time speaker numbers are called and go directly to the contest room. The contest director has the final decision.

Sanction: Disqualification.

Myth Substituting is easy - just give the contest director the new name when you arrive at the meet.

A. There's a Substitution Form. The official entry of contestants online is certification to the UIL that all students are academically eligible. Contest directors need proof of eligibility. Substitutes affect section ing. For example: if you sub for your B, the contest director doesn't just put the sub's name in the place of the B. They move the C up to B's slot and put the sub in the place of C. Seeding in speaking events is very important at district, regional and state contests. Coaches and coordinators should be careful to enter contestants into the online system by strength - the strongest speaker should be entered as A, the second strongest as B, and the third strongest as C. If the strongest speakers are all in the same room, they could cancel each other out in prelims. Remember that having to re-section creates lengthy delays and causes problems for the schedule. Mistakes can also be made if done in a hurry. No shows at region are devastating and should be avoided at all costs.

9 Ethics

Just like any other kind of competition, the integrity of extemporaneous speaking depends on the behavior of competitors, coaches, and judges. This section looks at ways for those in and around speaking competitions to maintain a high level of ethical behavior, ensuring the integrity of the competition.

Ethics & Use of Supporting Material in Society

Stephen Glass was a reporter for the news magazine *New Republic*. He was a very well-respected and very successful reporter who was discovered to have fabricated details of many of his stories and some stories in their entirety. He was exposed only when a competing magazine, unable to verify the details in an effort to complete a follow-up to one of his stories, contacted *New Republic*. As it turns out, even the person about whom he was writing was a complete invention. For years, Mr. Glass had supported his lies with more lies: e-mails, voice mail accounts, newsletters, and websites. Each lie prompted more lies. Eventually he got caught.

Is this an aberration or a societal problem? Public personalities have been exposed over the last several years as violating basic rules of ethics, costing taxpayers millions of dollars and affecting millions of people:

- Presidents
- Representatives
- Journalists
- Senators
- Television Personalities
- Corporate Executives

Can the citizens expect ordinary people to behave any differently? ABSOLUTELY! Every single person who plays a role in extemporaneous speaking must take ethics seriously as a critical component of these events.

Speakers should adhere to the accurate representation of evidence. When incorporating evidence into a speech, speakers should not:

- Cite evidence out of context
- Misinterpret evidence to alter intent or meaning
- Delete words from or add words to a quotation or phrase in such a manner that the intent or meaning of the evidence is altered

NOTE ON FABRICATING EVIDENCE

A speaker might be tempted to fabricate evidence and documentation, deceiving judges. Not even the best, most experienced judges are all-knowing. However, the speaker is eventually going to get caught, probably at the most important tournament of the year. The old cliché that says, "you play the way you practice" seems appropriate here. Practice ethical behavior when it does not matter, and when it does matter, you will come out on top.

For further rules that address speaker ethics, study the UIL *Constitution and Contest Rules* for both Informative and Persuasive Speaking located in the appendix and online resources that address source citations.

The allowed use of computers in UIL extemporaneous speaking brings its own set of ethical questions. The decision to allow the use of electronic retrieval devices in Informative and Persuasive Speaking was made because it is in the best interest of students and advances the educational benefits of the contests; however, the rules on acceptable source materials and behavior in the prep room have not changed. Reminder: Internet use in the prep room is prohibited.

Being an Ethical Member of the Extemp Community

Ethics does not begin and end with the competitor. Coaches and judges have just as much of an obligation to uphold ethics as do the competitors. It takes every member of the forensic community to make sure that fair and just values are upheld so that the education, benefits, and integrity of the extemporaneous speaking events will continue to thrive.

Ethical Competitor

What does it mean to be an ethical extemper?

- Cite sources accurately, 100% of the time.
- Use quotations accurately. Never cut a quotation to force it to support your position.
- Maintain friendly competition with other teams.
- Never fabricate information or evidence.
- Follow the rules. Know what is in your files and make sure that nothing violates the rules, even if you think you might get away with it.
- Respect a judge's decision, even if you disagree with him or her. Never blame a judge for a low ranking.
- Respect your coach's rules and decisions.
- Respect your teammates.
- Maintain your files so that you are never in a position where lying is an option.
- Be a good sport, in victory as well as in defeat.

Ethical Coach

What does it mean to be an ethical coach?

- Let team members know from day one that fabrication of evidence will not be tolerated on your squad.
- Punish ethical violations.
- Give speakers the tools that they need to be successful. Make sure that students keep files complete and up-to-date. Help students develop strategies for memorizing documentation and give them opportunities to practice.
- Do not tolerate negative comments about judges. Make sure that your comments about judges are always positive and that your students know that you respect your colleagues.
- Do not tolerate poor sportsmanship.
- Make your policies such that your students do not drop the day of the tournament.
- Respect the organizers of each tournament that you attend. They work hard for you.
- Make winning less important than following the rules and reaping the long-term educational benefits of the contest.
- Make fairness the important thing. Do not protect your students at the expense of the rules. This sends the wrong message to young people whose lives you mold.

Ethical Judge

What does it mean to be an ethical judge?

- Hold competitors to reasonable documentation standards. The best speaker may not be the speaker that can document twenty pieces of evidence from twenty sources. The best speaker should be the one who incorporates superb in-depth analysis from a reasonable number of quality sources to construct the speech.
- Honesty and integrity should be the first tool used to evaluate the speech. If you find a competitor falsified information, rank that competitor last, and tell his or her coach why.
- Make the speaker's use of a notecard less important than accurate source citation.
- Communicate your feelings about citations and accuracy of information to coaches, competitors, and your colleagues.
- Follow UIL rules if you are judging at a UIL tournament.

APPENDIX

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Links to Resources:

www.uiltexas.org/speech/extemp

Guidelines for Using Computers in Extemp

The Extemp Question Video – Ann Shofner, Contest Director

https://youtu.be/rNuqh04NFqQ

Intro to Extemp Video – Tasha Jones

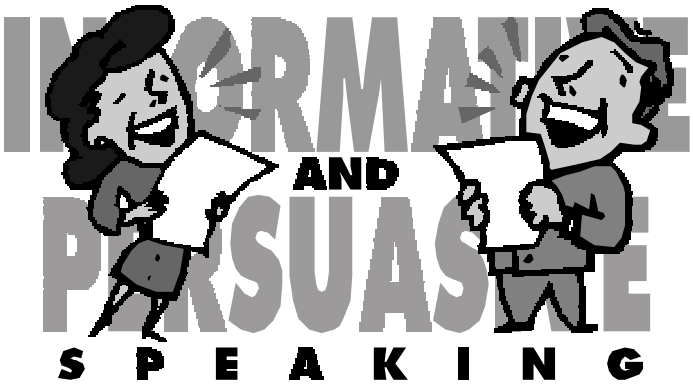
https://youtu.be/WyYDXyb7dSU

Coaching Extemp Video – Kristi Hodgkiss

https://youtu.be/dmUqySPwXbU

Source-ry magic of Extemp Topics Video – Kristi Hodgkiss

https://youtu.be/VsVcDUstJaQ



These directions expand upon but do not replace the information in the UIL Constitution and Contest Rules. The contest director should read Sections 1000, 1003, 1004, 1005 of the rules in this handbook, then read these guidelines for additional details. See also the Academic Quick Reference Chart, found on the UIL website.

Before the meet

REGIONAL ADVISORY COMMITTEE (REGION)
The League office appoints a committee of speech and debate coaches to advise and assist the regional contest director before, during, and after the meet. A list will be sent in late fall. Include these committee members in conducting a planning meeting for regional competition several weeks prior to the regional contest. Their knowledge and insight will help ensure a smooth contest day.

ROOMS
- Contest assembly room
- Preparation room where topics are drawn* (shared room with Persuasive Speaking)
- A separate room for each section in the preliminary round
- Tabulation room (may be shared with other speech events)

MATERIALS AND EQUIPMENT
The contest director provides the following:
- Stopwatch and time cards for each section
- Copy of current Constitution and Contest Rules and the contest handbook downloaded from the UIL website.
- Computer software for tabulating results: *Speechwire.com* or Talk Tab (download in advance from the speech page of the UIL website.)

CONTEST PACKET
The League office provides the following:
- Individual evaluation sheets*
- Master Ballots/instructions to judges*
- Timekeeping Record Sheet
- Judges' Ranking Sheet for a panel of judges*
- Topics (four sets for prelims and one set for finals) mailed under separate cover just prior to meet
- (REGION) State Meet information cards for state qualifiers (5)
- (REGION) "No-Show" form
- (REGION) Regional Meet Evaluation

* Districts and Regions are encouraged to use the official tournament management web-based system in order to incorporate electronic ballots.

PERSONNEL
- Sufficient number of competent and objective judges (1, 3, or 5 per section)
  At minimum, judges should be high school graduates.
- Chairperson/Timekeeper (1 per section)
- Tabulation room staff (2-3)
- Prep room monitors (2-3) and supervisor(s) of topic selection

INFORMATIVE AND PERSUASIVE speakers must share the same preparation room. You can also use this room as an assembly and draw room.

INVENTORY ALL materials well in advance to make sure you have what you need. If necessary, feel free to photocopy any of the UIL forms you may require.

SUBSTITUTION (DISTRICT)
Before the contest begins, students may be substituted for entries on the official district meet online entry form if the substitutes present the contest director with substitute eligibility forms or letters from the superintendent or designated administrator certifying their eligibility. At the conclusion of the meet, submit the letters to the district director. Make sure changes are entered into the UIL Online Entry System.

ALTERNATES (REGION)
If a student who has qualified for the regional meet is unable to attend, district officials should notify in writing the alternate (listed on the district results form) who should then be permitted to compete. Only the designated alternate from that district is allowed to fill the empty slot.

SCHEDULING
If space permits, hold the informative speaking and the persuasive speaking contests at the same time, since contestants may not enter both. Be sure they share the same prep room. Allot two and one-half hours for the preliminary round of these contests. It is critical to stay on schedule since some students may need to go to other events. Arrange for a verification period after the preliminary round and after the final round.

AT REGION, speaking order should vary for each district. The contest director may randomly determine or speakers may draw.

SECTIONING REQUIREMENTS
Section 1003(b)(1) of the C&CR specifies how many sections are required based on the number of contestants entered. This sectioning is mandatory. The chart from the C&CR is reproduced below:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section

* If desired, a preliminary round may be held.
If nine or more students enter a single contest, one preliminary round and one final round shall be held. Preliminary round sections shall be divided as equally as possible.

REGIONS SHOULD vary these patterns as they section additional speech contests at the meet so patterns are not identical for all speaking econtests.

DISTRICT SECTIONING (DISTRICT)
Assign contestants to sections for the preliminary rounds in accordance with the UIL C&CR. An event with 24 contestants may be arranged into three or four prelim sections. Avoid, when possible, placing contestants from the same school in the same section. Distribute first, second and third place entries as equally as possible throughout the sections.

Run all prelim rounds of the extemporaneous speaking events simultaneously in different rooms. Under no circumstances are different sections of the same event to be run at different times. Since all preliminary sections use the same set of topics, this is the only means of assuring an equitable contest.

REGIONAL SECTIONING (REGION)
At the regional level it is important to distribute first, second and third place district winners as equally as possible throughout the sections. For example, avoid placing all the first places from districts in the same section which would result in a stronger section. The following rubric illustrates how the first, second and third places from eight districts are sectioned accordingly.

Example One: Three Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3
D - P	D - P	D - P
1 - 1	1 - 2	1 - 3
2 - 3	2 - 1	2 - 2
3 - 2	3 - 3	3 - 1
4 - 1	4 - 2	4 - 3
5 - 3	5 - 1	5 - 2
6 - 2	6 - 3	6 - 1
7 - 1	7 - 2	7 - 3
8 - 3	8 - 1	8 - 2

COACHES OF contestants entered may be used to help administer the contest but should not judge at the district level.

Example Two: Four Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3	Section 4
D - P	D - P	D - P	D - P
1 - 1	1 - 2	1 - 3	2 - 1
2 - 2	2 - 3	3 - 1	3 - 2
3 - 3	4 - 1	4 - 2	4 - 3
5 - 1	5 - 2	5 - 3	6 - 1
6 - 2	6 - 3	7 - 1	7 - 2
7 - 3	8 - 1	8 - 2	8 - 3

SPEAKING ORDER

To allow a contestant to be in another nonconflicting event in accordance with the academic conflict pattern, competitors may request to be placed first or second in the round but students may not request to be placed in the last half of the round. The contest director may randomly determine speaking order, or contestants may draw for speaking order.

FOR MORE information on substitutions, see C&CR.

DISTRICT: If the contest director determines speaking order, each school should receive a variety of speaking positions. For example, if a school enters three students, ideally the three students from that school should receive an early, middle, and late speaking position. If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g., speaker #1 in prelims and #4 in finals). Speakers prefer drawing for speaking order.

REGION: If speaking order is determined by the contest director, each district should receive a variety of speaking positions. Ideally the three contestants from a district should receive an early, middle, and late speaking position. The following chart (based on example 1 above) illustrates giving the three places from a district a variety of speaking positions.

Section 1	Section 2	Section 3
D - P	D - P	D - P
1. 1 - 1	1. 6 - 3	1. 4 - 3
2. 2 - 3	2. 7 - 2	2. 5 - 2
3. 3 - 2	3. 8 - 1	3. 6 - 1
4. 4 - 1	4. 1 - 2	4. 7 - 3
5. 5 - 3	5. 2 - 1	5. 8 - 2
6. 6 - 2	6. 3 - 3	6. 1 - 3
7. 7 - 1	7. 4 - 2	7. 2 - 2
8. 8 - 3	8. 5 - 1	8. 3 - 1

If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g. speaker #1 in prelims and #4 in finals).

"D" DENOTES "district"

"P" DENOTES "place"

JUDGES

Inform each judge of the time and place of the contest and provide a copy of the UIL individual evaluation sheet and instructions for judging. Determine what required training the district has established. Access links on the UIL website so judges are thoroughly trained not only on contest rules but on critical issues such as implicit bias and inclusivity. One effective way to utilize judges is to permit prelim judges in one event to serve as judges for the final round in another event. For example, preliminary judges in sections of informative speaking can then serve as a panel of judges for the final round of persuasive speaking. Persuasive speaking preliminary round judges will then serve as a panel of judges for the final round in informative speaking. Panels should always be an odd number (3, 5, etc.). You may use a single judge in each section of the preliminary rounds at district, but the UIL recommends using a panel of three judges when possible, especially at regionals. The UIL strongly encourages the use of a panel of judges in finals. An individual should not judge the preliminary and the final round of a given event. Instruct judges not to discuss their decisions with other individuals or judges while judging a given contest, or prior to turning in completed ballots.

Before the contest

PREPARATION ROOM

Computers and other electronic retrieval devices are allowed. Internet access is not. Consult UIL Electronic Retrieval Devices Guidelines located on the following page.

Have the contestants place their research materials, files and/or electronic retrieval devices in the preparation room before the contest.

Materials allowed in the preparation room

1. Magazines, newspapers, journals with no added annotations. Examples: *Newsweek, Dallas Morning News, Wall Street Journal, Foreign Affairs* that may be highlighted in one color and include written citation information, but with no added annotations (explanatory notes or comments).
2. Other published source materials. Example: reference books, atlas, book of quotations.
3. Published speeches. Examples: the presidential State of the Union address, *Vital Speeches*.
4. Online materials. Examples: printouts of published material from copyright computer online data services if not modified or not in outline form that include the downloaded URL, the White House website.
5. Index without annotation. Example: computer or handwritten list of subject titles/dates of magazines or folders included in the files.
6. Computers or other electronic retrieval devices as specified in the latest UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking.

Materials NOT allowed in the preparation room

1. Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible topics.
2. Prepared notes, extemp speeches, debate evidence handbooks. Examples: extemp subscription service analyses, database summaries of multiple sources on a specific topic.
3. Unpublished handwritten or typed material other than an index. Examples: one or more articles cut and pasted into a single document, previously used extemp notecards, flow of a debate round.
4. Index with annotations. Example: title of article, with added comment, "great pro-con article on global warming."
5. Smart phones and cell phones and smart watches.

**Note: Examples given above are not all-inclusive.*

After the contestant chooses a topic, the contestant has thirty minutes to utilize these materials to prepare the speech. There should be two or more monitors in this room to supervise contestants as they choose topics and to make certain that the room is quiet and that contestants do not confer. At the end of 30 minutes prep time, release the contestant to the speaking room. Students should leave with nothing other than the official topic slip and a note card no larger than 3/5 inches, if they choose to use one. No legal pads or electronic retrieval devices may be taken from the prep room. Use a monitor at the exit door to see that these rules are observed. Dismissing students before the end of the thirty minutes may encourage them to seek help on their speech. Ideally, to avoid any consultation on the contestants' part, have a monitor accompany them from the preparation room to the room in which they will speak.

FOR PREPARATION ROOM restrictions, see Individual Speech Contest, General Instructions.

Electronic Retrieval Devices in Extemporaneous Speaking

The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Extemporaneous Persuasive and Informative Speaking is permissible for evidence retrieval so long as wired or wireless connections are disabled and remain disabled during the contest. *These rules in no way are intended to prevent or discourage contestants from utilizing traditional paper files.*

Use of electronic retrieval devices during the contest

A. Computers and other electronic retrieval devices are defined as: laptop, tablet and netbook computers, other portable electronic retrieval devices and secondary devices such as flash drives and external hard drives.
B. Cellphones or smartphones or smart watches are not allowed during the contest.
C. Computers may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
D. Wired connections (Ethernet or phone) during the contest are not permitted.
E. Computers or other electronic equipment may not be used to receive information from any sources (coaches or assistants included) inside or outside the preparation room. Internet access, use of e-mail, instant messaging or other means of receiving information from sources inside or outside the preparation room are prohibited. This statement does not preclude the use of timing devices.
F. Contestants may utilize allowable devices for the purpose of accessing stored files, but shall not use them to outline their speech or otherwise organize their thoughts.
G. The contestant shall not remove the electronic retrieval devices from the preparation area until after the contestant's speech has been delivered.

Sanction: Contestants found to have violated provisions B-G above shall be disqualified. The contest director shall be empowered with the final decision concerning disqualification.

H. Devices must be muted in the preparation room during the contest. Contestants should not play games or engage in other distracting activities on their electronic devices. Tournament officials may ask a contestant to power off the device if it becomes distracting.
I. Contestants from the same school may share computers during preparation. However, conversing among contestants is not allowed.

Source Materials: Contestants may consult magazines, newspapers, journals and other published source materials saved on their electronic retrieval devices if the following standards are met:

A. There shall be no modification. Each document shall be a single, complete source in and of itself. Indexing without annotation is allowed.
B. An article may be highlighted in only one color. Bolding, italicizing, underlining or any other manipulation of the original text of the article is prohibited.
C. The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials including but not limited to cases, briefs, outlines and flows must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest.
D. Contestants may not access audio, video or other active multi-media files during the contest.

Logistics

A. Contestants electing to use computers are responsible for providing their own computers and batteries. Tournament hosts shall not be responsible for providing computers for contestants.
B. Power plugs or outlets may not be used in the preparation room at any time.
C. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations including additional preparation time or speech time will be given by judges, contest directors or tournament hosts.
D. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the computers at their own risk. UIL is not responsible for lost, stolen or broken computers.

Monitoring. By choosing to use electronic retrieval devices in the preparation room, contestants are consenting to allow tournament officials to monitor their files. Contestants who do not wish to consent should not use electronic retrieval devices.

ROLL CALL

Call roll to see that contestants are present.

DISTRICT: Call for the substitute listed on the advance qualifiers list if a contestant is not present.

REGION: Call for the alternate listed on the online advanced qualifiers form if a contestant is not present. Only certified alternates from that district may fill the empty slot.

RULE REMINDERS

Read the following rule reminders aloud to the contestants assembled to draw topics:

- Preparation room: To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials accessed via electronic retrieval storage device, or copies made by a copier in compliance with copyright laws, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech is not to be used by the speaker to prepare the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or handwritten materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Speakers may use laptop, tablet and netbook computers and other electronic retrieval devices as long as they are in accordance with the latest UIL Guidelines: Electronic Retrieval Devices in Extemporaneous Speaking. **Wired or wireless connections must be disabled** and remain so for the duration of the contest. **Cell phones or smart phones or smart watches are not allowed.** Conversing is prohibited in the prep room.
- Restrictions on notes: A speaker may use only one note card that is no larger than 3x5 inches when delivering the speech. However, there is no limit placed on the quantity of information on the one card. All source citations orally delivered in the speech should be legitimate. When leaving the prep room, contestants shall take only their topic slip and note card to the contest room. No other materials (including a legal pad, timer, or electronic retrieval device) may be taken from the prep room.
- Drawing topics: At approximately 10-minute intervals, you will be called by speaking order to draw five topic slips from the containers marked by section. After drawing five slips, select one on which to speak and return the remaining four slips to the respective container. Do not discuss your topic with others. After the 30-minute preparation period, take your topic slip to your contest room and present it to the chairperson or judge.
- Restrictions on time: There is no minimum time, but a speech may not be longer than seven minutes. You may complete the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven minute time limit rests with you, not the timekeeper.
- Verification period: After both the preliminary round and the announcement of the unofficial results, and the final round and the announcement of unofficial results, your individual evaluation sheets will be made available. Approximately 15 minutes has been allotted for each verification period and it is the responsibility of you and your coach to question any tabulation error before the official results of the rounds are announced. This is not a time to question the decision or ranking a judge has given you. Anyone not present for this ballot verification period forfeits the opportunity to verify tabulation. The verification period after prelims and before the announcement of the students who will advance to finals will begin at approximately _____ in room _____. The verification period after finals and before the announcement of official results will begin at approximately _____ in room _____.

TOPIC DRAW

- Preparation of topics. To prepare topics for the extemp draw, cut the topic sheets into the slips, as indicated. Each preliminary section has its own set of topics. The UIL provides identical topics for each section, so to avoid duplication of the topics in the draw, place each section's topics in a separate container (envelope, receptacle, etc.) and label them. Having the contestants' names on each section envelope is also helpful.
- Drawing topics. (See Extemp Draw Guide, later in the Appendix) Contestants will draw topics 30 minutes prior to speaking, in a staggered manner. This means that all first speakers will draw at the same time and speak at the same time (in different rooms, before different judges); all second speakers will draw at the same time and speak at the same time; etc. Each contestant will draw five topics from the container, choose one to speak on, and return the other four topics to the container from which they were drawn. To prevent speakers in the same room from speaking on identical topics, it is important that the topics for different sections do not get mixed. Rules do not prohibit a contestant from using his or her index file when drawing topics.
- Room arrangement. To simplify the drawing procedure, hold both the informative and persuasive draws at the same time, since a student may not enter both contests. To minimize confusion, informative speakers should draw topics on one side of the room and persuasive speakers on the other.

REMEMBER: Read aloud the rule reminders to the contestants assembled before topics are drawn!

EXAMPLE: Speaker #1 draws at 9:00 and speaks at 9:30; Speaker #2 draws at 9:10 and speaks at 9:40; Speaker #3 draws at 9:20 and speaks at 9:50, etc.

See Extemp Draw Guide, page 50 in the Appendix.

EACH CONTESTANT DRAWS FIVE TOPICS from the container, chooses one to speak on, and returns the other four topics to the container from which they were drawn.

Running an Extemporaneous Speaking 'Draw'

Prepare Topics

To prepare topics for the extemp draw, cut the topic sheets into the slips, as indicated. Each preliminary section has its own set of topics. The UIL provides identical topics for each section. (If topics are provided digitally, plan ahead to print topics out unless using the digital extemp draw feature on *Speechwire*.To avoid duplication of topics in the draw, place each section's topics in a separate container (envelope, plastic bowl, small box receptacle, etc.) and label them. Having the contestant's name on each section envelope is also helpful.

Drawing Topics

Contestants will draw topics 30 minutes prior to speaking time, in a staggered manner. This means that all first speakers will draw at the same time and speak at the same time (in different rooms before different judges). All second speakers will draw at the same time and speak at the same time, etc. Each contestant will draw five topics from the topic envelope, choose one to speak on, and return the other four topics to the envelope from which they were drawn. To prevent speakers in the same room from speaking on identical topics, it is important that the topics for different sections not be mixed.

Announcement Guide

The following page contains a chart that will aid in making the draw easy and efficient.

Announcement Guide

	START TIMER	5 min.	10 min.	15 min.	20 min.	25 min.	30 min.	35 min.	40 min.	45 min.	50 min.	55 min.	60 min.	65 min.	70 min.	75 min.	80 min.	85 min.	90 min.	95 min.	100 min.
Speaker 1	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now														
Speaker 2	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now												
Speaker 3	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now										
Speaker 4	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now								
Speaker 5	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now						
Speaker 6	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now				
Speaker 7	X	X	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now		
Speaker 8	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now

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Announcement Guide

1. Start the timer when the first speaker is called to draw topics.
2. For every 5 minutes that pass on the timer, the person making announcements will read out the information under the appropriate time column.
3. Once the last speaker has reached the " Go Speak Now" point on the chart, extemp draw is complete. Make copies of this sheet as necessary. For example. when the timer reaches 10 minutes, the announcer would call out, " Speaker 1 has 20 minutes left. Speaker 2 needs to come draw topics."

During the contest

CHAIRPERSON

Audiences are permitted and encouraged. Before the round begins, request that all cell phones be turned off. When a speaker has entered the room to give their speech, the chairperson/timekeeper should announce to the judges the name of the contestant (or code assigned) and the topic selected from the speaker's topic slip. This information may already appear on the ballot, if electronic ones are being used. If not, the chairperson/timekeeper should give the judges time to write the speaker's name or code and topic on the ballot before allowing the speaker to begin.

PREP ROOM MONITORS

Contestants are not allowed to remove their electronic retrieval devices from the preparation area until after the contestant's speech has been delivered. Conflicts arising from time schedules when students need their equipment for another UIL contest (such as debate) need to be addressed with the prep room monitors in order to retrieve equipment.

TIMEKEEPING

Timekeeping is critical to this contest. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate to contestants the type of time signals to be used. All timekeepers should be trained in advance of the contest according to instructions, which are provided below:

USING TIME CARDS is preferred.

(4) *Timekeeper and Signal Standards.*

(A) A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.

(B) A timekeeper should use timecards to indicate to the speaker the remaining time. When the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head. An interpretative contestant who is still speaking when the "stop" card has been raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the contestant**.**

The following hand signals (signal with fingers) are recommended if timecards are not used:

(i) After three minutes have elapsed, give a signal of four fingers.

(ii) After five minutes have elapsed, give a signal of two fingers.

(iii) After six minutes have elapsed, give a signal of one finger.

(iv) After seven minutes have elapsed, the timekeeper may stand or otherwise indicate that the total time has elapsed.

After the contest

CHECKING THE BALLOTS

Check to see that the ranks on the judge's master ballot and the individual evaluation sheets are the same. Check to see that each judge gave one and only one first, second, third, fourth, fifth, sixth, etc. (Note: If using *Speechwire* managment system, it will prevent the judge from duplicating ranks on the electronic ballot.)

TABULATING RESULTS

Contest sites are to use the UIL software to tabulate results. There are no ties in speech events. In the case of panel judging it is critical that the UIL system of majority or better ranks be utilized. (A Judges' Ranking Sheet for a panel of judges is included in the appendix.) The following criteria, in the following order, shall be used to determine all ranks:

> Remember: In any case where there is a tie all contestants who are tied shall be awarded a place before going on to another contestant or place.

- Any contestant who receives a majority of firsts shall be awarded first place.
- In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.
- If, at this point, two or more contestants tie with the same low sum of total ranks, break the tie by the use of judges' preference. Judges' preference is a method of tabulation and does not infer that judges confer to reach a preference. (See further explanation below)
- Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale.

Rank of first	=	1.00
Rank of second	=	.50
Rank of third	=	.33
Rank of fourth	=	.25
Rank of fifth	=	.20
Rank of sixth	=	.17
Rank of seventh	=	.14
Rank of eighth	=	.13

The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.

- If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.
- If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.
- Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for State finals.

> The order of this criterion shall be used to determine all ranks. When determining second place, a majority of second place ranks or better is the first criterion. When determining third place, a majority of third place ranks or better is the first criterion, etc.

Determine second place next. If a tie existed for first place, automatically give the person tied with the first place winner second place. If no tie existed, a contestant (not already awarded a place) ranked second or better by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds or better or if two unranked contestants receive a majority of seconds or better, (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second. In the following example, both unranked contestants have a majority of seconds or better, so contestant #2, whose sum of total ranks is lower, is ranked second. Award Contestant #1 third before any other contestant or place is considered. The next place to be awarded is fourth.

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The TalkTab computer program for tabulating multiple judge ranks should be downloaded for free from the speech page of the UIL website unless the official UIL tournament system (Speechwire) is being used. Speechwire is configured to calculate ranks according to UIL procedure.

District and region contest directors should use it to avoid incorrect placement.

In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds or better. Contestants 1 and 2 have the same sum of total ranks, so the tie for second must be determined by judges' preference.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	**2**	5	**3**	10	+	2nd
Two	4	**2**	4	10	-	3rd

ATTENTION: In any case where there is a tie all contestants who are tied shall be awarded a place before going on to another contestant or place.

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C) and is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

Many three-way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference. For determining judges' preference with three contestants, compare the first tied contestant with the second tied contestant. Then compare the first tied contestant with the third (other) tied contestant, as in the following example.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9.

1. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside number #1 indicate the judges' preference.
2. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1.
3. Now compare speaker #2 to speaker #3, and note that two of the three judges (A & C) ranked speaker #2 higher, as indicated by a (+) in the preference column for speaker #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first.
4. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second.
5. Contestant #1 is then awarded third.

Although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first must be ranked before considering other contestants or places.

The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths or better (two second place ranks). Therefore, contestant #5 is awarded fourth place.

The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.

Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent.

In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ –
Two	2	1	1	N/A	
Three	3	2	6	11	– +
Four	6	3	5	14	
Five	4	5	2	11	– +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

- Contestant #1 has the highest sum total of decimal value and is awarded second place.
- Contestant #3 has the next highest total, and is awarded third place, and contestant #5 is awarded fourth place.
- Both contestants remaining unranked have a majority of fifths or better. Therefore, contestant #6, with the lower sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Contestant	Judge A	Judge B	Judge C	Total Value	Preference	Decimal	Rank
One	1	6	4	11	+ –	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	– +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	– +	.95	4th
Six	5	4	3	12			5th

- If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Total C	Pref	Decimal	Rank Value	
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	8	8	–	1.58	3rd

In this example, judges' preferences cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preferences shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A&B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

If at this point, a tie still exists among three or more contestants whose decimal value of ranks is equal, the tie must be broken by a blind draw, except at state finals.

All three contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance to Section 902 of the C&CR.

DISQUALIFICATIONS
Only the contest director is empowered to disqualify contestants for time or rule violations. Judges should rank all contestants in a round and then bring the issue to the contest director's attention after the round. Judges may not disqualify contestants. For disqualifications in the final round, the contestant should receive no place (rank). He or she also does not contribute to the speech team award or overall sweepstakes.

BALLOT VERIFICATION
This period is mandatory. Before the official results are announced in both preliminary and final rounds, the contestants and/or coaches should be given the unofficial results and allowed to view individual evaluation sheets for no more than 15 minutes. The judges' ranking sheet used to tabulate ranks from a panel of judges should be available during the verification period. Contestants and/or coaches may, at this time, bring up any questions concerning tabulation to the attention of the contest director. The contest director will then correct any errors before the official results are announced. Students may keep their evaluation sheets after results are declared official. Questions about judges' decisions are not allowed.

OFFICIAL RESULTS
When the ballot verification period is over, the official results may be announced or posted. These results are final. At this time, individual evaluation sheets may be released to coaches/students.

AWARDS
Present medals and points to the winners according to the guidelines outlined in the UIL *Constitution and Contest Rules*. If a contestant advances to the final round in this event but does not compete in that round, the contestant should not receive a place (rank). He or she also does not contribute points to the speech team award or sweepstakes.

REPORT TO DIRECTOR
(DISTRICT) Individual contest directors shall give the contest roster/results form and sorting envelopes to the district director immediately after the contest. The district meet director is responsible for entering results into the UIL Online System. District results must be submitted into the online system and made available for public review by 5 p.m. on the Monday following the second district week.
(REGION) Individual contest directors shall give the contest roster/results form and sorting envelopes to the regional director immediately after the contest. The regional meet director is responsible for entering results into the UIL Online System and making them available for public review by 5 p.m. of the Monday following the regional meet. Regional directors shall also provide a list of contestant absentees if alternates were not present to take these individuals' places. A "No-Show" form is provided in your packet.

MAILING RESULTS
Mailing full meet results to participating schools is optional since results will be posted online.

EXTRA CONTEST MATERIALS
Destroy or distribute any extra contest materials. *Note*: topics must be destroyed.

INDIVIDUAL POINTS
1st place.....15
2nd place.....12
3rd place.....10
4th place.....8
5th place..... 6
6th place.....4

SPEECH TEAM POINTS
1st place.....10
2nd place.....5

SPEECH TEAM POINTS
The UIL Online Entry System, *Speechwire,* will calculate and award speech team points.

ONLINE NOTE:
If this is your final speech event to certify ranks, be sure to click on "Verify speech team results" to calculate speech team points.

The Topics

Contestant will be allowed to draw five topics. Thirty minutes is allotted for a student to select a topic and prepare their speech. Topics are written for University Interscholastic League extemporaneous speaking contests with the following overview as a guide.

• Current news dictates the topics. Expect topic areas to include economics, education, foreign policy, medical/health, military, political, science/technology and social geographical regions include Africa, Asia, Europe, Latin America, the Middle East, the United States as well as global.

• *Newsweek*, *Time*, and *US News & World Report* are commonly accessible to schools. If all three news magazines cover the same issue, a topic is generally provided on it. Topics are not restricted to these publications, however, due to the wide-reaching access of specialized online publications.

• Internet news sources and daily newspapers also are important resources for topics. Be aware of media source biases.

• A balance of topic areas is provided. Contestants should expect major issues from Texas as well as the national and international scene.

• A balance of domestic/international topics is provided.

• Consideration is given to the level of difficulty of topics. As students advance from district to region to state competition, they can anticipate an increase in the level of difficulty.

• Care is devoted to wording informative topics in an informative manner and persuasive topics in a persuasive manner. However, the UIL contest rules clearly recognizes the subjectivity of this issue and therefore indicates that the responsibility to speak informatively or persuasively on a given topic lies with the contestant.

• Some topics must be broad in nature in order that they remain viable for as long as they are used. Topics for invitational UIL tournaments must be worded in such a way they will remain current throughout the invitational "A" or "B" tournament window. District, regional and state topics are shipped separately to the contest site the week of the tournament, so these topics can be more specific and time-sensitive.

• Since the speaker is expected to repeat the topic verbatim to the judge, phrasing and ease of oral recitation is taken into consideration.

• Texas topics are included in each set of topics in order to enhance the students' knowledge of home state issues.

• Timeliness of the topics is an issue of importance.

Appropriate Citations Of Evidence

As an extemporaneous speaker, you are expected to provide sufficient support for your claims.

The ethical use of evidence includes:

- Appropriate citations
- Accurate representation of evidence content
- Avoidance of plagiarism

Appropriate Citations of Evidence

If you use an outside source in your speech, you should verbally cite it.

A verbal citation should include sufficient information for an audience member to locate the source. Use the following as your guidelines:

- Print periodicals - cite with the title of the periodical (magazine) and the date, regardless if the material was electronically retrieved.
  - Note: The date you accessed the source online is not considered the primary publication date.
  - Example: "According to the July 21, 2024, New York Times…."
- Materials distributed via electronic means only should be indicated as such.
  - Example: "According to a June 21, 2024 online report by the Associated Press…."
- Books should be cited with the title, date and author. Essays or articles collected in an anthology should be cited using the primary author's name, not the editor of the collection. Cite the original publication of the anthologized work, if possible.
  - Example: "(Author) argues in his 2024 book, (title of book)
- Webpages should be cited with the name of the sponsoring organization and the date on which the page was posted/last updated. (The date a source is accessed online is not considered a primary publication date.
  - Example: "The UIL states on its website last updated July 15, 2024.…."

Accurate Representation of Evidence

When incorporating evidence into a speech, you should not:

A. Cite evidence out of context
B. Misinterpret evidence to alter the intent or meaning
C. Cut words from or add words to a quotation
D. Paraphrase in such a way that the intent or meaning of the evidence is altered

Avoidance of Plagiarism

Plagiarism is defined as claiming another's written or spoken word as one's own.

--Content from the American Forensic Association Evidence Standards

Common Questions Concerning the Extemporaneous Speaking Contest

Q. Are preparation materials for the UIL Current Issues & Events contest (such as discussion question essays) allowable in the Extemporaneous Speaking preparation room?

A. No. The essays/paragraphs are considered "prepared notes", which are prohibited in the contest rules for Extemporaneous Speaking.

Q. Should an index be taken to the front of the prep room when the speaker is drawing his/her topic?

A. Although there is no rule that prohibits this, it is a poor practice. Speakers doing this will sacrifice valuable prep time selecting their topic and it will appear that they do not know their files well enough for topic selection. Be aware the only typed or handwritten materials allowed in the prep room is an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics.

Q. Are contestants required to select only one filing method or are they allowed to use a hybrid of both paper files and computer files in the preparation room?
A. A combination is allowed, as long as rules regarding materials are followed.

Q. Annotations are not allowed on the index. Could you provide some examples?

A. Annotations are defined as "explanatory notes or comments." The following are examples of a proper index versus an improper index due to added annotations:

Proper: third party candidates
Improper: third party candidate frontrunners

Proper: State of the Union
Improper: State of the Union repercussions

Proper: campaign finance reform
Improper: campaign finance reform/areas of greatest impact/losses

Q. What is an appropriate method to save electronic files?

A. Do not cut-and-paste the article into a WORD document. The efficient method is PDF. If you are working from a Mac computer, you click "Print" and you are automatically given a PDF button that offers the option of saving in this manner.

If you are working from a PC, you may have to download and install a PDF converter. Go to www.dopdf.com and follow the prompts.

Google Chrome has a built-in converter to change your webpage to a PDF.

Q. How do I store electronic extemp files?

A. Numerous tools are available to help you store files and access them easily. Explore the Internet for the one best suited for you and your squad. Companies also produce software specialized for the extemporaneous speaking contest. UIL does not promote or endorse any particular file organization program or service.

Q. Are iPads and tablets allowed in the extemp prep room?

A. Yes. They are an electronic table computer.

Q. If my battery is low, can I plug my computer into an electrical outlet in the prep room or my power strip?

A. No. Typical facilities where draw is held do not have a sufficient number of outlets for every contestant; therefore, tournament sites are not required to provide electrical outlets for contestants. Plan in advance and bring a backup battery.

Q. Can I use my computer to outline or draft my contest speech in the prep room?

A. No. Rules prohibit outlining or organizing your thoughts on the ERD.

Q. I'm scheduled to draw as last speaker. I'm also entered in LD Debate. May I study my LD case while I'm in the prep room waiting to draw?

A. No. This is a violation of the rules.

Q. May I access the Internet in the prep room?

A. No. This is a violation of the current UIL ERD rules.

UIL STATE MEET - PROCEDURES FOR JUDGES – INFORMATIVE

The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the speech.

Analysis and Content

- Did the speaker answer the question?
- Was the content informative?
- Was there sufficient use of logic, facts, examples and/or expert opinion?
- Was the information adequately documented?
- Was the information pertinent to the specific topic?

Organization

Introduction

- Did the speaker get attention?
- Was the topic clearly stated?
- Did the speaker preview and give focus to the key ideas?

Body

- Were divisions clear and appropriate to the topic?
- Did the speaker make effective use of signposting, internal summaries, and transitions?
- Was adequate time devoted to each division within the 7-minute time limit?
- Was there a logical progression of ideas?

Conclusion

- Did the speaker tie the speech together?
- Was the answer to the question clear?
- Was there a note of finality?

Delivery

Language Style

- Was the language suitable to informing the audience?
- Was the language precise, grammatically correct and vivid?
- Was the delivery natural and spontaneous?
- Did it reinforce the ideas of the speech?

Vocal Delivery

- Was enunciation clear?
- Was volume appropriate?
- Was there sufficient variety in rate, pause and pitch?

Physical Delivery

- Did the speaker exhibit poise and confidence?
- Were gestures varied, movement motivated and eye contact direct?
- If note card was used, was it an unobtrusive part of the delivery?

THANK YOU FOR JUDGING!

Extemporaneous Informative Speaking
Finals – District I

Effective Date: April 1 - 6, 2024
(This copy is for the contest director.)

1. What is known about Isis-K?
2. What are positive changes that have resulted from the global pandemic?
3. What is SpaceX's Starshield?
4. What actions has the United States taken in response to the Haitian crisis?
5. What has been revealed about the origin of the Smokehouse Creek fire in the Texas Panhandle?
6. What steps are President Biden's re-election planners taking to attract young voters?
7. Why do outbreaks of violence and instability continue in western states of Africa?
8. What impact could Texas Senate Bill 4 have on U.S. immigration policy?
9. How have the volcanic eruptions in Iceland impacted their tourist industry?
10. Why did the United States classify Houthi militants as a terrorist organization?
11. What has caused delayed financial aid packages impacting prospective and current college students?
12. Why does the number of Sudanese refugees continue to grow at an alarming rate?
13. What problems are associated with the Boeing 737 Max aircraft?
14. What challenges are being addressed by the Mercy Corp in the Middle East?
15. What states are home to the highest minimum wages in the country?
16. Why is China being accused of cyberespionage campaigns?
17. What would be required to get different Palestinian factions to unite under one government?
18. What challenges currently face the countries of Central America's Northern Triangle?
19. With unemployment decreasing and the economy growing, why do many Americans believe we are in a bad economy?
20. What concerns are being faced due to the global water crisis?

Extemporaneous Informative Speaking
Finals – Region

Effective Date: April 26-27, 2024
(This copy is for the contest director.)

1. Which European nations currently face serious migrant issues?
2. Why is the impartiality of Texas Supreme Court Justice John Devine in question?
3. Why is northeastern Africa facing the world's largest hunger crisis?
4. What are the major political battleground states in 2024?
5. Why is Russia reportedly engaging in disinformation campaigns?
6. Why is Ken Paxton attempting to halt the "Uplift Harris" program?
7. What is the current state of diplomatic dialogue between the United States and China?
8. What is the ongoing progress regarding the Baltimore Key Bridge disaster?
9. What sectors of the U.S. / Mexico border have the highest level of migrant traffic?
10. Why is the NCAA facing Title IX lawsuits from female athletes?
11. How is Hezbollah involved in Israel's conflict with Hamas?
12. Why is FAFSA facing scrutiny from federal lawmakers?
13. Why is 2024 considered the "ultimate election year" for the European Parliament?
14. What infrastructure damage did Taiwan suffer from the recent earthquake?
15. What is the new AI chip recently unveiled by Meta Platforms?
16. How are Americans being affected by respiratory illnesses in 2024?
17. Why is Janet Yellen calling on China to "scale back" industrial production?

UIL STATE MEET - PROCEDURES FOR JUDGES – PERSUASIVE

The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the speech.

Analysis and Content

- Did the speaker answer the question?
- Was the content persuasive?
- Was there sufficient use of logic, facts, examples and/or expert opinion?
- Was the information adequately documented?
- Was the information pertinent to the specific topic?

Organization

Introduction

- Did the speaker get attention?
- Was the topic clearly stated?
- Did the speaker preview and give focus to the key ideas?

Body

- Were divisions clear and appropriate to the topic?
- Did the speaker make effective use of signposting, internal summaries, and transitions?
- Was adequate time devoted to each division within the 7-minute time limit?
- Was there a logical progression of ideas?

Conclusion

- Did the speaker tie the speech together?
- Was the answer to the question clear?
- Was there a note of finality?

Delivery

Language Style

- Was the language suitable to informing the audience?
- Was the language precise, grammatically correct and vivid?
- Was the delivery natural and spontaneous?
- Did it reinforce the ideas of the speech?

Vocal Delivery

- Was enunciation clear?
- Was volume appropriate?
- Was there sufficient variety in rate, pause and pitch?

Physical Delivery

- Did the speaker exhibit poise and confidence?
- Were gestures varied, movement motivated and eye contact direct?
- If note card was used, was it an unobtrusive part of the delivery?

THANK YOU FOR JUDGING!

Extemporaneous Persuasive Speaking
Finals – District II

Effective Date: April 8 - 13, 2024
(This copy is for the contest director.)

1. Is Vladimir Putin's regime vulnerable?
2. Has the Israel – Hamas war tested free speech policies on college campuses in Texas and the nation?
3. Is the economic crisis in Cuba serious?
4. Should Americans continue receiving Covid vaccinations?
5. Are conditions in Haiti continuing to deteriorate?
6. Should the U.S. federal government promote expansion of community colleges?
7. Are Joe Biden and Benjamin Netanyahu on a diplomatic collision course?
8. Will NIL and potential player salary issues in college sports impact America's ability to field Olympic teams in the future?
9. Has Egypt become a nation in the grips of authoritarian leadership?
10. Is bird flu posing a threat to Texas agriculture?
11. Is France enacting restrictive immigration policies?
12. Is the constitutionality of President Biden's college tuition debt forgiveness program in question?
13. Should the United States continue its support for Israeli occupation of Palestinian territory?
14. Did President Biden's State of the Union speech prove to be a successful jumpstart to his re-election campaign?
15. Uvalde: Will any law enforcement officers at the scene of the Robb Elementary School shooting be criminally charged for inaction?
16. Is the Democratic Republic of the Congo on the verge of a major conflict with neighboring Rwanda?
17. Do health care costs need to be reduced in America?
18. Was the Moscow concert massacre the result of a massive security failure?
19. Does Mike Johnson have a high level of influence within the Republican Party?
20. Has China sided with Hamas in the current Middle East conflict in Gaza?

Extemporaneous Persuasive Speaking
Finals – State

Effective Date: May 14-15, 2024
(This copy is for the contest director.)

1. Has climate change had a major effect on Texas weather?
2. Will the Paris Olympic Games test the leadership of Emmanuel Macron?
3. Are American college campuses supporting too little or too much free speech?
4. Is anti-Israeli sentiment spreading throughout the Middle East?
5. Has Mayor London Breed fallen short in dealing with San Francisco's homelessness issue?
6. Has the international community's response to the humanitarian crisis in Sudan been sufficient?
7. Have legal federal elections become a legitimate concern?
8. Are U.S. government regulations of TikTok necessary?
9. Is progress being made in the aftermath of Baltimore's Key Bridge collapse?
10. Was Xi Jinping's trip to Europe successful in setting up a new global order?
11. Has the U.S. Supreme Court gone beyond the proper role of the judiciary?
12. Will the endorsement of President Biden by prominent members of the Kennedy family blunt the momentum of Robert F. Kennedy's third-party bid?
13. Have America's secondary school students become too reliant on technology?
14. Can Haiti's transitional government bring peace to the streets of their country?
15. Should the Biden administration take a more "hardline" approach with respect to China?
16. Are electric vehicles too expensive for middle-class American families?
17. Is the U.S. economy enjoying sustainable economic growth?
18. Should political candidates be allowed to self-fund their campaigns?
19. Will the rising tensions between China and the Philippines spill over into open conflict?
20. Should former U.S. presidents be granted immunity from criminal and civil charges after leaving office?

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to continue on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained as we find normalcy again. Some schools continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL INFORMATIVE AND PERSUASIVE SPEAKING

Preparation

Prepare for online Extemporaneous Speaking before the start of actual competition rounds by participating in online practice rounds. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi. A cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Technical Problems

Technology issues should be reported immediately through a help line or email. The specific “help” procedure should be communicated by tournament officials in advance of the meet.

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Reminders If Using *SpeechWire* *

- Be sure you input your students' email addresses into *SpeechWire.*
- Judges must set up accounts as well so they can receive their assigned e-Ballots.
- Retrieve your students' ballots as a PDF and view the tabulation sheets in your team's *SpeechWire* account.

**SpeechWire* will be used at UIL State Meet.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament software. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are speaking. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Some use 2 devices. Experiment in advance to discover what works best for you. Note: *SpeechWire* allows you to submit your results and add the comments afterwards, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student. In the commend box of the e-Ballot, it's a good idea to type the student's topic so the Tab Room can verify the student spoke on the actual topic they drew.

Technology Problems

Common tech issues:

- Lagging audio – have participant turn off video briefly to improve bandwidth
- Noise in the audio – have participant mute themselves if they are not speaking
- Video quality – have participant readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect

  The Contest Director should use discretion in determining the length of time that is reasonable; due to the nature of this timed event, 5 minutes protects the integrity of the draw schedule

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background a student has available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form

http://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation-9-16-posting.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.

Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.

Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

Words of Advice

From State Champions & State Championship Coaches . . . .

On Intros . . .

Use original, and therefore more appropriate, attention devices in speeches. Avoid "canned" introductions. Extemporaneous speaking is a "thinking individual's" event. Use knowledge of current events, logic, and creativity to find an original attention device that grabs the judges' attention, organizes and directs the speech, but also that fits the speaker's personality as well as the topic question without being cliché or "canned."

- Kristi Hodgkiss -

On Research . . .

Delve into a topic before giving a practice speech. This definitely takes more than 30 minutes preparation time. The speaker should understand the whole area and not just bits and pieces. When contest time comes, the extemper can feel comfortable giving a knowledgeable speech over a difficult topic.

- Susan McCarson -

On Literacy . . .

Students in extemporaneous speaking need to establish a culturally literate world view from which they can draw the necessary components for structuring their speeches. Often, inexperienced speakers simply summarize their points from their sources. Their speeches suffer because the speakers "dump" their points into two or three major divisions with no rationale to their organization. A more experienced, lucid speaker will use cultural and historical allusions that aid in placing subpoints in the proper context for more effective communication and analysis of the topic. This world view often also creates much clearer topic justification, which is necessary for a good speech.

- Russell Kirkscey -

On Extemp Draw . . .

Practice breaking your preparation time up into definitive intervals. When you are sitting in the extemporaneous draw room with only 30 minutes to formulate a 7 minute speech, poor time management is your worst enemy. The easiest and most simplistic way to do this is to break the preparation period into three 10 minute sections. During the first, you research your files for information on the topic drawn. As a rule, if you are looking for more than 10 minutes you are not going to find much else in your files on your topic. During the second period, you outline your speech - in your head, on paper, on a card, wherever - it is important that you plan what you will say and when you will say it. Finally, during the 10 minutes before your speech, you practice. Find a spot against the wall and give your speech quietly to said wall as if you were giving it to a judge or judges. Take this approach, modify it, make it your own, and your speeches will be better and your successes more notable.

- Dylan Pearcy-

On Practice . . .

Students who wish to achieve success in extemporaneous speaking should spend substantial time preparing and practicing speeches on a host of topics. It is often evident which participants in a given contest spent time in advance of competition delivering speeches on various subjects. Most contestants, judges and coaches would readily agree that quality and precision increase the more a student speaks on a given subject. Students who do spend substantial time in practice, however, should use caution when answering specific extemporaneous questions. Students must consider wording and resist the temptation to deliver a speech used previously in practice. Most topics are unique, making it of utmost importance to analyze the question.

- Larry McCarty-

On Presentation.. . .

Advanced presentation skills give speakers the opportunity to rise above the competition. In a close round, full of excellent speeches, judges will often designate the speaker with the best presentation as the winner. With this in mind, always remain cognizant of how judges are responding to your speeches. If judges are not responding positively to what you think are excellent speeches, step back and evaluate those speeches in the context of extemporaneous speaking. Are you too dramatic, are you too humorous, or are you too flippant with your analysis of the topic? Never forget that extemporaneous is unique and you must follow very specific gudelines when competing. A winning presentation is not just done well, it is done well within the context of competitive extemp.

-Westin Price-

TILF Scholarship Opportunities

From 1959 to 2024, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2025 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, the Latino History Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

INTERNATIONAL THESPIAN SOCIETY

Thespian Troupe #549 Constitution

"Act well your part; there all the honor lies."- Alexander Pope's,"*Essay on Man*"

Mission Statement

The mission of Troupe #549 is to encourage students to excel, grow, and learn more about theatre arts, to discover the truth in our craft, to immerse oneself in theatre activities for the simple appreciation of the process, the craft, and to ignite a passion for theatre.

Article I. Name and Purpose

Section 1. This organization shall be called **Troupe 549** of the International Thespian Society, a branch of the Educational Theatre Association.

Section 2. The purpose of this troupe shall be the advancement of standards of excellence in the theatre. More specifically, the troupe shall encourage students to attain a better mastery of the theatrical acts.

Section 3. The organization forbids secrecy; membership is given as recognition for meritorious work in the theatrical arts.

Article II. Membership

Active Membership

Section 1. All nominees for inducted (aka "active") membership shall be regularly enrolled students in grades 9-12 of Copperas Cove High School.

Section 2. Membership fees shall be the current amount due to EdTA.

Section 3. Active members are those students who are eligible scholastically. Members must strive to maintain a **2.5 GPA** to be a member, and officers must strive to maintain a **3.0 GPA**.

Section 4. All active members must have participated in at least one CCHS theatrical production, and have earned a minimum of **ten** (10) points, with six (6) being from involvement with Copperas Cove High School.

Section 5. Every Thespian MUST turn in ten (10) points a year to stay an active Thespian.

Section 6. Thespians are required to attend all CCHS Theatre Productions. Failure to attend will result in two (2) demerits, which will equal one (1) unexcused absence.

Section 7. Final authority concerning membership requirements shall be vested in the Troupe Director(s) and current officers.

Section 8. Honorary membership may be granted to adults for extraordinary and worthy assistance in the promotion of the theatre in the school and the community.

Section 9. Jr. Thespian Troupe members may transfer points into the senior troupe their freshmen year. Ten (10) points is the maximum amount to transfer into the HS troupe.

10-15 Jr. points = 5 HS points

16-25 Jr. Points = 7 HS points

26-40 Jr. points = 10 HS points

Inactive Membership/ Removal from Membership

Section 1. Members will be moved to Inactive Status for **non-payment of dues** by no later than the end of the first six weeks of the new school year.

Section 2. Members may also be moved to Inactive Status for academic ineligibility.

Section 3. Members may be removed from membership if the Thespian exhibits behavior which is commensurate with disciplinary action from the Fort Worth Academy of Fine Arts (FWAFA) Administration.

Article III. Officers

Section 1. Copperas Cove High School Troupe #549 shall hold an election of officers once a year in the last full month of the school term at a regular business meeting.

Section 2. Requirements for all elected officers are as follows: Each student must be an active participant with the troupe for at least one school year, and at the time of election must be going into at least their sophomore year.

Section 3. Officer meetings shall be held as needed and attendance is mandatory.

Section 4. The shared duties of the officers are as follows:

1) To be leaders of Troupe 549 and to represent the troupe with pride and grace.
2) To exhibit correct behavior and audience etiquette at all times.
3) To display integrity and to uphold the honor of the Troupe.
4) To recognize and celebrate birthdays and others' personal achievements.
5) To organize a buddy system between upper and lower grade Thespians.
6) To model respect and acceptance of all persons in and sponsors of the troupe.

Section 5. If an officer is unable to fulfill his/her duties, then Director(s) will appoint a replacement for the remainder of the year.

Section 6. The duties of the director shall be to oversee all troupe activities, to be the final authority in the selection of new members, and to be the guide and inspiration of the group.

Section 7. The Board of Directors shall be composed of the director(s), all elected officers, and any honorary members appointed by the Board of Directors.

The specific duties for each office are as follows:

President

The duties of the President shall be:

1) To preside over all regular business meetings, specially-called meetings, and Board of Directors meetings in accordance with a *relaxed version* of *Robert's Rules of Order*.
2) To stay informed with secretarial, treasury and others' reports.
3) To appoint all *ad hoc committees*.
4) To prepare all Texas Thespian Convention forms.
5) To encourage and to communicate to the troupe in every event and aspect.
6) To perform all other duties pertaining to the office of president of Copperas Cove High School Troupe #549 and under the discretion of the Director(s).

Vice President

The duties of the Vice President shall be:

1) To assist the president in his or her duties.

2) To preside over meetings in the absence of the president.

3) To draft resolutions and amendments to the constitution and bylaws, which are to be presented to the troupe and Director(s) for approval.

4) To preside over the induction of new members. The vice president plans the induction ceremony including invitations to new inductees (and mails them three weeks in advance), creates the service, delegates who gets the candles, flowers, and certificates, as well as the program for the inductees.

5) To connect with the Junior Thespian Troupe and help them plan, organize, and run their induction ceremony.

6) To create/ input data for the Thespian calendar or planner.

7) To perform all other duties pertaining to the office of vice president of Copperas Cove High School Troupe #549 and under the discretion of the Director(s).

Secretary

The duties of the Secretary shall be:

1) To create and retain copies of the meeting agendas.

2) To take minutes at every regular business meeting, specially called meetings, and Board of Directors meetings.

3) To post the minutes on the Thespian bulletin board and on CCHS Thespian Socials.

4) To maintain a working copy of all members' contact information.

5) To handle the correspondence of Copperas Cove High School Troupe #549.

6) To submit secretarial reports to the Board of Directors prior to the next meeting.

7) To be sure all building use forms and other administrative documents are properly completed and submitted.

8) To perform all other duties incident to the office of secretary of Copperas Cove High School Troupe #549 and under the discretion of the Director(s).

Treasurer *

The duties of the Treasurer shall be:

1) To accurately and safely handle all the money at Thespian functions.
2) To coordinate with the vice president on new inductees and to collect their dues and fees.
3) To work with the troupe director(s) on dues for the troupe to EdTA.
4) To keep an expenditure log for the entire fiscal year.
5) To provide the correct information for the order of Thespian pins and items to be purchased from the ITS catalog to the sponsor of the troupe.
6) To oversee the collection of all Texas Thespian Convention and other fees.
7) To assist the president and director(s) in filling out the convention forms.
8) To provide receipts for monies collected.
9) To perform all other duties incident to the office of treasurer of Copperas Cove High School Troupe #549 and under the discretion of the Director(s).

Clerk *

The duties of the Clerk shall be:

1) To keep an attendance record of every meeting and an accurate records of the number of points each member of Troupe #549 has accumulated.
2) To keep accurate records of other CCHS students not yet inducted into the Copperas Cove High School Troupe #549 but who have earned points through their work in productions.
3) To update point records following each production with the help of the Troupe Director(s) or to head a meeting in which students update their own point records. The clerk will review and approve all points in conjunction with the Director(s) and will notify Thespians if there is a discrepancy in point totals.

4) The report to the Director(s) and president any and all eligible candidates for induction into the Copperas Cove High School Theatre Arts Troupe 549 at least one month before the induction ceremony is scheduled.

5) To perform all other duties incident to the office of clerk of Copperas Cove High School Theatre Arts Troupe #549 and under the discretion of the Director(s).

Historian

The duties of the Historian shall be:

1) To keep photographic records of all events of Copperas Cove High School Theatre Arts Troupe #549.

2) To make a scrapbook for the current year.

3) To update the Thespian bulletin board with current photos of Thespian activities.

4) To review, choose the best and submit photos to the CCHS yearbook staff.

5) To perform all other duties incident to the office of Historian of Copperas Cove High School Theatre Arts Troupe #549 and under the discretion of the Director(s).

Special Events/ Publicist *

The duties of the Special Events/ Publicist Chairman shall be:

1) To provide or coordinate refreshments for special events or activities of Copperas Cove High School Troupe #549.

2) To schedule off-campus venues for seeing performances.

3) The schedule a venue and oversee the planning for the Thespian Banquet.

4) To handle all promotions of Thespian events including meeting announcements, advertising performances, and write-ups for the newspaper.

5) To perform all other duties incident to the office of Special Events/ Publicity Chairman of Copperas Cove High School Troupe #549 and under the discretion of the Director(s).

The duties of the Publicist shall be:

1) To create banners and signs to advertise meetings and events.
2) To create lobby displays for all theatre productions.
3) To communicate and to invite area schools to CCHS productions.

***Denotes positions that may be combined with other officers' responsibilities or managed according to the discretion of the Director(s).**

Article IV. Meetings and Attendance

Meetings

Section 1. Meetings shall be held twice a month after school.

Section 2. Special meetings may be called by the Board of Directors, Director(s), or the president.

Section 3. A quorum shall be fifty percent of the active membership and must include three officers.

Attendance

Section 1. Members arriving more than 10 minutes late to or leaving 10 minutes early from meetings to a mandatory meeting, without a reason considered valid by the theatre director(s) will receive a demerit. Two (2) demerits equal one unexcused absence, and will be counted as such.

Section 2. Regular meetings will be at least once a month after the school from 4:05pm to 5:30pm, unless special notice is posted as to the change of time.

Section 3. Irregular attendance indicates a lack of interest; therefore any member absent four (4) meetings per school year without submitting a written excuse to the Board of Directors, or the director(s) shall be automatically suspended from the active roll or membership. Notification of excused absences should be completed within two days after the meeting.

Section 4. Those members who have been moved to Inactive Status must provide, in writing, an appeal for readmission. Any member requesting admittance after suspension must have the consent of the director(s) and two-thirds of the membership.

Section 5. Any member who causes deliberate dissension, which would disrupt the workings of any production or business meetings, shall be dropped from

active membership by a vote of two-thirds of the membership with the consent of the director(s).

Section 6. Attendance shall be considered in the point award system.

Section 7. Absences shall accumulate for only one school year at a time.

Article V. Dues

Section 1. There shall be dues of $20.00, payable by October 1st of each year. If dues are not paid by October 2nd, the member will be transferred to Inactive Status until dues are paid.

Article VI. Amendments

Section 1. All amendments to this constitution must have the vote of two-thirds of the troupe membership. This constitution and its amendments shall be subject to change according to any or all requirements of the International Thespian Society.

Bylaws

Article I. Inductions

Section 1. Inductions shall be held once each year, or as often as deemed necessary by the Board of Directors.

Section 2. The time and place of induction as well as the form will be determined by the Board of Directors.

Section 3. The vice president will be held responsible for the training of the speakers of the induction ceremony, must schedule and rehearse said speakers, as well as take care of the preparation of the stage and induction properties.

Article II. Troupe Activities

Section 1. The troupe is not a secret organization, therefore, faculty and students interested in theatre, as well as honorary members and alumni, shall be invited to its meetings.

Section 2. The troupe shall cooperate with all other departments and clubs in the school in helping them with their programs in any way it can.

Article III. Point Award System

Section 1. The theatre director(s) will determine the exact number of points to be awarded in all theatrical and non-theatrical participation.

Section 2. Points will be awarded as suggested by the point system of the International Thespian Society.

Article IV. Elections

Section 1. Officers shall be elected at a business meeting in the final full month of the school year for the coming fall year.

Section 2. Nominations for officers are to be made by a committee meeting with the director(s), with additional nominations being permitted from the floor. Officers will be elected by a simple majority vote. Nominees for officer positions may not concurrently run for any other organization or class office.

Section 3. Voting will be done by secret written ballot.

Section 4. Three members, including one officer, may request, in writing, to the director, a recall election of all or any elected officers. This written request must state the need for such an election. A special meeting will be scheduled within five school days upon receipt of the request, for the purpose of voting on whether or not a recall election is necessary. Two-thirds of the membership is required to mandate a recall election. If a recall election is necessary, election of officers will follow the procedure set in Article III, Section 2, as well as Article IV, Section 2 of the Bylaws.

Article V. Installations

Section 1. Officers shall be installed at the last social or program meeting of the school term.

Section 2. The ceremony should not precede the Thespian Induction ceremony for the term.

Article VI. Conflict Resolution

Section 1. In the event issues/ conflicts arise between a Thespian and a Director which cannot be resolved with a mediator through communication between the two parties, the issue should be brought before the Board of Directors, and eventually the school administration if necessary.

Section 2. The Board of Directors may seek to resolve conflicts with a simple majority vote by secret ballot.

Section 3. The goal for any conflict resolution is to minimize distress affecting the troupe as a whole and to make restitution among all members involved.

Article VII. Adoption

Section 1. Two-thirds of the current voting members is needed for adoption of this constitution.

I hereby agree to the terms and conditions of the Copperas Cove High School Troupe #549 Constitution.

_____

Troupe Director

_____

Troupe Director

Troupe Officers:

_____

President

_____

Vice President

_____

Secretary

_____

Treasurer

_____

Historian

_____

Clerk

_____

Date

Member	Member
Member	Member
Member	Member
Member	Member
Member	Member
Member	Member
Member	Member
Member	Member
Member	Member
Member	Member
Member	Member
Member	Member
Member	Member
Member	Member

Date

Journalism Handbook

For Contest Directors, Coaches and Contestants

2024 • 2025

UIL Journalism Handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

Notice of Non-Discrimination

The University Interscholastic League (UIL) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs.
See Section 360, Non-Discrimination Policy, UIL *Constitution and Contest Rules*.
https://www.uiltexas.org/policy/constitution/general/nondiscrimination

The following person has been designated to handle inquiries regarding the non-discrimination policies:
Dr. Mark Cousins
University Interscholastic League
Director of Compliance and Education
1701 Manor Road, Austin, TX 78722
Telephone: (512) 471-5883
Email: policy@uiltexas.org

For further information on notice of non-discrimination, visit
http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm

or call 1-800-421-3481 or contact OCR in Dallas, Texas:
Office for Civil Rights
U.S. Department of Education
1999 Bryan Street, Dallas, TX 75201-6810
Telephone: 214-661-9600, Fax: 214-661-9587, TDD: 800-877-8339
Email: OCR.Dallas@ed.gov

2024 | 2025
University Interscholastic League
Journalism Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 1021: JOURNALISM PROGRAM AND CONTESTS

(a) PURPOSE. The purpose of the UIL's journalism program is not so much to train students to become professional journalists but rather to stress writing and higher order thinking skills.

(b) PRACTICAL TRAINING. Few of the participants in UIL journalism contests pursue careers in journalism. More are trained toward critical evaluation of media, and this training eventually spawns a continuous pressure upon these institutions to better serve our nation.

(c) PROGRAM. The journalism program consists of the voluntary member state high school publications association (ILPC) and the UIL's journalism contests. Schools need not join the journalism association in order to be eligible for UIL contests.

(d) INTERSCHOLASTIC LEAGUE PRESS CONFERENCE (ILPC). For information regarding the ILPC, see Appendix III.

Section 1023: HIGH SCHOOL JOURNALISM CONTESTS

(a) ENTRIES. Each member high school may enter as many as three persons in each of the five journalism contests for its conference at the district level. A student may compete in all five contests.

(b) ADMINISTRATION AND JUDGING OF JOURNALISM CONTESTS. The director of the district and regional meets shall appoint a journalism contest director to conduct and supervise the journalism contests. It is the duty of the contest director to administer the contests in strict adherence to the guidelines set forth by the UIL office. Instances of variances from the guidelines should be reported to the UIL Director of Journalism immediately. The contest director shall be responsible for preventing any communication between contestants or any reference on the part of contestants to notes, books or printed material other than a printed or electronic thesaurus, dictionary and Associated Press stylebook. The contest director or designee shall be timekeeper for the contest and should give periodic warnings of the time limit, even if the contest is held in a room where a clock is clearly visible to the contestants. When the contest time elapses, the contest director or designee shall collect all papers.

(1) Contest Roster. The contest director should assign a contest number to each contestant.

(2) Identification. The assigned numbers will be the only identification on the contest papers. Judges shall not have access to the master list of number assignments on the Contest Roster until all judging has been completed. Failure to write the identification number on an entry may result in disqualification. The penalty for writing a student's name or name of school on entry is disqualification.

(3) Judges. Judges for each journalism contest shall be secured by the journalism contest director before the contest is administered, subject to approval by the meet director. It is recommended that the judging panel have three members and that at least one member be a current or former journalism teacher. At the regional and state level, at least one member of the judging panel shall be a former or current high school journalism teacher. A host site can request a waiver through the UIL office if it is unable to secure a current or former high school journalism teacher for the judging panel. The panel may be asked to judge more than one of the journalism contests. Journalism coaches accompanying their contestants to regional meets may serve on judging committees, provided no coach is assigned to judge entries from the same event in which his or her contestant is competing. It is best to select judges who have no vested interest in the contest and whose integrity is above reproach. It is appropriate and recommended to pay judges a stipend for each contest judged.

(4) Judging Criteria. Judges should have on hand a list of contest judging criteria, which will be provided to the meet director with the contest packets.

(5) Ranking the Papers. Judges shall read and critique all papers and rank the top six places. There can be no ties in these contests.

(6) Contestants may use an electronic or printed thesaurus, dictionary and Associated Press Stylebook during the News, Feature and Editorial contests. Contestants may use a printed thesaurus, dictionary and Associated Press Stylebook in the Headline and Copy Editing contests. No other materials shall be used.

(7) Use of Computers. Contestants may choose to use their own laptop computers in the News, Feature and Editorial contests. No electronic device shall be permitted during the Headline or Copy Editing contests. If contestants choose to use their own com¬puters, they shall bring a portable printer, associated hardware, software and paper. Spell check, thesaurus and Associated Press Stylebook functions may be used if available on the computers. Students who opt to compose their entries on computers accept the risk of computer malfunction. In case of computer malfunction, the contestant may use the remaining allotted time to complete the composition in handwriting or compose on another computer (if available). When printing the contest on an electronic printer, the print command shall be started by the time contest time expires. Once time has expired, participants and coaches shall not disconnect or connect computer equipment or enter new commands in an effort to print the entry. District or regional host sites are not forbidden to provide computers for contestants but are not expected to make those provisions. Computers will not be provided at State, but contestants may use their own laptops and portable printers.

(c) STATE MEET. The first place entries in conference A, 2A, 3A, 4A, 5A and 6A will be subjected to a second judging. The contestant with the top entry will receive a championship plaque, commonly referred to as "Tops in Texas."

Section 1024: FEATURE WRITING CONTEST

(a) THE CONTEST.

(1) Purpose. Feature writing teaches student to read critically, to digest and prioritize information quickly, and to write clearly, accurately and succinctly. Emphasis is placed on the same writing skills as other UIL Journalism Contests, as well as the ability to write descriptively.

(2) Format. The contest consists of a fact sheet from which participants develop a feature story.

Section 1025: NEWS WRITING CONTEST

(a) THE CONTEST.

(1) Purpose. News writing teaches students to read critically, to digest and prioritize information quickly and to write clearly, accurately and succinctly. Emphasis is placed on mechanical and stylistic precision, lead writing, use of direct and indirect quotes and news judgment.

(2) Format. The contest consists of a fact sheet from which participants develop a news story.

Section 1026: EDITORIAL WRITING CONTEST

(a) THE CONTEST.

(1) Purpose. The editorial writing contest teaches students to read critically, to digest and prioritize information quickly and to write clearly, accurately and succinctly. Emphasis is placed on mechanical and stylistic precision, news judgment, and the ability to think deeply, to compare and contrast and to argue or defend a point of view persuasively.

(2) Format. The contest consists of a fact sheet from which participants develop an editorial.

Section 1027: HEADLINE WRITING CONTEST

(a) THE CONTEST.

(1) Purpose. Headline writing teaches students to read critically, to digest and prioritize information quickly and to write clearly, accurately and succinctly. Emphasis is placed on the ability to discern key facts and to write with flair and style in order to tell and sell a story.

(2) Format. The contest consists of a fact sheet from which participants will read six short articles and write prescribed headlines for each.

Section 1028: COPY EDITING CONTEST

(a) THE CONTEST.

(1) Purpose. Copy Editing teaches student the vital skills of proofreading and editing to create accurate, clear and succinct writing. Emphasis is placed on the ability to find and correct grammatical, spelling, punctuation, AP style and factual errors.

(2) Format. The contest consists of objective questions, proofreading sentences and editing a news brief.

Journalism
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided by the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on contestants' papers.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace an individual contestant on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room.
6. **LATE ARRIVAL.** Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **OPTIONS FOR WRITING**. Contestants who are handwriting their compositions may use ruled or plain white paper, standard notebook or typing paper. The written entry should be single-sided and composed in pencil or ink. Contestants may choose to use their own computers (except in HEADLINE WRITING and COPY EDITING), which shall be laptops. If contestants choose to use their own computers, they shall bring a portable printer, associated hardware, software and paper. Spell check, thesaurus and Associated Press stylebook functions may be used if available on computers. Contestants shall not include their names or the names of their schools on the contest entry. Papers will be identified by numbers assigned by the contest director.
8. **ELECTRONIC DEVICES**. Cell phones, smart watches, tablets, music players, headphones or any device other than a laptop may not be used in the testing room. No electronic devices shall be used during the headline and copy editing contests. Electronic devices not allowed in the contest should be turned off and should not be accessible during testing.
9. **MATERIALS.** The contest director shall be responsible for preventing any communication between contestants or any reference on the part of contestants to notes, books or pre-printed material other than a thesaurus and/or dictionary and an Associated Press Stylebook. The allowable resources can be printed or on the laptop for the News, Features and Editorial contests.
10. **TEST DISTRIBUTION.** Testing materials will be distributed so that all participants begin the contest at the same time.
11. **START AND STOP SIGNALS.** The contest director or a designee shall be timekeeper of the contest and should give countdowns as time elapses, even if the contest is held in a room where a clock is clearly visible to the contestants. When the contest time expires, the contest director or designee shall collect all entries.
12. **JUDGING THE CONTEST.** A properly qualified and impartial judging panel should be selected by the contest director. See Section 1023 of the UIL Constitution and Contest Rules. The papers shall be graded in accordance with the list of journalism contest judging criteria for the contest. Judges

should write comments on each paper.

13. **JUDGING CRITERIA**. Judging criteria, a tip sheet and sample story or headline shall be provided to the contest director for News, Feature, Editorial and Headline contests. The contest director will ensure that copies of the criteria are made available for review by judges prior to the contest.
14. **GRADING COPY EDITING.** A key will be provided for the Copy Editing Contest. Judges should grade Part I and Part II. Part III is the tie-breaker. In tie-situations, Part III MUST be attempted by the student or the student is disqualified.
15. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to identify papers (see After the Contest, Verification Period). Judging decisions and rankings are subjective and shall not be subject to protest. Coaches or contestants not present for the viewing period forfeit their opportunity to identify entries and accept final results as official.
16. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, The contest director should announce the name and school of first through sixth place individuals. Official results, once announced, are final.
17. **RETURNING THE PAPERS.** If results are final, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than late Saturday of region weekend.
18. **NOTIFYING ALTERNATES.** If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified and allowed to compete in accordance with Section 904 (Region) and Section 905 (State) of the UIL Constitution and Contest Rules.
19. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
20 **SWEEPSTAKES POINTS.** Points are awarded through sixth place according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM

Secure a room of adequate size for the number of contestants expected. The room should have chairs and desks or tables of proper height and a continuous writing surface. Sufficient electrical outlets must be available for News, Feature and Editorial.

MATERIALS AND EQUIPMENT

The contest director will provide:

- Accurate clock for timing, preferably one that contestants can see during the contest
- Paper clips
- Stapler
- White paper
- (DISTRICT) One 8 $\frac{1}{2}$ x 11 envelope per school entered, for returning materials

CONTEST PACKET

The UIL office will provide:

- Copies of the contest
- Judging criteria for four of the contests
- Contest tips and a sample story or headlines for four of the contests. (Give one to each judge before judging and attach one to each entry after judging.)
- A key for Copy Editing. (Give one to each judge and attach one to each entry after judging.)
- Statement to the contestants and statement to the judges
- (REGION) State Meet information cards for State Meet qualifiers (5)

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL

Coaches of competitors may serve as:

- Contest director
- Assistant to the contest director
- Room monitor

JUDGES

Select properly qualified and impartial judges. A minimum of three judges is recommended. Judging panels should (required at region and state) consist of at least one high school journalism educator, current or retired. The remaining judges may be other high school journalism educators, professional reporters and editors and/or other persons with writing/editing backgrounds. At the regional and state level, journalism coaches may volunteer to judge an event in which their student is not a contestant.

TIME

Allot one hour for the News, Editorial and Headline Contests. Allot one hour and 15 minutes for the Feature Contest. Allot 30 mintues for Copy Editing. The first 15 minutes is for roll call and opening

remarks and the remaining time (45 minutes for Editorial and News, 30 minutes for Headline, one hour for Feature and 15 minutes for Copy Editing) is for the test. It is critical to stay on schedule as some students may need to go to other events. Allow at least two hours to judge the entries. Arrange for and announce the time and place of verification and the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director. The roster will be generated from the Speechwire entry system. It will list the school, contestant number, contestant name, district or region number, and will indicate the competitors and alternates. You also can record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Check all tests to ensure that all pages are printed clearly and completely. Each contestant will be assigned a number indicated on the contest roster. The number will be listed on the roster as, for example, 6A-17 or 2A-4, indicating the conference and a number.

(DISTRICT and REGION) If there is more than one district or conference at the meet, it is important to differentiate contestant numbers by district or conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide and label a large (8.5 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week.

COMPUTER USE
Students may use laptop computers in the News, Feature and Editorial contests. Rules regarding computer use include:

- Contestants also must bring a portable printer, paper, software and other necessary accessories such as extension cords.
- Spell check, thesaurus and Associated Press Stylebook programs may be used if available.
- Typed entries should be single-sided and double-spaced, using any standard 12-point font and 1-inch margins on regular 8 1/2 x 11-inch white paper.
- The print command must be entered prior to the time the contest time expires.
- Once time has expired, participants and coaches shall not disconnect or connect computer equipment or enter new commands in an effort to print.
- Contestants accept all risks associated with use of computers. In the event of a computer malfunction, contestants may use remaining time to compose their entry by hand or on another computer (if available). However, time limits remain in effect.
- Districts and regions may provide computers for contestants but are not expected to make those provisions. Students accept all risks associated with the provided computers. Students may choose to handwrite their entries or may use their own laptop and portable printer. Computers will not be provided at the State Meet, but contestants may use their own laptop computers and portable printers.

COPY EDITING NOTES
Students may use printed AP Stylebook and dictionary in the contests. In the event of a tie, students who do not attempt Part III, will be disqualified. Students are only disqualified in tie-situations for not attempting Part III.

CONDUCTING THE CONTEST

1. Set up the room to facilitate monitoring by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Instruct contestants to write their assigned number in the upper right-hand corner of all pages.
7. Check all contests to ensure that all pages are printed clearly and completely. Distribute the prompt sheet(s)/or test to the students. Do not distribute the contest tips or sample story/headline or Copy Editing key to students. Contestants may use a dictionary, thesaurus and AP Stylebook during all of the contests.
8. Prevent any communication between contestants, or any reference on the part of contestants to notes, books or printed materials other than those listed above.
9. Except in an emergency situation, do not allow contestants to leave the room prior to turning in their paper.
10. Keep time for the contest. Give time remaining announcements, even if the contest is held in a room where a clock is clearly visible to the contestants. When time has elapsed (45 minutes for News, and Editorial, 30 minutes for Headline, one hour for Feature and 15 minutes for Copy Editing) from the time the contestants have been given the fact sheet or contest, tell students to put down pencils/pens or remove fingers from the keyboard.
11. Collect all entries. Check that the correct contestant number is on each document and count the number before taking the entries to the judges.
12. Gather prompts for the contest so that none are retained by the contestants, coaches or other interested parties.
13. Deliver all materials to the grading room.
14. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

JUDGING
THE CONTEST

1. Exclude contestants and coaches from the room when judging. Allow sufficient time for careful judging.
2. Make available the journalism contest judging criteria or Copy Editing key to the judges.
3. Review the judging criteria and ensure that the judges see the tip sheet and sample story/ headlines.
4. Length. There is no minimum or maximum length requirement (for News, Feature or Editorial). The paper should cover the topic sufficiently.
5. It is recommended that each paper is read by more than one judge.
6. For Headline Writing, consider using a point system to judge papers. Judges can score each individual headline on a 0 to 3 range with 3 being a perfect headline. Then, judges add the points to determine the winner. Ties must be broken. It is best if one judge scores all the same headlines. For example, have one judge score headline #1 and #2, the next judge scores headlines #3 and #4 and the final judge scores headlines #5 and #6. This will give you consistency in judging.
7. For Copy Editing, students, who are in tie-situations after Part I and Part II, will be disqualified if the student does NOT attempt Part III. Do NOT disqualify all students who do not attempt Part III. ONLY DQ those students in tie-situations. Part III is judged only to break ties. There shall be no ties in Copy Editing.
8. For News, Feature, Editorial and Headline constructive criticism MUST be written on each paper. Have the judges write their comments directly on the contest entries. Attach a copy of the contest tips and sample story/headline to each entry after judging.
9. Ties. There are no ties in any journalism contest. Judges must select first through sixth places.
10. After papers have been ranked, indicate the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are judged. The district meet director is responsible for entering results into the online entry system. All ranks must be entered into the online entry system prior to verification and announcement of results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's papers
- Display of ranks after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in online entry or mistakes in contestant numbers. Judging decisions and rankings are subjective and shall not be subject to protests.

Display or unofficially announce the top six contestants' ranks from the online scoring system after ranks were entered. This will allow data entry of score to be reviewed by contestants and coaches during the verification period.

If errors are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or at the end of the 15 minutes, the contest director should announce that the Verification Period has ended. Collect all papers. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all entries, prompts and rubrics so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants on the day of the meet.

JOURNALISM QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate two hours.

EDITORIAL

ROOMS
1 – testing
1 – grading (can use one room for all journalism contests)

SET UP
PREP TIME — 15 minutes
TEST TIME — 45 minutes

CONTEST MATERIALS
UIL Packet: fact sheet, judging criteria, tips (attach one to each entry)

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school

PERSONNEL
- Director
- Room monitors

NUMBER OF ENTRIES
(District) Three per school
(Region) 1st/2nd/3rd individuals per district

TIES
- Individual — No ties

GRADING/JUDGES
Panel of three qualified judges. At least one judge should be a current or former high school journalism teacher.

AWARDS
Individual medals
1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

Team
First place team — 10 points
Second place team — 5 points

ADVANCE
Top three individuals

FEATURE

ROOMS
1 – testing
1 – grading (can use one room for all journalism contests)

SET UP
PREP TIME — 15 minutes
TEST TIME — 60 minutes

CONTEST MATERIALS
UIL Packet: fact sheet, judging criteria, tips (attach one to each entry)

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school

PERSONNEL
- Director
- Room monitors

NUMBER OF ENTRIES
(District) Three per school
(Region) 1st/2nd/3rd individuals per district

TIES
- Individual — No ties

GRADING/JUDGES
Panel of three qualified judges. At least one judge should be a current or former high school journalism teacher.

AWARDS
Individual medals
1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

Team
First place team — 10 points
Second place team — 5 points

ADVANCE
Top three individuals

NEWS

ROOMS
1 – testing
1 – grading (can use one room for all journalism contests)

SET UP
PREP TIME — 15 minutes
TEST TIME — 45 minutes

CONTEST MATERIALS
UIL Packet: fact sheet, judging criteria, tips (attach one to each entry)

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school

PERSONNEL
- Director
- Room monitors

NUMBER OF ENTRIES
(District) Three per school
(Region) 1st/2nd/3rd individuals per district

TIES
- Individual — No ties

GRADING/JUDGES
Panel of three qualified judges. At least one judge should be a current or former high school journalism teacher.

AWARDS
Individual medals
1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

Team
First place team — 10 points
Second place team — 5 points

ADVANCE
Top three individuals

HEADLINE

ROOMS
1 – testing
1 – grading (can use one room for all journalism contests)

SET UP
PREP TIME — 15 minutes
TEST TIME — 30 minutes

CONTEST MATERIALS
UIL Packet: fact sheet, judging criteria, tips (attach one to each entry)

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school

PERSONNEL
- Director
- Room monitors

NUMBER OF ENTRIES
(District) Three per school
(Region) 1st/2nd/3rd individuals per district

TIES
- Individual — No ties

GRADING/JUDGES
Panel of three qualified judges. At least one judge should be a current or former high school journalism teacher.

AWARDS
Individual medals
1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

Team
First place team — 10 points
Second place team — 5 points

ADVANCE
Top three individuals

JOURNALISM REFERENCE CHART CONT.

COPY EDITING

ROOMS
1 – testing
1 – grading (can use one room for all journalism contests)

SET UP
PREP TIME — 15 minutes
TEST TIME — 15 minutes

CONTEST MATERIALS
UIL Packet: Contest and key

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school

PERSONNEL
- Director
- Room monitors

NUMBER OF ENTRIES
(District) Three per school
(Region) 1st/2nd/3rd individuals per district

TIES
- Individual — No ties

GRADING/JUDGES
Panel of three qualified judges. At least one judge should be a current or former high school journalism teacher.

AWARDS
Individual medals
1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

Team
10 points will be awarded to the school that finishes with the most overall points and five points will be awarded to the school that finishes with the second highest number of points in the five journalism contests.

ADVANCE
Top three individuals

STUDY MATERIALS

Some materials are available on the UIL website for free download.

- The journalism study packet includes packets for News Writing, Feature Writing, Editorial Writing, Headline Writing and Copy Editing. Each packet (except Copy Editing) includes: 1) the previous year's district, regional and state tests for that respective contest, 2) judging criteria, 3) the previous year's State Meet winners for that respective contest.
- In addition, the Interscholastic League Press Conference has resources to assist advisers.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The *Journalism Contest Manual* offers suggestions on the best ways to approach each of the contests, as well as advice on practices to avoid.

The generic forms needed to host invitational meets, such as answer sheets and contest results forms are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre and the A+ Program for current information and forms specific to those contests.

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Lincoln Douglas Debate Guide™

by Larry McCarty
edited by Jana Riggins
Revised 2024-25

This button is found on the UIL Speech home page https://www.uiltexas.org/speech

PREFACE

Welcome to Lincoln Douglas debate!

Lincoln Douglas debate will provide you the opportunity to learn life-time skills as you research, formulate ideas, develop formal arguments and polish your persuasive presentations. LD debate is particularly beneficial because it encompasses many areas of academia: philosophy, history, social science, rhetoric, communication ethics and political science. Any competitor stands to gain immensely from investing time in this competitive event. It is no wonder that it is such a popular component of the UIL activities program.

As you progress in this event, you will certainly want to extend your knowledge in the ethical and philosophical areas LD debaters learn to incorporate into their arguments. We have provided a list of resources that should be helpful for this enrichment. As you compete, watch for new trends that continue to make LD debate unique to other forensic events. Remember, also, that philosophies of debate coaches, judges and theorists differ. Therefore, the information included in this book is based on the knowledge of what has worked successfully for the students of the author and editor, but certainly not exclusionary to other concepts as this event continues to evolve.

This handbook also provides UIL rules and contest procedures. Familiarize yourself with these as an essential part of reaching success in this contest. We hope this resource will help you in your preparation to be successful in LD debate and that you will enjoy the learning experience of Lincoln Douglas debate competition!

Jana Riggins, *Editor*
UIL State Speech and Debate Director

About the Author

Larry McCarty has worked for decades as an educator, debate coach and UIL sponsor. As a teacher he has taught classes in Debate, Speech, AP U.S. History, AP U.S. Government, Economics, World Geography, and Media Literacy. During his years at Ingram Tom Moore High School he coached more than 50 students who competed at the UIL State Meet with nine state champions in debate and speaking events. He has presented study reports to the National Federation CX Debate topic selection committee and was the author of one report that provided the national renewable energy topic. He has also served on the UIL Lincoln Douglas topic selection committee.

Working closely with UIL for the past two decades, McCarty has conducted lectures at a number of UIL Student Activities Conferences and the annual UIL Capital Conference. He also conducts workshops for high schools across the state in speech and debate activities and has worked at several summer debate institutes. He has written manuals for speech and debate competition as well as more than 60 topic specific handbooks for both Lincoln Douglas and CX debate.

During the course of his teaching career, McCarty has received teaching excellence awards from his Ingram ISD, the Kerrville Chamber of Commerce and the West Kerr County Chamber of Commerce. He is the recipient of the UIL Sponsor Excellence Award as well as the state and sectional National Federation Outstanding Speech/Theatre/Debate Educator Award. Mr. McCarty holds a degree in speech communication from Southwest Texas State University, where he competed in policy debate for four years. Today he continues to write handbooks for both LD and policy debate, lectures at UIL conferences and school workshops, and writes practice and tournament material for Current Events, Extemporaneous Speaking, Social Studies and Literary Criticism. He served as the UIL State Social Studies Contest Director for a decade and has served as both contest director and assistant contest director at the UIL state CX tournament for more than 15 years.

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Section I — Introduction to Lincoln Douglas Debate

WHY DEBATE?

Why should you participate in Lincoln Douglas debate? If you are taking the time to read this manual, you obviously have a least some degree of interest in the activity or you have been given this material to read as part of an assignment for a debate class. But seriously, taking the time to learn more about Lincoln Douglas debate and becoming an active participant in competition will prove very beneficial.

For the individual whose knowledge of the activity is limited, debate is perceived as little more than systematic arguing. Obviously, debate is more than some elaborate form of rhetorical exchange. It is, in fact, more than merely a type of organized argument.

PAUSE TO REFLECT

Ask yourself the following questions

Why am I interested in participating in debate?

What are some things I already know about debate?

What are some of the benefits that result from participating in debate?

At the outset, students who participate in debate competition will almost immediately enjoy the benefits of improved communication skills that result from the time spent involved in the activity. Moreover, you will reap the reward of gaining a tremendous amount of knowledge, not merely about debate itself, but related to the numerous subjects that are considered by participants.

You will learn to develop ideas, research concepts, organize information, prepare arguments, and defend your perspectives in debate rounds. In order to enjoy the maximum level of success in the activity, it is essential that you become aware of all facets of Lincoln Douglas debate.

In addition to the presentation of ideas in formal competition, you will have the benefit of being able to directly ask questions of your opponents. You will also be in a situation that will require you to answer questions directly. The clarification of ideas that occurs during this portion of competitive debate is extremely valuable not only within the immediate context of the actual debate round itself, but in the larger realm of reinforcing knowledge related to concepts and ideals.

I strongly recommend that you read this handbook in its entirety and keep it handy as a reference source. It includes valuable information about Lincoln Douglas debate in addition to several useful graphics as well as a list of handy resources that can be used to guide your research efforts.

WHAT IS LINCOLN DOUGLAS DEBATE?

There are two relatively unique characteristics of Lincoln Douglas debate. The first is that, unlike Cross-Examination Debate, LD is not a team event but instead involves competition between two individuals, one-on-one. The other characteristic of LD debate relates to the nature of subjects considered by participants. Unlike CX debate, which deals with policy issues, LD draws attention to the discussion of values. In other words, Cross Examination debaters will typically spend more time addressing questions related to "what" while Lincoln Douglas debaters will focus more time on questions related to "why"?

HISTORICAL BACKGROUND

In 1858, U.S. Senator Stephen Douglas of Illinois, a Democrat, was seeking reelection. His leading challenger was a Republican, Abraham Lincoln. The two candidates agreed to participate in a series of seven debates to be held in congressional districts throughout the state. Douglas ultimately won reelection to the Senate and faced Lincoln in another even more meaningful political contest, the presidential election, a mere two years later.

Earlier in the year Lincoln delivered a speech in which he stated, "A house divided against itself cannot stand." Douglas claimed this statement was evidence that his opponent was a true abolitionist. Meanwhile, historians note that Lincoln often spoke favorably of the Declaration of Independence and the degree to which it set the stage for such concepts as liberty and equality.

Not only did those debates between Lincoln and Douglas during the mid-Nineteenth Century become the name-sake of a popular speaking contest today, they addressed several issues that are often used by participants in modern-day Lincoln Douglas debates. Frequently during the debates Douglas referred to a well-known statement by his opponent.

"IT IS BETTER TO DEBATE A QUESTION WITHOUT SETLING IT

THAN TO SETTLE A QUESTION WITHOUT DEBATING IT."

This quotation, from the French philosopher Joseph Joubert, provides one of the more obvious reasons for engaging in academic debate. Why? Competitive debate is a process that involves searching for the truth. In other words, when we participate in this competitive activity we are engaging in an activity that raises questions about ideas and, as part of the questioning process, allows for consideration of a host of options and ideas.

Briefly imagine that we are debating a question related to the manner in which U.S. foreign policy is viewed by other nations. Affirmative and negative cases alike should offer a number of ideas to consider, but ultimately, the entire process should lead to some conclusions identifying which questions were more appropriately answered. The basis for evaluating the answers should be the degree to which each provided valid and "truthful" information regarding the topic under consideration.

In summary, debate can be defined as the search for truth. While not all debate rounds will completely fulfill this objective, even in less than ideal situations, debaters will often leave competition with a more complete awareness of issues and ideas.

The Event Today

Lincoln Douglas debate was sanctioned as an official UIL speech events in 1982. Over the decades that have followed since its introduction as a competitive activity, a variety of approaches have been taken by participants and coaches. In spite of the differences of opinion regarding the nature, manner, scope and conduct of Lincoln Douglas debate, several fundamental and basic characteristics of the event remain consistent. Although it is essential to become aware of as many aspects of the activity as possible, it is even more important to learn the principals and basics associated with LD. Those principles will be addressed within the pages of this text.

The Basic Format

The following graphic depicts the order of speeches, common abbreviations and time used in Lincoln Douglas debate. A very brief description of each speech is also provided below followed by a more detailed summary of what is normally covered in the speeches. You must learn this basic information.

Affirmative Constructive (AC) …… 6 minutes

cross-examination by the Negative ……..…… 3 minutes

Negative Constructive (NC) …….……. 7 minutes

cross-examination by the Affirmative …….. 3 minutes

First Affirmative Rebuttal (1AR) ……..……. 4 minutes

Negative Rebuttal (NR) …… 6 minutes

Second Affirmative Rebuttal (2AR) ……...……. 3 minutes

(prep time …….. 4 minutes for each debater)

What Should Happen in each Speech?

AC	affirmative case is presented
NC	negative case is presented/arguments against the affirmative case are made
1AR	arguments against negative case are made/responses to arguments against affirmative case
NR	negative case is defended/arguments against the affirmative are extended
2AR	debate is summarized/responses to key arguments/presentation of voting issues
	(prep time is used by speakers preparing for their next speech)

AFFIRMATIVE CONSTRUCTIVE (AC)

The affirmative constructive speech is also known as the affirmative case. This is the only speech in a Lincoln Douglas debate round that is completely planned and prepared in advance. Accordingly, judges will have high expectations for the quality of delivery demonstrated in the AC and will often have little tolerance for inadequate delivery. You should take special care to know the information within the text of this speech and take extra time to be certain that all terms are pronounced appropriately.

NEGATIVE CONSTRUCTIVE (NC)

The negative constructive speech is one during which two things should occur. Initially, it is a time for you to present the negative case. Second, it is a time for raising arguments against the affirmative case. Normally the time should be divided between the negative case and refutation of the affirmative case on a relatively equal manner. I would recommend that the negative case be approximately three to four minutes in length and should not, in any situation, extend beyond four minutes. During the first portion of the presentation you will be expected to offer a relatively flawless presentation, like that expected of the affirmative constructive and for the same reason. The case is prepared entirely in advance and should be practiced often in advance of actual competition.

The latter portion of the negative constructive speech should be spent raising arguments against the affirmative case. This should be done in an organized and systematic nature and the important parts of your opponent's case should be addressed.

FIRST AFFIRMATIVE REBUTTAL (1AR)

It is during this speech that you will likely realize firsthand the importance of the time distribution during a Lincoln Douglas debate round. Your opponent has spent seven minutes making a presentation and you will have just over half that amount of time, four minutes, to respond. What should you do? More important than what you should do is possibly what you should not do, which is attempt to answer in detail, every point raised by your opponent. Not only will your delivery be really fast (which may or may not be a problem), it is likely that you will be unable to devote sufficient attention to the really essential points in the debate. At best, even if you manage to cover all of the issues the negative raised, a minimum amount of time will be spent on each and each will be given relatively equal attention.

Unfortunately, not all arguments are of equal importance. One of the talents you will gain with experience is the ability to distinguish between the arguments that are essential to the round and those that are more peripheral in nature.

Which arguments should receive the greatest amount of attention? All arguments are essential but, generally speaking, you must strongly defend the affirmative case and its key parts in this speech! Failure to do so could result in a loss while, on the contrary, failure to respond to all parts of the negative case does not necessarily mean defeat on the judge's ballot.

NEGATIVE REBUTTAL (NR)

The negative rebuttal speech, like the negative constructive speech, provides opportunity for the negative debater to present the negative position in a planned and deliberate manner. Remember, as negative you have a distinct time advantage at this point in the round. You have six minutes during which you will be responding to a four-minute affirmative speech.

There are essentially two things that should be done during this speech. First, you should offer analysis of the key issues of the debate as it has transpired to this point. Providing a point by point analysis of arguments is advisable. You can begin by addressing either the affirmative or negative case first. The order is not really important, but what is essential is that you spend time on both. You should identify key arguments raised by your opponent, review arguments you introduced previously, extending the previous arguments. It is vital that you learn to distinguish between repeating arguments and extending them. The second duty of negative rebuttal speakers is to identify several, usually three to five issues that should be considered key voting issues. These arguments are commonly called "voters" and provide the judge with a clear description of issues upon which the decision could be based.

Voting issues should be presented in a manner separate from the rest of the speech and in an orderly form. In other words, do not simply identify major arguments as "voters" as you progress through the refutation of your opponent. This method is not only lacking in organization; the fact that the voting issues are scattered throughout the speech makes it difficult for the judge to identify them on a flow sheet. They should be identified clearly, distinctly and separately, usually toward the end of the negative rebuttal.

SECOND AFFIRMATIVE REBUTTAL (2AR)

The second affirmative rebuttal speech is, without a doubt, the most difficult and challenging speech in a typical Lincoln Douglas debate round. There are several strategies that debaters pursue during this speech. Some will attempt to cover as many points presented during the round as possible while others will devote more attention to only providing voting issues.

Regardless of your approach to this speech, the primary objective is to provide the judge with a specific reason or set of reasons to render an affirmative decision on the ballot.

Which approach is more desirable? Normally I favor a more balanced approach with the second affirmative rebuttal speaker offering a brief review of the more important issues from throughout the round followed by a presentation of several key voting issues. Again, keep the summary portion and the voting issues portion of the speech separate, lest confusion prevail.

Section 2 - Fundamentals of Value Debate

As previously noted, one of the unique qualities of Lincoln Douglas debate is the fact that it involves the consideration of values. But what are "values?"

VALUE – degree of importance
OR
moral principles and beliefs

In reality, it all begins with the resolution.

KINDS OF DEBATE RESOLUTIONS

PROPOSITIONS OF POLICY

PROPOSITIONS OF FACT

PROPOSITIONS OF VALUE

PROPOSITIONS OF POLICY

Propositions of policy are the kinds of debate resolutions used in cross-examination team debate. Such topics are often framed in a manner that opens the door for evaluation of problems and solutions. CX Debaters typically identify particular problems or sets of problems and then offer a policy aimed at solving the problem. Here are some examples of policy resolutions.

Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

Resolved: The United States federal government should substantially increase its exploration and/or development of space beyond the earth's mesosphere.

Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations.

Resolved: That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

Each of these resolutions identifies an actor, commonly referred to as an "agent of action." In each of the examples provided above, the agent of action is the "United States Federal Government." Also of interest is the fact that two of the topics actually include the term "policy" while the other two leave no doubt that a specific policy is advocated by the proposition. Policy debaters begin identifying a problem or series of problems and then offering workable solutions. Although numerous details regarding policy debate are left out of this discussion, the nature of policy debate should be evident.

Try This:

In order to practice identifying both sides of an issue, select one or more of the resolutionsprovided above and make a list of reasons for and reasons against each resolution you select.

(Remember, you do not have to personally support the ideas you choose but should merely practice trying to identify different ways of interpreting issues.)

PROPOSITIONS OF FACT

A proposition of fact is a debate resolution that is stated in a direct and relatively absolute manner and reaches a very specific conclusion. It is a statement supporting a concept that is either true or false. In some situations, such a proposition could also reach a conclusion regarding causes of historical events.

Resolved: Voting rights are necessary in a legitimate democracy.

Resolved: In a just society, gender equity is essential.

Resolved: War is a legitimate extension of democracy.

Resolved: Government regulation is a common cause for economic depression.

Notice the manner in which the above resolutions are stated. Each of them is written using direct language and reaches a specific conclusion. Although it is possible for quality debate to result from these particular resolutions, the extent of quality value arguments that can be raised is limited. Are such resolutions suited for value debate? Of course, such topics could be used for value debate but the problem remains that value clash is normally less likely, or, at the very least, not as evident.

PAUSE TO REFLECT

Ask yourself what to do if you are participating in Lincoln Douglas Debate

and discover that the latest resolution is a proposition of fact.

It is entirely possible that you could experience a proposition of fact while participating in Lincoln Douglas debate. The manner in which the resolution is argued, cases are written and claims are made is up to you. It is your responsibility as a value debater to identify value issues that can be used in cases and debate arguments regardless of the topic.

Little can be gained by spending substantial time criticizing debate resolutions. Indeed, some topics are definitely more appropriate and timely than others. That does not mean, however, that quality debate cannot result from practically any topic. Instead of focusing attention on undesirable aspects of resolutions, use that same energy in a positive manner to seek out the best possible arguments that can be made with respect to the new topic. Your personal success will be determined much more by the nature of your personal resolve than by the nature of the resolution.

PROPOSITIONS OF VALUE

Propositions of value are ideal for Lincoln Douglas debate. They are resolutions that call for an evaluation or judgment of something. Some such topics address contemporary societal issues, while others open the door of consideration for more general concepts. Although the nature of wording for these kinds of debate propositions may vary they all serve a common purpose; to provide an arena for quality and competitive value debate.

Value propositions are normally worded in one of three manners: open-ended, featuring two opposing ideals to be compared and considered, or calling for evaluation of a specific issue using a particular value concept.

EXAMPLES OF COMMON TYPES OF VALUE RESOLUTIONS

open-ended

Resolved: Nation-building is a desirable U.S. foreign policy objective.

Resolved: The United States Government ought to provide for the medical care of its citizens.

opposing ideals

Resolved: When in conflict, freedom of expression ought to be valued above political correctness.

Resolved: Oppressive government is more desirable than no government.

evaluation using a particular value concept

Resolved: The use of economic sanctions to achieve U.S. foreign policy goals is moral.

Resolved: Sanctuary cities are morally justified.

When reviewing the primary forms of value resolutions used in Lincoln Douglas debate, the possibility exists that you may encounter a resolution that does not seem to directly fit into one of the above categories. The purpose of identifying these categories is to simply to demonstrate the nature of most value propositions.

Are you aware?

The following terms all have the same meaning in LD:

debate resolution

debate proposition

debate topic

Is there a simple way to determine what kind of resolution is being considered?

YES!

Propositions of policy typically include the word "should."

Propositions of fact normally include a "to be" verb such as "is" or "are."

Propositions of value frequently include the word "ought."

Key Parts of Value Resolutions

OBJECT OF EVALUATION

The object of evaluation is the term or phrase within a value resolution that should be the focus for the value presented in your case. In order to fully understand the manner in which successful cases are developed, it is essential to identify the object of evaluation. Consider the following examples with the object of evaluation in bold print.

Resolved:	**Sanctuary cities are morally justified.**
Resolved:	**A just society ought not use the death penalty as a form of punishment.**
Resolved:	**U.S. immigration policies contradict American ideals.**

With respect to resolutions that involve more than one competing issue, it is possible for there to be more than one object of evaluation. Note the examples that follow.

When in conflict, **the spirit of the law** should supersede **the letter of the law**.

When in conflict, **Native American sovereignty** ought to take precedence over **state sovereignty**.

EVALUATIVE TERM / PHRASE

Identifying the evaluative term or phrase will enable you to more clearly focus arguments both within cases and used during refutation. In some cases, the evaluative term will indicate a likely choice for the most suited value with respect to the particular resolution in question, while in other situations, this term will merely signal a direction for case and value arguments. Consider the following examples with the evaluative term in bold print.

Resolved: The two-party system **undermines democracy** in U.S. presidential elections.

Resolved: The protection of American society **ought to be valued above** the right to bear arms

QUALIFYING TERM / PHRASE

Some, but not all, value resolutions will include a qualifying term or phrase. It is also referred to as a "term of reservation" on occasion. The general intent of such a term is to limit the direction of arguments that will result from a particular resolution. The specific kind of limitations included in topics varies in both direction and scope. In some instances, the limit describes situations during which the resolution should be considered, while in other situations the limit is geographic, identifying a particular nation or region to which the topic should apply.

The importance of qualifying terms is that they provide both limits and direction to debate resolutions. Remember, not all propositions will have such a term, but when one is present, it must be given consideration. Examples of these kinds of phrases or terms are shown in bold print in the following resolutions.

Resolved: The two-party system undermines democracy **in U.S. presidential elections**.

Resolved: Television is detrimental to civility **in the United States**.

Summary

One of the things that should be kept in mind while learning about the fundamental aspects of Lincoln Douglas Debate is that, while debate resolutions address a wide range of issues, virtually all propositions have similar characteristics.

Being aware of the various kinds of resolutions will enable participants to fully comprehend the differences between policy and value debate. Such a realization also allows for a better understanding of the duties and obligations of individual debaters.

The ability to identify key parts of resolutions, such as the object of evaluation and the evaluative term will enhance the ability of participants to determine the most appropriate value arguments possible.

Try This:

Review resolutions provided throughout this handbook. Then identify the object of evaluation, evaluative term and limiting phrase (if present) in each.

Section 3: Value Premise and Criterion

A value is merely something that is deemed desirable, worthy, esteemed, regarded highly, respected, or of quality considered worthwhile. One particular dictionary definition explains the term as "something intrinsically valuable or desirable." If it is intrinsic, it belongs to the essential, fundamental nature or constitution of a thing. More than one source, including several that deal exclusively with philosophy, explains the term quite simply as "anything with worth." Although there are multiple interpretations of the concept, a thread of similarity connects them all — the generally positive nature of the concept.

justice

liberty

utlititarianism

With respect to Lincoln Douglas debate, the term "value" goes beyond merely describing the nature of this activity as in the phrase "value debate." The value premise is also one of the major parts of both affirmative and negative cases. Although there are many interpretations, definitions and explanations of exactly what a value premise is, the concept for Lincoln Douglas application is relatively simple. Shown above are a few values commonly used by Lincoln Douglas debaters.

Pause to Reflect

The term "value premise" has two equally important meanings

with respect to LD Debate

A. general meaning – something desirable or worthwhile

B. specific meaning – a necessary part of affirmative and negative cases

VALUES IN THE GENERAL SENSE

The concept of values is a very real part of both life and society. Values are concepts, issues, ideals, and forms of philosophy that are commonly embraced, not only by individuals but also by groups, nations, cultures, and entire societies. Some values can be embraced in relatively broad terms while others are more narrowly explained. Regardless of interpretation, the concept of values represents something that may be embraced by large or small groups.

Some are grounded in religion and philosophy while others might simply be based on interpretations of "what is good." Culture provides another basis for common values, especially those that are unique to particular groups within a society. Yet another entirely different basis for values is the political system that governs a particular nation or even the philosophical merits and basis for that system.

Suffice it to say, an extensive number of issues that could be categorized as values exist and the sources for items on that list is equally lengthy in nature. Often, remembering the source or sources of particular values is helpful in evaluating and explaining the concept. In many cases the idea being referred to as a value is something uniquely connected to its source and, accordingly, somewhat limited in scope due to its origin.

Also remember that each of us, as individuals, has our own unique value system. This system will normally vary somewhat from individual to individual while some elements might remain consistent throughout society as a whole. Not only do we have different value systems from others, we also have overlapping values that we deem important in our own private and individual lives. Granted, some of these values might not be tremendously important for society as a whole but yet, at least according to some philosophers, they are very important to the individual who embraces them.

sample values

(in no particular order)

life	happiness	individualism
utilitarianism	autonomy	democracy
justice	categorical imperative	liberty
prosperity	freedom	progress

Try This:

Using your own personal opinion, rank the values listed above in the order of their importance to society.

Add ideas to the list and be ready to explain why the ones you added are important.

The next step

Understanding the Criterion

Once the purpose of the value is fully understood, the next step is to become aware of the purpose served by the criterion in Lincoln Douglas debate. The concept of criterion has multiple meanings but, for simplicity sake, it is a concept that provides either a means of evaluating the value or the manner in which the value is achieved.

Although scholars occasionally differ on which interpretation of the criterion is best suited to Lincoln Douglas debate, the ultimate decision regarding how best to utilize the criterion should rest with debaters and / or coaches. The important thing to keep in mind is that there is absolutely no reason to be uncertain about the role of the criterion in a value debate round.

In a much broader sense, there are some theorists who assert that the primary purpose of the criterion is to provide a standard for weighing issues in the round. While the criterion, at least in an indirect manner, deals with the evaluation of issues, it should not be the sole factor used in determining the outcome of the round except in unique situations.

TIP ON AVOIDING CONFUSION

A key point to keep in mind is the fact that the terms criterion and criteria have very different meanings for policy debate. In general, the term criteria is used to identify specific reasons for rendering a particular decision in a round on the part of the judge.

It is equally important to note, and remember for that matter, the fact that criterion is singular and criteria is plural; thus try to avoid making a relatively common grammatical error by making the statement in your case, "my criteria is."

How to Determine the Most Effective Criterion …

As a debater, it is important that you have an effective affirmative and negative case when entering competition. One of the most important components of either case is, without doubt, the relationship between the value and criterion. Some of the basic factors to consider can be identified by asking the right questions. Here are some of the appropriate questions that should be asked regarding a potential criterion.

* ***Is the criterion related to the value?***

* ***Does the criterion represent a substantial / meaningful issue?***

* ***Can the criterion be defended?***

* ***Will the criterion offer a plausible connection between the value and the resolution?***

* ***Does the criterion represent a commonly embraced ideal?***

These questions are but a mere sampling of the kinds of issues that should be considered when selecting not only the criterion but the value as well. A common mistake made by many Lincoln Douglas debaters and their coaches alike is to view the activity as much more complicated and difficult to understand than necessary. One of the keys to success in the activity is the ability to explain relatively complex concepts and ideals in equally simplistic terms. Certainly part of the practice process should be to spend some time trying to explain ideas to individuals who have little or no exposure to competitive debate. In reality, some of the judges who determine the outcome of LD debate rounds have only a limited amount of exposure to the activity.

Free Samples!!!

Here are some **examples** (with brief explanations) of values and criteria.

VALUE = JUSTICE **CRITERION = EQUALITY**

EXPLANATION: Assume for a moment that justice, as used in this case simply means fairness. The case then would claim that when equality in a society increases there is a corresponding increase in justice. The reverse is also true: when equality is diminished then justice is eroded in a direct manner.

VALUE = LIBERTY **CRITERION = FREEDOM**

EXPLANATION: Liberty, at least as it is often used in Lincoln Douglas debate, refers to natural rights. In a given society or political system, a legitimate measure of the amount of liberty that is present would be the extent to which individual freedom is allowed. Moreover, the loss of individual freedom often results in diminished liberty. It can also be claimed that the one of the best avenues for arriving at liberty in a society is by the promotion of personal freedom or societal rights that include, for example, freedom of speech, religion, press, etc.

KEEP IN MIND

the value will be general in nature / the criterion will be specific in nature

once a value is determined, options for the criterion may vary substantially

The Selection Process Begins With the Resolution

What factors should be considered when attempting to select the most appropriate issues to be used as the value and criterion? The first step in the process should be to review the resolution in a careful manner, even using a dictionary to ensure understanding of the key terms. Once a general understanding of the scope of the topic is achieved, the process of selecting an appropriate value can begin.

One of the first things to note about the specific resolution is whether or not a particular ideal that could be a value is included in the actual text. It is not uncommon for LD debate propositions to include an imbedded value. For example:

Resolved: In the United States, plea bargaining in exchange for testimony is unjust.

Does the fact that the term "unjust" is in the resolution mean that affirmative cases are obligated to use some form of the term "justice" as a value? Like many questions related to the nature of LD debate, there is no absolute answer. More often than not, when the resolution includes an implied value, it is recommended that cases use that concept for the value. Although it is not an absolute rule that such values must be used, the reasons for such a practice outnumber the reasons for not doing it.

Summary

Keep in mind the fact that you do not have to understand every minuscule detail of Lincoln Douglas debate in order to successfully take part. You are likely to discover, in fact, that as you gain experience through participation, an increasing awareness of concepts and techniques will result. Additional information regarding the value / criterion relationship is located in the section of this manual that deals with writing cases.

The following resolutions, all previously used for competition, exemplify characteristics that should be observed. Notice that some of the topic are worded in such a manner that the value most likely used is provided within the context of the actual wording while other exclude such a term or phrase.

Resolved: U.S. immigration policies contradict American ideals.

Resolved: Gender equity is essential to legitimate democracy.

Resolved: A just society ought not use the death penalty as a form of punishment.

Resolved: Affirmative action programs are justified in American society.

Resolved: Federal government bailouts of major corporations are just.

Resolved: A just government should provide health care to its citizens.

Resolved: The best government is that which governs least.

Resolved: When in conflict, the spirit of the law should supersede the letter of the law.

Try This:

Make a brief list of the values or value concepts that are specifically stated in the value resolutions provided above.

Make another list of possible values you might choose for each of the value resolutions provided above.

Section 4: Evidence and Research

One of the most fundamental differences between competitive debate and informal arguments is the manner in which evidence and information is used. Participants in Lincoln Douglas debate have a responsibility to provide evidence that serves the purpose of proving key points. Evidence should be used in cases as well as during other speeches when attempting to make a particular claim or point.

While it is highly unlikely that Lincoln Douglas debaters will see any specific resolution repeated during the course of their competitive career, certain themes, ideas, concepts and philosophies will be repeated, often with great frequency. Because of the potential repeated use of these issues it is recommended that information gathered while researching a particular resolution be kept and organized in order to be used again at a later date.

APPLICATION OF EVIDENCE

Evidence used in debate rounds generally serves three purposes:

1. to clarify or interpret a basic concept being used in a case or argument
2. to support a major point used in a case or argument
3. to oppose a major point used in a case or argument of an opponent

BASIC KINDS OF EVIDENCE

philosophical – information from a reliable philosophical source or an actual philosopher

empirical – information that uses statistics, facts and figures

anecdotal – a specific example used to demonstrate a point

PHILOSOPHICAL EVIDENCE – Because Lincoln Douglas debate involves debating values, evidence based on philosophy is definitely applicable. Most of the philosophical information you will use in debate is one of three types: books or essays written by a philosopher, definitions of philosophical terms, or articles, essays and books about specific philosophers or ideas.

EMPIRICAL EVIDENCE – Although it is normally associated with policy debate, empirical evidence often serves a purpose for value debate. It is information that is acquired by observation or experimentation and is implemented to uphold or defeat a hypothesis. Some value topics address relatively contemporary or pragmatic issues and accordingly, require proof of a specific or direct manner. It is in these kinds of situations that empirical evidence serves a useful and legitimate purpose for value debate.

ANECDOTAL EVIDENCE – This particular kind of information usually describes a particular situation or a specific individual. An anecdote is the short account of an incident or an individual experience. While such information often has tremendous emotional appeal, questions often surface regarding whether the example is the exception or the rule for society. Anecdotal evidence addresses isolated and specific cases, often in a very effective manner. Yet, at the same time, it falls short of providing universal and broad-based proof.

LET THE SEARCH BEGIN

Where should you look for quality information? When the research process begins you will find that a number of options exist. In today's academic world, the notion of research normally begins by turning on a computer and heading for the Internet. Certainly, you will be able to locate an abundance of great information online; however, there are also other sources of information that should be considered.

Of course. there are the typical and usual places to visit when taking part in the research process. Your school library is a great place to begin, especially in the reference and philosophy sections. You will likely find a nice collection of dictionaries, encyclopedias, general reference material and other useful resources in this area of the library. It is very likely that community libraries will have an even more extensive collection of such materials. Almost certainly, a visit to a university library will result in exposure to an even greater assortment of quality material.

Many schools have debate programs that are well-established and have been active for a lengthy period of time. If this is the case with your school, then there may be a collection of valuable resources such as books, files on past topics, reference guides and some debate handbooks devoted to specific topics used in the past. If the program in your particular school is relatively new, then I strongly encourage coaches and students alike to begin the process of assembling a collection of reliable information that can be used both presently and in the future for value debate research.

Ultimately, there is little doubt that your research ventures will lead you to the Internet and the seemingly limitless channels of information available within this venue. Unfortunately, not all of the material you will encounter is well-suited for debate purposes. Another potential challenge with Internet research is the fact that there is an almost overwhelming amount of information available. Whether or not it actually does become overwhelming is up to you! Selection of sites to visit and online articles to read is your own choice. It is up to the researcher to keep things in perspective in order to reap the greatest rewards from this kind or research.

Before actually beginning the quest for those great nuggets of information, it is important to have some goals and objectives in mind. Try to get some perspective regarding the kinds of information you would like to find and the nature of the evidence for which you are searching. Remember, your time is limited so you must begin the difficult research journey with a clear vision of where you want to go.

Try This:

Refer to some of the debate resolutions throughout this manual and begin a list of research topics for each.

Locate definitions of the key terms in several of the resolutions.

(Have you noticed that certain terms are common to multiple resolutions?)

SOURCES OF INFORMATION

What kinds of resources are best suited for Lincoln Douglas debate research? The following offers some answers to this question and suggestions for research.

Do you know?

There are two kinds of resources: primary and secondary.

Primary resources are original in nature, such as documents, letters, speeches.

Secondary resources include information that is reported, discussed or interpreted.

The kinds or resources used and the general nature of your research should be determined by the specific nature of the topic you are considering. There will be some situations when one particular resource will be more helpful while in other situations a difference approach will prove helpful. It is important that you not allow yourself to be limited by always relying on the same resources because different resolutions require varied research strategies. The following list provides a few directions for researching topics.

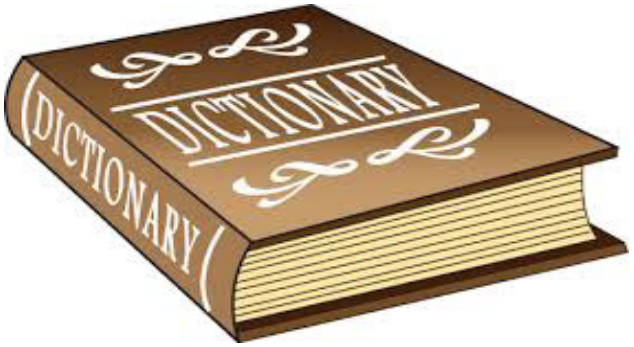
THE INTERNET

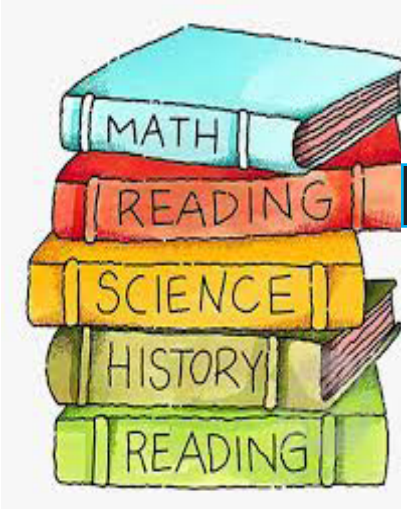
ENCYCLOPEDIA

JOURNALS

DICTIONARIES

DOCUMENTS





HANDBOOKS

TEXT BOOKS

There are many kinds of resources that you should consider for debate research.

Try to avoid limiting the kinds of material you use.

Avoid the common temptation to rely solely on the Internet!

Remember, spending time on your research efforts will yield tremendous benefits later.

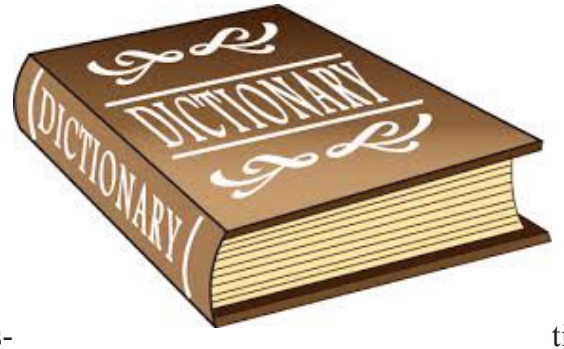
THE INTERNET

Among the various resources listed above, the Internet is really in a unique category. It is more like a library that is conveniently located as near as your classroom, school library or even your own home. The Internet is like a library in the sense that it represents a vast collection of information and an avenue to limitless amounts of data. Ironically, the fact that information is so abundant on the Internet also creates somewhat of a problem. At times the amount of material that is available tends to become overwhelming.

What steps can you take to make the most of your research time? For starters, begin your online research by relying on commonly used search engines and reliable sources of information. Try to avoid the temptation to spend too much time reviewing material that is either irrelevant or from unreliable websites. Remember, the amount of time you have is limited so try to make the most of your efforts.

The appendix of this handbook contains an excellent section entitled "Internet Debate Research." Spending some time reading this section and relying on the sites provided will yield remarkable benefits.

DICTIONARIES



To the extent that the Internet represents a vast destination for researching the latest debate topic, dictionaries serve as your map of sorts to guide you through the process. One of the first steps you should take upon receiving any new resolution is to consult a dictionary for interpretations of the key terms. The manner in which you rely on dictionaries should be focused and precise. The search should also include more than one resource, using care to identify those particular dictionaries that best serve your particular research interests.

While generic dictionaries such as *Merriam Webster's* or *American Heritage* and others are a great place to start and will introduce you to some quality interpretations, it is essential to attempt to move to other kinds of sources. While there is no major problem with the credibility of commonly used dictionaries, more scholarly and relevant sources of definitions are available.

For example, if you are searching for legal definitions, *Black's Law Dictionary* has long been considered a highly reliable source of material. Experienced debaters often use the terms "contextual definitions" or "field definitions" to describe the interpretations of terms that are found in topic specific dictionaries. If the topic deals with economics, an economics dictionary is appropriate; if it is philosophical, a philosophical dictionary is best-suited; political, rely on a political resource. For example, if the term "justice" is being used in an affirmative of negative case, it would be appropriate to provide a well-suited and workable definition. It is essential to determine the context in which the word is being used. In most cases, especially if the topic is oriented in a philosophical direction, then it is strongly recommended that a definition from a dictionary of philosophy be relied on for an applicable definition.

An important note regarding the difference between words and phrases should be considered. It is not uncommon for resolutions to include phrases, or groups of words that form a phrase frequently used with respect to a particular subject. One example of such a phrase is "due process," a legal and judicial term. When seeking a definition of this phrase, it is far better to find the phrase itself defined rather than locating definitions of the individual words in the phrase.

TEXTBOOKS

All too often debaters overlook some of the more obvious sources of scholarly material that is within easy reach. Textbooks are one such source of information. Books used in government, history, economics, sociology and psychology courses, for example, often have excellent glossaries that not only provide quality definitions but interpretations that are grounded in the appropriate context. There is also great information that can be used as evidence within the actual text of such books.

ENCYCLOPEDIAS

Encyclopedias provide extensive information related to many topics. Most of them are written in a very scholarly manner and are also relevant to the subject being considered. In addition to the traditional kind of material that fits this category, there are also topic specific encyclopedias, often found online, that offer the kinds of specific reference material necessary for LD debate. Encyclopedias of philosophy are abundant collections of information readily available and easily accessible.

A leading standard one that would prove beneficial to LD debaters is the *Stanford Encyclopedia of Philosophy*.

JOURNALS

There are a host of journals, both in hard copy and located on the Internet that provide quality debate material. Journals of philosophy, political science, foreign issues, economics and law are all generally easy to locate. These sources of information are rich in valuable data and most of it is provided by highly reliable individuals who contribute to such resources. Journals often provide well-written articles that can be used to provide quality debate evidence.

A word of caution regarding use of law journals is in order. It is not uncommon to find articles in highly reputable law journals that are written by student authors. Normally most law journal articles will provide brief biographic data regarding the writer and, on occasion, it may read student author or JD candidate. In either case, some discretion must be used regarding whether or not you choose to quote these articles.

DOCUMENTS

Documents normally fall into the category of "primary" resources. As an active participant in Lincoln Douglas debate, you should spend some time reading several fundamental documents in order to enhance your general knowledge of common concepts while, at the same time, preparing for future resolutions that might be specifically related to some of these fundamental issues and ideals. You will reap huge benefits from developing an awareness of documents like The Declaration of Independence, The Constitution of the United States, The United Nations Declaration of Human Rights, and others. These documents and others are readily available.

DEBATE HANDBOOKS

Typically, debate handbooks fit into one of two categories. The first type includes generic information that is applicable to a range of topics while the second type is directly related to a specific resolution. Most of the topic specific handbooks include sample cases and briefs that can be used in debate competition.

Handbooks, while serving a useful purpose at times, should not become a substitute for original research and writing your own cases. Before you choose to use a case or set of arguments from a handbook, remember that your potential opponents are likely to have access to the same material and will be more than ready to counter any of the information in the handbook. By the same token, it is generally a good idea for you to prepare arguments in anticipation of information in such sources.

There are some positive ways to utilize published handbooks. Initially, by reading this material you can get some ideas about various directions for arguments related to the current resolution. You will also be able to use the evidence provided for the construction of your own cases and arguments. Another way of utilizing the material is to seek out some of the sources that are cited in the handbooks and listed in the bibliography. Use the full articles to locate additional information.

ORGANIZING INFORMATION

Regardless of how much quality material you are able to locate, it only becomes truly useful when it is organized in an effective manner. When you locate information that, in your opinion, supports a valid idea or debate argument it should be recorded in an effective and efficient manner. There are several ways in which evidence and material can be organized. Beginning debaters often explore more than one method of organizing information before ultimately choosing a single method that works best.

One of the more effective ways to organize information is by recording it in debate briefs. Debate briefs are simply collections of data arranged in a logical and efficient manner. A classification system is also involved that enables debaters to locate information quickly. Because of the manner in which debate briefs are typically organized, they are often described as sets of arguments that are ready for use in competition.

PARTS OF A DEBATE BRIEF

Several key terms are used in reference to debate briefs. (Additional terms commonly connected to debate are located in the glossary) The following terms describe the parts of a debate brief. Each has an important and meaningful role.

quote The actual piece of evidence that is being collected is a quote or quotation. Quotations are used to demonstrate your position, clarify potentially confusing terms or to counter arguments introduced by your opponents.

tagline When a quotation is actually recorded, it should be immediately preceded by a brief description of its content. Such a depiction, normally less than a complete line in length, is referred to as a tagline.

cite, citation Debaters have a responsibility to provide complete information regarding the source of material that is used for evidence. This information, also referred to as a citation (or cite for short) should be provided upon request, although it does not all have to be read when the evidence is presented. The citation should be complete and include all of the following when available; individual being quoted (author, writer, etc.), qualifications of individual being quoted (who is this person?), complete source of information, date, page number, and Internet retrieval URL and date (if any).

Each of the parts of a citation is very important. The citation provides not only key information about the source of material, enhances the credibility your quotation by demonstrating that the person being cited is an expert on the subject, the date should indicate, especially if the evidence is pragmatic or empirical, that the material is relevant and finally, the Internet retrieval date also contributes to the relevance of the material because data provided on websites is often updated frequently.

evidence Obviously, the most important information contained in a debate brief is the actual quote. This information is the true essence of the brief because, without the actual evidence, the rest of the brief is essentially meaningless.

When information is being recorded, it is essential that material is kept in the proper context. Not only is it considered unethical to take material out of context, in the current information age or computer technology, information is readily available to practically anyone. If your material is questionable in nature, chances are your opponent will have the same evidence in their possession and point out the manner in which a concept is being misrepresented. Legitimate questions about a debater's credibility or the credibility of a debater's evidence are difficult to overcome. It is essential to avoid such challenges.

Material in evidence should be complete and, in the event that ellipses are used, they should be kept to a minimum. When too much information is deleted from a quotation, suspicion concerning validity is raised. Finally, as a general rule, longer is preferable to shorter in terms of the length of the quote. In other words, it is much more desirable to have a quotation that includes some analysis than one that is merely a single line stating your position. Again, credibility is of the utmost importance. Evidence of the former nature is often referred to as "one-line" or "conclusionary" and neither term is complimentary in nature. Assume for a moment you are attempting to make the argument that increased voter participation is essential to democratic government. Here are some examples of longer as well as shorter quotations:

CORRECT

"Throughout history and in many nations from around the world, there is increasing evidence that voter participation is a key factor that indicates the strength of a nation's government. Conversely, it is also clear that lower levels of voter participation are often accompanied by increasing disenchantment with political officials, commonly reported cases of corruption and broad-based gridlock that often seriously affects the nation's governing bodies."

INCORRECT

"Democratic government cannot thrive in the absence of voter participation."

Regardless of the quality of the source, the latter quote offers no meaningful explanation for its conclusion. Although it is generally safe to assume that an expert or person of authority on the subject could logically reach this conclusion, the over-all quality of the evidence is still superior when the quotation actually includes some degree of analysis.

SAMPLE DEBATE BRIEF

tagline → **( ) Democracy is enhanced by universal participation**

citation → Frank, 2022 [Walter M. Frank (legal scholar, attorney), "Individual Rights and the Political Process: A Proposed Framework for Democracy Defining Cases," *Southern University Law Review* 35:47, Fall, 2022, p. 47.]

quote → **Also inherent in the freely given consent of the governed is the need for a full citizen participation in the democratic process, for all citizens are the state's lawmaking power and therefore form part of the governed whose consent is necessary to legitimate political authority. This condition not only makes sense in the abstract, but it also resonates with a political historyconstituting one long expansion of citizen participation in the electoral process.**

R E M I N D E R S

When selecting and collecting evidence remember these basic guidelines:

- evidence is necessary to support all major arguments and claims
- evidence should be used in both constructive and rebuttal speeches
- evidence should be relevant to the topic being considered
- pragmatic or empirical evidence must be current
- all evidence should come from reputable sources
- providing qualifications for the person quoted are essential
- proper and complete citations are ALWAYS necessary
- you need not read the information in the brackets aloud during the round

Section 5: Preparing the Case

Lincoln Douglas debaters typically learn the subject and wording of the latest resolution weeks or months prior to their competition. After spending a brief amount of time reviewing the wording and brainstorming for some ideas, the task of writing a case must begin. Before actually writing the case, it is always a good idea to do a portion of your research on the new topic in order to at least have enough evidence to begin writing the cases.

Case preparation is definitely one of the more challenging facets of Lincoln Douglas debate.

PAUSE TO REFLECT

what about using a case from a handbook?

Students, who write their own cases will definitely have an advantage. The reasons should be obvious. Unlike handbook cases that practically everyone has access to, the cases you write personally are unique and have at least some elements of the surprise factor when entering the round. When you write your own cases, you will have the added advantage of understanding them better. Again, the advantage goes to the individual who takes the extra time and effort to construct their own cases.

Finally, judges often recognize cases from handbooks and when they hear them it is possible that you, as the debater, risk losing credibility.

Writing affirmative or negative cases often appears as a highly daunting task. Simplifying the assignment should be the objective and one of the best ways to do so is by breaking the activity into smaller and more manageable parts. Also helpful is the fact that, by taking this approach, initial steps in the process are less difficult than the latter.

The following formula for writing an affirmative Lincoln Douglas case is not the only one available and certainly not the only one that can be used. It is however one that simplifies the process in such a manner that both beginning and more experienced debaters should be able to utilize.

Although there is absolutely nothing wrong with using this rubric for writing your cases, it is recommended that, as you gain experience with Lincoln Douglas debate, you should develop your own personalized method of constructing cases. Some debaters even develop several styles of writing cases, enabling them to adapt to a variety or resolutions.

WRITING A CASE IN SIX EASY STEPS

The basic steps in the process are:

1. **introduction**
2. **state the resolution**
3. **define key terms**
4. **provide a value**
5. **provide a criterion**
6. **evidence and analysis used for support**

Introduction

Like any good speech, an affirmative case should begin with an appropriate introduction. One preferable manner of introducing the case is by using a quotation that relates to the resolution. Virtually any quotation that addresses a concept in the resolution will suffice. One simple step and the first part of the process is now complete. If you thought this step was simple, the next one requires even less time!

State the Resolution

All you must do to complete this step is to write the resolution, nothing more and nothing less.

Define Key Terms

Like the first two parts of the case-writing process, this step is relatively simple as well. All that is necessary to fulfill this task is to provide definitions of the terms of the resolution that you believe are either truly important or subject to multiple interpretations.

Definitions used at any time during a debate should have a reliable source. Contextual definitions from quality sources are indeed optimal. For example, while a reputable generic dictionary is certainly suited for academic purposes, a legal or philosophy dictionary would be even more well-suited.

Must all terms of the resolution be defined? Absolutely not! Only the terms that are potentially crucial or easily misunderstood need defining. In fact there will be situations in which no terms are defined at all. Remember, however, that affirmative retains the right to define terms of the resolution even if they are not present in the affirmative constructive speech.

Provide a Value Premise

Remember, a value is a concept that is universally embraced and accepted as desirable. This particular part of the process involves just a bit more than merely stating a value. It should also involve at least some degree of support for the concept. You should use two specific quotations at this point. One quote should be used to explain or define the nature of the value and the other to support the value. Why is it necessary to provide these two forms of evidence? Initially, it is purely a matter of credibility for the case. Merely relying on your assertions, regardless of the intellectual depth they might provide, lacks meaningful credibility. Moreover, some values that are commonly used, such as justice, are subject to multiple interpretations and not clarifying the manner in which it applies to your own case is opening the door for confusing debate.

Provide a Criterion

What is a criterion? When you are able to adequately understand this concept, you are well on the way to success in Lincoln Douglas debate. In fact, it is unlikely that there is any other aspect of the event that is more commonly misunderstood. The criterion, as used in Lincoln Douglas debate, serves one of two (or both) purposes. It is intended either to provide a means of achieving the value or a means of measuring the value. Refer back to section 3, Understanding the Criterion in this guide.

Evidence and Analysis

At this point you have completed 5 out of the 6 steps involved in writing an affirmative case, yet much work remains in order to ensure that the end result is a quality product. This portion of the case should be divided into sections. These parts can be identified as "observations," "contentions," "points of analysis" or other descriptive terms. Before getting too far along with this part of the process, you must determine your precise objective. While it may vary to some degree from case to case or debater to debater, in the final analysis, you are attempting to use the evidence and analysis to explain the relationship of the value and criterion and how, as a result of that relationship, the validity is thus proven. Remember, debate is ultimately an exercise in determining the truth. When participating in Lincoln Douglas debate the primary duty of the affirmative debater is to prove the truthfulness of the resolution.

Typically, two or three contentions (arguments) followed by two or three sub-points for each is common. How much evidence is required for a well-supported affirmative case? At least one quotation for each major argument is necessary.

What is the best manner of organizing this portion of the affirmative case? There are several schools of thought regarding organization of this part of the case. Some debaters prefer a more rhetorical style marked by the presentation of several arguments without precise and distinct organizational notations such as "A" and "B" or "one" and "two." The other fundamental way of organizing the case is to use the specific outline notations and by following acceptable outline formatting. Having explained two different formats, the question thus remains, which one is preferable? Normally, the rhetorical style is embraced by both less experienced and more highly experienced debaters because it can result in a more persuasive kind of affirmative case. Whichever format proves more adequate for your personal style is the one you should embrace. Keep in mind that using the rhetorical style format will, at least in some cases, result in a situation in which either the judge or your opponent or both will have difficulty following the organization of the case. If the judge and/or opponent are relatively

experienced, problems of this nature are not likely, but when either the judge or the opponent lack experience, a more organized format is advisable.

Additional Information Regarding Evidence and Analysis

How many major parts should this section of the case offer? Normally two major ideas are optimal. Like a quality outline, there should not be a first point without a second. Such is also true of the affirmative case. If you are however, providing two major positions in this portion of the case, it is essential that these approaches are independent of each other. Merely restating a similar argument by using a different wording and some additional pieces of evidence is both redundant and unnecessary. The question is why? Because if the two major points are essentially the same and the negative debater adequately refutes one of them, then they are both defeated. Not only are these kinds of arguments easy to defeat, they allow the negative more time to defend their own positions throughout the debate.

One additional strategy that you might want to consider is to provide a third major argument that attempts to directly and specifically prove the resolution to be true. This particular part of the case does not necessarily have to address the other two points or either the value or criterion. It is purely an effort to offer two or three reasons, supported by evidence, that the resolution is true.

The benefit of such an argument is that it will, at least in some cases, be dropped by the negative. It is important to remember, however, that some judges will be reluctant to base their decision solely on such an issue because they are purists and believe that Lincoln Douglas debaters must remain true to form and adhere to time tested principles and protocol of the event.

STEP BY STEP DEMONSTRATION

1. Introduction

"The expressive significance of an individual's vote underscores the importance of electoral process to the body politic. The latter's influence, authority, and ultimate legitimacy hinges on the collective will of an informed electorate. Electoral integrity, therefore, becomes critical to a legitimate democracy. "

Because I am in agreement with this quotation from

Blake D. Morant (professor of law), "Electoral Integrity: Media, Democracy, and the Value of Self-Restraint," *Alabama Law Review* 55:1, Fall, 2013, p. 23.

2. State the Resolution

I support the ***resolution***:

RESOLVED: The two-party system undermines democracy in U.S. presidential elections.

3. Define Key Terms

For the sake of clarity I offer the following definitions:

two-party	characterized by two major political parties of comparable strength
undermine	to weaken or ruin by degrees.
Democracy	government of the people; rule of the majority

from *Merriam – Webster's Collegiate Dictionary*, Eleventh Edition, Frederick C. Mish, Editor in Chief, Merriam-Webster, Incorporated, Springfield, Massachusetts, 2014.

4. Provide a Value Premise *(note the two pieces of evidence)*

In defense of the resolution the affirmative case forwards the VALUE of Democracy explained as:

"…rule by the people, as contrasted with rule by a special person or group."

by *Concise Routledge Encyclopedia of Philosophy*, Routledge Press, New York, 2013, p. 199.

In support of this ideal I turn to *The Oxford Companion to Philosophy*

[Ted Hondedd., Oxford U. Press, New York, 2005, p. 183.]

"Until recently, democracies counted very few persona among 'the people'. Now they include all adult citizens, including, in many nations, recent immigrants, and democracy is virtually universally revered as the best or right form of government."

5. Provide a Criterion *(Note the two pieces of evidence)*

In support of democracy I further offer the criterion of egalitarianism as noted by Jay Shafritz (professor of public affairs in *American Government and Politics Dictionary*) as…

"The principle of egalitarianism is that each citizen, regardless of economic resources or personal traits, deserves and has a right to be given equal treatment by the political system."

The importance of egalitarianism demonstrated by…

Stanford Encyclopedia of Philosophy, 2015 [*Stanford Encyclopedia of Philosophy*, "Democracy," 2015, p. Internet access, 09.25.16]

Another egalitarian defense of democracy asserts that it publicly embodies the equal advancement of the interests of the citizens of a society when there is disagreement about how best to organize their shared life. The idea is that a society ought to be structured to advance equally the interests of the members of the society. And the equality of members ought to be advanced in a way that each can see that they are being treated as equals. So it requires equal advancement of interests in accordance with a public measure of those interests. Hence, justice requires the publicly equal advancement of the interests of the members of society or public equality.

6. Evidence and Analysis used for Support

CONTENTION ONE: EGALITARIANISM IS ERODED IN THE U.S. TODAY

A. Political equality is essential

George Edwards III (professor of political science), *Why the Electoral College is Bad for America*, Yale University Press, 2005, p. 31.

Political equality lies at the core of democratic theory. Robert Dahl, the leading democratic theorist, includes equality in voting as a central standard for a democratic process: "every member must have an equal and effective opportunity to vote, and all votes must be counted as equal." In creating a constitution for democratic government, he adds, "your constitution must be in conformity with one elementary principle: that all members are to be treated (under the constitution) as if they were equally qualified to participate in the process of making decisions about the policies the association will pursue. Whatever may be the case on other matters, then, in governing this association all members are to be considered as *politically equal*.

B. The two-party system is historically significant

Winger, 2007 [Richard Winger (political scientist), "Can United States Voters Still Recruit Someone to Run For President as an Independent After the Identities of the Major Party Presidential Candidates are Known?" *Univ. of Arkansas Little Rock Law Review* 29:763, Summer, 2007, p. 763.]

Practically speaking, the voters of the United States have been choosing the president of the United States since 1828. Also, ever since 1828 there have been two major political parties and a substantial number of minor political parties. The Democratic Party, starting in 1828 if not earlier, has always been one of those major parties. The other major party has been, sequentially, the National Republican Party (1828-1834), the Whig Party (1835-1854), and the Republican Party (1854 on).

C. Inequity is detrimental

Steinberg, 2001 [Michael S. Steinberg (attorney), "A Critique of the Current Method of Scheduling Presidential Primary Elections and a Discussion of Potential Judicial Challenges," *The George Washington Law Review* 69:453, March, 2001, p. 453.]

Although not as dramatic as threats of violence or corruption, the creation of inequity in the value of votes from different states for the office of President is just as damaging to our electoral system.

A. Public confidence in the major parties is declining

Rosenblum, 2014 [Nancy L. Rosenblum (professor of political science), "The Constitution of Civil Society Politics Primus Inter Pares: Political Parties and Civil Society," *Chicago-Kent Law Review* 75:493, 2014, p. 493.]

Public confidence in political parties lies at the bottom of the scale, lower than any other secondary association: 42.6% of respondents express "very little" and only 3.8% "a great deal" of confidence in them. Even active partisanship, Austin Ranney notes, cannot be taken to indicate approval of parties in general as desirable institutions. Insofar as American political life arouses enthusiasm, it attaches to social movements, ideological causes, or unusually inspiring candidates. Of course, antiparty and antipolitical sentiment (the two are not distinguished in the public mind) is episodic. But it is fair to say that there is little appreciation for broad-based state and national parties.

B. Voter choice is eroded during the primary phase of presidential elections

Steinberg, 2012 [Michael S. Steinberg (attorney), "A Critique of the Current Method of Scheduling Presidential Primary Elections and a Discussion of Potential Judicial Challenges," *The George Washington Law Review* 69:453, March, 2012, p. 453.]

To the extent that voters of a state may influence their prospective nominees, it seems that the voters of early primary states have a greater chance to influence their prospective nominees than do voters from later voting states.

C. Equality is essential for democracy

Stanford Encyclopedia of Philosophy, 2015 [*Stanford Encyclopedia of Philosophy*, "Democracy," 2015, p. Internet access, 09.25.16]

Few theorists deny that political institutions must be at least in part evaluated in terms of the outcomes of having those institutions. Some argue in addition, that some forms of decision making are morally desirable independent of the consequences of having them. A variety of different approaches have been used to show that democracy has this kind of intrinsic value. The most common of these come broadly under the rubrics of liberty and equality.

THE NEGATIVE CASE

The format for writing the negative case is practically the same as that used for the affirmative case with several simple differences. Also, the negative case should not be quite as lengthy as the affirmative case. This case should be between 3 and 4 minutes in length, maximum.

The basic steps in the process are:

1. **introduction**
2. **state the negative position regarding the resolution**
3. **counter-definitions (if necessary)**
4. **provide a value premise**
5. **provide a criterion**
6. **evidence and analysis used for support**

Introduction

Negative cases often begin with a quotation that supports and introduces the negative position.

State the Negative Position Regarding the Resolution

Negative cases often include a reworded version of the actual resolution with a term or phrase such as "not" or "does not achieve." It is not necessary to actually reword the resolution. In fact it is probably more appropriate to simply offer a statement that indicates the negative interpretation of the resolution.

Counter-definitions (if necessary)

More often than not, the negative will have little or no problem with the affirmative definitions of terms. If there is no major point of disagreement then this step is totally unnecessary for the negative case. In the event that there is a difference of opinion regarding definitions, then this is the where the counter-definitions should be provided.

Always try to avoid turning the debate into a clash over definitions and their sources. When this occurs, attention is drawn away from the more serious facets of the resolution and the debate generally deteriorates.

Provide a Value Premise

You should use two specific quotations at this point. One quote should be used to explain or define the nature of the value and the other to support the value.

Provide a Criterion

The criterion you select should demonstrate the validity of the value. You should, once again, provide two pieces of documentation, one to define the criterion and the other to support it.

Evidence and Analysis

The manner in which you add evidence and analysis to the negative case should follow the same format and use the same considerations as when constructing the affirmative case. Two contentions / major points are desirable and they should be presented in acceptable outline format. Again, as with the affirmative case, you may choose to take a more rhetorical approach to this part of the case. There is nothing wrong with employing this technique but, keep in mind, organization of the debate might deteriorate as a result.

NEGATIVE CASE DEMONSTRATION

1. Introduction

"Today, U.S. officials appear to engage in coercive interrogation or something very similar to it; so do other western governments; and the possibility that coercive interrogation may be justified in nonremote circumstances has entered mainstream debate. The task for legal scholars at this point is to understand how this practice fits into legal norms and traditions, and how it ought to be regulated."

Because I agree with this quotation from: Posner & Vermuele, 2013 [Eric A. Posner & Adrian Vermeule (professors of law), "Should Coercive Interrogation be Legal?," *Michigan Law Review* 104:671, February, 2013, p. 671.]

2. State the Negative Position regarding the Resolution

I will argue that ***In a criminal interrogation, the end DOES NOT justify the means***

3. Counter Definitions (if necessary)

(no disagreement or counter-definitions will be offered)

4. Provide a Value Premise

The basis for the negative case will be the value of ***LIBERTY*** described as…

"Freedom from arbitrary or undue governmental restraint"

by *Black's Law Dictionary*, [Pocket Edition, 4th edition, Bryan A. Garner, editor-in-chief, West Publishing Company, 2011, p. 210.]

Importance of this concept is supported by comments from President Franklin D. Roosevelt in a message before Congress in 1941 [Jay Shafritz (professor of public affairs), *The Harper Collins American Government & Politics Dictionary*, Harper Collins Publishers, 1993] during which he stated:

"Those who would give up essential liberty, to purchase a little temporary safety, deserve neither liberty nor safety."

5. Provide a Criterion

The criterion for the negative case is ***due process*** defined as:

"(law) the administration of justice according to established rules and principles; based on the principle that a person cannot be deprived of life" by the Princeton Online Dictionary

The fundamental position supported by this case is that the presence of due process rights allows for liberty. It is due process that keeps any government restraint from being either arbitrary or undue.

"The due process clause of the Fifth Amendment demands fairness from the federal government. On a substantive level, the due process clause protects us against government action "that 'shocks the conscience' or interferes with rights 'implicit in the concept of ordered liberty.'" On a procedural level, the due process clause bars the government from depriving any person – whether citizen or not – of life, liberty or property without first providing the person with a full and fair opportunity to be heard."

This quotation from Nancy Chang (Senior Litigation Attorney Center for Constitutional Rights), [*Silencing Political Dissent, How Post-September 11 Anti-Terrorism Measures Threaten Our Civil Liberties*, Seven Stories Press, New York, 2002, p. 25.] demonstrates the relationship between due process and liberty.

6. Evidence and Analysis used for Support

CONTENTION TWO: DUE PROCESS RIGHTS ARE ESSENTIAL

A. Due process rights are a fundamental part of American society

Roger LeRoy Miller (Center for Policy Studies, Clemson University), *West's American Government*, West Publishing Company, 2013, p. 129.

The Fifth Amendment declares that the federal government cannot deprive any person of "life, liberty, or property, without due process of law." The Fourteenth Amendment places the same restriction on state and local governments.

B. Due process is a valued part of our political system

James MacGregor Burns and J. W. Peltason (professors of political science), *Government By The People*, Prentice Hall, New Jersey, 2007, p. 155.

Throughout the world men and women are rebelling against the "police state" under which many of them live, against governments where police are unrestrained in how they go about finding, capturing, and punishing so-called "enemies of the people." And when we get impatient about the time-consuming steps that must be followed before criminals may be taken off the streets, about the endless rounds of appeals and reviews available to those charged with crimes, we need to remember how lucky we are to live in a society that values due process, established rules and regulations that restrain those who exercise governmental power.

Pause to Reflect

Notice the manner in which these two "contentions"

demonstrate the relationship between:

the value
the criterion
& the resolution

CONTENTION TWO: PROTECTION OF DUE PROCESS RIGHTS PRESERVES LIBERTY

A. Due process serves as a constraint on government authority

David Cole and James X. Dempsey (professor of law and deputy director at the center for Democracy and Technology), *Terrorism and the Constitution*, 2002, The New Press, New York, p. 101.

The due process clause of the Fifth Amendment is another critical constraint on government discretion in the name of fighting terrorism. A fundamental component of due process is the right to confront one's accusers. It is founded on the premise that the truth is most likely to emerge in an adversarial proceeding, where the accused, who is in the best position to defend herself, can confront the sources of evidence against her, and can challenge their veracity, reveal their bias, and catch them in contradiction.

B. Rights exist in times of war

Laura A. Dickinson (professor of law), Using Legal Process to Fight Terrorism: Detentions, Military Commissions, International Tribunals, and the Rule of Law," *Southern California Law Review* 75:1407, September 2002, p. 1418.

In addition to these severe limits on the individual rights of the accused, the detentions and the proposed military commissions also depart from the constitutional scheme because these policies were implemented through a unilateral assertion of executive authority without explicit congressional ratification or approval by the judiciary. As the U.S. Supreme Court has stated, the constitutional system of checks and balances survives even in time of war or national crisis.

C. Interrogation methods potentially threaten due process rights

O'Connell, 2005 [Mary Ellen O'Connell (professor of law), "Affirming the Ban on Harsh Interrogation," *Ohio State Law Journal* 66:1231, 2005, p. 1231.]

The law relevant to the practice of interrogation is found in two great bodies of international legal principles, in addition to domestic law. During armed conflict and occupation, international humanitarian law (IHL) applies. IHL expressly prohibits not just torture, but any form of coercion of detainees during interrogation. Second, international human rights law applies to persons detained outside of an armed conflict, but also, to a certain extent, to wartime detainees as well. Human rights law prohibits torture as well as cruel, inhuman, and degrading interrogation techniques. These international obligations have been partially implemented in United States domestic law. Even where they have not been implemented, the United States remains bound to respect them.

IS THE NEGATIVE CASE NECESSARY?

This is a very relevant question! In true debate fashion the answer is probably, yes or no, depending on the judge at the back of the room. Because of the fact that Lincoln Douglas debate is not governed by extensive rules and guidelines, no, the negative does not absolutely have to present a case. One of the more recent trends in the event, especially on some circuits, is to use a negative strategy known as "straight refutation" or sometimes referred to as "straight ref." Using this strategy, the negative debater in the round chooses to spend the entirety of their time by responding to the affirmative case. In some cases, this strategy even proves successful.

Generally speaking, however, it is recommended that you present a negative case. There are several reasons for this strategy. When viewing the debate in its entirety, negative essentially has two ways to prevail in the round; by defeating the affirmative case or by disproving the validity of the resolution through the use of the negative case. At the very least, if and when you might choose to forego the negative case you are surrendering half of the opportunities you have at success. Second, and this is perhaps an even more compelling reason to provide a negative case, judges will often view the straight refutation strategy unfavorably. No, most of them are not going to render an affirmative decision merely because the negative did not present a care, however, many of them are going to be unwilling to leave any margin of error or benefit of the doubt for negative debaters in this instance.

Section 6: Philosophy and Philosophers

Knowledge of philosophy and philosophers will contribute meaningfully to success in Lincoln Douglas debate. An abundance of information related to this subject exists so it is essential for you to identify the concepts that are most important to learn at the outset. The learning process related to this aspect of LD debate should be continuous and not limited to a particular resolution or some indeterminate time frame.

WHAT IS PHILOSOPHY?

Like many such terms, this one has multiple definitions. Although some of these interpretations might be more elaborate than others, many scholars agree that philosophy generally refers to beliefs or systems of beliefs. These ideals may be embraced by individuals, societies, cultural groups, religious groups or simply groups of persons with similar interests. In a much more literal sense, the term philosophy refers to the simple love of knowledge or the love of learning.

One of the best places to begin your study of this subject is by learning some basics about several philosophers who are commonly used by Lincoln Douglas debaters. This group, referred to by some LD participants as the "Big Five" will be discussed in the following section:

John Stuart Mill

Immanual Kant

John Locke

Thomas Hobbes

Jean Jacques Rousseau

Immanuel Kant

Immanuel Kant was a 19th Century philosopher whose writings opened new doors among scholars and philosophers in the academic world. Not only did Kant write extensively, volumes have been written about him and his ideas. The abundance of information related to this individual and his ideas is virtually limitless.

In spite of the fact that Kant is known for his truly ambitious contribution to the study of philosophy and the manner in which he introduced entirely new approaches to traditional areas of study, there are a few of his basic concepts that are applicable to Lincoln Douglas debate. As you review this brief introduction to Immanuel Kant, keep in mind the fact that the information provided herein is a dramatic simplification of a well-known philosopher whose ideas are both complex and extensive.

Two facets of Kant's ideas should be of particular interest to debaters. The first is the fact that he supported the belief that means are more important than ends when it comes to human action. The second is the strongly supported principals of a concept known as the *categorical imperative.* A better understanding of each of these aspects of Kant will result from the awareness that his views were seriously grounded in morality and moral issues.

In terms of the position that the means of an action are always more important than the ends, Kant's views are really not that complex. He believed morality was the prevailing motivating issue in the universe. He further believed that moral beliefs are both universal and relatively consistent, at least when compared to outcomes of actions that are much less certain. In the final analysis, regardless of the perceived certainty of an outcome, the guiding principals in life are always even more certain. Kant embraced a host of philosophical views that he believed were absolute, at least to the extent that they should not be compromised in pursuit of a potentially moral or desirable outcome. He would simply claim, "The ends cannot justify the means!"

The Categorical Imperative

The second primary view of Kant that is applicable for Lincoln Douglas debate resides with the concept known as the categorical imperative. Although the term might sound a bit on the daunting side, it really is fairly easy to understand. Here is a hint for dealing with potentially difficult terms and phrases; break them down. In other words, take the two words separately and look for explanations. Categorical normally means in all situations or without exception, while imperative implies that something must be done, perhaps even bordering on the level of urgency. Hence the categorical imperative suggests a situation in which morality dictates a very distinct action and that there is no middle ground.

In short, the categorical imperative represents a philosophical guideline that should implore humans to act in a moral manner and, even further, that this action is pursued out of duty. Some supporters of the concept even take it a step further and suggest that any action we take, because of the morality that is part of our existence, legitimize the same action for anyone else. If we, as individuals violate a rule of society then, by our actions, we are sending a message to others that such actions are not inappropriate. This aspect of the categorical imperative is often compared to the Golden Rule, in that we treat others as we would others treat us.

Kant believes that morality is absolute, and provides a guideline, or maxim, to enable individuals to determine what constitutes an ethical action. The categorical imperative is extremely specific on what it takes for an action to be considered ethical, and provides three formulations that must be met in order for an action to be ethical.

Universal Law formulation: "Act only on that maxim through which you can at the same time will that it should become a universal law." In other words, make sure that your actions are appropriate in every instance.

Autonomy formulation: "Act in such a way that you always treat humanity, whether in your own person or in the person of any other, never simply as a means, but always at the same time as an end." In other words, always respect human autonomy by treating people as an end in themselves, and never exclusively as a means to your own ends.

Kingdom of Ends formulation: "All maxims as proceeding from our own [hypothetical] making of law ought to harmonize with a possible kingdom of ends." This formulation combines the first and second formulation, and claims that you should act as if all rational people are obeying the categorical imperative. The kingdom of ends is composed entirely of rational beings, and all rational beings would live by the categorical imperative.

John Stuart Mill

John Stuart Mill was a highly intelligent British philosopher who lived and wrote during the 19th Century. The range of subjects he addressed during the course of his career was extensive as he was known for his studies in philosophy, economics, political theory and moral theory. Frequently referred to as one of the leading philosophers of the Nineteenth Century, Mill was substantially influenced by John Locke, David Hume and Jeremy Bentham. The two former theorists were leading scholars in the field of political thought while Bentham influenced Mill's ideas regarding the concept of utilitarianism.

A more complete understanding of Mill's philosophy can be gained by reviewing the manner in which e was intellectually influenced during his earlier life. He is often referred to as an empiricist, or a philosopher who believes that knowledge is, at least in some manner, related to experience. Some of the leading British empiricists that Mill studied, as well as Mill himself, were often in disagreement regarding various aspects of the concept. Those same individuals, however, were in agreement regarding the basis of the theory; that all knowledge is subject to explanation based on scientific inquiry or personal experience and unknown influences of human knowledge do not exist.

The ideas of John Stuart Mill are particularly applicable to Lincoln Douglas debate in three specific areas. Remember, Mill was an individual who, over the course of his life, studied and wrote extensively about a host of subjects and ideas. The ideas presented here are only a limited number of the ones he studied during his life and the concepts are definitely simplified in this text.

Utilitarianism

Unlike Kant who believed that the moral worth of an action is to be determined on the basis of the manner in which the action is taken, or the "means" of an action, Mill took the opposite approach. Mill maintains that the ultimate moral worth of an action is best determined by the consequences or outcome of that particular action. Based on his ideas regarding the best way to evaluate human action, Mill then attempts to identify the most desirable kinds of action in which humans engage. His ultimate conclusion is that the most meaningful source of motivation is happiness which means that, consequently, he supported the idea that the best action one can take is that which leads to the "greatest good for the greatest number." Another way of phrasing this same concept is the "greatest happiness for the greatest number."

The fundamental criticism of Mill and his ideas about utilitarianism is that the entire concept is grounded in the notion that the best motivation in life is the pursuit of pleasure and satisfaction. Critics of Mill frequently refer to utilitarianism as a form of hedonism, a philosophy that supports the view that the best pursuits in life are those that ultimately lead to pleasure and happiness. In response to the critics, Mill would argue that there is nothing fundamentally or morally improper about seeking to enhance the quality of life for all members of society. He would further claim that the ultimate goal of utilitarianism is not so much individual pleasure as it is the general welfare of groups within society. Finally, he would also note that efforts aimed at achieving the greatest good are not always successful so, therefore, humans must continue to seek new ways to promote the greatest happiness for the greatest number.

If you spend any amount of time studying the concept of utilitarianism it is likely that you will encounter the terms act utilitarianism and rule utilitarianism. The most fundamental difference between the two is that the former deals with actions of individuals while the latter addresses laws and guidelines of society. Mill would generally support rule utilitarianism. He would claim that we should not judge society on the basis of the motives of individuals acting out of their own urges. But rather, a nation, society, or political system should be evaluated based on the degree to which it supports, by rule, the greatest happiness for the greatest number.

Liberty and the Harm Principle

John Stuart Mill wrote extensively about the subject of liberty including an extensive essay (book actually) entitled *On Liberty*. Although his discussion of the subject went to great length to analyze it in detail, his general view of the subject is relatively concise. He essentially believed that individuals possess not only the liberty to feel and believe as they wish but that same level of liberty extends to the actions they pursue within society.

While the concept of liberty supported by Mill approaches an absolute status, the philosopher nevertheless, also offers an element of reservation as well. The *harm principle* is somewhat of a two-fold proposition. Initially it means that individuals have the liberty to do anything they choose so long as it does not bring harm to others or society. The more common interpretation of the ideal states that society or government is justified in taking any action that prevents harm to society. The application of both the concepts of liberty and the harm principle is frequent in Lincoln Douglas debate. Quite often resolutions will set the stage for arguments based on conflicts between individuals and society. Liberty claims support the individual while harm principle claims obviously defend the side of society as a whole. There is ample information available for each to support strong argument positions.

Try This:

Explain the difference between the categorical imperative and utilitarianism to another debater or your coach.

Also explain why you would not want to use the ideas of both Kant and Mill in the same debate round.

Social Contract Theory

Social contract theory is commonly used by Lincoln Douglas debaters. The social contract is a concept that has been analyzed, described and discussed by philosophers and political theorists for centuries. There are a host of differing views regarding the subject; however the basic premise of the idea is normally consistent from theorist to theorist.

In general, the social contract represents an explanation of how and why governments have come into existence. Originally humans lived in a condition known as the ***state of nature*** that was characterized by two distinct conditions; extensive individual freedom coupled with tremendous uncertainty and lack of security. Ironically, the two conditions tended to, at least according to some of the theorists, defeat one another. Because of the fact that freedom was essentially absolute, those who were more powerful infringed on the freedom of those with less power, hence the erosion of security and the growth of disorder. One of the aspects of the concept over which philosophers disagree is whether the state of nature actually existed during some past historical period or if it is merely a theoretical condition of humans that never actually existed for certain. Regardless of this difference of opinion, one issue on which most scholars agree is that, once humans depart the state of nature, they never return. While the general quality of and desirability of the society and political system in which they live might vary, they will always remain within the political confines of some sort of government.

Social Contract theory, as noted above, is used frequently in Lincoln Douglas debate. It not only provides an explanation of how and why governments have come into existence; it also explains, at least to some degree, the kind of political obligations that individual citizens have to their governments.

Although a number of individuals have written authoritative books and essays about social contract theory, three are particularly applicable for Lincoln Douglas debate. It is important that, even if you do not plan to use any of these persons in your own arguments and cases, that you have at least some awareness of their respective views and beliefs.

Thomas Hobbes

Thomas Hobbes, a philosopher who lived during the late 16th and early to mid 17th centuries was one of the earliest major social contract philosophers. The view of humanity embraced by Hobbes was one of definite pessimism. He believed that human beings were, by their very nature, greedy, selfish and totally motivated by self-interest. He further believed that the natural state of humanity was one of total conflict and even, in some cases, war. Because of his generally negative view of human nature, Hobbes generally viewed democracy as unfavorable. His logic was quite simple: if citizens are motivated by little more than self-interest, their actions will not be for the good of society but only for their own perceived benefits.

Although he did recognize that monarchs were often less than ideal leaders themselves, Hobbes believed that a strong leadership was normally the best for a nation. He further believed that sovereign leaders would be kept in check, so to speak, by the influence of wealthy and powerful individuals within the society. It was the sovereign however, according to Hobbes, that had the ultimate authority and who would generally make the best decisions for the nation.

Having lived in during times of war and upheaval in Europe, his ideas were likely influenced, at least to some degree, by events during his early lifetime. The impression left on the young scholar by wars he witnessed led him to believe that war was fundamentally undesirable.

The application for Hobbes in debate rounds should be relatively obvious. His ideas support any system that is necessary to provide security or stability in a nation or society. In spite of his generally pessimistic views of humanity in general, he does offer some valid perspectives about society and the need for government in general.

John Locke

Lincoln Douglas debaters typically rely on the ideas of John Locke more than any of the other social contract theorists. This is largely due to two reasons in particular: the fact that his views of humanity are of a more optimistic nature than many of his contemporaries and because his ideas were embraced by several of the leaders of the American Revolution. Locke, who lived most of his life in the 17th century, before his death in 1704 was widely regarded as a leading political theorist and empiricist of his time. His writings not only influenced the framers of the U.S. Declaration of Independence, they also influenced other political philosophers such as Voltaire.

Locke's most widely read discourse was the *Second Treatise of Government* in which he described elements that he viewed as essential to the well-being of humanity. He identified a number of "natural rights" in which he believed and supported the right of individuals to preserve those rights even in a situation caused by an oppressive government. Unlike Hobbes, Locke viewed democracy in a more favorable light and believed that the voice of the majority should be the primary source of influence on the government.

Locke also wrote favorably of several specific groups of rights; referred to as life, liberty and property. Although he acknowledged the validity of the social contract and further noted that when humans enter this unwritten agreement they must willingly sacrifice some of their freedom, there are certain, specific rights that are always retained. These rights, according to Locke, were natural rights, meaning that all humans possess them by virtue of the fact that they are born.

These views of Locke were echoed in the opening words of the Declaration of Independence where the following words, "endowed by their creator with certain unalienable rights" refer to source of rights. The next phrase clearly identifies, "life, liberty and the pursuit of happiness" as classifications of those natural rights.

Again, this terminology is taken directly from Locke's *Second Treatise*.

Ultimately, the framers of the United States Constitution would revisit the ideas of Locke that had been referred to in the Declaration of Independence. This time it would be found in the words of the First Amendment that was part of the Bill of Rights. Typically, when students are asked about the source of their fundamental freedoms such as free speech, free press, freedom of religion, etc. they respond with the Declaration of Independence, the Constitution or the Bill of Rights. Ironically, none of these is completely accurate because the ultimate source of these rights, to the extent that they are all natural rights, is, according to the Declaration of Independence, "our creator."

Remember, Locke believed that humans were born with these rights and that government could not, short of allowing for some kind of due process, infringe on these rights. Accordingly, the First Amendment is thus worded in such a manner that it protects what the framers believed to be natural rights.

John Locke was one of the most influential political theorists in British history and his ideas have definite application for Lincoln Douglas debate. Like many of the individuals and concepts discussed in this manual, you may choose not to use his ideas for your own arguments but you must be ready to anticipate the fact that some of your opponents will be using his ideas.

Jean Jacques Rousseau

The ideas of Jean Jacques Rousseau, an 18th Century political theorist, were somewhat different from the other two noted social contract writers, Hobbes and Locke. His ideas were popular in his home country of France during the decades that preceded the major revolution in that nation. He was posthumously attacked by critics because it was generally believed that some of his ideas set the stage for a dramatic and violent period of French history.

Rousseau took exception to Hobbes' description of the natural state of humanity as brutish and generally unfavorable. Rousseau believed that humans in the state of nature were incapable of acting in an evil or immoral manner because they were essentially ignorant of the concepts. He further believed in the benefits of political participation and that the sovereignty of the people was best maintained when the will of the people was considered and acted upon by governing officials. When viewing Rousseau's beliefs in their entirety it is relatively simple to understand how supporters of the French Revolution were motivated by his ideas. He was an individual who believed in the voice of the majority and the concept of popular sovereignty.

Summary

In order to fully comprehend and understand the basics of social contract theory, it is helpful to know at least a modest amount about Hobbes, Locke and Rousseau. They all have relevant ideas regarding the general concept and while Locke is normally studied more frequently by LD participants than the other two, they all have meaningful ideas. Perhaps the best way to view the three is to describe Hobbes and Rousseau as occupying places on the opposite ends of a hypothetical spectrum and both have some legitimate ideas applicable for debate. Locke, however, occupies the more middle ground and the fact that his writing found its way into a key U.S. document suggests his importance for Lincoln Douglas debate.

MORE PHILOSOPHERS

There is practically no limit to the number of philosophers that can be used for application in Lincoln Douglas debate. The list provided in this manual should be a starting point for your study and merely begin to get you headed in the proper direction. Obviously, there are individuals and concepts that are not mentioned in these pages, but that is not to mean that those not noted herein are should not be evaluated and studied. Take the extra time to learn about as many of these learned scholars as possible and, by the extra effort, you will notice an improvement in your ability to discuss such ideas in debate rounds.

Aristotle

The philosopher Aristotle was a Greek teacher who writing remains the subject of study today by serious students of philosophy and rhetoric. The range of subjects addressed by this individual was truly remarkable and the extent of his credibility, even today, is equally noteworthy. In the classic Greek tradition, he refused to allow himself to be labeled as a member of a limited academic arena but choose instead to pursue knowledge in a broad range of disciplines.

His writing on the subject of rhetoric, ethics and political issues is both relevant and meaningful. Although he does have his share of critics, his fundamental ideas have generally survived unscathed for centuries.

Francis Bacon

Francis Bacon was a 16th Century philosopher who, like several of his contemporaries, began his academic career in the field of math and science. He attempted, with limited success to formulate ideas involving both science and philosophy and the relationship between the two. In other words, he attempted to articulate a natural form of philosophy that was grounded in empiricism while, at the same time attempting to develop views regarding the manner in which science is affected by philosophy. His ideas were somewhat revolutionary for his age and they were not generally well received by not only his contemporaries but also church and political leaders.

In some ways Bacon is important because, although there were some exceptions in the ancient world, was one of the first major European philosophers who began his academic career in the science and math background as opposed to the Church.

Jeremy Bentham

Although John Stuart Mill is typically associated with Utilitarianism, Jeremy Bentham is widely regarded as the father of the discipline. He was, however, a contemporary of both John Stuart Mill and his father James Mill. During his life he was an outspoken critic of many of the political leaders of his day, and this criticism was not limited to his home of England but other nations as well. The son of a lawyer, Bentham was also educated in the law, but spent most of his later life engaged in intellectual pursuits and was commonly engaged in discussions with other persons associated with the academic world of his time.

William James

William James was an early 20th Century American scholar who was known for the degree to which he contributed to the fields of psychology and education. In spite of the recognition he gained for his writing and life of study, he is most well-known for the contribution he made in formulating the concept of pragmatism. Reversing the trend established by earlier European philosophers who sought to merge the schools of philosophy and science, James chooses to validate science through practical and real world observations. Pragmatism, the one true American philosophy, was ultimately an attempt to bridge the gap between traditional philosophers and scientists.

Robert Nozick

Robert Nozick, a Harvard professor of philosophy, author, and 20th Century political analyst who is perhaps best known for his 1970s work *Anarchy, State, and Utopia*. Nozick contends that individuals are entitled to numerous fundamental rights and that the amount of restriction that should be imposed by government is best kept at a "minimalist" level. Nozick is also known for his fundamental disagreement with Rawls' theories regarding justice. (See below.)

John Rawls

The book entitled *A Theory of Justice* by John Rawls is considered by some to be one of the most significant pieces of political literature written during the 20th Century. Rawls spend more than three decades as a professor at Harvard University and is most commonly known for his views regarding justice and its influence on society. For any serious student of Lincoln Douglas debate it is recommended that you familiarize yourself with Rawls. His name will appear in law journal articles on practically any social issue imaginable. He even, during the later years of his life, weighs in on the issue of foreign policy. His views of this issue were no doubt molded and influenced by the time he spent on the front lines during World War II and his observations about the Vietnam conflict.

JUSTICE

Although a number of philosophical concepts are commonly used in Lincoln Douglas debate, justice is used with a high degree of frequency. It is an ideal that debaters should anticipate being used by opponents, as it is often a favorable issue to use as part of either an affirmative or negative case, especially when the term is included in the text of a resolution.

What does justice mean? There are multiple interpretations of the concept and it is used in a variety of contexts, however, the most appropriate meaning of the term is literally "fairness." It is this relative simplicity that is, at least in part, the reason that justice is so commonly used in Lincoln Douglas debate. It is a common idea, usually considered highly desirable, and has practically no serious opposition since it is difficult to argue that "fairness" is not a desirable objective.

Normally debaters spend very little time arguing whether or not justice is desirable, but instead argue about the degree to which justice is achieved or not achieved by some kind of program or action.

Those who choose to use and defend justice as a value or even just an argument should avoid the common error of failing to adequately interpret the concept. There are quite a few ways to describe the concept and it is essential, especially when using it as an affirmative or negative case value, to define and support it with evidence.

For use in debate situations, what is an appropriate definition of justice? Although, numerous definitions exist, Greek scholars provided some interesting interpretations. Plato implied that justice relates to the role of individuals within society. Aristotle offered a more specific approach by defining justice as "treating equal equally and unequals unequally." In light of Aristotle's interpretation, imagine a school system. Physically, 1st grade students are relatively equal with one another while, at the same time, 12th grade student are also relatively equal to one another. There is normally a substantial physical difference, however, between 1st and 12th graders. When selecting desks for the two groups it would be considered just, according to Aristotle, to provide the 1st graders with equal desks and the 12th graders with equal desks but it would be acceptable for there to be major differences between the 1st grade and 12th grade desks.

John Rawls, a contemporary political philosopher contends, like others scholars, that justice essentially means fairness. But he then goes a step further by also noting that justice assumes a level of virtue and actually describes justice as the "first virtue of social institutions."

At the most fundamental level there are several broad classifications of the concept of justice. One of the more commonly used categories is criminal justice, an arena that typically refers to legal issues such as due process, trial rights, investigation methods, etc. Another major avenue of discussion regarding the concept deals with the philosophical elements of justice. Regardless of which interpretation of the concept you are defending or opposing in a debate round, it is crucial to understand fully the ideas you are considering. When constructing your own cases, take the extra time to locate quality definitions and support evidence. During debate rounds when responding to opponents' arguments about justice, take the time to ask during cross-examination if necessary, for clear explanations of both the meaning of the concept and how it is being used.

LIBERTY

Liberty is a truly important natural right and a concept that is very well-suited for Lincoln Douglas debate. In the U.S. Declaration of Independence, early leaders of this nation began the document by making reference to "life, liberty, and the pursuit of happiness." It is noteworthy that liberty is mentioned in the same context as life, a fact that indicates the genuine importance the framers attached to this concept.

Evidence of the status of liberty as a natural right is also found in the Declaration of Independence within the clause, "endowed by their creator." This phrase makes a strong implication that, at least according to the early leaders of this nation, liberty is something with which all persons are born.

Historians, government experts and political theorists generally agree that liberty is not only a fundamental kind of right, it is also a natural right embodied in the Declaration of Independence and protected within the U.S. Constitution and Bill of Rights.

Liberty is an ideal that makes an excellent value. Not only does it serve this capacity well, there is a host of other ideas / concepts that are suitable as use for an accompanying criterion. Freedom, for example, is a strong criterion to use with the value of liberty. What is the difference between freedom and liberty? The most fundamental difference, at least with respect to LD debate, is the reality that freedom is a sub-set of liberty. The First Amendment offers protection of several freedoms including religion, speech and the press. The wording of this document strongly suggests that the framers of the Constitution operated from the assumption that the freedoms being protected were grounded in a natural right.

Try This:

Look through some of the resolutions in this manual and select several for which you would use liberty and / or justice as a value

Next make a list of ideas or concepts that could serve as a criterion in each of the resolutions you identify.

Section 7: Cross-Examination Strategies

Cross-examination is not only one of the more challenging aspects of Lincoln Douglas debate, it is also one of the more important parts of the debate round. It provides the unique opportunity for competitors to not only illuminate issues that are possibly being misunderstood; it is also a time during which your own ideas can be clarified.

DO'S AND DO NOT'S FOR CX:

» **DO** use the time to clarify points you believe to be unclear in the debate

» **DO** use the time to defend your own positions when they are challenged

» **DO** answer the questions your opponent asks in a direct manner

» **DO** respond professionally to questions

» **DO** ask questions that are relevant to the debate

» **DO** use all of your allotted time for questioning

» **DO NOT** use sarcasm during the CX time period

» **DO NOT** avoid your opponent's questions

» **DO NOT** give any appearance of rudeness

» **DO NOT** merely ask your opponent to repeat parts of their case

» **DO NOT** use prep time before beginning CX

» **DO NOT** make statements you cannot defend

» **DO** use the time to clarify points you believe to be unclear in the debate

Cross examination is a time, during the debate round, to clarify arguments and claims made by both yourself and your opponent. This is one of the more important parts of the process so use it wisely and to your best advantage.

DO use the time to defend your own positions when they are challenged

If you are unable to defend your own position, it is unlikely that the judge will believe that you have any meaningful credibility. One of the most important things that you must do in a debate round is establish credibility with the judge.

DO answer the questions your opponent asks in a direct manner

There is little to be gained by avoiding questions posed by your opponent. You will either appear to be uncertain about the issues in the round or disingenuous, neither of which is a good thing in the eyes of the judge in the round.

DO respond professionally to questions

Professionalism is always a favorable attribute to embrace when you are competing in a debate round. Remember, the debate judges see and hear far more than merely what is said during the speeches. Nonverbal elements of communication are extremely vital for successful debaters. Think for a moment about the manner in which candidates for major political office present themselves during their exchanges. It is the kind of professionalism you witness in those events that you should seek to duplicate in debate settings

DO ask questions that are relevant to the debate

During the cross examination period you have exactly three minutes during which you will attempt to bring to light the most meaningful issues in the debate round. There is absolutely no reason for you to not be able to bring those questions to your opponent. Pause a moment before beginning the question period and review the entirety of your flow sheet, seeking to identify the major points you would like to see clarified.

DO use all of your allotted time for questioning

Regardless of why you might choose to not use all of your allotted CX time, if you do not use it all, the judge will most likely perceive you to be inexperienced in the activity. For obvious reasons, this is not a favorable development in a debate round. Judges often view debates as being very close and consequently, their decision will be based on "the little things" observed in the round. The debater who is viewed as lacking experience will not receive the benefit of the doubt in those close rounds.

DO NOT use sarcasm during the CX time period

Sarcastic answers to questions will normally compel judges to search for any reason whatsoever to vote for your opponent. Often, when debaters use sarcasm they are perceived to not know the true answer to the question and are using their behavior to shift attention to another level. This is not a desirable strategy and will generally yield counter-productive results.

DO NOT avoid your opponent's questions

For some reasons, debaters often have the idea that if they answer their opponents questions in a direct manner they will ultimately forfeit ground in the debate. Regardless of why you might avoid a question the end result will be that you will be perceived as either someone who does not know the answer or someone who is clearly on the defensive and fears losing major ground.

DO NOT give any appearance of rudeness

It is often said that rudeness is the ignorant person's substitute for intellect. Whether or not it is true, by appearing rude, you will be perceived in this light. Obviously, perception is mentioned often in this section, and with good cause. For the purposes of debate rounds, perception is reality and it is that reality that will ultimately influence your judge's opinion.

DO NOT merely ask your opponent to repeat parts of their case

Certainly it is acceptable to ask your opponent to repeat any parts of their case that you did not totally understand; however, questions of this nature should not be the first ones asked. When debaters approach the CX period and their first question is "What is your value?" they appear to be either inexperienced or someone who did not pay appropriate attention. If you do need to ask such questions, then phrase them in such a manner that will not indicate you are actually seeking the major points of your opponents case. A question such as, "can you briefly explain the relationship between your value and criterion?" will achieve the purpose. Use caution, however, when you ask open-ended questions because your opponent might attempt to offer an extremely long answer, thus consuming all of your CX time.

DO NOT use prep time before beginning CX

Although there is no specific rule against this practice, it is strongly discouraged. You will need the prep time to prepare for your speeches and you will appear to be inexperienced if you do ask for prep time before CX.

DO NOT make statements you cannot defend

When it comes to answering questions in CX, honesty is indeed the best policy. Experienced debaters will often agree, if there is one thing that is almost always a problem in a debate round it is when you make false or unsubstantiated statements in CX. You will ultimately be made to appear uncertain and lacking in knowledge of the subject.

SUMMARY

Remember: the cross-examination period is a very crucial part of a debate. It is a time during which you can gain or lose credibility. A common mistake that debaters make, especially those who are relatively new to the activity, is to react adversely to statements made in debate rounds and during cross examination. If you are a beginning debater try to not take things said during CX or your opponent's speeches too personally. Above all, do not react emotionally to what transpires in the round.

When you react emotionally to situations that arise in the round, your chances of success are diminished greatly. Not only do you risk losing credibility, your thought processes will also be affected. You will lessen confrontation by facing the judge and responding, rather than directing eye contact to your opponent.

One of the things that makes the cross-examination period so challenging is that sometimes it will appear that your views, arguments, claims and beliefs are being personally attacked. And to some degree they are; however, that is not to say that your confidence should be compromised as a result.

When engaged in debate competitions use the CX period to your own advantage. Respond to your opponent in a conversational, yet professional manner. Always try to present yourself in a confident manner and provide valid and deliberate responses when being questioned.

Section 8: Communication and Refutation

All too often, debaters tend to lose sight of the fact that participation in the event is an activity in communication. Because of this reality, it is all the more important that participants take the extra time to prepare their arguments with care, but equal time should also be taken in order to effectively communicate the ideas in those arguments and cases.

There are some fundamental basics that should be considered. The following list includes some of the more essential aspects of debate communication.

- **remember the audience**
- **eye contact**
- **professionalism**
- **sincerity**
- **expression and delivery**
- **speed of delivery**
- **vocabulary and word choice**
- **organization**

REMEMBER THE AUDIENCE

This is one of the simplest, yet all too often overlooked parts of debate participation. To whom do debaters communicate during competition? The answer to this question is simple, the judge. Accordingly, it is not appropriate to refer to your opponent as the target of your communication during the round, with the sole exception being during cross examination. Remember, whenever you utter the term "you" it should be directed toward the judge or judges.

EYE CONTACT

It is always suggested to make favorable eye contact with your judge or judges during the speeches you are giving. Proper posture, coupled with favorable eye contact and appropriate gestures all compliment the communication process. You are engaging in a persuasive activity so remember, that failing to make eye contact will lessen your chances of success.

PROFESSIONALISM

Maintaining professionalism in a debate round goes well beyond just the manner in which you speak. It includes the way in which you are dressed, the common courtesy you demonstrate to your judge, opponent and others in the room at the time of the debate, and the way you generally conduct yourself throughout the tournament. Although judges should not base their decisions on things they observe outside the debate round, the chances are often great that inappropriate behavior at a tournament will be observed by a prospective judge. The potential consequences should be evident.

Professional dress is also strongly recommended. It is suggested that you dress in the same manner you would see a courtroom attorney dress. There are multiple television programs and movies featuring attorneys in this

setting, female and male alike, so just follow the example you can see for yourself.

Will inappropriate dress diminish your chances of success? Not necessarily, but it is extremely rare that a debater will be penalized for dressing too well, yet the opposite is highly likely. Studies conclude that appearance affects your credibility.

SINCERITY

Though there are multiple traits that are appropriate for application by debaters, sincerity is an attribute that is highly complimentary of any persuasive speaking activity. One of the fundamental elements of persuasion is sincerity, making it both applicable and essential for debate competition.

EXPRESSION AND DELIVERY

Like sincerity, expression and delivery are also important parts of debate speeches. If you truly want your judge to evaluate you honestly and fairly, then you should be expected to use expression and attempt to perfect your speaking skills. One of the key ways in which this is achieved is through frequent and meaningful practice. Above and beyond all else, the affirmative constructive speech should be delivered in a flawless and error free manner. This is the only speech in the entire debate that is prepared entirely in advance and the quality of delivery should attest to that fact.

SPEED OF DELIVERY

Like other forms of speaking competition, Lincoln Douglas debate has experienced change over the past years. One trend is that many of today's participants speak at a much faster rate than participants a decade ago. How fast is too fast? There are several legitimate answers to this question. For starters, any rate that is faster than the judge's personal preference should be considered too fast. Next, any rate that is so fast that the quality of communication is seriously diminished is also too fast. Finally, speaking so fast that your opponent cannot understand your arguments might result in the debater being unable to clash with your arguments, but it also may not bring a favorable decision from the judge. Instead, it will likely result in a rather disorganized debate. To that extent it is a good idea to speak at a rate which your opponent is able to understand.

VOCABULARY AND WORD CHOICE

Debaters who seriously wish to achieve success should spend time working on improvement of their personal vocabularies. Not only will this help you grow intellectually and academically, it will also return multiple benefits to you as a debater. Use caution however, when learning new terms to always ensure they are used properly and correctly, lest you risk a major credibility loss.

ORGANIZATION

The degree to which debaters are able to present arguments in an organized manner is, without a doubt, one of the most important factors that leads to success in the event. The key to organizing arguments is the ability to take a quality flow sheet during a debate round. The ability to take and use a flow sheet is often the primary factor that separates an average debater from an excellent debater. Regardless of your talent, ability, intellect or speaking skills, the degree to which you can record information during the round will ultimately affect the extent to which all of those other factors contribute. The following information should help improve skills with taking flow sheets.

Flow Sheets

In order to achieve success at flowing a debate round you need to follow some broad, general guidelines. Once you get some practice, you can develop you own method, best suited to your own preferences and skills.

- ✓ learn to abbreviate; if necessary develop your own system of shorthand
- ✓ avoid attempting to copy everything your opponent says
- ✓ do not only record your opponents arguments; record your responses as well
- ✓ use multi-color pens or ink in order to separate arguments effectively, if flowing by hand
- ✓ when you are negative, always flow the 2AR
- ✓ refer to your flow sheet as you speak
- ✓ once you get some practice, remain consistent in the method you use
- ✓ review flows and write comments on them following each tournament
- ✓ keep flow sheets for future reference

A flow sheet is merely a form of taking notes during a debate round. Traditionally students and judges alike relied on legal pads for the note-taking. Today, however, an increasing majority of debaters and judges are using computers for flowing the round. There are several free access programs for flow sheets available on line or, like many participants who use computers, you can simply use a spreadsheet format.

Because UIL rules allow use of the Internet during rounds and debaters commonly share evidence in an email chain, you may wonder why flowing is necessary any longer. To examine why flowing gives debaters an edge in the round see "LD Debate Flowing in the Current Technological World" on the debate page of the UIL website.

The following sample represents only one of several methods that are acceptable. Again, it is suggested that you try several methods before selecting the choice that best suits your skill level.

Sample Flow Sheet

AC	NC	1AR	NR	2AR
V=justice	neg value too	aff pos superior	neg crit denies	
				voter = aff value is sup
C=equality	not accurate not univ.	most accurate	not in context	
C1. just. is univ.	does not apply			voter = aff crit is upheld
A. applies to all	impossible	in most cases	no proof here lack examples	voter = court issues prove
B. used by courts	truism proves nothing	proves aff case	only proves neg	
C2 equal. eroded	how?	by bad verdicts	not signif	
A. court flawed	no proof	3 examples	all are outdated	
B. equal. > justice	not always			
	NEG CASE			
	v= justice	aff is superior	neg interp prevails	
	c= functional courts	invalid crit	totally accurate	voter = neg value crit lacks
	C1courts work	no proof aff examples		
	C2 hist, proves	not adequate	examples undenied	
	A. judicial branch	source is flawed		
	B. modern trials	no true examples		

REFUTATION

There is a threshold of experience level that debaters cross at some point in their careers. There are a host of factors that indicate the experience level for competitors, and one such factor is to note the way in which debaters use their allotted speaking time. Beginning debaters struggle to use the time they have for speeches and, more often than not, are unable to present enough arguments to use their entire time. The threshold is crossed when debaters move from the position of not having enough to say to fill the time to the opposite, never seeming to have sufficient time for the arguments they want to present.

One of the best ways to cross that threshold of experience is to master the art of refutation and improve skills used in responding to opponents arguments. The following refutation and rebuttal strategies are a few ways in which you can improve your skills in this area.

LINE BY LINE RESPONSE TO ARGUMENTS ON THE FLOW SHEET

One the best ways to refute your opponent's arguments is to present a line-by-line response to points you have recorded on your flow sheet. As your experience level increases you will likely get to the point at which you will not be able to respond to every single argument on the flow and, when that happens you will need to adjust your style. When possible, however, it is always desirable to simply respond to as many arguments on the flow as possible while, at the same time, identifying arguments you made to which there was no response by your opponent.

IDENTIFY FLAWS IN THE VALUE / CRITERION RELATIONSHIP

Review the relationship of your opponent's value and criterion carefully. Here are some questions that can be asked regarding this facet of your opponent's case. This list is by no means comprehensive, but does cover the more essential issues.

- ◊ Are the value and criterion clearly defined?
- ◊ Are the value and criterion clearly supported by evidence?
- ◊ Does the criterion support the value?
- ◊ Does the value logically support / oppose the resolution (depending on the side)?
- ◊ Do case arguments complete the connection between the value, criterion and resolution?
- ◊ Is the evidence presented in the case from reliable sources?

Each of these ideas represents issues that can be raised against opponent's cases. This is an excellent strategy for the simple reason that the essence of a case is the value and criterion. If serious questions are raised about either of them, the case will be difficult to defend. If your opponent does not provide support for their value or criterion, then it should be requested. If there is a question regarding the qualifications of sources, this is also ground for an argument.

CHALLENGE THE LOGIC OF YOUR OPPONENT

There are countless forms of logical fallacies that have been identified by experts on rhetoric and persuasion. You can gain substantial credibility by referring to them by common names. Here are but a few common logical fallacies:

ad hominem fallacy involves a nonessential attack on the person or individual being cited without questioning the actual information

begging the question is a statement of a normally circular nature, for example "courts uphold morality because laws are moral and courts uphold laws"

straw man argument occurs when an opponent's position is exaggerated or interpreted incorrectly so that it can be more easily defeated

post hoc fallacy is committed when an event is said to cause another event just because it preceded it in time

red herring results from an attempt to divert attention away from the primary argument at hand by focusing attention on a minute or insignificant detail

CHALLENGE EVIDENCE

One of the factors that separates debate from informal argumentation is that debaters are obligated to present evidence in support of their claims. This reality opens the door for several levels of potential objections that can be raised. If the evidence is being used to support a pragmatic or contemporary empirical issue then it can be challenged if it is not current.

The qualification of the source of the evidence is also subject to question, particularly if the individual being quoted is one that is unfamiliar. Finally, listen carefully to the evidence to make certain that the evidence actually supports the claims your opponent attributes to it.

IDENTIFY VOTING ISSUES

One of the things you might have observed regarding the sample flow sheet was the manner in which the last affirmative speech addressed little more than voting issues. When reflecting on the time frame for Lincoln Douglas debate, it is essential to keep in mind the time difference between affirmative and negative after the affirmative constructive speech is completed. The first affirmative rebuttal is a 4 minute speech that must respond to a 7 minute speech. The second affirmative rebuttal is a 3 minute speech that must respond to a 6 minute speech. The simple reason for identifying this reality is so that affirmative debaters can be adequately prepared for this situation

Lincoln Douglas debaters will often, especially when on the affirmative side, identify and cite several issues identified as "voting issues" or "voters" for short. These are key points in the debate that are believed by the debater presenting them to be adequate ground for receiving a favorable decision on the ballot.

Caution is urged regarding use of voters, however, because some judges find the use of them objectionable. They merely want a line-by-line analysis so they as the judge can determine voting issues. This is not typically the case, but if you have had a judge who does not favor them, you should not use them with the same judge in subsequent rounds.

Section 9: Tournaments and Competition

Once you have done the work of conducting research and preparing cases it is time to take the next step by becoming actively involved in competition. In terms of official UIL competition, tournaments are held at the district, regional, and state level. There are, however, other tournaments that are held throughout the year, normally sponsored by high schools and universities. These events are called invitational tournaments because schools are invited by the host school to participate.

Important Tournament Information

or

Some Simple Reminders

Carefully review tournament information

Not all invitational tournaments are the same. Some are scheduled over a two day period while most are normally held on a single Saturday. You will discover that some such meets share a very similar schedule while others might be somewhat different. It is not uncommon for a school to alter the schedule of its tournament from one year to the next.

Be sure to check other important items on the invitation such as deadlines for entries, deadlines for dropping contestants and penalties for late drops. When making plans to attend a meet, it is essential to organize the necessary information in advance and be certain that all deadlines are met. Another consideration will be the judging requirement. Many tournaments require judges (or a substantial fee) for judges. Normally the number of judges that a school is expected to supply is based on the number of entries from that school.

I strongly recommend that newer coaches volunteer for judging assignments for several reasons. First, by agreeing to judge you will be in the definite appreciation of the tournament host. Second, one of the best ways to learn more about the event is to actually observe other students in competition and the best way to gain this knowledge is by judging. Finally, judges are often difficult to find for larger tournaments and, inevitably, when there is a shortage of them, some rounds will get lesser qualified judges. So every time a qualified judge volunteers to take a ballot, that means one less round will be decided by a person who lacks adequate qualifications.

Prepare checklists for tournament material

It is always a good idea to prepare a checklist of items needed at tournaments. With respect to Lincoln Douglas debaters files and cases are a necessity. Some basic supplies include pens, legal pads, computer (if used by debaters) and any other material needed for competition. Students who attend multiple tournaments normally become accustomed to the kinds of things that need to be taken. It is also essential that all students bring their professional clothes to wear in competition.

Competition format

Invitational tournaments normally feature a pre-determined number of preliminary rounds of debate (typically 3 for a single day tournament and 4 for a two-day tournament). Students competing in debate will normally be on the affirmative and negative side an equal number of times. In the event that there are 3 preliminary rounds each debater will be affirmative once, negative once, and the two debaters competing in the third round will flip to determine who gets to choose sides.

Depending on the number of total debaters entered in competition, the highest-ranking competitors will advance to elimination rounds based on their win-loss record. In the event of multiple students being tied for advancing positions, speaker points are used to break the tie. If a tie still remains there are a number of ad-

ditional tie-breakers possible. Adjusted speaker points, where both the highest and lowest points awarded to the tied contestants are dropped and the highest remaining point total wins, is frequently the next tie-breaking criteria. Others include the opponent's win/loss record (determining which contestant debated the more difficult opponents), opponent's total number of speaker points (high total wins) and head-to-head preliminary round results.

Common invitational tournament questions

Are students allowed to enter more than one event at invitational tournaments?

It depends on the tournament, but many tournaments allow students to cross-enter with the exception typically being that CX debaters cannot cross-enter during one-day tournaments.

Are coaches allowed to challenge or protest a judges' decision?

There will be frequent situations in which debaters or coaches might disagree with the decision of a judge; however, the judges' decision is normally considered final. Coaches may point out that a technical error or mistake in recording information has occurred.

Do all invitational tournaments adhere to all UIL rules and guidelines?

No, invitational tournaments may depart from UIL rules and guidelines especially with respect to cross entries, total number of entries and tournament schedules.

When are results announced?

Depending on the tournament, results might be available soon after each round or, in some cases not until elimination round pairings are announced.

Organizations

University Interscholastic League (UIL)

The University Interscholastic League is the governing body for academic, music, and athletic competition throughout the state of Texas. With respect to Lincoln Douglas debate competition, the league officially sponsors three levels of competition, district, regional and state. The top three students in each district competition advance to regional competition. At regional competition, once again the top three students advance to the state tournament. In addition to serving as the official sponsor for these tournaments, UIL is also a source of numerous resources that can be used for teaching and instruction.

During the fall of each school year UIL sponsors student activity conferences in various parts of the state. These conferences provide a number of teaching sessions for students and coaches alike. Another opportunity for coaches is the Capital Conference held in Austin each summer.

The League releases two official LD debate topics each year. The fall topic is released in early August and is debated at UIL invitational tournaments August through December. In December, the spring topic is released and is debated January through May. These topics are posted on the debate page of the UIL website.

Texas Forensic Association (TFA)

The Texas Forensic Association is an organization that sponsors invitational tournaments and an annual state tournament for students who earn qualifying points at the invitational tournaments. Lincoln Douglas debate is one of the events that is part of TFA competition. It is important to be sure, prior to attending a TFA meet, that you understand any possible rule differences between this organization and UIL. Often TFA tournaments will use a different Lincoln Douglas debate topic than the UIL. Contact the tournament host to confirm the topic.

National Speech & Debate Association (formerly NFL)

There are two official National Speech and Debate tournaments, district and the annual national tournament. Students must place at the district meet in order to qualify for the national tournament. Lincoln Douglas debate is an official NSDA event but, like TFA, resolutions used will differ from those used by UIL and rules may differ.

COMPETITON

During the course of a typical school year Lincoln Douglas debate participants have numerous opportunities to compete in tournaments, most of which are considered invitational. These forms of competition often share similarities but decisions related to judge assignments, scheduling, and other fundamental aspects of the tournament are often left in the hands of the tournament director.

In terms of official UIL competition, however, the contest rules are specific and clearly provided.

Included in the information provided below is the "Academic Ethics Code" and participants,

competitors, coaches and sponsors alike, should review this important information:

The general Academics Ethics Code means to:

(1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules – both in letter and in spirit.

(2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery which attempts to skirt the rules, or any other unfair tactic which detracts from sound educational principles.

(3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.

(4) Regard opponents as guests or hosts while placing personal and/ or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates, or threatens competitors, based on gender or ethnic origin, has no place in interscholastic activities.

(5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.

(6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.

(7) Abstain from any practice that makes a student feel pressured to participate in non-school activities.

(8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.

(9) Insure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets.

(10) School districts shall notify the academic district or regional meet director no later than the end of the second school day following academic district or regional competition if a student or a team knows that it will not compete at the next higher academic meet.

Contest Rules for Lincoln Douglas Debate

Section 1000: SPEECH

(a) EVENTS AND ENTRIES. The UIL speech program shall consist of events divided into three basic skill categories: debate, oral interpretation and extemporaneous speaking. Students are permitted to enter two events in speech, and Cross-Examination Team Debate (see Scheduling). The eligibility section requirements of each contest shall be met and no more than one event shall be selected from each of the following categories:

(1) *Debate.*

(A) Cross-Examination Team Debate

(B) Lincoln-Douglas

(2) *Interpretation.*

(A) Prose Interpretation

(B) Poetry Interpretation

(3) *Extemporaneous Speaking.*

(A) Informative Speaking

(B) Persuasive Speaking

(4) *Prohibited Double Entries.*

If You Enter:	You May Not Enter These Contests:
Team Debate	Lincoln Douglas Debate
Lincoln-Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Note. There is no restriction on entering Congress in addition to other speech or academic events.

(b) SCHEDULING. In addition to restrictions of individual contest plans, it is imperative that students and academic coaches become familiar with the Academic Conflict Pattern when selecting contests for competition. This pattern is provided on the UIL website. Students who want to double enter may request that they be allowed to speak first or second in a section but may not request to be placed in the bottom one-half of the section. If the double entry is not prohibited above, contest directors may allow the double entry if the necessary accommodations do not inconvenience other contestants. Contest directors are to use their best judgment in the matter. There shall be no protest of their decisions.

(c) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

LINCOLN DOUGLAS DEBATE RULES (Includes Section 1002 of the *C&CR)*

(a) THE CONTEST. Lincoln Douglas debate provides excellent training for development of skills in argumentation, persuasion, research and audience analysis.

(1) *Purpose*. Lincoln Douglas debate is an oral one-on-one argumentation in which debaters attempt to convince the judge of the acceptability of their side of a proposition with a communicative style of delivery. One debater shall argue the affirmative side of the resolution, and one debater shall argue the negative side of the resolution in a given round.

(2) *Format.* Round robin or multiple preliminary rounds leading to an elimination bracket. Each round is approximately 40 minutes. One debater shall argue the affirmative side of the value resolution, and one debater shall argue the negative side of the value resolution in a given round. Each debater will argue both sides of the resolution within the tournament format.

(b) ENTRIES.

(1) Representation. The debates shall be conducted in one division in each conference. In all conferences, a school may enter three individuals in its district meet. In districts where fewer than a total of eight debaters are competing, each school with a full entry may enter a fourth debater.

(2) Eligibility. The student may not enter more than two speech events; and when entered in Lincoln Douglas, the second speech event may not be team debate, prose or poetry. There is no restriction on entering Congress in addition to other speech events. See Section 1000 of the *C&CR*.

(3) Substitutions. During the district meet, substitutions shall not be allowed after a given tournament has begun. Substitutions shall not be allowed after the district meet.

(4) Failure to Compete at District. Disqualification from the Lincoln Douglas Debate Contest for the current academic year may result if an academic coach fails to notify the district contest director, in a timely manner prior to the meet, that a debater will not compete and such may be grounds for suspension from Lincoln Douglas debate for the following year.

(5) Alternates. When a debater who qualified for the next higher meet cannot participate in the next higher meet, the alternate should be notified. A coach or designee who fails to notify the regional and/or state contest directors that a student will not compete is in violation of the Academic Contest Ethics Code and the school shall be disqualified from Lincoln Douglas debate for the current academic competition, and such violations may be grounds for suspension from Lincoln Douglas debate for the following year.

(c) THE LINCOLN DOUGLAS DEBATE RESOLUTION. Two topics for debate, one for fall and one for spring, provided by the UIL office, shall be posted during the course of the school year on the UIL website.

(d) FORMAT AND TIME LIMITATIONS. Continuous speaking time and order of speeches shall be as follows:

Constructive

Affirmative, six minutes

Cross-examination by negative, three minutes

Negative, seven minutes

Cross-examination by affirmative, three minutes

Rebuttal

Affirmative, four minutes

Negative, six minutes

Affirmative, three minutes

(1) Preparation Time. A maximum of four minutes of preparation time per debater is allowed during the course of the debate.

(2) Overtime. Overtime may count against a team at the discretion of the judge.

(3) Abuse of Time. Excessive abuse of the time allotments may result in disqualification at the discretion of the contest director.

(e) DELIVERY. Communication with the audience is to be considered a high priority for UIL debaters. Oral delivery in Lincoln Douglas debate is to be communicative and persuasive.

(f) EVIDENCE.

(1) Use. Supporting evidence adds to the persuasiveness of the reasoning and argumentation of the debate. Whenever a debater quotes at any length the words of another, the fact the evidence is quoted material should be plainly stated.

(2) Availability of Materials. Speakers may use notes if they wish. If charts, maps, books, or other materials are used by any debater, they shall be left before the audience and shall be available for use by the opposing debaters in refutation. Debaters may use laptop computers in the round in accordance with the rules published in the *UIL Lincoln Douglas Debate Handbook* and other official UIL publications available through the League office and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.

(3) Available in Writing on Demand. All participants submitting evidence in competition shall do so orally and possess and present promptly upon demand of debater such evidence in printed form or digital storage. The evidence shall display full bibliographic source citation, even if the full citation is not orally delivered. Full citation should include the following elements: author's name, author's qualifications, complete source information, complete date and page number. Citations of online publications or from online data bases also require the publication medium (online), the Internet URL, or the name of the computer service. Failure to meet this requirement can, at the discretion of the judge and contest director, result in:

(A) loss of round,

(B) the evidence not being counted in the round, or

(C) the evidence not being given as much weight in the decision of the round.

(4) The contest director shall be empowered with the final decision in questions concerning falsification of evidence. See (i) (7).

(g) CROSS-EXAMINATION PERIOD. During the questioning period, both opponents shall stand and face the judge. The questioner should control the use of time during the period and may only ask questions. Questioners may not comment on the answers or make any statements of their own views during the cross-examination period. The purpose of the questioning period is to:

(1) Ask for information to gain clarification and understanding.

(2) Set up strategies to use in developing further argumentation.

(3) Discover fallacies or inconsistencies in opponent's argumentation.

(h) SCOUTING.

(1) Debates Shall Be Public. Debate, by its very nature, is public. Therefore, all debates in League district, regional and state competition shall be open to the public, with the exception of debaters competing in that tournament. Competing debaters shall not observe rounds of district, region, or state competition in which they are not debating.

(2) Notes. With the exception of the final debate in district, regional and state competition, only the judge and the two student participants shall take notes. For example, anyone may take notes in the debates which determine first through fourth place. See Section 1000 (c) of the *C&CR* regarding taping and filming.

(3) Sharing of Notes. During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge or a debater participating in the district contest is neither allowed to give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.

(4) Penalty for Debaters. Violation by debaters of the scouting rule is grounds for disqualification of the debater from the current competition. The contest director shall be empowered with the final decision in questions concerning scouting. Such violations may be grounds for suspension of the school from Lincoln Douglas debate for the following year.

(5) Penalty for Coaches. Violation by coaches of the scouting rule is grounds for disqualification of their debaters from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 and 29 of the *C&CR*, and such violations may be grounds for suspension of the school from Lincoln-Douglas debate for the following year.

(i) TOURNAMENT PROCEDURES.

(1) District Planning Meeting. The contest director is urged to hold a preliminary planning meeting with the Lincoln Douglas coaches in the district in advance of the organizing date for district contests. Recommendations from this meeting concerning site, judging, tournament format, bracketing and other contest procedures should be made to the district director. Suggested meeting agenda is located on the UIL website debate page.

(2) Eliminations.

(A) Debaters should be paired by the tournament director, who should try to prevent, where possible, debaters from the same school, district, or region from meeting except in power-matched preliminary rounds or elimination rounds. Debaters shall debate in their assigned pairings.

(B) At the district meet, the championship may be decided at the discretion of the district executive committee, by round robin or preliminary rounds leading to an elimination bracket where all undefeated contestants shall be placed into the elimination bracket. All places (first through sixth) shall be determined. No ties shall be awarded. First, second and third place shall advance to the next level of competition. Fourth place shall be designated as first alternate. The highest seeds eliminated in the quarterfinal round, or the fifth and sixth seed after preliminary competition, depending on the tournament format determined by the district executive committee, shall be designated as second and third alternates for advancement purposes.

(C) At the regional meet, the championship shall be determined by preliminary rounds leading to an elimination bracket, where all undefeated contestants shall be placed into the elimination bracket. First through sixth place shall be determined. No ties shall be awarded. First, second and third places shall advance to the next level of competition. Fourth place shall be designated as first alternate. The highest seeds eliminated in the quarterfinal round shall be designated as second and third alternates for advancement purposes.

(D) At the State Meet, the tournament format will be structured to allow for three preliminary rounds for the purpose of seeding for the semifinal round. Those advancing to the semifinal round will be announced after the completion of the third preliminary round. Brackets are not broken at the State Meet. First and second place shall debate for medals. Debaters who refuse to debate in semifinal or final rounds at the State Meet shall be disqualified from the tournament and such violations may be grounds for suspension from LD debate for the following year. Both semifinalists will be awarded bronze medals. Debaters designated as fifth and sixth place will be awarded medals.

(3) Choice of Sides. If possible, each student should debate both the affirmative side and the negative side of the resolution during the course of the meet. For example, in a three-preliminary round tournament each student should debate affirmative one round, negative one round, and then flip a coin or come to a mutual agreement for a third round.

(4) Judges. Judges shall be selected in odd numbers (1, 3, 5) for each debate. Judges should be:

(A) selected on the basis of capability, impartiality and willingness to judge according to UIL standards;

(B) at minimum, be high school graduates;

(C) instructed to sit apart during the debate;

(D) instructed not to discuss their decisions with other individuals or judges while judging a given debate;

(E) provided with adequate instructions for using the judging criteria for Lincoln-Douglas debate in the UIL program; and

(F) instructed to direct questions concerning tournament procedure, or other questions to the contest director.

(i) District. Judges for the district meet shall be chosen by the contest director subject to the approval of the district executive committee.

(ii) Regional. Judges for regional meets shall be selected by the regional Lincoln Douglas debate contest director.

(iii) State. Judges for the State Meet shall be selected by the state contest director. Any school that qualifies for the State Meet shall provide an experienced judge for each debater who qualifies for the state competition, unless excused for a valid reason by the contest director. Schools qualifying more than one debater should contact the State Director immediately following regional competition. State judging forms should be entered online following the regional contest by the deadline posted on the UIL website. Unless excused for a valid reason by the contest director, schools which advance to elimination rounds shall provide an experienced judge for each advancing debater who will be available until dismissed by the contest director. Failure to provide a judge could constitute grounds for forfeiture of the round. The contest director is empowered to determine if forfeiture of a round is necessary.

(iv) Schools Represented Not to be Known by the Judges. Except at State Meet, so far as possible, the judges should not know which school a debater represents. On the ballot, the contestant is to be designated as the affirmative or the negative or by number.

(v) Instructions to the Judge. The contest director is charged with the responsibility of enforcing instructions given on the Lincoln-Douglas debate ballot, and only the most flagrant delinquency in this matter will be considered grounds for question.

(5) Interruptions. The contest director should permit no interruption of a speaker from the audience during a debate. No cheering shall be permitted during the debate. Any intentional interruption of a debate by an audience member is considered unethical behavior.

(6) Timekeeper and Signal Standards. The timekeeper should announce to the debaters prior to the contest the types of time signals to be used. Either time cards, hand signals or automatic timers may be used.

(A) If hand signals or time cards are used, the time remaining should be indicated.

(B) When a speaker uses all of the allotted time, in either the constructive or rebuttal speeches, the timekeeper should so indicate.

(C) A timekeeper is provided for convenience. The primary responsibility for staying within the time limits lies with the debater.

(D) Overtime may count against the debater at the discretion of the judge.

(E) Excessive abuse of the time allotments may result in disqualification at the discretion of the contest director.

(7) Questions.

(A) Questions shall be directed to the contest director before the official decision of the judges is announced. The decision of the meet officials in these matters is final. No arguments with the judges will be permitted.

(B) Excessive abuse by either the contestant or the coach shall be reason for disqualification of that school and its contestant for the current competition and may be grounds for suspension for the following year.

(8) Ballot Verification. Unofficial results of those advancing to elimination rounds may be announced prior to ballot verification. Ballots should be returned to contestants or coaches to be checked for possible tabulation errors before official results of those advancing are announced. A student and/or coach not present for the ballot verification period forfeits the opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision of the judges.

(9) Official Results. At the end of the ballot verification period, results shall be read as official results. No questions may be raised after this point.

(j) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

UIL Guidelines: Electronic Retrieval Devices in CX and LD Debate

Electronic retrieval devices are defined as laptop and tablet computers, netbook computers, and other portable electronic retrieval devices. The use of electronic retrieval devices by competitors in UIL Cross-Examination Debate and Lincoln Douglas Debate rounds is permissible under the conditions specified below.

A. Internet access may be used to retrieve files, research arguments, and exchange evidence and/or arguments with the opposing team and judge.
B. Computers or other electronic retrieval devices may neither be used to communicate nor to send or receive information to or from coaches, assistants or other individuals inside or outside the room in which the competition occurs. Examples of information that would be restricted would include *but not be limited to* coach/non-participating competitor generated arguments, advice or arguments to run, questions to ask or response answers during cross-examination period and other information not generated by the participating competitors in the round.
C. In compliance with the UIL prompting rule, electronic retrieval devices may not be used to send messages or evidence to a debate partner while that partner is speaking or participating in cross-examination period.
D. Availability of Evidence: Debaters have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. This may be done electronically by flash drive or email chain if the opponent and judge have the capability to view the electronic version on their own devices. In the event that an opponent or judge is not using an electronic retrieval device, a debater who presents evidence from an electronic device must provide a meaningful opportunity for that opponent or judge to review evidence. Examples of such access include providing a printed copy of the evidence and showing the evidence on a device provided by the debater. Whatever manner the evidence or access is provided, the evidence must be quickly and easily accessible by the opposing team and judge.
E. Contestants electing to use computers are responsible for providing their own computers, internet connection, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing wi-fi connection, computers, printers, software, paper, or extension cords for contestants or any technical assistance.
F. Sanction: Contestants found to have violated paragraph C above shall forfeit the round of competition and receive zero points. Contestants found to have violated paragraph B above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.

Contestants choosing to use laptop computers or other electronic retrieval devices defined above accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use these devices in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking. Laptops or other electronic retrieval devices should not be a deterrent to eye contact and other proper public speaking skills.

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What to Expect at the District Meet

FORMAT OF THE TOURNAMENT

Two formats are used for organizing UIL district meets: round robin or preliminary rounds leading to single eliminations. When the tournament relies on the round robin format, every debater entered must debate against every other debater. The advantage of such a format is that all debaters will face exactly the same competition, thus eliminating concerns about the random nature of pairings using other formats. The concerns related to this method are generally twofold. First, because of the fact that all debaters must meet in competition, students from the same school must debate one another, a situation what can be disconcerting for some. Second, it is often difficult to break ties during closely contested tournaments in which a number of students have the same number of wins. Also, the round robin format is not appropriate for tournaments that have more than eight competitors.

The second format, generally recommended and used more frequently, relies on preliminary rounds that lead to a single elimination bracket to determine the final places in the meet. Usually this latter method provides for three preliminary rounds, although in some cases you may have four preliminary rounds. Remember though, decisions regarding the format of a district meet, even including details about such issues as pairing the debaters, should be done prior to the date of the meet during the district planning meeting. Not only is it important to make these decisions well in advance in order to facilitate general planning, such decisions will determine the number of judges needed.

Regardless of whether there are three or four prelim rounds, certain factors should be considered in advance. Initially, it should be determined whether or not power matching will be used in the later prelim rounds. Power matching is done by matching debaters against other debaters with similar records for the purpose of reducing the number of undefeated contestants. Other issues related to pairings should also be discussed by coaches and sponsors. When pairings are done, *in so far as possible*, debaters should not be matched against other debaters from their own school, should not compete against the same debater in more than one preliminary round, and should not, if possible, debate multiple opponents from the same school. In districts with a smaller member of competitors, not all of these desirables can be achieved. Debaters should also be assigned to both the affirmative and the negative side during prelim rounds. When there are three rounds, normally the first two provide side assignments and during the third-round students flip a coin to determine which one gets to choose their side for the round.

Following the preliminary rounds, students then advance to elimination rounds. Ideally, districts will allow for eight debaters to advance to a quarterfinal bracket. The advantage of the quarterfinal method is that more students get the chance to advance out of prelims, and the second and third alternates are clearly identified. More judges are required, especially if panels or judges are being used for the quarterfinal rounds instead of a single judge. Such a format obviously requires more time to complete as well.

When determining which competitors will advance to the elimination rounds, the UIL criteria must be consulted for tie-breaking procedures. When selecting the top debaters for advancing, the following criteria is used, in the order presented, to place students in elimination brackets:*

1. *win / loss record*

2. *speaker points*

3. *adjusted speaker points (this is determined by dropping the highest and lowest points)*

4. *opponent's win / loss record*

5. *opponent's total speaker points*

6. *preliminary round head-to-head results (when only two are tied)*

* Districts may determine in what order of priority these criteria are placed, excluding number six.

A Common Question

Debater A defeats Debater B in a prelim round but when the quarterfinal pairings are announced Debater B advances and Debater A does not. If both debaters had the same win / loss record, shouldn't Debater A have advanced by virtue of the fact that s/he defeated Debater B in the prelim rounds?

The result of head-to-head competition in prelim rounds is a tie-breaking criteria used in UIL competition only as the final criteria when all other criteria have failed to break the tie and only when no more than 2 debaters are tied.

A ballot verification period must be scheduled after all preliminary rounds and after each elimination round before the winners are announced. It is vital that the coach and/or debater attend verification to check for errors in tabulation. The ballots will be distributed, along with the win/loss record, the points that it took to break into eliminations and any other information coaches need before awards and certification to the next level of competition are officially announced. Coaches should double-check all tabulation to ensure it has been done accurately.

Additional Questions

Should debaters be matched against other debaters from their own school in elimination rounds?

There is a possibility that debaters may be matched against other debaters from their own school because each receives their position on the bracket based on what they earned in their preliminary rounds. The integrity of the bracket is maintained at the UIL State Meet, meaning that the brackets will not be broken.

At the regional level of competition, some regions will break brackets while others choose to follow the procedure used at the state tournament. If brackets are broken at the regional level, however, it should *only* be done to prevent students from the same school debating against one another and NOT to prevent students from the same *district* debating one another.

Maintaining the integrity of the unbroken bracket is justified for the following reasons:

Maintaining Neutrality: Breaking brackets essentially means that the contest director would re-seed the elimination pairings to prevent competitors from the same school from debating. Thus, the tournament administrator is adopting an interventionist policy rather than allowing the individual performances as determined by the collective wisdom of the preliminary round judges to determine placement in the elimination rounds.

Breaking brackets destroys the integrity and fairness of the seeding determined by those designated to evaluate the debaters and compromises the tournament administrator's ability to maintain impartiality.

There is really no fair way to break a bracket. Debaters ***earn*** the spot that they have in the bracket by the record they compile in the preliminary rounds. Consider the following example of a quarterfinal round where the pairings are 1-8, 2-7, 3-6, 4-5. UIL instructions for the breaking of brackets at the District or Region tournament, if officials determine to do so, is as follows: *"The advantage must always go to the higher ranked debater or team."*

For example, if the debaters from the same school are in the 2-7 position (just to use an example), this means that in order to avoid a same school pairing, the school meeting itself now receives a major advantage: The debater or team earning the second seed now moves into the top seed slot and meets the weakest team (the 8th team), depriving the debater/team who earned the top spot from having this (theoretically easiest) match.

If the same school match happens in the 1-8 spot, it is impossible to "advantage" the highest seed – there is no higher spot available than #1.

The problem becomes much more serious in the semifinal round if same schools meet. If the same schools are paired in the 1-4 spot, the #1 team cannot be advantaged, so the UIL procedure becomes unworkable. If the positions of the 1 and 2 spots are switched (to avoid the same school pair), then the #3 contestant in the bracket receives a harder pairing as a result – an outcome that will seem unfair to them.

Equal Playing Field: The point is, there is no universal system available for breaking a bracket that will work all of the time. This puts discretion into the hands of the tournament director. When elimination round brackets are broken, an unequal playing field is created. In every case, the bracket break is unfair to someone.

When a school meets itself, debaters from the same school would be familiar with the positions their opponent would utilize. This doesn't actually create an unfairness considering that both contestants are aware of the positions used by the other. Not only would the negative debater/team know the case used by the affirmative – the affirmative would also know the arguments likely to be used by the negative.

When a school meets itself, there is a countervailing advantage – this match ensures that one team from the school will advance to the next round.

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While the breaking of brackets used to be a fairly common tournament practice, it has all but disappeared in

the past two decades, with the exception of a few holdouts. The reason so many others have abandoned the practice is that it creates too much discretion in the adjustment of the bracket.

The decision on whether to break brackets at a district or regional competition should be made prior to the beginning of the tournament.

Is it possible for two debaters who have previously debated against each other to be matched against one another again in the same tournament?

Yes, although it should **NOT** happen in preliminary rounds. Brackets should NOT be broken in elimination rounds in order to prevent this from happening. When a rematch does occur, however, debaters should take the opposite side from the earlier round. This is referred to as a "locked" round because debaters are locked into debating the opposite side from the round before.

Are Lincoln Douglas debaters allowed to enter more than one event at the UIL district meet?

Yes, although there are some exceptions. Lincoln Douglas debaters are not allowed, according to UIL rules, to compete in the district UIL CX meet (during the same school year), prose, or poetry. Lincoln Douglas debaters may also be kept from entering certain other academic events based on the Academic Conflict Pattern provided by UIL. The conflict pattern may be found online and in the UIL *Academic Coordinator's Manual*. Note that there is no restriction on entering Congress if you enter LD Debate. The regional and state meets adhere to the conflict pattern without exception; districts are encouraged to do so as well.

Lincoln Douglas Debate

These directions expand upon but do not replace the information in the UIL Constitution and Contest Rules. The contest director should read the rules in this handbook, then read these guidelines for additional details. See also the Academic Quick Reference Chart, on the UIL website.

Preparation for the contest

PLANNING MEETING (DISTRICT)
Conduct a planning meeting with the debate coaches in the district well in advance of the contest. The most successful debate tournaments are those designed to meet the needs of the contestants debating. Items to be discussed at the planning meeting include the items listed below and the detailed agenda posted on the UIL website. Delegate tasks at this meeting. A policy for how the contest director should be notified if a debater cannot attend should also be established.

REGIONAL ADVISORY COMMITTEE (REGION)
The League office appoints a committee of speech and debate coaches to advise and assist the regional contest director before, during and after the meet. A list will be sent in late fall. Conduct a planning meeting with the Regional Advisory Committee several months prior to the regional meet. Items to be discussed at the planning meeting may include the items listed below or any other decisions which need to be made.

FACILITIES
Consider the following items in selecting the appropriate building(s) on campus to house the competition, and work with the director to secure permission for the use of the buildings and needed rooms and to ensure their availability.
- number of rooms (one room for every two debaters)
- location of the rooms (buildings) on campus in relation to one another
- facilities for tabulation

SCHEDULE
Consider the following items in selecting a date and a time.
- minimum loss of school time
- adequate time to run the needed number of rounds (45 minutes for each debate round)
- time for tabulation, verification and announcement of winners

A three preliminary round tournament leading to a quarterfinal bracket **(quarterfinal round is required at regionals)** would require the following amount of time.

REGION NOTE:
Because students may be competing in both LD and extemp, the time schedule must be carefully planned and followed.

TRY TO PLACE THE ROOMS used for LD near the rooms used for extemp since competitors may be entering both.

Round 1	45 minutes
Round 2	45 minutes
Round 3	45 minutes
Tabulation	30 minutes
Verification	15 minutes
Quarterfinals	45 minutes
Tabulation/Verification	15 minutes
Semifinals	45 minutes
Tabulation/Verification	15 minutes
Finals	45 minutes
Tabulation/Verification	15 minutes
TOTAL	5-6 hours

Because LD debaters are allowed to enter another speaking event (informative or persuasive) or a nonconflicting academic event, it is important to devise a schedule with this consideration in mind. It is equally important to adhere to the scheduled times.

DISTRICT FORMAT (DISTRICT)

There are two methods (formats) which can be used in determining the district championship. The format is primarily dependent upon the number of debaters entered, the time involved, and the availability of judges. The district championship may be decided by the following:

- Round robin. Each debater debates every other debater. No elimination rounds are conducted.
- Preliminary rounds (usually three) leading to a single elimination bracket. All debaters are guaranteed, regardless of records, to debate at least the number of preliminary rounds. The top eight are then selected for quarterfinals, or the top four for semi-finals.

The second format (prelims leading to single elims) is preferred. However, in districts with limited schools and entries, the round robin format may prove more desirable. Use the suggestions from the district debate coaches about which format best fits the needs of the district. More information about the formats is provided later.

The UIL provides a database of potential speech judges on its website: www.uiltexas.org/speech/speech-judges.

REGIONAL FORMAT (REGION)

The regional championship shall be determined by preliminary rounds (usually three to four) leading to a single elimination bracket. All debaters are guaranteed, regardless of records, to debate at least the number of preliminary rounds. The top eight are seeded for quarterfinals. All undefeated contestants shall be placed into the elimination bracket. More information about the formats is provided later.

JUDGES

A tournament is only as good as its judges. Therefore, judges should be selected on the basis of capability and impartiality. They may be recruited from forensic programs of nearby colleges and universities, or from schools' coaches, faculties and/or communities. At minimum, they should be high school graduates with debate experience. Districts and regions should ensure they have completed training in UIL rules and contest procedures. Additional training in implicit bias (free online course at NFHSLearn.com) and multicultural competence (NSDA website) are also critically imporant. The number of judges needed is dependent upon the number of debaters entered and (at the DISTRICT level) the format of the tournament. A three preliminary round tournament which includes 24 debaters would require 12 judges per prelim round. Those 12 individuals could also judge Round 2 and Round 3. Each school may be assigned to recruit a certain number of judges or the district committee (at the DISTRICT level, the Regional Advisory Committee at the REGIONAL level) may determine other means of securing an adequate number of competent judges. Recruit extra judges to "stand by" in the event a judge cancels or arrives late.

AWARDS

First through sixth place medals are awarded. First, second and third places advance to the next level. The fourth place debater serves as the first alternate, fifth place debater serves as the second alternate and sixth place debater serves as the third alternate. Districts may order medals from any selected vendor. Regions receive medals from the State office

INFORMATION TO SCHOOLS

As early as possible, disseminate the following information to the schools/coaches involved.

- date
- site
- time and place to register

- schedule of rounds & (at the DISTRICT level) format
- deadline for entries/ "change in entry" procedures
- judging requirements per school
- information about the judges (i.e., age requirements)
- entry fees and/or judges fees
- criteria for determining elimination brackets
- hospitality, concession plans

CONTEST MATERIALS
The following items are provided by the League office digitally via a link which will be emailed to you prior to the start of the district/region meet. Electronic ballots can be accessed in the UIL tournament management software Speechwire.

- Instructions for judges
- Computer Guidelines
- (REGION) Coaches' Information
- (REGION) State Meet information for state qualifiers
- (REGION) "No-Show" forms
- (REGION) Meet Evaluation

General information about debate

TIME LIMITS
Each Lincoln Douglas debate lasts approximately 45 minutes. Each debate, made up of several speeches, is called a round. Lincoln Douglas debate is one-on-one debate of value propositions. The two debaters make the following sets of continuous speeches.

CONSTRUCTIVE SPEECHES

Affirmative	6 minutes
Cross-examination by negative	3 minutes
Negative	7 minutes
Cross-examination by affirmative	3 minutes

REBUTTAL SPEECHES

Affirmative	4 minutes
Negative	6 minutes
Affirmative	3 minutes

- Preparation Time. Each debater shall take no more than four minutes total elapsed time during a round of debate.
- Overtime. Overtime may count against a debater at the discretion of the judge.
- Abuse of time. Excessive abuse may result in loss of the round at the discretion of the contest director.

SIDES
In so far as possible, each debater should debate both the affirmative side and the negative side of the resolution during the course of the meet. In a three-preliminary round tournament, each debater should debate affirmative one round, negative one round, and then flip a coin or come to a mutual agreement for the third round. When a bracket is used, determine side by the flip of a coin or by mutual consent. During the elimination rounds (quarters, semis and finals), determine sides by the flip of a coin or by mutual consent, unless the debaters have already debated each other during the tournament. If two contestants have already debated, assign them to opposite sides than the first time they debated.This is concidered a "locked" round.

SCOUTING
Debate, by its very nature, is public. Therefore, all debates in League district, regional, and state competition shall be open to the public with the exception of debaters competing in that tournament. To discourage the "scouting" of a possible future opponent by either a debater, a coach, or anyone else, the penalties for notetaking are explained below. The contest director makes all the final decisions regarding scouting.

NOTES
- Taking of notes. With the exception of the final debate in district, regional and state competition, only the judge and the two student participants may take notes. For example, anyone may take notes in the debate that determines first and second place, and the debate that determines third and fourth place.

- Sharing of notes. During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge or a debater participating in the district contest may neither give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.
- Penalty for debaters. Violation by debaters of the scouting rule is grounds for disqualification of the debater from the current competition. The contest director makes all final decisions regarding scouting. Such violations may be grounds for suspension of the school from Lincoln Douglas debate for the following year.
- Penalty for coaches. Violation by coaches of the scouting rule is grounds for disqualification of their debaters from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 and 29 of the *C&CR*, and such violations may be grounds for suspension of the school from Lincoln Douglas debate for the following year.

ALL DEBATES IN League district, regional and state competition shall be open to the public with the exception of debaters competing in that tournament.

TAPING/FILMING

The UIL prohibits schools and/or individuals from recording audio and/or video of speech or debate contests

Guidelines for use of computers

Electronic retrieval devices are defined as laptop and tablet computers, netbook computers, and other portable electronic retrieval devices. The use of electronic retrieval devices by competitors in UIL Cross-Examination Debate and Lincoln Douglas Debate rounds is permissible under the conditions specified below.

A. Internet access may be used to retrieve files, research arguments, and exchange evidence and/or arguments with the opposing team and judge.

B. Computers or other electronic retrieval devices may neither be used to communicate nor to send or receive information to or from coaches, assistants or other individuals inside or outside the room in which the competition occurs. Examples of information that would be restricted would include but not be limited to coach/non-participating competitor generated arguments, advice or arguments to run, questions to ask or response answers during cross-examination period and other information not generated by the participating competitors in the round.

C. In compliance with the UIL prompting rule, electronic retrieval devices may not be used to send messages or evidence to a debate partner while that partner is speaking or participating in crossexamination period.

D. Availability of Evidence: Debaters have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. This may be done electronically by flash drive or email chain if the opponent and judge have the capability to view the electronic version on their own devices. In the event that an opponent or judge is not using an electronic retrieval device, a debater who presents evidence from an electronic device must provide a meaningful opportunity for that opponent or judge to review evidence. Examples of such access include providing a printed copy of the evidence and showing the evidence on a device provided by the debater. Whatever manner the evidence or access is provided, the evidence must be quickly and easily accessible by the opposing team and judge.

For further clarification, FREQUENTLY ASKED QUESTIONS are listed on the speech page of the UIL website.

E. Contestants electing to use computers are responsible for providing their own computers, internet connection, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing wi-fi connection, computers, printers, software, paper, or extension cords for contestants or any technical assistance.

F. Sanction: Contestants found to have violated paragraph C above shall forfeit the round of competition and receive zero points. Contestants found to have violated paragraph B above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.

Contestants choosing to use laptop computers or other electronic retrieval devices defined above accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use these devices in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking. Laptops or other electronic retrieval devices should not be a deterrent to eye contact and other proper public speaking skills.

For further clarification, access Frequently Asked Questions Concerning the use of Computers in Texas UIL Debate at: www.uiltexas.org/speech/debate/frequently-asked-questions-concerning-the-use-of-computers-in-uil-debate.

After entries are received

ENTRIES

Do not begin pairing (matching debaters together) until all the entries have been submitted via the UIL online Entry System and are in the tournament director's possession.

SUBSTITUTIONS

Prior to the beginning of the contest, students may be substituted for entries (names) on the official entry if the substitutes present the contest director with letters from the designated administrator certifying eligibility. At the conclusion of the meet, submit the letters to the district director to be filed. After the tournament has begun, no substitutions will be allowed and make sure to input changes online.

PAIRINGS

One of the most complex steps in preparing for a debate tournament is the actual scheduling of contests. The process of arranging matches in debate is called "pairing" because it brings together the pair of debaters who will debate each other.

Careful attention to details is imperative in pairing. An accurate and up-to-date list of entries is critical. For this reason, the pairing process seldom can begin more than a few days before the contest.

The following requirements (constraints), regardless of which format is utilized, should be observed when pairing preset preliminary rounds, *in so far as possible.*

- no contestant should debate against the same contestant more than once;
- each contestant should debate both affirmative and negative rounds; and
- no school should repeatedly debate the same school.

Pair the debaters using the format determined by the executive committee.

(DISTRICT) The district championship may be decided by round robin or preliminary rounds leading to a single elimination bracket.

(REGION) The regional championship must be decided by preliminary rounds leading to a single elimination bracket.

- ROUND ROBIN (DISTRICT) In this method of pairing, each debater is paired against another for a specified number of rounds. No debater is eliminated if he loses a round, and all debaters continue to debate until the stated number of rounds has been completed. Since all debaters meet all debaters other than themselves, this assumes that debaters will debate students from their own schools, if their school has multibple entries. The winner is the debater with the best win-loss record, followed by the highest number of total speaker points. There are no elimination bracket rounds. (See "Tabulating Results" which follows for further criteria, if needed.)

  To conduct a round robin, first number the debaters. This should be done by chance, allowing each debater to draw his number, or, if representatives of debaters are not present, appoint someone to draw for each debater. Sides are random because numbers are drawn at random. Suppose there are seven debaters. Since seven is an odd number, one debater does not debate in each round. The first round is arranged by writing the numbers down in their order, 1, 2, 3, in column form and then 4, 5, 6, 7 in column form up to the left, setting 4 opposite 3, 5 opposite 2, 6 opposite 1, and 7 at the top for the debater not debating that round. Repeat this arrangement except to drop the position of "1" down one space each time until it reaches the bottom and then move its position to the left and up to the top of left column, and the round robin schedules have been completed. If the number is listed first, the debater is affirmative that round. If the number is listed second, the debater is negative that round. The Round Robin schedule ensures that no debater is uneven by sides at the end of the tournament by more than one. Debaters cannot flip for sides in this scenario, since the sides work properly only if the contestant whose # is listed first is affirmative in each round.

7-	6-	5-	4-	3-	2-	1-
6-1	5-7	4-6	3-5	2-4	1-3	7-2
5-2	4-1	3-7	2-6	1-5	7-4	6-3
4-3	3-2	2-1	1-7	7-6	6-5	5-4

  This arrangement holds good for any odd number. Keep your eye on the "1"—it revolves. Conversely, if the number of debaters is even, "1" remains stationary, and the "2" revolves, thus:

1-2	1-8	1-7	1-6	1-5	1-4	1-3
8-3	7-2	6-8	5-7	4-6	3-5	2-4
7-4	6-3	5-2	4-8	3-7	2-6	8-5
6-5	5-4	4-3	3-2	2-8	8-7	7-6

Three debaters			Four debaters			Five debaters					Six debaters				
3-	2-	1-	1-2	4-1	1-3	5-	4-	3-	2-	1-	1-2	6-1	1-5	4-1	1-3
2-1	1-3	3-2	4-3	3-2	2-4	4-1	3-5	2-4	1-3	5-2	6-3	2-5	4-6	3-5	2-4
						3-2	2-1	1-5	5-4	4-3	5-4	4-3	3-2	2-6	5-6

Choice of sides may be determined for the first round by prescribing that odd numbered debaters take the affirmative and even numbered debaters take the negative. It is unethical for debaters to forfeit rounds to manipulate the round robin standings. All debaters should debate as assigned.

- PRELIMINARY DEBATES to DETERMINE SEEDING in the SINGLE ELIMINATION BRACKET **(quarterfinals or semifinals)**. All preliminary rounds (usually three or four) may be preset (a schedule written prior to the beginning of the first round which is complete for all of the preliminary rounds) or some rounds (usually two) may be preset and the third round or any subsequent round may be power-matched (based on the record accumulated in the first two rounds).
  - **Preset rounds:** In the preset rounds, in so far as possible, assign contestants to debate persons of different strength. For example, a student listed first by his coach on the entry form should debate persons listed first, second and third by their coaches. If possible, no contestant should debate against another person from her own school, debate against the same student more than once, or repeatedly debate the same school during preset preliminary rounds.
  - **Power-matched rounds:** An individual with some debate tournament administration experience is required to set the power-match round and extra time (approximately 30 minutes after all the ballots of the first few rounds are turned in) must be built into the schedule before the round to be power-matched, even if using computer software. Power-matching is recommended when, in a three-preliminary round tournament, the number of debaters is greater than 12. A power-matched round pairs teams with equal records against one another. This means that undefeated contestants debate other undefeated contestants, contestants with one win and one loss debate contestants with the same record, and contestants with two losses debate other contestants with two losses. This method, though time-consuming, helps in minimizing the number of undefeated debaters who may not advance into the elimination round.
    Procedure for the assignment of byes in a power-matched round: If the number of contestants competing is uneven, the bye must be assigned before the beginning of power-matching. In a 3-preliminary round tournament, the bye in round 3 must be assigned to the contestant with the lowest seeding (considering win/loss record and speaker points), UNLESS that contestant has already received a bye. In that case, the bye would be assigned to the contestant with the next lowest seeding (considering win/loss record and speaker points). The same procedure would be followed in the fourth round of a 4-preliminary round tournament, except that that bye must be assigned to the lowest seeded contestant on the side (affirmative or negative) with the excess number of contestants.
  - **Power-protect rounds:** A power-protect round means that the top seeded teams in the tournament meet only lower seated (bottom) teams in prelim rounds of the tourney. No major debate tournament, either at the college or high school level uses such a "power-protect" scheme and UIL does not endorse this structure.

BYES

If the number of debaters entered is odd, one debater in each round will receive a "bye" when three preliminary rounds lead to an elimination bracket. This means one person sits out of a particular round.

- *in so far as possible:*
  1. Randomly draw for byes.
  2. Do not assign a given debater more than one bye.
  3. Do not assign a given school more than one bye.

These guidelines should be followed whenever possible.

- Remind coach and debater with a bye that it is against contest rules for debaters competing in the contest to watch other rounds.

- Tabulating byes. A bye is tabulated as a win. Speaker points for the round in which the bye is given are determined by averaging the total number of speaker points received in all other rounds.

ROOM ASSIGNMENTS

Assign rooms to the pairings. Try to use rooms which are nearby one another and easily accessible. Repeating use of the same rooms helps reduce travel time between rounds, thereby keeping the contest on time.

JUDGING ASSIGNMENTS

Assign judges to the pairings, using a single judge or a panel of judges (3 or 5). The recommends panels, when feasible, in round robin formats and the semifinals and finals of a preliminary round tournament format. Vary judges as to sex, race, age and philosophy of debate. For example, to balance a panel, one might place a lay person (non-debater) on a panel with a former debater or coach, and a university student with debate experience. Make every effort to prevent a judge from judging a debater more than once. It is important therefore, to keep a recordof which debaters a judge has heard.

BALLOTS

Electronic ballots are available in Speechwire, allowing you to pair via the software. This is an advantage if you must re-pair due to last-minute drops/changes.

The day of the tournament

1. Duplicate pairings for distribution to coaches and debaters, or be prepared to push out from the digital managment system when using e-ballots. After all debaters have registered, meet with the coaches to distribute pairings. If the decision has not been made whether or not to alter (break) brackets to prevent debaters from the same school from debating prior to the last round, meet with the coaches and decide. (see discussion concerning breaking brackets on the following page)
2. Distribute ballots to judges. If you plan to use coaches as judges, avoid having a coach judge his own debater. Debaters can be noted on the ballot with a code such as an assigned school number plus their initials. Judges should not have access to information about a debater's affiliation or record in the tournament. Judges should not discuss their decisions with other individuals or judges while judging a given debate or prior to completing and submitting their ballot.
3. Check to make sure that all rooms are unlocked and that the debate rounds have started.
4. Using e-ballots via Speechwire prevents problems and make the following steps unnecessary.
5. Collect and check each ballot after each round. Before releasing a judge, ballots should be checked to see that a decision has been given (affirmative or negative), debaters have been correctly identified as affirmative or negative, points have been awarded, reasons (comments) for decision have been written, and the judge has signed the ballot.The judge should initial if they chose to give a "low-point" win.
6. Distribute ballots for the next round. Be careful to avoid assigning a judge to debaters they have previously judged.
7. Begin tabulating results. Double check the recording of each round.

After prelim rounds

TABULATING RESULTS

Speechwire is customized to tab for you according to UIL rules. To determine the eight quarterfinalists (required at regionals) or the four semifinalists who will advance (break) to the elimination rounds, **the following criteria are a widely accepted method of determining seeding** (placement on the elimination bracket following preliminary rounds). **However, the district schools at their planning meeting, contest director or regional director, may elect to rearrange the order.** UIL does not mandate a specific order of seeding criteria. The criteria should be determined before the contest begins.

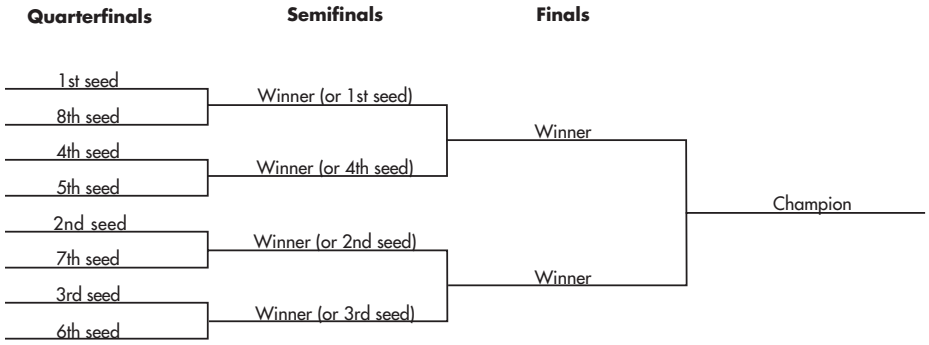
- Win/Loss record. If several debaters have the same record, use the next criterion.
- Total number of speaker points. The highest point total wins. If there is a tie, use the next criterion.
- Adjusted speaker points. Drop both the highest and lowest points awarded to tied contestants. Highest remaining point total wins. If there is still a tie, use the next criterion.
- Opponents' win/loss record. Determine the record of each of the opponents debated by the two contestants tied in points. The student in the tie who debated the more difficult opponents (best record) wins. If there is a tie, use the next criterion.
- Opponents' total number of speaker points. High total wins.
- Head-to-Head Prelim round results.

TABULATING BYES AND FORFEITS

If a debater received a bye, or was involved in a forfeit round, special attention is necessary in tabulating results. Credit the debater who received either a bye or a forfeit with a win, and award the individual speaker the average of his points in all other rounds. For a debater that is forced to forfeit a round, the director must exercise some discretion. If a debater is forced to forfeit because of sudden illness, for example, the director may credit the debater with a loss in the round and his average of speaker points from the other rounds. On the other hand, if a debater forfeits for violation of the tournament rules, the director must credit the debater with a loss in the round and award zero speaker points.

TABULATING BYES EXAMPLE:
Round 1 - 23 points
Round 2 - Bye
Round 3 - 19 points
23 + 19 = 42 ÷ 2 = 21
21 points for Round 2

DETERMINING PLACEMENT ON THE BRACKET
Given the debaters who will advance based on the best records, seed the debaters onto the bracket as follows:



ALTERING (BREAKING) BRACKETS
You may alter brackets so that two debaters from the same school will not have to debate early in the bracket. **In the altering of quarterfinal or semifinal brackets**, the advantage must always go to the higher ranked debater. **For example, if the first seed is scheduled in semifinals to debate the fourth seed**, and the two debaters are from the same school, one of the two debaters in the bottom bracket (second seed and third seed) may be moved up to the top bracket. Because the advantage should always go to the higher ranked debater (in this case the first seed), move the third seed instead of the second seed (theoretically a more difficult debater) to the top bracket to debate the first seed. In the bottom half of the bracket, the advantage also goes to the higher ranked debater (the second seed) because the debater is now debating the fourth seed (theoretically an easier debate) instead of the third seed as in the original bracket. If the decision whether or not to break brackets has not been made before the first debate, it is recommended that brackets not be broken.

IN THE ALTERING of quarterfinal or semifinal brackets, the advantage must always go to the higher ranked debater.

ALTERING (BREAKING) BRACKETS AT REGION
The integrity of the brackets is maintained at the State Meet, and therefore, brackets are not broken. If a region selects to break brackets, the bracket should be broken only to prevent the same school from debating itself, not to prevent two schools from the same district from debating themselves.

WHEN DEBATERS CHOOSE NOT TO DEBATE
All places (first through sixth) must be determined. It is educationally beneficial for debates to be conducted, regardless of the number of debaters competing in the district. However, wins in the semifinal and final rounds may be determined via other methods. Contact the State Director.

IF THE DECISION whether or not to break brackets has not been made before the first debate, it is recommended that brackets not be broken.

DETERMINING SECOND AND THIRD ALTERNATES
(DISTRICT) Fourth place shall be designated as first alternate. The highest seeds eliminated in the quarterfinal round, or the fifth and sixth seeds after preliminary competition (depending on the tournament format determined by the district executive committee), shall be designated as 5th and 6th place (second and third alternates). (REGION) Fourth place shall be designated as first alternate. The highest seeds eliminated in the quarterfinal round shall be designated as 5th and 6th place (second and third alternates) accordingly..

Fifth and sixth place receive points and medals.

BRACKETS ARE NOT broken at the State Meet.

Ballot verification

A ballot verification period must be scheduled after all preliminary rounds and after each elimination round before the winners are announced. This period is for the coaches to check for errors in tabulation, not to challenge the judge's decision. Distribute ballots to the coaches, indicate the win/loss record and points that it took to break into eliminations (if running a preliminary seeding tournament), the record that it took to win the tournament (if running a round robin format), and any other information the coaches need before the awards and certification to the next level.

When the ballot verification period is over, official results may be announced. These results are official and are not subject to change. Ballots may be returned the day of the meet.

INDIVIDUAL POINTS

1st place 15
2nd place 12
3rd place 10
4th place 8
5th place 6
6th place 4

SPEECH TEAM POINTS

1st place 10
2nd place 5

After the tournament

REPORT TO DIRECTOR

(DISTRICT) Individual contest directors shall give the contest roster/results to the district director immediately after the contest. The district meet director is responsible for entering results into Speechwire. District results must be submitted into the online system and made available for public review by 5 p.m. on the Monday following the second district week.

(REGION) The regional meet director is responsible for entering results into Speechwire and making them available for public review by 5 p.m. of the Monday following the regional meet. Regional directors shall also provide a list of contestant absentees if alternates were not present to take these individuals' places.

WINNERS' INFORMATION AND AWARDS

Present the medals to the winners. Please inform each advancing debater and alternates that winners' information is posted on the UIL website. The State Meet webpage will serve as the information hub for the state tournament. They should review the information immediately.

SPEECH TEAM POINTS

Speechwire will calculate and award speech team points.

LD STATE MEET COACHES

The coach of each advancing debater and alternate should be given an LD State Meet Coaches' link. This is included in the contest materals and contains critical information. Make coaches aware of the judge deadline. Schools must provide a judge to be eligible to compete at State. Judge forms must be submitted online, by the designated deadline.

DISTRICT DEBATE NO-SHOWS

Compile a list of debaters (and their schools) who did not show up to compete. Forward this to the District Executive Committee.

REGIONAL DEBATE NO-SHOW FORMS (REGION)

Complete a regional Debate No-Show Form for any debater who did not compete and failed to notify the regional contest director in advance. Give these completed forms to the regional director along with the contest results. Submit a copy of each form to the UIL state office, to the attention of Jana Riggins.

MAILING RESULTS

Mailing full meet results to participating schools is optional since results will be posted online.

EXTRA CONTEST MATERIALS

Destroy or distribute any extra contest materials.

APPENDIX

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Links to Resources:

More resources available online at www.uiltexas.edu/speech/debate

Intro to LD Debate Video: https://youtu.be/vkC_Gw0LqDc

GLOSSARY

actor – (see also agent of action) the part of the resolution that refers to the agent that will accomplish or be expected to enact an ideal or policy

affirmative – one of two sides in a debate; the affirmative has the obligation to support the resolution

agent of action – the phrase in a debate resolution that indicates the source or action suggested by the topic

anecdotal evidence – information about a particular situation or individual case that dramatically exemplifies an issue

break – advance to elimination rounds

bye – when an odd number of debaters or debate teams exist in competition, one team or debater will not have an opponent so a bye is awarded; a bye is recorded as a win and speaker points are based on the average for the remaining rounds

card – a term used in debate to describe a piece of evidence; the term originated when debaters actually recorded quotations on note cards and read from them in debate rounds

case – the collection of evidence and analysis used to support the resolution by affirmative debaters or oppose the resolution by negative debaters; the affirmative constructive speech

categorical imperative – a philosophical concept introduced by Immanuel Kant; idea that claims individuals are morally compelled to act in a certain manner in specific situations, without exception

cite / citation – the source of information that precedes a quotation

contention – a major point, claim, or presentation of evidence and analysis in either the affirmative or negative case; a major debate argument / claim

contextual definition – (see also, field definition) a definition that is grounded in a specific subject; for example, a legal definition of this nature would be supplied by a legal dictionary or resource

criterion – an ideal that is part of affirmative and negative cases used to measure / evaluate the value

documentation – another term used for evidence

drops – arguments to which an opponent does not respond

elims – elimination debate rounds of a tournament during which the final places are determined

empirical evidence – evidence that provides "real world" or "pragmatic" proof of an issue; evidence that typically relies on statistics or some form of scientific proof

field definition – (see also, contextual definition) a definition that is grounded in a specific subject; for example, a legal definition of this nature would be supplied by a legal dictionary or resource

flow sheet – the method used by debaters to take notes during a debate round

harm principle – a concept associated with the writing of John Stuart Mill; the term identifies situations in which the government is justified in allowing for rights violations for the sake of preventing a greater harm

impact – the general effect of an ideal, concept or argument; meaning differs substantially between LD and CX debate

negative – one of two sides in a debate; the negative has the obligation to oppose the resolution

out round – an elimination round in a debate tournament

philosophy – collection of beliefs and values often embraced by either individuals or society; love of knowledge or learning

power match – matching debaters or debate teams in later prelim rounds based on their respective records; high-ranking debaters and teams are matched against other high ranking individuals or teams

power protect – matching debaters or debate teams in later prelim rounds in such a manner intended to preserve records; high ranking debaters of teams are matched against lower ranking debaters of teams

pragmatic – practical or "real-world" application of a concept or ideal

prelims – the randomly matched initial debate rounds during which the contestants earn records that will enable or prevent them from advancing to elimination rounds

proposition – another term used for a debate resolution

qualifications – information about the person being quoted that contributes to credibility of evidence

resolution – an official debate topic, also commonly referred to as a proposition

roadmap – (see signpost) informing judge and opponent, at the start of a speech, of the order in which issues will be addressed

signpost – (see roadmap) informing judge and opponent, at the start of a speech, of the order in which issues will be addressed

spreading – speaking at a very rapid pace in order to cover as many arguments as possible

state of nature – the theoretical condition of humanity embraced by social contract theorists in which individuals have an abundance of freedom / liberty but lack any meaningful degree of security

tagline – a single line of information that describes the content of a quotation that follows

term of art – a term, either word or phrase, in a debate resolution that is commonly associated with the particular subject addressed by the resolution

utilitarianism – the philosophical view supports actions that lead to the greatest happiness or greatest good for the greatest number; often associated with the philosopher John Stuart Mill

value – a concept representing something that is considered good, desirable or of high quality and typically embraced by a society, culture or political group; a necessary part of Lincoln Douglas affirmative and negative cases

voter – an argument / claim introduced by debaters that they believe to be crucial to the outcome of the round

Frequently Asked Questions

If the value is implied in the resolution, should that be the value selected by the affirmative?

It is not an absolute necessity, however, many judges expect cases to include such a value.

Is the negative required, by rule, to present a negative case?

No, however debaters who choose not to use a case on negative risk losing credibility with some judges.

How often are UIL resolutions released?

UIL releases one resolution for the fall and one for the spring; fall topics are normally released in August while spring topics are released in mid-December.

How are UIL resolutions selected?

Coaches, student debaters and other interested parties are encouraged to submit suggestions for topic areas and/or specific wordings of resolutions throughout the school year. Topics can be submitted by accessing the LD Debate suggestion form online at https://www.uiltexas.org/speech/debate. Patterned after the NFHS Policy Debate Topic national wording process, a committee that includes representatives from across the state and from high schools of varying sizes meets annually during the summer to develop the wording of potential topics. All suggestions received are considered by the committee. Outside reviewers selected from the forensic community offer research and analysis of the topic wordings and make recommendations before a topic is selected for debating in UIL.

If a student competes in Lincoln Douglas debate, are they allowed to compete in CX debate?

Not in official UIL district competition; Lincoln Douglas debaters may not enter prose or poetry either. See UIL Debate webpage for expanded explanation of this rule.

Affirmative Case Rubric

Introduction

place a quotation here

Resolution

write resolution here

Definitions

definitions of key terms

Affirmative Value

quote to define the value
quote to support the value

Affirmative Criterion

quote to define the criterion
quote to support the criterion

Contention One

sub-point and quote to prove validity of resolution
sub-point and quote showing how value relates to resolution

Contention Two

sub-point and quote proving criterion / resolution relationship
sub-point and quote proving criterion / value relationship

Summary Statement (optional)

a statement summarizing major points of affirmative case

Negative Case Rubric

Introduction

place a quotation here

Statement opposing Resolution

write statement here

Counter-definitions (if necessary)

counter-definitions provided if necessary

Negative Value

quote to define the value
quote to support the value

Negative Criterion

quote to define the criterion
quote to support the criterion

Contention One

sub-point and quote to disprove validity of resolution
sub-point and quote showing how value relates to resolution position

Contention Two

sub-point and quote proving criterion / resolution position relationship
sub-point and quote proving criterion / value relationship

Summary Statement (optional)

a statement summarizing major points of negative case

Internet Debate Research

Rich Edwards, Baylor University

2024

Terms

Internet Provider: The commercial service used to establish a connection to the Internet. Examples of a service provider are America Online, Sprint, ATT, MSN, Road Runner, etc.

Internet Browser: The software used to manipulate information on the Internet. The four major browsers in use are Chrome (the Google product), Mozilla Firefox (the successor to Netscape), Safari (the Apple product) and Edge (the Microsoft product). Each type of browser will give you access to the same group of search engines, which is the main thing you will care about.

Firefox has one feature that other browsers lack: it can report to you the last revision date of a Web page (select "Page Info" from the top "Tools" menu to access this function). I teach debaters that a Web page may be dated from the last revision date if no other date is shown on the page; Internet Explorer, Chrome and Safari offer no way to know this date.

The "Wayback Machine" offers another option for discovering the dates that a website was first created and last revised. The Wayback Machine archives Internet sites, and is available at https://web.archive.org/. The procedure here is as follows: (1) Copy the URL of the website for which you need the date; (2) Go to the webpage for the Wayback Machine; (3) Paste the URL of the desired website into the search box of the Wayback Machine. For almost all website, the Wayback Machine will then report the time the website was created and the last time it was revised.

URL: This stands for Uniform Resource Locator. It is the http://www.baylor.edu etc.

Internet Search Engine: The software used to search for information on the Internet. You will use the same group of search engines, regardless of which browser (Explorer, Firefox, Chrome, or Safari) you may be using. Examples of search engines are Google, Bing, Teoma, Yahoo, Excite, and LookSmart. My personal favorites are Google and Bing.

Metasearch Engines: These are Internet search engines which will submit your search to other search engines. While there were once many metasearch engines, the only major ones remaining are Dogpile and Webcrawler. The metasearch engines advertise that they are superior to any one search engine since they will report results from multiple search engines. While this is useful for some purposes, it is not the best means to conduct debate research. The metasearch engine sends a simple search request to other search engines, meaning that you are foregoing the

opportunity to use the "advanced search" function that almost all major search engines make available to you. This means that you often are losing the capability to do exact phrase searching, limitation by date, limitation by domain, or limitation by file type. It is also often true that you will receive fewer hits from each of the major search engines than if you were to issue the search directly within that search engine.

Domain: Each web page on the Internet will have a closing three letter code such as ".com," ".edu," ".gov," ".net," etc. The domain tells you something about the origin of the web page. In most instances, the "edu" domain means the web page is housed in or provided by a college or university. The "gov" domain means the web page is maintained by a federal, state, or local government. The "com" and "net" domains usually mean a commercial enterprise. Most of the major search engines (in the advanced search options) allow the debater to limit a search to particular domains.

PDF: This stands for "portable document file" and indicates that a document is being made available in a format which will look just like an original document in print (complete with page numbers). PDF files are designed to be viewed and/or printed in Adobe Acrobat Reader (available free for download from the Internet). The advantage for the debater is that information gathered from a PDF file can be cited at a particular page number (the same page number it would have as if you had access to the original printed document). Almost all congressional hearings (starting with the 105th and 106th Congresses) are available in PDF format. This not only means that you can download a hearing which will be identical to the printed one, but it also means that you have almost immediate access to a hearing once it has been held. PDF files also carry the advantage that they generally are made available from well-established sources on the Internet. Again, however, the software necessary to "read" PDF documents is available free on the Internet. You will know that a document for download is available in PDF format if the Internet URL ends in ".pdf". Most of the major search engines allow you to search for only those Web pages which make available a PDF download.

HTML: This stands for "hypertext markup language" and is the code used for creating web pages. You don't really need to be an HTML programmer to be able to write a web page since numerous programs can create the code for you from simple-to-operate menu choices. If you want to view the HTML code used to construct a web page you can do so by selecting the top menu choice for "View" (In either Firefox or Chrome) and coming down to the choice for "Developer Tools." By selecting "View Source" under "Developer Tools" you will see displayed the native HTML code which creates the Web page.

ARTIFICIAL INTELLIGENCE

Debaters can now explore the potential of artificial intelligence to assist with debate research and the construction of cases, by creating an account at

https://chat.chatbotapp.ai/landing/register

As explained in a recent CBNC article written by Ryan Browne, entitled "All you need to know about ChatGPT, the A.I. chatbot that's got the world talking and tech giants clashing," offered the following description: "ChatGPT is an AI chatbot developed by San Francisco-based startup OpenAI. OpenAI was co-founded in 2015 by Elon Musk and Sam Altman and is backed by well-known investors – most notably Microsoft. It is one of several examples of generative AI. These are tools that allow users to enter written prompts and receive new human-like text or images and videos generated by the AI" (https://www.cnbc.com/2023/02/08/what-is-chatgpt-viral-ai-chatbot-at-heart-of-microsoft-google-fight.html).

While ChatGPT is impressive in its ability to generate essays on any topic, debaters should remain wary about the accuracy of statistics and source citations provided – elements that are essential to ethical debating. Early versions of ChatGPT seemed often to present sources of support that did not actually exist. Later versions do, however, seem to have significantly improved the accuracy of source citation. Debaters should, however, remain cautious; it is essential to personally check the accuracy of citations.

Maximizing the Use of the Search Engine

Why use a search engine? This is the only way to find material on the Internet unless you already know the URL you are looking for. The problem is that you must know the URL precisely; close will not be good enough. In the early days of the Internet folks used to use printed resources such as *Internet Yellow Pages.* But now there are simply too many pages for these types of publications to be useful. Google and Bing, for example, index about 30 trillion Internet pages.

Procedures for effective searching:

What about capitalization? For Internet search engines capitalization no longer matters. Searching for "SECURITY COOPERATION" will produce the same results as "Security Cooperation" or "security cooperation."

What about quotation marks? Use quotation marks whenever you want the search engine to look for words together as a phrase (assuming you are using a search engine that enables exact phrase searching). If you search for Basic Income (without the quotation marks), the search engine will look for web pages containing the word "basic" and "income" but it will not require that the words be next to each other. By putting quotation marks around "Basic Income" you are requesting only those pages containing the whole phrase. There is no need to put quotation marks around a single word.

How can one limit a search to a particular domain? The best Internet search engines have an "advanced search" or "power search" capability. One of the options in

the advanced search engine is the capability to limit by domain. Limited your search to the .gov domain will, for example, provide an efficient means of finding government publications on the desired search. To access Google's advanced search engine, simple place the words "advanced search" in the Google search box.

How can one search for a particular URL (you know part but not all of the URL)? Many of the advanced search engines provide the capability to enter a search term and then to indicate whether you wish to make this search apply to "title only," "full-text," or URL. You would, of course, select the URL option.

How does the search engine rank the web pages it reports? This is a somewhat controversial issue. Some search engines receive payment from internet advertisers for the privilege of having their pages reported early in the search list. Most search engines, though, report the web pages in order of the greater number of occurrences of the term. Google's patented PageRank system factors in not only the proximity of the terms but the number of times other users have accessed the web pages.

Quality of Evidence on the Internet

Setting rigid standards will be essential: The Internet makes available web pages from fourth grade students right alongside those from world-class experts. Just as in the print medium, one must make a distinction between the *New York Times* and the *Weekly World News.* Since most debate research is squad-based, meaning it is shared by many students, it is essential that there be agreement on minimum standards for the types of web pages which may be used for debate research. Following are some recommended standards:

NO use of web pages which come from discussion groups or chat rooms.

NO use of evidence from comments posted on blogs.

NO use of web pages where the author's qualifications are unknown.

NO use of web pages where the author is a student in grade school, high school, or college.

NO use of web pages from hate groups or from unidentified organizations.

NO use of web pages which are undated or for which a "last revision date" is unavailable.

Prefer web pages sponsored by one of the following groups:

A government institution

A major educational institution

A recognized "think tank" (RAND, Brookings Institution, Heritage Foundation, CATO Institute, Hudson Institute, etc.)

A reputable journalistic organization (CNN, New York Times, Christian Science Monitor, etc.)

Using the URL to sort out author qualifications: Consider the following example. You enter "John Rawls" and "social safety net" in a Google search. You have a web page returned to you entitled "Notes on 'A Theory of Justice.'" The web page contains some information which you find useful, but you have no information about the author other than just the name Chilton. You notice from the URL that the web page comes from an "edu" domain associated with something called d.umn, but you don't know what school this is, and you don't know whether the author is a professor or an undergraduate student. The URL is http://www.d.umn.edu/~schilton/3652/Readings/3652.Rawls.ATheoryOfJustice.html. Take apart the URL to discover more about the author. Click with your mouse up in the URL line and eliminate all of the end of the URL back to schilton, then return. See if you can find more information about the author. If the URL comes from an educational institution with which you are unfamiliar, eliminate all of the end of the URL back to the part which ends in "edu" then hit return. By clicking the button on his web page for "Vita" you can discover information about his background. You find that the author of the web page is Stephen Chilton, Associate Professor of Political Science at the University of Minnesota, Duluth, who earned his Ph.D. from MIT — a good source. But some additional work was needed to determine the qualification. IT IS ESSENTIAL THAT YOU FIND THE PERSON OR GROUP RESPONSIBLE FOR AUTHORING THE WEB PAGE. It is NEVER a sufficient qualification that you found it on the Internet.

How to find the date. Some web pages will have the date prominently displayed at the top of the web page. Whenever you have this type of date listed, it should be used rather than the last revision date of the web page. Often, however, there is no date on the web page. In most cases you can find the date by pasting the URL into the Wayback Machine at https://web.archive.org/. The Wayback Machine will report the date that the web page was created and the date of its last revision.

How to prepare debate citations from the Internet. Example:

Katherine Klosek, (Dir., Information Policy Association of Research Libraries), *Training Generative AI Models On Copyrighted Works Is Fair Use,* Jan. 23, 2024. Retrieved May 8, 2024 from https://www.arl.org/blog/training-generative-ai-models-on-copyrighted-works-is-fair-use/

This is the citation standard required by the National Speech and Debate Association (NSDA), which follows a modified version of the Style Manual of the Modern Language Association (MLA). Authors must be listed if present. Qualifications must be given. The date of the web page must be given. The name of the web page should be presented. At the end of the citation, indicate that it was gathered online and that the online source was an Internet URL (as opposed

to Lexis/Nexis, Dialogue, etc.). The final date is the date that you accessed the Internet material.

Carding Evidence

ADVANTAGES OF ON-DISK EVIDENCE AND BRIEF PREPARATION

Minimize Printing: In the age of the information explosion, it is simply not feasible for debaters to print out a hard copy of everything they think they might need to read. The two major impediments are expense and time. It is expensive (in printer cartridges) for a debate squad to print out all of the materials that active researchers need. It is also time consuming to print big chunks of material; computer labs typically have many computers but a single printer. The printer becomes the bottle neck. The overuse of printing is also environmentally irresponsible. Debaters chunk huge volumes of paper, often printing out a two-hundred page law review article in order to extract two or three cards. This means that hundreds of pages per day of printed or photocopied materials are simply discarded.

More Usable Briefs: Word processed briefs are easier to read (no illegible hand-written tags, no red or blue ink which refuses to photocopy), and they contain much more evidence per page. This ends up saving a squad large amounts of money in photocopy cost. In fact, members of a large squad can simply distribute new positions via disk and have each squad member print out their briefs on their own printer. This dramatically reduces squad photocopy costs. If briefs are to be word processed, it simply makes sense to collect the evidence on-disk. Otherwise, the debater has to re-type the evidence which exists in hard copy.

Sorting is Easy: The old way for debaters to construct arguments (a hegemony disadvantage, for example) is to create piles on a table-top of evidence which is sorted into different parts of the argument. Inevitably, as the argument is being constructed, there are numerous times when the debater thinks, “I know I have that piece of evidence that says . . . but WHERE IS IT?” When evidence is collected, sorted, and filed on-disk, that doesn’t happen. If the evidence isn’t found in the right category, the debater simply uses the word processor’s “find” function to search for the word or phrase. The card is located in seconds. When evidence is prepared on-disk, the debater can simply use the sorting function of the word processor to put the evidence in order.

HOW DOES ONE CARD EVIDENCE ONLINE?

Have Your Word Processor and Internet Browser Both Open at the Same Time: There was a time when computers simply didn’t have enough RAM (current memory) to have two large programs open at once. Almost all current

generation computers have plenty of memory to make this possible. Simply open the first program, then minimize the window (minimize button is in the top right corner) and start up the other program. If you are on a PC, switch back and forth between the two programs by clicking the desired program on the start-bar. On the Macintosh, you can switch between programs by using the icon in the top right hand corner of your screen. An alternative method for switching is to overlap the window just a bit so that a corner of both can be seen. When you desire to switch, just click with the mouse on the other window to make that program active.

Steps for On-Disk Carding of Evidence:

Text-Saving Method:

1. Locate the Internet site from which the evidence will come.
2. Construct the evidence citation on the word processor in accordance with UIL and NSDA rules.
3. Highlight the portion of the text from the web page which will makeup the text of the card. Copy the text into memory (on the PC, this is Cntrl-C; on the Macintosh it is Apple-C).
4. Switch to the word processor and paste in the text just below the evidence citation. (On the PC, this is Cntrl-V; on the Macintosh it is Apple-V)
5. Eliminate unwanted carrier returns in one of two ways: (a) click at the beginning of each line and backspace, or (b) use the word processor's search and replace function to eliminate all paragraph breaks.
6. Continue pasting cards into the word processor until you have taken all of the desired cards from the web page. Then copy and paste as many evidence citation tops as needed to match each of the cards.

SORTING EVIDENCE ON THE COMPUTER

Design a filing scheme which will allow addition of categories.

Once filed and sorted, your on-disk evidence file functions just like the "piles of cards" on the table. You use the index to see where the cards are which will support the part of the argument you are putting together, then use the search function on the word processor to find the cards, by searching for R301, for example. Read the cards which are filed there, and select the card or cards you want to insert in the brief. Then cut and paste them.

Suggestions for Online Lincoln Douglas Research

Dictionary of Western Philosophy:

Philosophy professor, Garth Kemerling, maintains this site, offering the following description: "This is a concise guide to technical terms and personal names often encountered in the study of philosophy. What you will find here naturally reflects my own philosophical interests and convictions, but everything is meant to be clear, accurate, and fair, a reliable source of information on Western philosophy for a broad audience": http://www.philosophypages.com/dy/index.htm

Glossary of Philosophy:

This lengthy set of philosophical terms primarily comes from *Student Resources for Introduction to Philosophy,* written by John Perry, Michael Bratman, and John Martin Fischer. It now appears in the following Wikipedia page: https://en.wikipedia.org/wiki/Glossary_of_philosophy

Guide to Philosophy on the Internet:

Operated by Peter Suber of the philosophy department at Earlham College. http://legacy.earlham.edu/~peters/philinks.htm

Immanuel Kant: An Introduction to the Work of Kant:

This is an excellent site – part of the "Great Thinker" series – providing an overview of the moral philosophy of Kant: https://thegreatthinkers.org/kant/introduction/

Internet Encyclopedia of Philosophy:

This is a one-stop-shop for finding the meaning of key terms in philosophy as well as a brief overview of the biography and teachings of major and minor philosophers. http://www.iep.utm.edu/

Introduction to Philosophy:

This is an Online philosophy textbook (in seventeen chapters) written by Dallas M. Roark, professor at Emporia State University : http://www.qcc.cuny.edu/SocialSciences/ppecorino/roark-textbook/default.htm

Project Gutenberg:

The description offered by this site: "Project Gutenberg offers over 54,000 free eBooks: Choose among free epub books, free kindle books, download them or read them online. You will find the world's great literature here, especially older works for which copyright has expired" http://www.gutenberg.org/

Stanford Encyclopedia of Philosophy:

This site describes itself as follows: "The Stanford Encyclopedia of Philosophy organizes scholars from around the world in philosophy and related disciplines to create and maintain an up-to-date reference work." The site allows a simple search box as well as a clickable Table of Contents: https://plato.stanford.edu/

The Basics of Philosophy:

This site offers the following selectable tabs dealing with all aspects of philosophy: General, By Branch/Doctrine, By Historical Period, By Movement/School, By Individual Philosopher: http://www.philosophybasics.com/

Contemporary Readings

Bellah, Robert N., Richard Madsen, William M. Sullivan, Ann Swidler, and Steven M. Tipton. *Habits of the Heart Individualism and Commitment in American Life*. New York: University of California, 2007. Print.

Shlomo, Avineri, and Avner De-Shalit, eds. *Communitarianism and Individualism*. Oxford: Oxford UP, 1999. Print.

Simon, Norman E., and Robert L. Bowie. *The Individual and the Political Order; An Introduction to Social and Political Philosophy*. 4th Ed. Englewood Cliffs: Prentice Hall, 2007. Print.

(This is a relatively small book that provides a wealth of useful information. Topics including justice, liberty, natural rights, utilitarianism, democracy, ethics, civil disobedience, and more are covered in a simple, yet direct manner. Each chapter features a helpful bibliography to guide further research.)

Etzioni, Amitai. *The Common Good*. New York: Polity, 2004. Print.

Etzioni, Amitai. *Spirit of Community: The Reinvention of American Society*. New York: Simon & Schuster, 1994. Print.

Nozick, Robert. *Anarchy, State and Utopia*. Grand Rapids: Blackwell Limited, 2001. Print.

(The focus of this book is justice, with a strong emphasis on the state of nature, natural rights, basic liberty, and the rights of the state. This work is also frequently viewed as a response to *A Theory of Justice* by John Rawls. This is a complex yet helpful resource.)

Rand, Ayn. *Philosophy Who Needs It*. New York: Signet, 1984. Print.

Rawls, John. *A Theory of Justice Original Edition*. New York: Belknap, 2005. Print.

(This book is considered a landmark work on the concept of justice, in particular, distributive justice. Rawls claims that justice must be considered in terms of fairness to the individual. It is not uncommon to find this book cited in contemporary articles and books related to justice.)

Amartya, Sen, and Williams Bernard, eds. *Utilitarianism and Beyond*. Cambridge: Cambridge UP, 1990. Print.

(This book is a collection of essays related to both utilitarianism and contemporary issues.)

Wellman, Carl. *Morals and ethics*. Englewood Cliffs, N.J: Prentice Hall, 1988. Print.

(Although this book might be difficult to locate, it includes information related to a host of topics commonly addressed by Lincoln Douglas debate resolutions. It is a very useful research resource and will provide an abundance of helpful information.)

Collections of Primary Sources

Baron, Robert C. *Soul of America: Documenting Our Past 1492-1974 (Fulcrum Series in American History)*. Golden: Fulcrum Pub, 1989. Print.

(This book is a collection of more than 100 documents that have influenced the United States.)

Heffner, Richard D. *Documentary history of the United States*. New York: Signet Classic, 2009. Print.

(Multiple essays, speeches, and documents that reflect various aspects of U.S. political history are included in this useful book.)

Ravitch, Diane. *The American Reader Words That Moved a Nation*. New York: Harper Paperbacks, 2000. Print.

(This book included numerous documents that deal with both political and social issues.)

Ravitch, Diane. *The Democracy Reader Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide*. New York: HarperResource, 1993. Print.

(Included in this collection of resources are items that reflect issues from various time periods from the ancient to the modern era.)

Seldes, George. *Great Thoughts, Revised and Updated*. New York: Ballantine Books, 1996. Print.

(A collection of numerous quotations related to a host of philosophical and political concepts, this work is quite useful and arranged in a very user friendly manner.)

General Philosophy

Adler, Mortimer J. *Six Great Ideas*. New York: Touchstone, 1997. Print.

(This is but one of several books by Mortimer Adler that address various facets of philosophy. Some of his other works such as *Ten Philosophical Mistakes* and *We Hold These Truths* are also beneficial for Lincoln Douglas debaters.)

S., Engel. *The Study of Philosophy*. New York: Rowman & Littlefield, Inc., 2007. Print.

(This is a basic philosophy textbook that includes an extensive amount of information, not all of which will be relevant to Lincoln Douglas debate. It does, nevertheless, provide an excellent introduction to the study of basic Philosophical concepts.)

L., Heilbroner, Robert. *The Worldly Philosophers The Lives, Times And Ideas Of The Great Economic Thinkers*. New York: Touchstone, 1999. Print.

Lavine, T. Z. *From Socrates to Sartre The Philosophic Quest*. New York: Bantam, 1985. Print.

UNIVERSITY INTERSCHOLASTIC LEAGUE
JUDGING LINCOLN-DOUGLAS DEBATE

I. Purpose:
Lincoln-Douglas debate, one-on-one debate of value resolutions, is excellent training for developing skills in argumentation, persuasion, research, and audience analysis. In this contest students are encouraged to develop a direct and communicative style of delivery. The debater's goal is to orally persuade the judge to accept or reject an interpretation of the resolution on the basis of analytical, argumentative, and presentational criteria.

A. Case and Analysis

1. **Defining the Values:** Did the arguments presented focus on the values implicit in the resolution?
2. **Establishing Criteria for Evaluating the Resolution:** On what basis (universal, moral, social, political, historical, legal, etc.) is one value proven by the debater to be more important than another?
3. **Weighing Importance:** Are the values advocated in support of the resolution more important than the values diminished by the resolution, or are alternative values supported by the negative enhanced by the resolution?
4. **Application of Values and Criteria:** Did the debaters apply their cases by filtering appropriate arguments through the value and criteria?

B. Argumentation

1. **Proof:**
   Did the evidence orally presented pragmatically justify the affirmative or negative stance?
   Did the reasoning orally presented philosophically justify the affirmative or negative stance?
2. **Organization:** Are the ideas presented clearly, in a logical sequence, and with appropriate emphasis?
3. **Extension, Clash, and Rebuttal:**
   Did the debaters fulfill their obligation to extend their own arguments?
   Did they appropriately refute the contentions of their opponents by exposing weaknesses or inconsistencies?

C. Presentation

1. **Expression:** Were language, tone, and emphasis appropriate to persuasive communication?
2. **Delivery:** Were gestures, movement, and eye contact audience oriented and natural components of persuasive communication?
3. **Rate:** Was rate of delivery conducive to audience understanding?

II. Time Limits:

A. Preparation: Each debater has a maximum of **four minutes preparation** time to be used during the course of the debate.

B. Debate:

Affirmative	6 minutes
Cross-examination by Negative	3 minutes
Negative	7 minutes
Cross-examination by Affirmative	3 minutes
Affirmative Rebuttal	4 minutes
Negative Rebuttal	6 minutes
Affirmative Rebuttal	3 minutes

III. Selecting the Winner: Putting aside personal biases and based on the analysis, argumentation, and oral presentation of the debaters, which debater was the most persuasive?

Note: Be aware of your own implicit bias. Avoid comments about a student's attire.

THANK YOU FOR JUDGING!

Lincoln Douglas Debate Ballot
University Interscholastic League

Conference: _____ Date: _____ Judge: _____ Room: _____ Round: ___

Affirmative #: _____ Negative #: _____

Circle the one number representing your evaluation of each speaker:

	Superior	Good	Average	Below Average
Affirmative	30 29	28 27 26	25 24 23	22 21 20
Negative	30 29	28 27 26	25 24 23	22 21 20

AFFIRMATIVE **NEGATIVE**

The best ballots teach and encourage the student. Please offer areas of improvement and positive attributes in the areas of *Analysis*, *Argumentation*, and *Presentation*.

Analysis Argumentation Presentation	**Analysis Argumentation Presentation**

Reasons for Decision: The significant issues used as the basis for my decision were

In my judgment, _____ debater # _____ won the debate.
(affirmative or negative)

Low point win? Yes No

_____ _____
Judge's Signature *Affiliation*

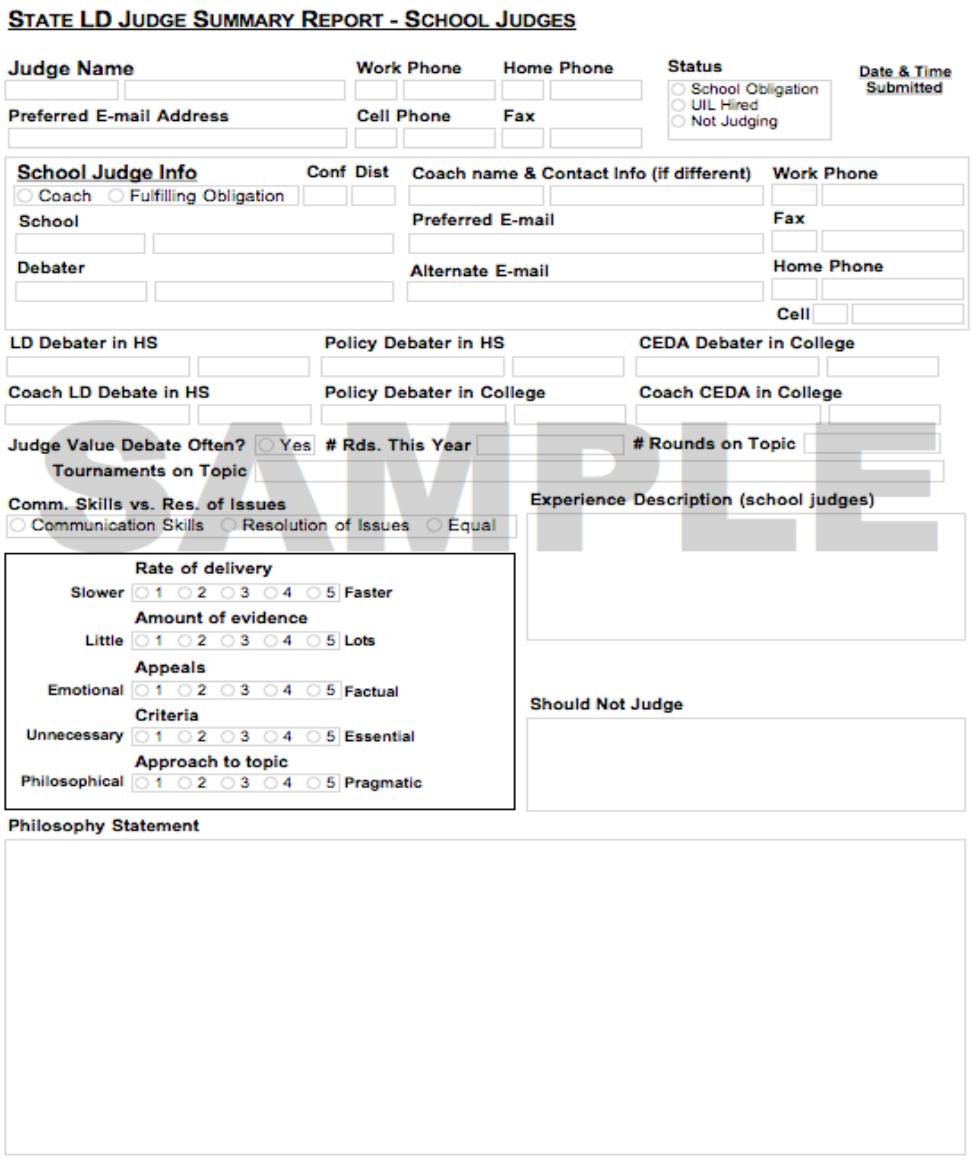
JUDGES REQUIRED FOR THE STATE MEET

All schools qualifying debaters in Lincoln Douglas debate to the State Meet are instructed:

— from the UIL *Constitution & Contest Rules*:

"any school that qualifies for the State Meet must provide an experienced judge for each debater who qualifies for the state competition…" The C&CR also indicates that, *"schools which advance to elimination rounds must provide an experienced judge for each advancing debater who will be available until dismissed by the contest director. Failure to provide a judge could constitute grounds for forfeiture of the round."* (Section 1002, E (iii))

- Coaches are encouraged to serve as the judge for their school so students will have educators as adjudicators.
- The judge you submit should have judged numerous rounds on this year's UIL LD spring resolution and be qualified to judge in elimination rounds. Expertise and maturity of the judging pool is critical to the quality of the State Meet. No college freshmen, please!



STATE LD JUDGE SUMMARY REPORT - SCHOOL JUDGES

Judge Name | Work Phone | Home Phone | Status (○ School Obligation ○ UIL Hired ○ Not Judging) | Date & Time Submitted

Preferred E-mail Address | Cell Phone | Fax

School Judge Info (○ Coach ○ Fulfilling Obligation) | Conf | Dist | Coach name & Contact Info (if different) | Work Phone

School | Preferred E-mail | Fax

Debater | Alternate E-mail | Home Phone | Cell

LD Debater in HS | Policy Debater in HS | CEDA Debater in College

Coach LD Debate in HS | Policy Debater in College | Coach CEDA in College

Judge Value Debate Often? ○ Yes | # Rds. This Year | # Rounds on Topic | Tournaments on Topic

Comm. Skills vs. Res. of Issues (○ Communication Skills ○ Resolution of Issues ○ Equal)

Experience Description (school judges)

Rate of delivery: Slower ○1 ○2 ○3 ○4 ○5 Faster

Amount of evidence: Little ○1 ○2 ○3 ○4 ○5 Lots

Appeals: Emotional ○1 ○2 ○3 ○4 ○5 Factual

Criteria: Unnecessary ○1 ○2 ○3 ○4 ○5 Essential

Approach to topic: Philosophical ○1 ○2 ○3 ○4 ○5 Pragmatic

Should Not Judge

Philosophy Statement

SAMPLE

Texas UIL Lincoln Douglas Debate Topics

2023-24	Resolved:	Wealth inequality in the United States is detrimental to democracy. (Sept - Dec)
	Resolved:	On balance, the use of artificial intelligence in art, music, and literature is undesirable. (Jan – May)
2022-23	Resolved:	Amateur status ought to be valued above commodification of Name Image Likeness. (Sept - Dec)
	Resolved:	Term limits for members of the United States Congress are justified. (Jan – May)
2021-22	Resolved:	When in conflict, environmental protection ought to take precedence over natural resource extraction. (Sept - Dec)
	Resolved:	In matters of foreign policy, the United States ought to value universal human rights over economic interests. (Jan – May)
2020-21	Resolved:	When in conflict, public health ought to be prioritized over individual liberty. (Sept - Dec)
	Resolved:	When in conflict, digital privacy ought to be valued above public security. (Jan – May)
2019-20	Resolved:	The benefits of genetically modified food outweigh the risks. (Sept - Dec)
	Resolved:	On balance, gentrification is unjust. (Jan – May)
2018-19	Resolved:	In matters of immigration, freedom of movement ought to be valued over national sovereignty. (Sept-Dec)
	Resolved:	On balance, artificial intelligence improves humanity. (Jan – May)
2017-18	Resolved:	The United States federal government has a moral obligation to provide universal health care for its citizens. (Sept-Dec)
	Resolved:	The use of social media as a news source undermines the marketplace of ideas. (Jan – May)
2016-17	Resolved:	The dominance of two major political parties in the U.S. presidential elections undermines democracy. (Sept-Dec)
	Resolved:	In matters of international trade, globalization ought to be valued above protectionism. (Jan – May)
2015-16	Resolved:	When in conflict, an individual's right of self-determination ought to be valued above public health concerns. (Sept-Dec)
	Resolved:	In the United States, wealth inequality is detrimental to democratic ideals. (Jan – May)
2014-15	Resolved:	On balance, government restrictions on threatening speech are desirable. (Sept-Dec)
	Resolved:	When in conflict, human rights protection ought to supersede state sovereignty in the conduct of United States foreign policy. (Jan-May)
2013-14	Resolved:	United States efforts to promote democracy in the Middle East are desirable. (Sept-Dec)

	Resolved:	In matters of justice, John Rawls' Difference Principle ought to be preferred over Robert Nozick's Entitlement Theory. (Jan-May)
2011-12	Resolved:	Capital punishment in Texas is unjust (Sept-Dec)
	Resolved:	Access to drinking water ought to be valued as a human right instead of as a commodity. (Jan-May)
2010-11	Resolved:	U.S. foreign policy ought to be guided by American exceptionalism. (Sept – Dec)
	Resolved:	Free trade should be valued above protectionism. (Jan-May)
2009-10	Resolved:	Standards of professional behavior ought to be valued above freedom of expression on social networking websites. (Sept – Dec)
	Resolved:	Anthropocentrism ought to be valued above biocentrism. (Jan-May)
2008-09	Resolved:	The two-party system undermines democracy in U.S. presidential elections. (Sept – Dec)
	Resolved:	Federal government bailouts of major corporations are just. (Jan-May)
2007-08	Resolved:	In a criminal interrogation, the end justifies the means. (Sept – Dec)
	Resolved:	Sanctuary cities are morally justified. (Jan-May)
2006-07	Resolved:	When in conflict, freedom of expression ought to be valued above political correctness. (Sept – Dec)
	Resolved:	An individual's obligation to society ought to outweigh society's obligation to the individual. (Jan-May)
2005-06	Resolved:	Continued space exploration is vital for the advancement of civilization. (Sept – Dec)
	Resolved:	Drug testing of high school extracurricular activity participants is justified. (Jan-May)
2004-05	Resolved:	The popular vote ought to supercede the Electoral College in U.S. presidential elections. (Sept - Dec)
	Resolved:	Equalization of funding is desirable for Texas public schools. (Jan-May)
2003-04	Resolved:	Television is detrimental to civility in the United States. (Sept - Dec)
	Resolved:	Nation-building is a desirable U.S. foreign policy objective. (Jan-May)
2002-03	Resolved:	Government has a moral obligation to ensure access to mental health care services. (Sept - Dec)
	Resolved:	In the United States, due process rights ought to be valued above homeland security. (Jan-May)
2001-02	Resolved:	Environmental protection ought to be valued above private business interests. (Sept - Dec)
	Resolved:	When in conflict, the spirit of the law should supersede the letter of the law. (Jan-May)
2000-01	Resolved:	A candidate's personal character ought to be valued more than his public performance. (Sept - Dec)
	Resolved:	Increased reliance on technology undermines the quality of life in America. (Jan-May)

1999-00	Resolved:	When in conflict, Native American sovereignty ought to take precedence over state sovereignty. (Sept - Dec
	Resolved:	Multinational intervention is preferable to United States unilateral intervention in promoting American foreign policy objectives. (Jan-May)
1998-99	Resolved:	The protection of American society ought to be valued above the right to bear arms. (Sept - Dec)
	Resolved:	Freedom of expression via the Internet ought to be valued above government regulation of that medium. (Jan-May)
1997-98	Resolved:	That US immigration policies contradict American ideals. (Sept - Dec)
	Resolved:	Influence of the media undermines justice in American criminal proceedings. (Jan - May)
1996-97	Resolved:	That the dominance of two major political parties in presidential elections undermines American democratic ideals. (Sept - Dec)
	Resolved:	That gender equity is essential to legitimate democracy. (Jan - May)
1995-96	Resolved:	That financial influence by lobbyists undermines the American democratic process. (Sept - Dec)
	Resolved:	That affirmative action programs are justified in American society. (Jan - May)
1994-95	Resolved:	That restriction of civil liberties for the sake of combating juvenile crime is justified. (Sept - Dec)
	Resolved:	That rehabilitation ought to be a higher priority than retribution in the American criminal justice system. (Jan - May)
1993-94	Resolved:	That when in conflict, the preservation of endangered species is more important than the pursuit of economic growth. (Sept - Dec)
	Resolved:	That the United States ought to place greater emphasis on humanitarian considerations in the conduct of its foreign policy. (Jan-May)
1992-93	Resolved:	That freedom of choice among public schools would better serve the interests of American society. (Sept - Dec)
	Resolved:	That mandatory term limitations for federal legislators would be desirable. (Jan - May)
1991-92	Resolved:	That affirmative action programs are justified in American society. (Sept - Dec)
	Resolved:	That the right to die should be valued as highly as the right to live. (Jan - May)
1990-91	Resolved:	That the federal judiciary exerts excessive influence on American society. (Sept - Dec)
	Resolved:	That the United States government has a moral responsibility to ensure access to quality health care for all citizens. (Jan - May)
1989-90	Resolved:	That ability grouping in educational institutions is justified. (Sept, Oct)
	Resolved:	That all United States citizens ought to perform a period of national service. (Nov - Dec)
	Resolved:	That the democratization of Warsaw Pact nations is in the best interests of the United States. (Jan - May)

1988-89	Resolved:	That the adoption of an official language in the United States better serves the interests of society. (Sept, Oct, Nov)
	Resolved:	The best government is that which governs least. (Dec, Jan, Feb)
	Resolved:	Americans have overemphasized convenience at the expense of the natural environment. (DR/S)
1987-88	Resolved:	That Lt. Col. Oliver North is an American hero. (Sept, Oct, Nov)
	Resolved:	That scientific manipulation of the genetic code to improve human beings would be morally justifiable. (Dec, Jan, Feb)
	Resolved:	That television has had an adverse impact on the American political process. (D/R/S)
1986-87	Resolved:	That the benefits to society of testing citizens for illegal drug use are more important than the individual's right to privacy. (Sept, Oct, Nov)
	Resolved:	That the U.S. government is justified in intervening in other nations' internal affairs in defense of human rights. (Dec, Jan, Feb)
	Resolved:	That the American judicial process protects the accused in criminal proceedings to the detriment of society. (D/R/S)
1985-86	Resolved:	That unions are detrimental to the American way of life. (Fall)
	Resolved:	That the American democratic ideal is undermined by financial influence in the political process. (S/D/R/S)
1984-85	Resolved:	That the influence of the media is detrimental to the American political process. (Fall and Winter)
	Resolved:	That experimental medical attempts to extend life are unethical. (D/R)
	Resolved:	That United States immigration policies contradict American ideals. (S)

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to continue on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained once we do find normalcy again. Some schools will continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL CX or LD DEBATE

Preparation

Prepare before the start of actual competition rounds by using test rooms provided by the specific video platform a tournament is using. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. The battery is drained rapidly when using video conferencing software.

Laptop is the best option since most have a built-in microphone and web cam. Tilting the laptop screen can easily adjust the position of the webcam. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi.

A desktop with microphone and webcam can also work. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be tricky; a cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing; it requires a few more steps when using Video Meeting apps; moving these devices creates a lot of movement on the screen.

If you do not have the latest and greatest technology, do not worry. Judges will not be judging you on your technical set-up but on the quality of your performance.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people and one that has good lighting. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction,

removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

You want your camera to be at eye level. That may mean placing your laptop on boxes. If you choose to stand when debating, avoid standing in front of a window or directly under a light fixture.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Microphones

Debaters should mute their microphones when not speaking. Double-check it is muted before beginning prep time.

Technical Problems

Technology issues should be reported immediately through a tournament help line or email. The specific "help" procedure should be communicated by tournament officials in advance of the meet.

To Improve Connectivity:

- Wired Internet Connection
  - Plug your computer into the router (the network device that provides Internet connection) with a network cable. The computer may need an adapter to make this possible.
- Move closer to the router.
  - If wired is not an option, the next best option is to place your computer in the same room as the router. The closer the device is to the router, the better the signal quality. The video/audio could freeze if the device is too far away.
- Reboot the router.
  - If the device has repeated connection issues, reboot the router to reset all connectivity.
- Minimize interference.
  - Remove any solid objects between the wi-fi antenna and the router. Avoid using appliances while online, if possible.
- Don't crowd the router.
  - Reduce additional Internet usage while online. (Netflix, etc. should not be streaming in the other room)

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.
Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software. Cell or email is how each person will receive postings and ballots.

Carefully make sure student names registered on the team roster in the tournament management system match the student account name entered. Example: if you entered the student as “Johnny Smith”, they should not enter themselves as “Jonathan Smith.” Take the time to proof email addresses and phone numbers (if used) to confirm they were entered not only correctly but consistently.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.
Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament management system and platform. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are performing. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Others use 2 devices. Experiment in advance to discover what works best for you.

Note: Some tournament software allows you to submit your results and add the comments afterward submitting your ranks, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background students have available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Technology Problems

Common tech issues, if a student needs help: (avoid interrupting a debate unless the issue is so bad you can't overlook it)

- Lagging audio – participant can turn off video briefly to improve bandwidth
- Noise in the audio – participant can mute themselves if they are not speaking
- Video quality – participant can readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect The Contest Director should use discretion in determining the length of time that is reasonable.

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures **a minimum of two weeks before** the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request for Accommodation Form: http://www.uiltexas.org/academics/resources/forms

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.

Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.

Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

TILF Scholarship Opportunities

From 1959 to 2024, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2025 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, the Latino History Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

Literary Criticism Handbook

For Contest Directors, Coaches and Contestants

2024 • 2025

UIL Literary Criticism Handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2024 | 2025
University Interscholastic League
Literary Criticism Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 940: HIGH SCHOOL LITERARY CRITICISM CONTEST

(a) THE CONTEST.
  (1) Purpose. The Literary Criticism Contest challenges students to acquire a thorough knowledge of literary history and of critical terms, and encourages development of abilities through critically thinking about literary texts.
  (2) Format. The contest will consist of objective questions and an essay assessing knowledge of literary history and of critical terms, and ability in literary criticism. Students are tested over material on the reading list announced annually on the UIL website and shall also analyze literary passages from works not on the reading list.
  (3) Essay. Contestants who fail to submit an essay shall be disqualified. The essay will be evaluated only for contestants with tied objective portion scores in order to break the ties for students ranking through sixth place. Although the essay section is required of all contestants, no points will be awarded.

(b) ENTRIES.
  (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.
  (2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) QUALIFICATION. Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) TIES.
  (1) Individual Competition. All ties shall be broken through sixth place. If two or more contestants are tied, three judges who are not coaches of the tied contestants will rank the essays and give the higher rank to the contestant with the better essay based on judging criteria in the contest handbook. The ojective score is not adjusted to reflect the breaking of a tie; the ranking itself suffices to indicate the breaking of a tie.
  (2) Team Competition. Refer to Section 902 (h)(3)(D).

Literary Criticism
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided by the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant has been assigned a number. This contestant's number is on the contest roster and should be placed, by the contestant during roll call, on the contestant's test, answer sheet and essay pages. See Organizing Materials, page 6 for helpful detail.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate or team substitute at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace individual contestants on the official district meet roster with a substitute as long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room and away from other contestants from the same school.
6. **LATE ARRIVAL.** Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **MATERIALS.** Contestants shall furnish their own pens or pencils. Contest directors shall provide contestants with a test, answer sheet and blank (preferably lined) paper for the essay. Contestants may write on the exam. Textbooks, periodicals and other resources cannot be accessed by contestants during the contest.
8. **SOURCES USED FOR COMPOSING TESTS.** William Harmon's *A Handbook to Literature* (check current reading list for the edition being used), state-adopted texts and the announced reading list for the current year, posted on the UIL website, will be used as sources for the tests.
9. **TEST DISTRIBUTION.** Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test, answer sheet and each page of the essay.
10. **ESSAY REQUIRED.** A tiebreaker is required in which the contestant shall write a good-form essay dealing with a specified topic about a short literary passage. Contestants who fail to write an essay shall be disqualified.
11. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.

12. **START AND STOP SIGNALS.** Contest directors will give the signal to start. After exactly 90 minutes, the contest director will give the oral notification to stop. The contest director should give an oral notification when 15 minutes of contest time remain; however, responsibility for keeping up with time rests with contestants.
13. **TIMING AND ELECTRONIC DEVICES.** Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. These and all other electronic devices not allowed in the contest should be turned off and should not be accessible during testing.
14. **ANSWER SHEETS.** Answers should be written as capital letters on the answer sheet. Graders will not consider answers written on the test itself. The essay shall be completed on the three pages of (preferably lined) paper provided by the contest director.
15. **LEGIBILITY.** Capital letters should be used on the answer sheet. If a consensus of graders cannot read an answer, that answer will be marked incorrect.
16. **TURNING IN PAPERS**. Contestants may turn in papers and exit the contest room as soon as they complete the test and the essay.
17. **GRADERS.** Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the lead grader.
18. **ANSWER KEY.** Prior to the start of grading, the lead grader should communicate to the contest director any of the reviewers' concerns and any suggested changes to the answer key as soon as possible.
19. **ANSWER KEY ERRORS.** In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director as soon as possible to communicate the suspected error and to seek clarification before changing the key. Any key error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
20. **GRADING THE CONTEST.** Each test should be graded by more than one person and errors initialed by the grader who marked the error.
21. **SCORING.** The objective portion of all tests will be carefully scored, awarding points for each correct answer as outlined: The 30 items in Part 1 are worth one point each. The 20 items in Part 2 are worth two points each. The 15 items in Part 3 are worth two points each. In the event of a tie, three to five judges will evaluate the essays of the tied contestants. The contestant essays involved in the tie(s) will be judged one against the other(s) to break the tie(s). The essays should be compared in terms of their response to the prompt, the quality and depth of the literary analysis and the quality of written expression—in that order. No points for the essay are awarded. The decision of the judges and contest director is final. The objective score is not adjusted to reflect the breaking of a tie; the ranking itself suffices to indicate the breaking of a tie.
22. **PLACES AND TIES.** Contestants qualify for the next level of competition as individual first, second and third place winners or members of the winning team or wild card team, according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place goes to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 940 of the UIL Constitution and Contest Rules.

b. Team Competition. The sum of the top three objective scores from each school constitutes the team score for the school. First place is awarded to the team with the highest team score and second and third place to the teams with the next two highest scores. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules (see also page 12 of this handbook). All team members who qualify for regional or state will compete for individual honors.
c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.

23. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Contestants and coaches not present at verification waive the opportunity to ask questions about grading and ranking only and must accept final results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
24. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce the names and schools of contestants through sixth place and the top three teams. Official results, once announced, are final.
25. **RETURNING THE PAPERS.** When results are final, district papers may be returned but not sooner than the end of the last contest day of district week. Regional papers may not be returned sooner than late Saturday of region weekend.
26. **NOTIFYING ALTERNATES.** If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified and allowed to compete in accordance with Section 904 (Region) and Section 905 (State) of the UIL Constitution and Contest Rules. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.
27. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
28. **SWEEPSTAKES POINTS.** Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules. Third place team is not awarded points.

BEFORE THE CONTEST

ROOM
Secure a room of adequate size for the number of contestants expected. The room should have chairs and desks or tables of proper height. Designate a room for grading.

MATERIALS AND EQUIPMENT
The contest director will provide:

- Three blank sheets (preferably lined) of paper for each contestant's essay
- Stapler
- Pens for grading
- Accurate clock for timing, placed so that the contestants can see it during the contest
- (DISTRICT) Recommended one 8.5 x 11 envelope per school entered, for returning materials
- (DISTRICT) Recommended for returning materials: one 8" x 11" env elope or binder clip per school entered

CONTEST PACKET
The League office will provide:

- Copy of the UIL Literary Criticism Handbook
- Copies of the tests and answer keys
- Answer sheets

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. Check all tests to ensure that all pages are printed clearly and completely. Make certain that there are enough keys to include at least one clean copy-one for each participating school- with returned contestants' tests and answer sheets. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may serve as contest directors, assistants and monitors.

- Contest director
- Assistant to the contest director
- Room monitor(s)
- Graders: Almost certainly the best graders will be coaches of the contestants, and UIL encourages the contest director use his or her skills and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the lead grader. Make these selections prior to the beginning of the contest.
- Tiebreaker judges: Three to five judges who have no vested interest in the contest should read and rank the essays in the event of a tie. These judges may be either coaches whose contestants are not involved in the tie or other qualified teachers of literature.

TIME
Allot up to two hours for the contest: approximately 20 minutes for opening remarks, roll call, instructions and handing out materials and 90 minutes for the test. Because some contestants may need to go to other events, it is critical to stay on schedule. Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

CONTEST ROSTER AND RESULTS SHEET
Obtain a copy of the contest roster from the meet director, that has been generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. Record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Check all tests to ensure that all pages are printed clearly and completely. Each contestant will be assigned a number indicated on the contest roster. The number will be listed on the roster as, for example, 6A-17 or 2A-4, indicating the conference and a number. Ensure that the contestant writes his or her contestant number in the upper right-hand corner of the test cover sheet, on the answer sheet, and on each page of the tie-breaking essay.

If there is more than one district or conference at the meet, it is important to differentiate contestant numbers by district or conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide (and label) one large (8.5 x 11) envelope or binder clip for each school with contestants entered in the contest, and write the name of the school on the envelope. After the verification period, contestants' tests, answer sheets and a key (one per school) should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week. The meet director and the contest director are responsible for deciding whether testing materials can be taken by the contestants and coaches immediately after the contest's verification period is over.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room, separating contestants from the same school.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Distribute the test, answer sheet and three pieces of (preferably lined) paper for the essay. Caution contestants not to open the test until instructed.
7. Read aloud the announcements listed below.

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Timing devices that do not emit audible signals during the contest may be used. All cell phones, smart watches or other prohibited devices must be turned off, not set to vibrate and out of sight.
c. Write your assigned contestant number in the top right-hand corner on the answer sheet, the test and each page of your essay. (Check for accuracy if it has already been written by the contest officials.)
d. You may write on the test paper; however, answers must be written on the answer sheet, using capital letters, and the essay on the paper provided, on only one side of the paper.
e. All participants must respond, in good essay form, to the essay prompt.
f. This is a 90-minute contest. You may turn in contest materials, including all brainstorming notes and rough drafts, once you have finished the test.
g. Verification period will be held in room _____ at___ a.m./p.m. This is the only time for contestants and coaches to verify grading and the unofficial results.
h. Are there any questions?

8. Ensure that the contestants have a quiet setting for the contest; check for hallway noise.
9. Give contestants the signal to start. Terminate the contest at the end of exactly 90 minutes. Give an oral notification when 15 minutes of contest time remain. When the time has elapsed, the contest director should collect all test materials, including tests, answer sheets and essays, as well as notes, rough drafts, etc. Check that the correct contestant number is on each document to be judged or graded.
10. Deliver all materials to the grading room.
11. Submit the substitution forms/letters to the meet director before grading begins to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

The contest director should select judges to grade tests. Coaches may serve as graders of the objective portions of the contest. At least three impartial judges will be selected to grade with rank the tiebreaking essays. Contest coaches whose students are not involved in the standings may judge the essays.

Graders should report to the grading room as soon as the contest begins. The lead grader will provide answer keys and surplus tests to the grading room when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. In the case of an error on the answer key of an objectively-scored contest, graders should notify the UIL state office of the nature of the error and/or contact the respective state contest director to seek clarification. Questions should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

GRADING INSTRUCTIONS

Have more than one person grade each answer sheet. Graders should initial the answer sheet where indicated. Using pencils or pens of different colors is a good option.

Each grader is to be given a key to the questions. At least two graders should verify the answers on each answer sheet in accordance with the key. Use a calculator to compute and verify the score. Grade tests contending to place no fewer than three times.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. If any answer space is left blank, draw a line through the blank.

Each contestant shall be awarded the points indicated for each correct answer. Do not deduct points for incorrect answers. See test instructions for varying point values. Add points carefully.

GRADING THE ESSAY

Coaches or other qualified teachers of literature may be selected by the contest director for the judging of the tiebreaking essays. If ties exist, three coaches whose contestants are not involved in the tie or other judges should be asked to read the essays, working without supervision or interference, of only the tied contestants.

Break all ties through sixth place. The essays from Part 4 must be used in breaking these ties. Only the essays of the contestants tied for a place will be read and compared. If, for example, the top six scores are 93, 92, 90, 90, 89 and 88, the first place winner (93) and the second place winner (92) are clear. Break the tie between the two contestants scoring 90 each by

judging the essays of these two contestants to determine who places third and who is the alternate, or fourth place winner. Mark the results of the tiebreaker clearly on the roster and results form.

Do not add or subtract points or half-points to rank the tests: any altering of the objective scores might well affect wild card determination.

The decision of the judges about which essay is better will determine the winner of the tie. The essay should be judged on the contestant's attention to the prompt, the quality of the literary analysis, the quality of the written expression, and the correctness of the writing—in that order. Even though the essay is required of each contestant, no points are awarded. Contestants who fail to write an essay will be disqualified.

PLACES AND TIES

Refer to Literary Criticism Contest Rules and Procedures on page 3 of this handbook.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the answer sheet the name and school of the student, or simply the school that corresponds with the contestant number. This will expedite both the verification process and the sorting of contest materials for return after the meet concludes.

AFTER THE CONTEST

REPORT TO THE MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the meet director immediately after the contest papers are scored and ties are broken. The meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. Photos of the test and answer key are forbidden. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test, answer sheet and essay
- An answer key in its original form with any correction(s) authorized by and only by the League office
- Display of scores after entry into the UIL Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores. Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of scores to be reviewed by contestants and coaches during the Verification Period.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections. After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period.

ANNOUNCING OFFICIAL WINNERS

After resolving all questions, or the end of the 15 minutes, the contest director should announce that verification has ended. Official results with the name and the school of each contestant who places first through sixth and the schools of the winning, second and third place teams should be announced. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants at the end of the day.

CONTEST QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading
PREP TIME — 20
TEST TIME — 90

CONTEST MATERIALS
UIL Provides: Packet: tests, keys, answer sheets.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8.5 x 11-inch (preferably lined) paper, pencils or pens for graders, stapler, and one 8.5 x 11-inch envelope per school

PERSONNEL
Director
One or more assistant(s)/monitor(s)
Lead grader
3-5 tie-breaker judges

NUMBER OF ENTRIES
(District) 6 per school
(Region)1st/2nd/3rd individuals per district;
1st place team per district; wild card team.

TIES
Individual: Break ties for 1st through 6th by judging essays. Objective scores are not altered to break ties
Team: Break tie with fourth team member score. If tie still exists, all teams involved in tie advance. Team without a fourth member forfeits.

GRADING/JUDGES
At least 3, preferably more. Graders may be coaches; however, tiebreaker judges should not participate in breaking ties involving their own contestants.

AWARDS
Individual medals: 1st through 6th
Team medals: 1st and 2nd place teams
Plaque: 1st place team (2nd and 3rd place at Region and State)

POINTS

1st — 15	4th — 8
2nd — 12	5th — 6
3rd — 10	6th — 4

1st team — 10
2nd team — 5

ADVANCE: Top 3 individuals and 1st place team. One wild card team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Literary Criticism Study Packets include the prior year's tests as samples and the current reading list.
- The UIL Literary Criticism homepage features a link to a pdf study aid that serves as a non-exhaustive master list of terms used in previous years' contests.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Literary Criticism Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for Academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

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MU ALPHA THETA

Mathematics Honor Society

Sponsors

C. Hawkins (208)

D. Hollister (211)

XI. NATIONAL CONSTITUTION

(As amended January 1986, July 1994, April 1998, April 2002, October 2003, April 2004, October 2009, April 2011, November 2012, April 2014, March 2015, October 2016, November 2020, April 2022)

Article I--Purpose

Mu Alpha Theta, which is sponsored by professional mathematics organizations, including the Mathematical Association of America, the National Council of Teachers of Mathematics, the Society for Industrial and Applied Mathematics, and the American Mathematical Association of Two-Year Colleges, is a non-secret organization whose purpose is the promotion of scholarship in, and enjoyment and understanding of, mathematics among high school and two-year college students.

Article II--Name

The name of the organization shall be Mu Alpha Theta, National High School and Two-Year College Mathematics Honor Society. Either of these names may be used as desired. The organization was established in 1957. Each chapter shall be designated by the name of the school, city, and state in which it is located.

Article III--National Organization

SECTION 1. Ultimate authority

The ultimate authority for the affairs of Mu Alpha Theta shall rest with the chapters, each having one vote. However, the chapters may be delegated to the Governing Council (see Section 2), committees, and conventions of the organization the authority to deal with questions not specifically delegated to the chapters by this Constitution. Unless otherwise provided for by this Constitution, the following procedure shall be followed in submitting questions to the chapters: Questions may originate either in the Governing Council or in a General Convention. Or a question may be proposed by any chapter of the organization by referring the question to the Governing Council. The Council may then make a recommendation to be voted on by all chapters. Recommendations shall be deemed approved unless a majority of the chapters voting decide against it and inform the Treasurer of their disapproval within two months of the date of submission, not including summer months.

SECTION 2. The Governing Council

The Governing Council of Mu Alpha Theta shall exercise all those functions usually assigned to a board of directors and shall have the power to decide all questions concerning the organization as a whole, which are not otherwise addressed by this constitution or by vote of the chapters. The Council will meet at least twice a year. The Governing Council shall include: a President, a President-Elect or Past-President, a Treasurer, four Regional Governors, a representative from each of the sponsoring organizations, and an Executive Director.

Governors and officers shall serve without remuneration.

An Executive Committee composed of the President, President-Elect or Past-President, and the Treasurer shall be responsible for making senior staff personnel decisions. Compensation packages must be approved by the Governing Council as a whole.

SECTION 3. Election of Officers

The Regional Governors and the Treasurer shall each serve for a term of four years, with two Regional Governors elected every two years. A president-elect will be elected every two years and will serve one year as president-elect, two years as President, and one year as Past President. The term of each officer shall begin at the conclusion of the annual meeting of the year or September 1 of that year, whichever is earlier. A nominating committee, of at least two persons, shall be appointed by the President no later than October 1 of the year before elections are held. Each sponsoring organization shall be invited to appoint one Council member. If any organization should fail to appoint such a member, then the nominating committee will prepare a slate of nominees, which will include the names of at least two members of said organization. The nominating committee shall nominate at least two qualified candidates suitable for the office of the president-elect and for the offices of Regional Governor, and at least one for the office of Treasurer. Should the nominating committee be unable to find two willing candidates for any position, after contacting all chapters for qualified volunteers, a single candidate may stand for election. The Governing Council, a General Convention, or any chapter may make additional nominations at any time before the ballots are prepared. Nominations are subject to the following restrictions: Nominations are subject to the following restrictions:

(1) No one shall serve more than one consecutive term as President.

(2) No limit shall be placed on the number of terms of the Treasurer.

3) No elected council member, other than the Treasurer, may serve more than eight consecutive years. (

4) A sponsoring organization shall determine the term of its representative. (5) Two Council members shall not be elected from the same institution. Region 1: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Illinois, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wisconsin, Wyoming, Canada, the Far East, the Pacific Islands, and Western Europe. Region 2: Arkansas, Louisiana, Oklahoma, Texas, Mexico, Central America, South America, the Middle East, and South Asia. Region 3: Alabama, Connecticut, Indiana, Kentucky, Maine, Massachusetts, Michigan, Mississippi, New Hampshire, New Jersey, New York, Ohio, Rhode Island, Tennessee, Vermont, and Eastern Europe. Region 4: Delaware, Florida, Georgia, Maryland, North Carolina, Pennsylvania, South Carolina, Virginia, West Virginia, District of Columbia, the Caribbean, Puerto Rico, and Africa. Only chapters in a region shall vote on the candidates for Regional Governor of that region. All chapters shall vote on the candidates for president-elect and treasurer. Ballots shall be submitted 3 to chapters by March 15 and shall contain the nominees for Regional Governor of the appropriate region and also the nominees for president-elect and treasurer. Each chapter shall indicate only one choice on the ballot for each of the officers to be elected. Ballots to be counted must be received by April 24. Decisions shall be based upon a plurality of chapter votes cast for each office. In case of a tie among two or more candidates for an office, the outgoing Governing Council shall choose between the candidates.

SECTION 4: Duties of Officers and Regional Governors

(1) The President shall be the chief executive officer of the organization with the following responsibilities:

a) Promote national Mu Alpha Theta activities.

b) Approve all new chapters and sign the charters.

c) Conduct meetings of the Governing Council

d) Preside at the meeting for sponsors at the National Convention.

e) Consider ideas and suggestions of sponsors and students.

f) Meet with Student Delegate Assembly whenever possible and help to organize regional Student Delegate Assemblies.

g) Appoint a Nominating Committee for the bi-annual elections.

h) Serve with other members of the Governing Council as member of an appeal body in any case involving disciplinary action.

i) Participate in the activities of the national convention.

j) Represent Mu Alpha Theta at meetings and ceremonies of other organizations (e.g., United States Mathematical Olympiad Awards Ceremony).

k) Appoint representatives to boards and councils on which Mu Alpha Theta is represented.
l) Make appointments to fill all vacancies that occur among the Regional Governors or officers, with the approval of the Governing Council, for the balance of the term. However, should the President-Elect be unable to fulfill the term of office, the President shall nominate a candidate to fill the remainder of the term, with approval of the Governing Council. That candidate and the person who received the next most votes in the prior election for the post, should that person agree to run, shall be placed in a special election of the chapters to be concluded within one month of the resignation of the President-Elect. The term for the individual elected in the special election shall be the remainder of the term of the resigning officer. Chapters shall have the opportunity to approve a replacement, even if only one candidate stands for election.

(2) The Past President or President-Elect shall perform the duties of the President in case of any temporary or permanent incapacity of the latter.

(3) The Treasurer shall discharge the duties ordinarily pertaining to the office of treasurer. The Treasurer shall keep an accurate record of all proceedings of the Governing Council; all decisions made by vote of the chapters and shall have charge of the records and official correspondence of the organization. The Treasurer shall also have charge of all money or other valuable properties belonging to the organization and shall keep an accurate record of all financial transactions, said accounts to be audited as provided by the Council. The Treasurer shall make an accounting to the Governing Council at all meetings of the Governing Council. The Treasurer shall keep an official record of all members and issue membership certificates.

(4) Each Regional Governor shall:

a) Promote Mu Alpha Theta activity within his(her) region:

b) Vote throughout the year on approval of new chapters in his or her region.

c) Attend all meetings of the Governing Council and report annually, at the winter meeting, Mu Alpha Theta activities in their region during the past year.

d) Consider ideas and suggestions of sponsors and students.

e) Meet with the Student Delegate Assembly when able and help to organize the regional Student Delegate Assembly.

f) Serve on committees of the Governing Council.

g) Serve with other members of the Governing Council as member of an appeal body in any case involving disciplinary action.

h) Be a leader in suggesting ways in which Mu Alpha Theta can improve and expand.

5) Each representative of the sponsoring organizations shall

a) Serve as a liaison between Mu Alpha Theta and their organization.

b) Attend all meetings of the Governing Council and report on these to their sponsoring organization.

c) Make an annual report to the Governing Council at the summer Council meeting, describing interactions during the prior year between Mu Alpha Theta and the sponsoring organization, if any.

d) Serve on committees of the Governing Council.

e) Be a leader in suggesting ways in which Mu Alpha Theta and the sponsoring organization can best work together to further the mission of Mu Alpha Theta and better serve its chapters and their members.

(6) The Executive Director shall manage details of the day-to-day business of Mu Alpha Theta and shall serve as a non-voting, Ex-Officio member of the Governing Council.

SECTION 5: Conventions

Mu Alpha Theta may hold regional or national conventions at such times as it may choose to do so. Such conventions may propose legislation to be submitted to the chapters for final vote, in which case the procedure shall be the same as specified in Section 1 of this Article. At such conventions officers may also be nominated and proposals made to be referred to the Governing Council. SECTION

6: Certificates of Membership

Certificates of Membership shall be issued by the Treasurer on certification from the faculty sponsor of the chapter.

SECTION 7: Fees and Dues

There shall be no national annual individual student (member) dues. An initiation fee per member shall be paid to the Treasurer for each person initiated into membership, whereupon the Treasurer shall issue a membership certificate to that member and place his or her name on the official roll.

Article IV-- Chapters SECTION 1: Qualifications for Chapters

Any high school or two-year college, with accreditation from a recognized accrediting agency and offering courses in mathematics, may petition to have a chapter, providing it meets the following minimum requirements.

(1) High schools must offer at least two years of algebra and one year of geometry, or their equivalent, and a minimum of one year of more advanced mathematics. These requirements cannot be fulfilled by courses in general mathematics, general business mathematics, or arithmetic. Two-year colleges must offer at least three courses beyond pre-calculus, which include calculus, differential equations, linear algebra, or statistics.

(2) The school must employ at least one teacher whose primary teaching field is mathematics and who has completed an undergraduate mathematics major or its equivalent at an accredited college or university. The equivalent of a mathematics major should be understood to include a minimum of six college mathematics courses at the calculus level or above. 6

(3) The principal, or other chief administrative officer of the institution, must approve the petition.

(4) An initial charter fee, along with the regular initiation fee for each member, shall be paid to the office of the Treasurer before a charter is granted. If a check accompanies the petition, it will be held until the institution is granted a charter, at which time it will be cashed. If the charter is denied, the check will be returned to the petitioning school with an explanation of why the charter was denied.

(5) High school chapters shall be admitted for membership on the approval of the President and the Governor of the appropriate region. Two-Year College chapters shall be admitted for membership on the approval of the President and the AMATYC Representative. Should either deny a petition for membership, the school may appeal the decision to the Governing Council for consideration. A two-third vote of the Governing Council shall be required to approve such a chapter for membership.

SECTION 2: Inactive Chapters and Forfeiture of Charter

(1) If a chapter makes no report of new members for one year, at the end of that school year, the National Office shall inquire by letter if it is still an active chapter. If no members are added the following school year, for a total of two consecutive years without members, the chapter shall be considered inactive. The school will be notified that the chapter has been made inactive and asked to remove the name Mu Alpha Theta from its math club. A chapter may reactivate at any time, simply by

sending the initiation fees for its members and paying a reactivation fee. (2) If an inactive chapter, with members, continues to use the Mu Alpha Theta name; and three months after a warning letter is received, still does not register their members, their charter will be rescinded. If a charter is forfeited, the school must resubmit a petition and pay for a new charter, should they want to have a chapter at some time in the future. The chapter sponsor and the principal of the school will be notified by registered mail that they are in violation of this constitution and that their charter has been forfeited.

Article V—Membership

The following minimum requirements for Members and Associates shall be common to all chapters:

(1) Each chapter shall have a faculty-student committee, which will recommend possible members to the chapter.

(2) Members: a) High school students in grades 9 through 12, at the school where their permanent record resides, who have completed the equivalent of two years of college preparatory mathematics and in addition have completed or are enrolled in a third year of college preparatory mathematics are eligible for membership, 7 providing their mathematical work was done with distinction. On the 4-point grading scale, this shall mean at least a 3.0 grade point average.

b) Two-year college students who were members of Mu Alpha Theta in high school are eligible for membership in their college's chapter. Two-year students are also eligible if they have had at least one mathematics course at or above the College Algebra/Precalculus level and at least a 3.0 GPA overall in all Two-year college mathematics courses at or above the College Algebra/Precalculus level.

(3) Associates: High School students in grades 9 through 12, at the school where their permanent record resides, who have completed one year of algebra, or its equivalent, with distinction and are currently enrolled in a higher math course are eligible to be Associates of Mu Alpha Theta. Associates are not members of Mu Alpha Theta but are likely candidates for membership. Associates do not pay the initiation fee but are eligible to be listed with the National Office, should they wish to participate in Mu Alpha Theta national math contests. While they are not entitled to vote nor hold office in their chapter, they are entitled to attend and be heard at meetings. A student may remain an Associate for only one year and then, if eligible, must be inducted as a Member of Mu Alpha Theta

(4) No student shall be recommended for consideration that does not meet the minimum qualifications. Individual chapters may impose additional requirements, however, no student will be denied membership on account of race, religion, color,

creed, ethnicity, national origin, age, gender, sexual preference, and/or physical disability.
(5) No student may list membership in Mu Alpha Theta on a resume until their name has been submitted to the Treasurer for inclusion in our official records. Chapters are responsible for notifying the Treasurer within one month of a student's initiation. (6) A student may only compete in Mu Alpha Theta competitions with a team from the school where they are currently listed as a member and where their permanent records reside.

Article VI--Chapter Organization

Each chapter is free to set up its own organization, officers, and finances with the following restrictions:
(1) Each chapter must have a semi-permanent faculty sponsor, and the national organization (Treasurer) must be kept informed of the current faculty sponsor's name and address.
(2) The minimum membership requirements set forth by the national organization must be met by all initiates.
(3) A complete and accurate list of all member initiates, accompanied by their initiation fees, must be received by the office of the Treasurer no longer than one month after new members have been initiated. Failure to register students can lead to forfeiture of the chapter's charter.
4) Each chapter must hold regular meetings at periodic intervals and not merely consider itself an honor society for high grades. At a minimum, there should be one meeting every month.
(5) Meetings must be open to all interested persons.

Article VII – State/Regional Affiliates

(1) Local chapters may organize state or regional affiliates in order to sponsor events for chapter members and schools at a state or regional level.
(2) Any state or regional affiliate must receive permission to use the Mu Alpha Theta name and logo prior to doing so. A written application form must be submitted and approved by the Governing Council to obtain this permission. The application should include the affiliate's Constitution and/or by-laws.
(3) No state or regional affiliate shall, in any way, supersede local chapter authority as delegated and defined in this Constitution.
(4) Any state or regional affiliate shall prepare by-laws or a Constitution that conforms to all official documents prepared by the National Mu Alpha Theta.

(5) Any state or regional affiliate which charges dues for student members is responsible for ensuring that they are current members of Mu Alpha Theta in a Mu Alpha Theta chapter that is active as defined by this Constitution.
(6) Any state or regional affiliate that collects funds from members or others during the year must keep accurate financial records, available for review by the public. Where appropriate, the affiliate should have a government tax identification number, provide proper tax forms to anyone who paid more than $600 during the year, and file all appropriate tax forms with the IRS, including a yearly 990 tax form.
(7) Affiliate funds should be used to support state or regional activities in line with the mission of Mu Alpha Theta, provide student or chapter scholarships or grants, and not be used to enrich any individual or specific school. Affiliates may have paid employees that serve the organization, however.
(8) Mu Alpha Theta will not provide any financial oversight to any affiliate and will not be legally responsible for any activities or liabilities incurred.
(9) Any state or regional affiliate shall provide a yearly report to the Governing Council to be presented at the July meeting, including any changes to their Constitution or by-laws. The report shall be submitted to the National Office or to their Regional Governor approximately two weeks prior to the July meeting.
(10) Affiliates shall designate a person within their organization as a liaison with the National Office.
(11) The Governing Council reserves the right to withdraw an affiliate's approval to use the Mu Alpha Theta name or logo should it violate any of these rules, or state or federal law.

Article VIII--The Constitution

A two-thirds majority of the chapters voting shall be required to change this constitution.

Mathematics Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Mathematics Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 942: HIGH SCHOOL MATHEMATICS CONTEST

(a) THE CONTEST.
  (1) Purpose. The Mathematics Contest is intended to encourage interest in math, to develop talent in problem solving skills and to inspire students to excel in all areas of mathematics.
  (2) Format. The contest will consist of objective questions designed to test knowledge and understanding in the areas of Algebra I, Geometry, Algebra II, Pre-calculus, AP Calculus (BC), AP Statistics, and director's choice topics.
  (3) Calculators. Refer to the contest handbook for restrictions on calculator.

(b) ENTRIES.
  (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, or a maximum of four individuals with district executive committee approval.
  (2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) QUALIFICATION. Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) TIES.
  (1) Individual Competition. In the event of a tie, the formula for percent accuracy shall be used to break the tie. The formula is: percent accuracy equals number of problems correct divided by number of problems attempted. The contestant with the highest percent accuracy shall be awarded the higher place. If the percent accuracy scores are the same, then a tie exists.
  (2) Team Competition. Refer to Section 902 (h)(3)(D).

Mathematics
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test and answer sheet. Contestants shall not write their name or the name of their school on their answer sheets.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district or the certified alternate or team substitute at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be dismissed from the room before the contest begins.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace individual contestants on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Sections 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room and away from other contestants from the same school.
6. **LATE ARRIVAL.** Qualified contestants not present when the tests are distributed will not be admitted and are disqualified.
7. **CALCULATORS.** Students may use calculators. Contestants will be allowed the use of any commercially available silent hand-held calculators provided they do not require auxiliary electric power and are not modified. Each student may bring one spare calculator. Hand-held computers are not permitted. Memory should not be cleared.
8. **TEST DISTRIBUTION.** Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test cover page and answer sheet.
9. **SCRATCH PAPER.** Contest directors shall provide contestants with at least three sheets of scratch paper to be distributed with the test and answer sheet. Contestants are permitted to write on the exam and on the scratch paper.
10. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to contestants the section of this handbook titled Announcements Prior to Conducting the Contest.

11. **START AND STOP SIGNALS.** Contest directors should give a clear signal to start. After exactly 40 minutes, the contest director will give the verbal notification to stop. No other time warnings shall be given. A clock should be provided to indicate the remaining time in the contest at a position easily seen by all contestants. If all contestants agree to its absence, the clock may be omitted. When the signal to stop is given, contestants should stop immediately, put writing implements down, sit back and refrain from handling anything on their desks until the tests, answer sheets and scratch paper are collected.
12. **TIMING AND ELECTRONIC DEVICES.** Contestants may use timing devices provided they do not emit audible signals during the contest. Cell phones, tablets, smart watches or any device that can wirelessly connect to the Internet, may not be used during the contest. Music players, headphones, etc. may not be used in the testing room. Electronic devices not allowed in the contest should be turned off and should not be accessible during testing. Emission of audio signals of any kind during the contest will result in disqualification.
13. **ANSWER SHEETS.** Answers shall be written on the answer sheet in capital letters. Answers not written as capital letters will be graded as being incorrect. Contestants should not use the answer sheet for calculations or other marks. Graders will not consider answers written on the test or scratch paper.
13. **LEGIBILITY.** If a consensus of graders cannot read an answer, they will mark that answer as incorrect.
14. **TURNING IN PAPERS.** Contestants shall remain seated and retain their papers during the 40-minute testing period, except in the case of a medical or other emergency. In that event, the student shall receive permission to leave the contest room and shall be accompanied by a monitor while outside the contest room. Students who leave and return to the contest room without permission shall be disqualified.
15. **GRADERS.** Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader.
16. **ANSWER KEY.** Prior to the start of grading, the Head Grader should communicate to the contest director any concerns of the graders and any suggested changes to the key.
17. **ANSWER KEY ERRORS.** In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director to communicate the suspected error and to seek clarification before changing the key. Any error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
18. **GRADING THE CONTEST.** Each paper should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed.
19. **SCORING.** Six points shall be awarded for all questions answered correctly, no points shall be given or subtracted for unanswered questions, and two points shall be deducted for an incorrect answer.
20. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.

a. Individual Competition. First place is awarded to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 942 of the UIL Constitution and Contest Rules.
b. Team Competition. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. In district competition, the top four scoring contestants from a school will constitute the school's team. At all levels, the sum of the top three overall scores from each school constitutes the team score for the school. All four members of first place or wild card teams advance to the next level of competition. All team members who qualify to regional or state will compete for individual honors.
c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.

21. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Questions shall be resolved during the Verification Period. Contestants and coaches not present at verification waive their opportunity to ask questions and accept final results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
22. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.
23. **NOTIFYING ALTERNATES.** If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified and allowed to compete. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.
24. **RETURNING THE PAPERS.** When results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than Saturday of region weekend.
25. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
26. **SWEEPSTAKES POINTS.** Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE MEET

ROOM

Secure a room adequate in size, with quietness of location and excellent lighting as prime factors. The UIL recommends tables with accompanying chairs (without arms) or flat top desks.

MATERIALS AND EQUIPMENT

The contest director will provide the following:

- At least two blank sheets of paper for each contestant. It is recommended that the blank sheets be placed in the test just behind the cover page before distributing the tests.
- Pens for grading (Contestants provide their own pencils.)
- Accurate clock for timing and clock which contestants can see during the contest (optional)
- (DISTRICT) One 8 $\frac{1}{2}$ x 11 envelope per school entered, for returning materials

CONTEST PACKET

The League office will provide the following:

- A copy of the UIL Mathematics Handbook
- Sufficient copies of the tests and answer keys
- Answer sheets

The meet director may schedule a specific time and place for contest directors to pick up test packets before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL

Coaches of competitors may serve as contest directors, assistants, monitors and graders.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly the best graders will be coaches of contestants, and we encourage using their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the Head Grader. Make these selections prior to the beginning of the contest.

TIME

Allot at least one hour for the contest (an hour and a half is preferable). Plan for at least 30 minutes for announcements, grader sign up, approval of calculators, roll call, instructions and distribution/collection of materials. Forty minutes of working time will be allotted for the actual testing period exclusive of time required for instructions. The 40 minutes begins when contestants are instructed to start. It is critical to stay on schedule, as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

CONTEST ROSTER AND RESULTS WORKSHEET

Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate students who are competitors and alternates. Also record scores and/or results on this form to give to the meet director, who will enter the results/ scores into the online system before verification is held for the event.

ORGANIZING MATERIALS

Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test. Check all tests to ensure that all pages are printed clearly and completely. Batch together a test booklet, answer sheet and two pieces of scratch paper that can easily be handed out once contestants are seated.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT)

Provide and label a large (8 1⁄2 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school.

CONDUCTING THE CONTEST

1. Set up the room so that contest officials can sit in view of the contestants.
2. Organize contest materials for easy distribution.
3. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
4. Seat the contestants sparsely around the room separating contestants from the same school.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room before the test begins.
6. After reading parts a, b, and c of the following announcements, distribute the tests with the scratch paper and answer sheets. Caution contestants not to open the test until instructed.
7. Read the remaining announcements.

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Your desk shall remain clear except for two approved calculators, writing implements, and a timing device (optional). Cell phones, Smart watches, iPods, or other similar devices are not to be used as timers and are not to be visible during the contest. The emission of any audio signals of any kind during the contest will result in disqualification.
c. You will be allowed the use of calculators on this test. A spare calculator is permitted but shall be placed on the work area before the contest begins.
d. Write the assigned contestant number in the top right-hand corner on the cover page of the test and on the answer sheet. Check for accuracy if the contestant number has already been written on the test and/or answer sheet.
e. You may write on the test paper and on the scratch paper provided, but only the answer should be written on the answer sheet. Write only in capital letters. Answers not written as capital letters will be graded as incorrect.
f. This is a 40-minute contest. No oral time warnings will be given. Remain in your seat throughout the testing period and retain your paper until told to do otherwise. You may use this time to check your answers.
g. During the 40-minute contest period, no questions may be asked or answered.
h. When the end of the contest period is indicated, contestants should stop immediately, put their pencils down, sit back, and leave everything on their desk alone until the test, answer sheet, and scratch paper are collected.
i. The test cover sheet illustrates how answers should be written.
j. All problems completed or attempted will be graded. A problem is considered to have been attempted if any mark other than a mark out appears in the answer space for that problem. A mark out or erasure must be completely marked out or erased, otherwise it will be considered as an attempted problem and counted as being incorrect.
k. Verification period will be held in_____(name room) at____(give time). This is

contestants' and coaches only time to verify grading and unofficial results.

l. Are there any questions?

m. You may begin the contest.

8. After exactly 40 minutes from the start signal, the director should, without warning, give the signal to stop. Contestants should put down their writing implement and sit back while the tests are collected.
9. Collect all tests, answer sheets and scratch paper. Scratch paper should be destroyed.
10. Deliver all materials to the grading room.
11. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS
Graders should report to the grading room as soon as the contest begins. The Head Grader will provide answer keys and surplus tests. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. The purposes of the review is to verify the official key. See Answer Key Errors. Problems should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

Teams advancing to the Region and State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS
Do not sacrifice accuracy for speed. Score each paper independently twice, and score papers contending to place a third or fourth time as needed.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. Do not write the correct answer if the answer written is incorrect. If any answer space is left blank, draw a line through the blank.

SCORING
Score points according to the guidelines in Mathematics Contest Rules and Procedures.

PLACES AND TIES
Refer to Mathematics Contest Rules and Procedures.

IDENTIFYING PAPERS
After papers have been ranked, indicate on the answer sheet the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test and answer sheet
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores.

Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of score to be reviewed by contestants and coaches during the Verification Period.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places

individually first through sixth and announce the schools of the first place and alternate teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

MATHEMATICS QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing 1 – grading

PREP TIME — 20 **TEST TIME** — 40

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks, rubrics.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- One assistant

OF ENTRIES
(District) 6 per school
(Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.

TIES
• Individual — The formula for percent accuracy shall be used to break the tie. Percent accuracy = number of problems correct divided by the number of problems attempted. If percent accuracy scores are the same, then a tie exists.
• Team — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3, preferably more. Graders may be coaches.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

ADVANCE
Top 3 individuals and 1st place team. One wild card team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

• Study packets include materials from every level of competition of stated year.

The Academics homepage of the UIL web site contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Mathematics Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

Calculator Restriction

Contestants will be allowed the use of any commercially available silent, hand-held calculators that do not require auxiliary electric power and as long as they are not modified.

Each student may bring one spare calculator. Small, hand-held computers are not permitted.

DO NOT request that contestants clear the memory.

University Interscholastic League

Phone: 512.471.5883 • Academic Email: academics@uiltexas.org

Copperas Cove High School Multi-Culture Club

"One Pack, One Purpose - Interculturally United"

STUDENT ACTIVITIES
Rebecca Garbacky
COORDINATOR

COPPERAS COVE ISD
EST. 1883

UNITED STATES ARMY
CHILD & YOUTH SERVICES
This after school program is provided by Army Youth Programs in Your Neighborhood

By-Laws of the Copperas Cove High School Multi-Culture Club

Article I: Name and Purpose

Section 1.01 Name: The name of this organization shall be the "Copperas Cove High School Multi-Culture Club" hereinafter referred to as "CCHS Multi-Culture Club."

Section 1.02 Purpose: The purpose of the Club shall be to:

a. Foster understanding, appreciation, and respect for diverse cultures among its members and the wider community.

b. Promote cultural exchange and dialogue through various activities, events, and discussions.

c. Provide a welcoming and inclusive environment for individuals of all backgrounds to share their heritage and learn from others.

d. Celebrate the richness of global cultures through educational, social, and recreational initiatives.

Article II: Membership

Section 2.01 Eligibility: Membership in the Club shall be open to all individuals who share an interest in cultural diversity, regardless of race, ethnicity, religion, nationality, gender, disability, or socioeconomic status.

Article III: Officers and Executive Board

Section 3.01 Officers: The elected officers of the Club shall be:

a. **President:** Responsible for overseeing all Club activities, presiding over meetings, and serving as the primary representative of the Club.

b. **Vice-President:** Responsible for assisting the President, presiding in the President's absence, and coordinating committee activities.

c. **Secretary:** Responsible for keeping accurate records of meetings, maintaining Club correspondence, and managing membership lists.

d. **Event/ Media Coordinator**: Responsible for creating posters, flyers, information to be read for the announcements, and posts that will appear on the official CCISD media outlets.

Article IV: Meetings

Section 4.01 General Meetings:

a. General meetings of the Club shall be held at least twice per month. The frequency of meetings may increase as the club nears the Multicultural Night event held during the spring semester of each school year.

b. Individual continent team meetings may occur as often as needed to prepare for the CCHS spring multicultural event.

Article V: Committees

Section 5.01 Standing Committees: The Club may establish standing committees as deemed necessary by the Executive Board to carry out specific functions, such as continent teams.

Section 5.02 Ad Hoc Committees: Outside clubs and organizations will be invited to participate in the Spring Multicultural Night and meetings may take place as necessary to accomplish the goals of the multicultural night event.

Article VI: Finances

Section 6.01 Fiscal Year: The fiscal year of the Club shall align with the fiscal calendar year followed by CCISD.

Section 6.02 Funds: All funds of the Club shall be deposited in a recognized financial institution in the Club's name.

Section 6.03 Expenditures: All expenditures shall be approved by the President and Executive Board and shall align with the Club's purpose.

Article VII: Amendments

Section 7.01 Proposal of Amendments: Proposed amendments to these by-laws must be submitted in writing to the Executive Board.

Section 7.02 Adoption of Amendments: These by-laws may be amended by a two-thirds vote of active members present at a general meeting, provided that notice of the proposed amendment has been given to all active members at least one week prior to the meeting.

Article VIII: Dissolution

Section 8.01 Dissolution: In the event of the dissolution of the Club, all remaining assets, after payment of any outstanding debts, shall be donated to the CCHS Spanish National Honor Society and the CCHS German National Honor Society.

Date of Adoption:

Insert Date

Approved by:

Signature of President

Attested by:

National Technical Honor Society BY-LAWS

Copperas Cove High School

Article I

Name and Purpose

Section 1: The name of this Chapter shall be National Technical Honor Society (NTHS).

Section 2: The purpose of this Chapter shall be to provide structure and opportunity for all NTHS members.

Article II

The Chapter Advisor(s)

Section 1: The Chapter advisor(s) shall be responsible for the direct supervision of the Chapter and act as liaison between faculty, admission, students and the community.

Section 2: The Chapter advisor(s) shall maintain files on membership, Chapter history, activities, and financial transactions.

Section 3: The Chapter advisor(s) shall regularly review each member for compliance with the rules.

Article III

Membership

Section 1: All members must be currently enrolled in at least one in-person C.T.E. class at Copperas Cove High School.

Section 2: Members must maintain an 80% or higher in all C.T.E. classes and must be passing all other classes.

Section 3: Members are required to attend all meetings unless there are prior arrangements with the advisor(s).

Section 4: Members may not miss mandatory meetings:

1. 1st missed meeting will result in a Dismissal Committee meeting to review reason for missed meeting only. Valid reasons for a missed meeting will include:
    a. Prior approval for missing meeting given by Advisor
    b. Excused absence. Member is absent from ALL classes the day of the meeting and the absence is categorized as Excused in Skyward.
    c. Inability to leave job to attend. Must present note from supervisor with contact information to verify.
    d. Family responsibilities. Must present note from parent/guardian with reason and contact information to verify.

Article VI

Deadlines

Section 1: Chapter dues shall be submitted before the second regular Chapter meeting of the school year.

Article VII

Selection of Officers

Section 1: Officers will be elected by the membership of the Chapter.

Section 2: Officer candidates should be persons whose involvement is evident throughout the year in character, scholarship, and leadership.

Section 3: Officers for the following year shall be elected at the second to last meeting of the school year.

Article VIII

Alterations to bylaws

Section 1: Alterations to bylaws, either temporary or permanent, can be made during a general meeting but must be motioned, seconded, and receive a 2/3 majority vote in favor; minimum 90% of membership must be in attendance at the time of the vote.

Article IX

Leadership Teams

President:

The President's duties are:

- Before a meeting
  - plan
  - organize
- During a meeting
  - Chair the meeting
    - control the meeting
    - accept motions and amendments
    - rule on points of order
    - consult with the Parliamentarian when not certain on how to rule on a question or proceed in the circumstances
  - Understand when a meeting can be held informally or MUST be held formally and ensure appropriate meetings occur
- After a meeting

Treasurer:

The Treasurer's duties are:

- Before a meeting
  - ensure Treasurer's Report is ready
- During a meeting
  - present Treasurer's Report
- After a meeting
  - prepare minutes with the assistance of the President
- Other duties
  - Receive and act as custodian of Chapter funds
  - Pay Chapter funds as authorized
  - Keep the financial records of the Chapter
  - Assist in preparing an annual budget of estimated receipts and expenditures
  - Devise appropriate ways and means of financing Chapter activities
  - Cooperate with the Secretary in keeping an accurate membership roll
  - Prepare monthly financial statements and reports of special projects
  - Encourage systematic savings--individual and Chapter

Sergeant-at-Arms:

The Sergeant-at-Arms duties are:

- Before a meeting
  - familiarize themselves with the agenda
  - understand where and when motions may be called for based on agenda
- During a meeting
  - Call the meeting to order
  - Conduct motions
  - Call for/recognize motions at the appropriate times
  - Call for a second of a motion
  - Call for a proper vote on a motion
  - Report the result of the vote
  - Close the meeting
- After a meeting
  - ensure members live up to the expectations of their oath
  - ensure members are held accountable when they fail to do so
  - Prepare reports for Dismissal Committee meetings where the members conduct is applicable

Parliamentarian:

The Parliamentarians duties are:

- Before a meeting

- Be the scribe for the Chapter.
- Document what happens during a Chapter meeting, activity, or event.
- Work with other members of the Chapter to produce Chapter news and reports.
- Adhere to strict deadlines and be able to produce exceptional work in certain time frames.

All Leadership Team Members:

Section 1: In order to hold a leadership position, members must:

1. be a current member of NTHS.
2. have not been the accused in a Dismissal Committee meeting within the current school year

Section 2: A leadership team meeting will occur the day before or morning of any regularly scheduled full Chapter meeting. Members of the leadership team will attend the meeting to discuss the agenda and ensure they understand their roles during the meeting.

Section 3: All members of the leadership team will be expected to arrive no less than 15 minutes prior to a regularly scheduled full Chapter meeting to ensure meeting is set up properly.

Section 4: All members of the leadership team will conduct themselves in a manner to be an example of proper behavior and conduct to the Chapter. Any leadership team member who fails to do so will face a Dismissal Committee meeting to explain their conduct.

Section 4: All members of the leadership team are expected to fulfill the functions of their position to the best of their ability. Should anyone believe that a member of the leadership team is not fulfilling their duties a Dereliction of Duty process will occur.

Dereliction of Duty:

Any member of the Chapter may bring their concerns that a leadership member is not fulfilling their duties to the advisor in private. The advisor will discuss the complaint with the member and determine, with the agreement of the complaining member, whether a Dereliction of Duty meeting will be held. Prior to such a meeting, the advisor will discuss the situation with the leadership member accused.

The Dereliction of Duty meeting will involve ALL members of the leadership team and no other members of the Chapter. The advisor will explain the complaint in as non-biased a manner as possible to the leadership team and allow the accused member to defend themselves without interruption. Once the complaint and defense have been heard, the accused member of the leadership team will be given an opportunity to either resign their position and continue in the Chapter or proceed to a vote of no confidence.

A vote of no confidence will occur immediately following the Dereliction of Duty meeting. Each member of the leadership team will meet with the advisor privately and express their vote with a thumbs up, allow the accused member to continue in their position, or down, remove the accused member from the Chapter. Should the vote be

Copperas Cove High School UIL Speech and Debate Constitution

Effective for the 2024-2025 School Year

Article I: Name and Purpose

Name: The name of this organization shall be the Copperas Cove High School UIL Speech and Debate Team.

Purpose: The purpose of this team is to promote academic excellence, critical thinking, and public speaking skills among its members. The team will participate in the University Interscholastic League (UIL) Speech and Debate competitions and strive to represent Copperas Cove High School in a positive and competitive manner.

Article II: Membership

Eligibility: All Copperas Cove High School students are eligible to join the UIL Speech and Debate Team.

Requirements: To be a member of the team, students must execute the following:

- Participate in at least one UIL competition during the school year.
- Adhere to all UIL guidelines and procedures.
- Comply with all school policies and procedures.
- Maintain a minimum GPA as specified by the school administration.
- Attend a designated number of practices per week.
- Pay any required fees or dues.

Article III: Officers

Election: Officers will be elected by a majority vote of the team members at the beginning of each school year.

Duties & Officers will be responsible for the following:

- Organizing practices and competitions.
- Communicating with team members and coaches.
- Assisting with fundraising and other team activities.
- Resolving disputes among team members.
-

Article IV: Practices

- Approval: This constitution is hereby ratified by the members of the Copperas Cove High School UIL Speech and Debate Team, effective for the 2024-2025 school year.

New Speech Coach Guide

Your Journey Starts Here

2026 - 2027 UIL Speech and Debate *At – a – Glance*

August 15	☞	Fall Lincoln-Douglas Debate Topic available online (for use September through December UIL invitational meets)
August 15	☞	CX Debate: Schedule district planning meetings
September 10	☞	Congress: Deadline to submit Intent to Participate - Submit online to State Office Congress: Deadline to submit Region Legislation - Submit to Region Clerk
September 12	☞	Student Activities Conference – Tyler Junior College - Tyler
September 26	☞	Student Activities Conference – University of Texas - Austin
October	☞	National High School Activities Month – Celebrate Speech/Debate!
October	☞	Round 1 Voting for 2027-2028 CX Debate Resolution
October 1	☞	CX Debate: Deadline to hold district planning meetings
October 7-10	☞	Texas Speech Communication Association Convention – (Dallas/Rockwall Lakefront)
October 17	☞	Student Activities Conference – Midland College - Midland
October 18-19	☞	UIL Legislative Council Meeting
October 24	☞	Student Activities Conference – Caney Creek HS - Conroe
November 1	☞	CX Debate: District information form due with District Director's Name - Submit online
November 2-14	☞	Congress Region Meets
November 15	☞	Congress: Deadline to submit Region Results & State Legislation
December	☞	Final Voting for 2027-2028 CX Debate Resolution
December 1	☞	CX Debate: Deadline for District officials to set up district meet online
December 1	☞	Congress: State Legislation posted
December 15	☞	Second UIL Lincoln-Douglas Debate Topic available online (for use January thru May including District, Region, and State)
January 1	☞	First day hosting district CX debate competition. Entries must be submitted online at least 10 calendar days prior to the district meet. Results submitted online no later than 10 calendar days after district meet. State qualifying schools should complete Required Judging Forms online immediately following their district meet.
January 5-7	☞	Congress State Meet
January 9	☞	First day for holding high school invitational meets using UIL Set A materials (Materials may be used from January 9 – February 11)
February 12	☞	First day for holding high school invitational meets using UIL Set B materials (Materials may be used from February 12 – March 13)
February 13	☞	CX Debate: Final day to hold district CX competition
February 15	☞	CX Debate: Final deadline to submit district results online
February 18	☞	CX Debate: Final deadline to submit Required Judging Information for State Meet without a $100 late fee. Deadline to certify second place CX teams (in districts with fewer than eight participating teams) and first place CX teams (in districts with only one school participating) to the League office. Submit online.
March 15-20	☞	Cross-Examination Debate State Meets
March 29-April 3	☞	First Week for Speech District Meets
April 5-10	☞	Second Week for Speech District Meets
April 23-24	☞	Regional Academic/Speech Meets
May 17-18	☞	Academic/Speech State Meets
June TBA	☞	UIL Capital Conference

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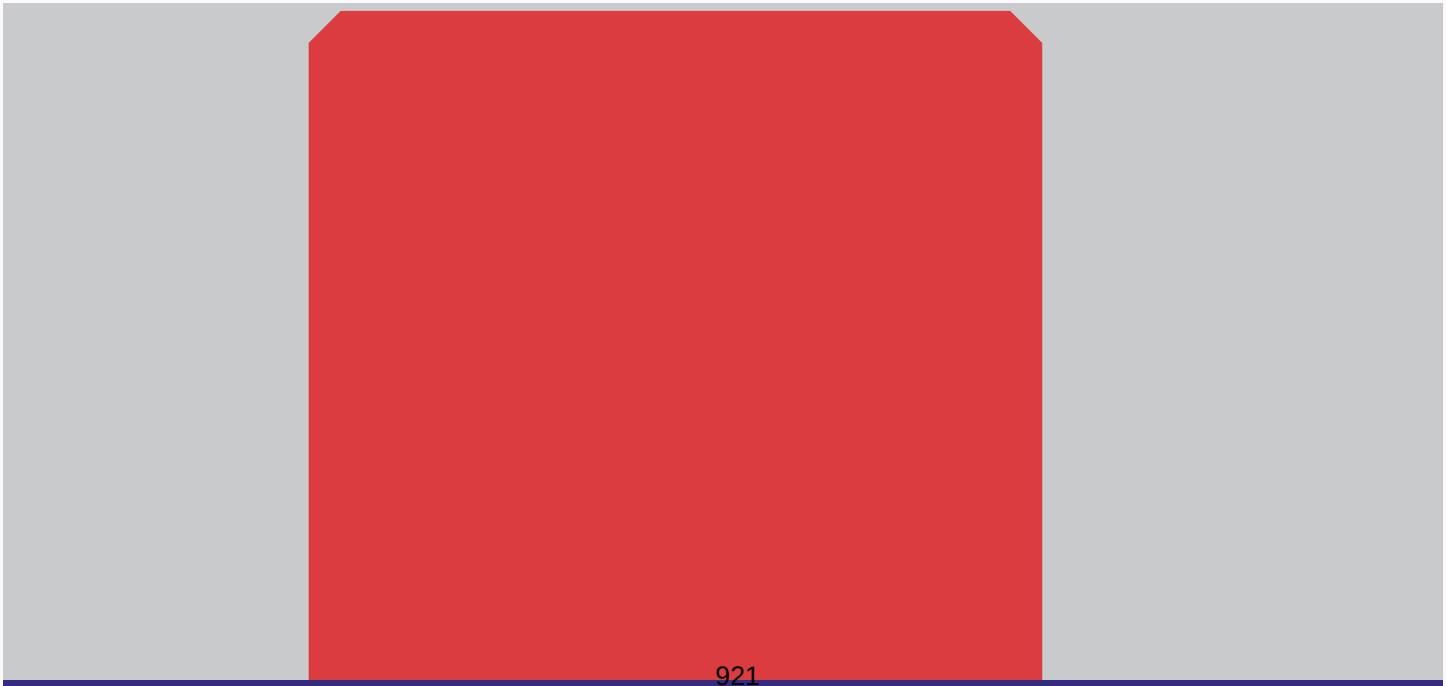


This button is found on the UIL Speech home page: https://www.uiltexas.org/speech

At a state meeting in 1910, debate teachers enthusiastically began an interscholastic forensic program to motivate their students and provide them with a practical application for the skills they were developing. Two years later, they asked the University of Texas to administer the program in such a way that it would be fair and equitable for all interested schools in the state. Since that time, the University Interscholastic League has grown into a vibrant organization not only for debate but interscholastic contests in academics, athletics, and music.

Currently, UIL membership includes over 1600 public high schools, as well as private schools meeting prescribed criteria. These schools range in student body size from 9 to almost 6,000. An elected body of school administrators representing each conference and region in the state make up the Legislative Council that governs UIL. Local schools are realigned every two years into UIL districts, which are governed by their District Executive Committee.

The UIL academic program has become the largest program of its kind in the nation and has flourished because of the support and input of the teachers whose students benefit from it.

Our purpose is to develop academic competition that provides enrichment beyond the classroom curriculum, where the best and the brightest are challenged to demonstrate mastery in a variety of academic skills. We currently sponsor 30 high school and 20 elementary/junior high contests. Our staff continually strives to correlate our contests to standardized tests such as college entrance exams, so that students have a training ground that prepares them for the rigorous academic world of higher education. Objectives outlined in the state curriculum are also strong determining factors in the design of our contests that provide advancement from district to regional to state in order to crown a state champion in all 6 conferences.

More than 23,000 Texas high school students who have competed at the UIL State Academic Meet have received scholarships to attend Texas colleges and universities. This year alone, the Texas Interscholastic League Foundation is awarding over 1.1 million dollars in scholarships.

Our scholarship program is second to none, having disbursed over $39 million since its conception in 1954.

"SCHOOL ALWAYS FAILED TO CHALLENGE ME, AND EVERY DAY I LOOKED FORWARD TO UIL PRACTICE AFTER SCHOOL WHERE I COULD LEARN AND BE CHALLENGED. UIL ALSO PUT ME IN THE SOCIETY OF OTHER INDIVIDUALS THAT EDIFIED MY LEARNING AND MY CHARACTER. I OWE SO MUCH OF WHO I AM, WHERE I'VE BEEN, AND WHAT I'VE DONE TO UIL; I WOULDN'T BE A SLIVER OF THE PERSON THAT I AM TODAY WITHOUT IT."

MICHELLE ALANIS
TILF SCHOLARSHIP RECIPIENT

100+
YEARS OF COMPETITION

Because the UIL Academic program offers a full range of contests that are an extension and enrichment of the state educational curriculum, students will have many opportunities to challenge their skillsets. UIL created an

ACADEMIC CONFLICT PATTERN

that provides the blueprint for district, region and state meet tournament schedules, to administer efficient tournaments that do not demand excessive loss of school time for participants.

As you begin to recruit students for your UIL speech events, study the conflict pattern to see which contests are to be scheduled at the same time. This will help avoid discovering you have coached a student that also is preparing for another event, perhaps in the English, math, or science areas, that the conflict pattern prevents him or her from competing in both.

The Academic Conflict Pattern is not mandated for the UIL district meet. However, districts are strongly encouraged to follow it and most of them do because the conflict pattern will be strictly observed at all region meets and at the UIL Academic and Speech State Meets. If a district decides not to adhere to the conflict pattern at the district meet and a student qualifies for region in two conflicting events, the contestant cannot advance in both and is required to choose. This is an issue that should be thoroughly discussed and determined during the local UIL district planning meeting.

Contests in a given set do not conflict with contests in any other set, with the exception of restrictions in speaking events. Refer to the restrictions discussed later in this manual. In addition, notice that speech events have preliminary rounds as well as final rounds so you must check the entire conflict pattern to be certain which academic contests conflict with speaking events. For example, Persuasive Speaking conflicts with Current Issues & Events in Set 1 as well as Literary Criticism in Set 4.

In terms of speaking events, the conflict pattern includes the individual speaking contests: Prose and Poetry, Informative and Persuasive Speaking, as well as Lincoln Douglas Debate. Congress does not appear on the Academic Conflict Pattern because it is a fall/winter contest and rules governing it determine there is no conflict with any other speaking event or academic event. Cross-Examination Debate is a team event and requires an extended tournament time schedule to administer due to multiple preliminary and elimination rounds. CX Debate qualifying meets are held separately from the individual speaking and academic events in an effort to allow debaters to compete in more than only team debate within the UIL Academic program. One-Act Play also does not appear on the conflict pattern, as it entails a team cast and crew and has qualifying levels of competition additional to district, region and state.

2026-2027

Academic Conflict Pattern

The Academic Conflict Pattern is not mandated at district. However, districts are strongly encouraged to follow it. The conflict pattern will be strictly observed at all region meets and at the UIL Academic State Meet. Contests in a given set do not conflict with contests in any other set, with the exception of restrictions in speaking events. For example, Number Sense in Set 1 does not conflict with Accounting in Set 2 or with Social Studies in Set 3.

Set 1
3 hours
(i.e. 8-11 a.m.)

Only the following contests will be held during Set 1. These contests may be scheduled at the same time:

- Current Issues & Events
- Ready Writing
- Prose prelims
- Poetry prelims
- Lincoln Douglas debate prelims

Each of the above contests conflicts with:

- Calculator Applications
- Number Sense

Calculator Applications and Number Sense may not be held at the same time.

Ready Writing and Copy Editing may not be held at the same time.

Set 2
2 1/2 hours
(i.e. 11 a.m.-1:30 p.m.)

Only the following contests will be held during Set 2. These contests may be scheduled at the same time:

- Accounting
- Informative Speaking
- Persuasive Speaking
- Science
- Spelling & Vocabulary

Each of the above contests conflicts with:

- Feature Writing
- News Writing

Feature Writing and News Writing may not be held at the same time.

Set 3
2 hours
(i.e. 1:30-3:30 p.m.)

Only the following contests will be held during Set 3. These contests may be scheduled at the same time:

- Social Studies
- LD finals
- Prose finals
- Poetry finals

Each of the above contests conflicts with:

- Computer Science (Written)
- Editorial Writing
- Headline Writing
- Mathematics

Editorial Writing and Headline Writing may not be held at the same time.

Computer Science and Mathematics may not be held at the same time.

Set 4
2 1/2 hours
(i.e. 3:30-6 p.m.)

Only the following contests will be held during Set 4. These contests may be scheduled at the same time:

- Computer Science (Programming session)
- Informative finals
- Literary Criticism
- Persuasive finals

If you enter:	You may not enter these contests:
Team Debate	Lincoln Douglas Debate
Lincoln Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Updated June 2024

Sample District Meet Schedule

2026-2027

The conflict pattern exists so students can be assured that they will be able to compete in the contests for which they've prepared. It is constructed in four sets of contests.

1-DAY SCHEDULE

SET 1
8 a.m.
LD Debate prelims Round I, Number Sense,
Ready Writing computer set-up

8:30 a.m.
Prose (prelims), Poetry (prelims),
Current Issues & Events, Ready Writing

9 a.m.
Calculator Applications,
LD Debate prelims Round II

10 a.m.
LD Debate prelims Round III

10:30 a.m.
Copy Editing

SET 2
11 a.m.
Informative (prelims), Persuasive (prelims),
Spelling, Accounting, Science, News Writing

Noon
Feature Writing

SET 3
1:30 p.m.
Poetry finals, Prose finals, LD Debate semi-finals,
Computer Science written test,
Editorial Writing, Social Studies

2:30 p.m.
Headline Writing, Mathematics, LD Debate finals,
Computer Science Programming computer set-up

SET 4
3:30 p.m.
Informative finals, Persuasive finals,
Literary Criticism,
Computer Science programming

2-DAY SCHEDULE

FIRST DAY, SET 1
4 p.m.
Number Sense,
Ready Writing computer set-up,
Current Issues & Events

4:30 p.m.
Prose (prelims), Poetry (prelims),
LD Debate (prelims), Ready Writing

4:45 p.m.
Calculator Applications,

SECOND DAY, SET 2
8:30 a.m.
Copy Editing (from Set 1)

9 a.m.
Informative (prelims), Persuasive (prelims),
Spelling, Accounting, Science, News Writing

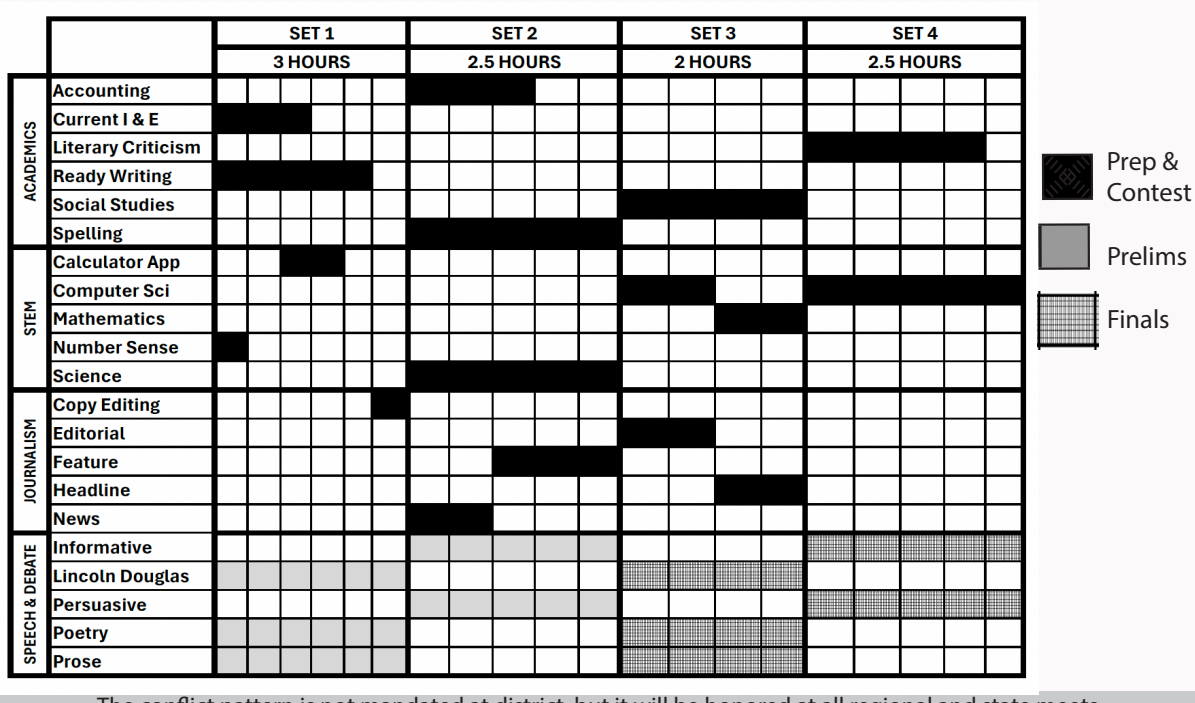
10 a.m.
Feature Writing

SECOND DAY, SET 3
11:30 a.m.
Poetry finals, Prose finals,
LD Debate semi-finals,
Computer Science written test,
Editorial Writing, Social Studies

12:30 p.m.
Headline Writing, Mathematics, LD Debate finals,
Computer Science Programming
computer set-up

SECOND DAY, SET 4
1:30 p.m.
Informative finals, Persuasive finals,
Literary Criticism,
Computer Science Programming

2026-2027 Academic Conflict Pattern



The conflict pattern is not mandated at district, but it will be honored at all regional and state meets. Regional and state schedules will not be modified to allow participation in conflicting events.

SET 1
3 hours
The following events may begin at the same time: Prose, Poetry, Lincoln Douglas Debate, Ready Writing* and Current Issues & Events. Calculator Applications and Number Sense may not be held at the same time. Number Sense conflicts with Current Issues & Events, Ready Writing, Prose Interpretation, Poetry Interpretation and Lincoln Douglas Debate. Ready Writing and Copy Editing may not be scheduled at same time.

SET 2
2.5 hours
The following events may begin at the same time: Informative Speaking, Persuasive Speaking, Spelling & Vocabulary, Science and Accounting. News Writing* and Feature Writing* may not be held at the same time. Note: Informative and Persuasive Speaking finals and Computer Science Programming may conflict.

SET 3
2 hours
The following events may be held at the same time: Mathematics, Social Studies, Prose Interpretation, Poetry Interpretation and Lincoln Douglas Debate. Editorial Writing* and Headline Writing may not be held at the same time. Computer Science and Mathematics shall not be held at the same time.

SET 4
2.5 hours
The following events may begin at the same time: Informative Speaking finals, Persuasive Speaking finals, Literary Criticism and Computer Science Programming**. Programming is administered at all levels of competition – district, regional and state.

*- Events utilizing computers (Editorial, Feature, News, and Ready Writing) must have at least 30 additional minutes earlier than indicated on the chart to set-up equipment. The contestant is not required to be present for equipment set-up.

** – The 2.5 hour block indicated for Computer Science hands-on programming allows 30 minutes for roll call, preliminary announcements and the "dry run" practice problem, followed by a full two hours for the actual contest. NOTE: Teams must also have at least 30 additional minutes earlier in the day to set up equipment. The equipment set up may take place at any point during the contest day; all team members are not required to be present for equipment set up.

Teams must also have at least 30 additional minutes earlier in the day to set up equipment. The equipment set-up may take place at any point during the contest day; all team members are not required to be present for equipment set-up.

Forensics in Texas

A Comparison

PROSE

UIL	NSDA	TFA
7 MINUTES NO GRACE	5 MINUTES 30 SECOND GRACE	7 MINUTES 30 SECOND GRACE
ORAL INTERPRETATION OF PROSE; PREPARE 2 PERFORMANCES FROM 2 SPECIFIED LITERARY/POETIC CATEGORIES; DOCUMENTATION OF CATEGORIES REQUIRED	ORAL INTERPRETATION OF PROSE; SELECTION FROM PUBLISHED WORKS	ORAL INTERPRETATION OF PROSE; SELECTION FROM PUBLSHEWORKS
STATE QUALIFYING EVENT	SUPPLEMENTAL EVENT ONLY AT NATIONALS	PROSE OFFERED IN EVEN YEARS
ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION	ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION	ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION

POETRY

UIL	NSDA	TFA
7 MINUTES NO GRACE	5 MINUTES 30 SECOND GRACE	7 MINUTES 30 SECOND GRACE
ORAL INTERPRETATION OF POETRY; PREPARE 2 PERFORMANCES FROM 2 SPECIFIED POETIC CATEGORIES; DOCUMENTATION OF CATEGORIES REQUIRED	ORAL INTERPRETATION OF POETRY SELECTION FROM PUBLISHED WORKS	ORAL INTERPRETATION OF POETRY SELECTION FROM PUBLSHEWORKS
STATE QUALIFYING EVENT	SUPPLEMENTAL EVENT ONLY AT NATIONALS	POETRY OFFERED IN ODD YEARS
ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION	ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION	ORAL READING; NOT MEMORIZED EXCEPT INTRODUCTION

UIL TIME LIMITS

EVENT	PREPARATION	MAXIMUM TIME
EXTEMPORANEOUS	30 MINUTES	7 MINUTES
POETRY		7 MINUTES
PROSE		7 MINUTES

INFORMATIVE

UIL	NSDA	TFA
7 MINUTES ALLOWED TO FINISH SENTENCE	7 MINUTES 30 SECOND GRACE	7 MINUTES 30 SECOND GRACE
SPEAKER DRAWS 5 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARATION TIME; SPEECH IS INFORMATIVE IN NATURE; TOPICS COVER DOMESTIC, INTERNATIONAL AND TEXAS ISSUES. STATE QUALIFYING EVENT	SPEAKER DRAWS 3 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARTAION TIME; FINAL ROUND HAS A 2- MINUTE CORSS-EXAMINATION PERIOD; TOPICS COVER DOMESTIC ISSUES NATIONAL QUALIFYING EVENT	SPEAKER DRAWS 3 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARATION TIME; FINAL ROUND AT STATE HAS A 3-MINUTE CROSS EXAMINATION PERIOD; TOPICS COVER DOMESTIC ISSUES. STATE QUALIFYING EVENT
1- 3 X 5 NOTE CARD ALLOWED AT ALL LEVELS	NOTE CARD USE PROHIBITED	1- 3 X 5 NOTE CARD ALLOWED IN PRELIMS; PROHIBITED IN ELIMS AND STATE TOURNAMENT

PERSUASIVE

UIL	NSDA	TFA
7 MINUTES ALLOWED TO FINISH SENTENCE	7 MINUTES 30 SECOND GRACE	7 MINUTES 30 SECOND GRACE
SPEAKER DRAWS 5 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARATION TIME; SPEECH IS INFORMATIVE IN NATURE; TOPICS COVER DOMESTIC, INTERNATIONAL AND TEXAS ISSUES. STATE QUALIFYING EVENT	SPEAKER DRAWS 3 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARTAION TIME; FINAL ROUND HAS A 2- MINUTE CORSS-EXAMINATION PERIOD; TOPICS COVER DOMESTIC ISSUES NATIONAL QUALIFYING EVENT	SPEAKER DRAWS 3 CURRENT EVENT TOPICS, CHOOSES 1 TO SPEAK ON AFTER 30 MINUTES OF PREPARATION TIME; FINAL ROUND AT STATE HAS A 3-MINUTE CROSS EXAMINATION PERIOD; TOPICS COVER DOMESTIC ISSUES. STATE QUALIFYING EVENT
1- 3 X 5 NOTE CARD ALLOWED AT ALL LEVELS	NOTE CARD USE PROHIBITED	1 -3 X 5 NOTE CARD ALLOWED IN PRELIMS; PROHIBITED IN ELIMS AND STATE TOURNAMENT

*BOTH NSDA AND TFA HAVE INFORMATIVE SPEAKING, BUT IT IS NOT EXTEMPORANEOUS AND HAS ITS OWN RULES AND GUIDELINES

Forensics in Texas

A Comparison

CROSS EXAMINATION POLICY DEBATE

UIL	NSDA	TFA
8-3-8-3-8-3-8-3-5-5-5-5 8 MINUTE PREP	8-3-8-3-8-3-8-3-5-5-5-5 5 MINUTE PREP	8-3-8-3-8-3-8-3-5-5-5-5 8 MINUTE PREP
2 MEMBER TEAMS DEBATING POLICY QUESTION;BROAD NATIONAL OR INTERNATIONAL TOPIC REMAINS THE SAME ALL YEAR; RELEASED EACH JANUARY FOR THE FOLLOWING YEAR	2 MEMBER TEAMS DEBATING POLICY QUESTION;BROAD NATIONAL OR INTERNATIONAL TOPIC REMAINS THE SAME ALL YEAR; RELEASED EACH JANUARY FOR THE FOLLOWING YEAR	2 MEMBER TEAMS DEBATING POLICY QUESTION;BROAD NATIONAL OR INTERNATIONAL TOPIC REMAINS THE SAME ALL YEAR; RELEASED EACH JANUARY FOR THE FOLLOWING YEAR
EXTEMPORANEOUS	EXTEMPORANEOUS	EXTEMPORANEOUS

LINCOLN DOUGLAS DEBATE

UIL	NSDA	TFA
6-3-7-3-4-6-3 4 MINUTE PREP	6-3-7-3-4-6-3 4 MINUTE PREP	6-3-7-3-4-6-3 4 MINUTE PREP
A ONE ON ONE VALUE DEBATE; FALL TOPIC USED AUGUST - DECEMBER; SPRING TOPIC USED JANUARY - MAY; POSTED ON UIL WEBSITE	A ONE ON ONE VALUE DEBATE; NSDA TOPIC CHANGES EVERY 2 MONTHS	A ONE ON ONE VALUE DEBATE; CAN DEBATE UIL OR NSDA CURRENT TOPIC BASED ON LOCAL TOURNAMEN CHOICE
EXTEMPORANEOUS	EXTEMPORANEOUS	EXTEMPORANEOUS

CONGRESS

UIL	NSDA	TFA
EACH SESSION APPROX. 3 HOURS	EACH SESSION APPROX. 3 HOURS	EACH SESSION APPROX. 4 HOURS
MOCK U.S. CONGRESS BILLS/ RESOLUTIONS AUTHORED BY STUDENTS	MOCK U.S. CONGRESS BILLS/ RESOLUTIONS AUTHORED BY STUDENTS	MOCK U.S. CONGRESS BILLS/ RESOLUTIONS AUTHORED BY STUDENTS
PREPARED BY EXTEMPORANEOUS	PREPARED BY EXTEMPORANEOUS	PREPARED BY EXTEMPORANEOUS

UIL TIME LIMITS

CROSS EXAMINATION DEBATE	TIME
AFFIRMATIVE CONSTRUCTIVE SPEECH	8 MINUTES
NEGATIVE CROSS EXAMINES AFFIRMATIVE	3 MINUTES
NEGATIVE CONSTRUCTIVE SPEECH	8 MINUTES
AFFIRMATIVE CROSS EXAMINES NEGATIVE	3 MINUTES
AFFIRMATIVE CONSTRUCTIVE SPEECH	8 MINUTES
NEGATIVE CROSS EXAMINES AFFIRMATIVE	3 MINUTES
NEGATIVE CONSTRUCTIVE SPEECH	8 MINUTES
AFFIRMATIVE CROSS EXAMINES NEGATIVE	3 MINUTES
NEGATIVE REBUTTAL	5 MINUTES
AFFIRMATIVE REBUTAL	5 MINUTES
NEGATIVE REBUTTAL	5 MINUTES
AFFIRMATIVE REBUTTAL	5 MINUTES
PREP TIME, PER TEAM	8 MINUTES
LINCOLN DOUGLAS DEBATE	**TIME**
AFFIRMATIVE CONSTRUCTIVE	6 MINUTES
NEGATIVE CROSS EXAMINATION	3 MINUTES
NEGATIVE CONSTRUCTIVE	7 MINUTES
AFFIRMATIVE CROSS EXAMINATION	3 MINUTES
AFFIRMATIVE REBUTTAL	4 MINUTES
NEGATIVE REBUTTAL	6 MINUTES
AFFIRMATIVE REBUTTAL	3 MINUTES
PREP TIME, PER DEBATER	4 MINUTES
CONGRESSIONAL DEBATE	APPLIES TO EACH NEW PIECE OF LEGISLATION
SPONSOR SPEECH	3 MINUTES
QUESTIONING OF SPONSOR	2 MINUTES
FIRST NEGATIVE SPEECH	3 MINUTES
QUESTIONING OF FIRST NEGATIVE	2 MINUTES
ALL SUBSEQUENT SPEECHES	3 MINUTES/ EA
QUESTIONING OF ALL SUBSEQUENT SPEAKERS	1 MINUTE/EA

UIL Speech Program

THE UIL HIGH SCHOOL SPEECH PROGRAM CONSISTS OF SIX EVENTS FROM THREE BASIC SKILL CATEGORIES, PLUS CONGRESS:

DEBATE:
- LINCOLN-DOUGLAS
- CROSS-EXAMINATION (TEAM DEBATE)

EXTEMPORANEOUS SPEAKING:
- INFORMATIVE
- PERSUASIVE

ORAL INTERPRETATION:
- PROSE AND POETRY

STUDENTS ARE PERMITTED TO ENTER 2 EVENTS IN SPEECH (1 FROM EACH SKILL CATEGORY), AND CROSS-EXAMINATION DEBATE.

* UIL ALSO SPONSORS CONGRESS AS AN EVENT. IT IS A FALL/WINTER CONTEST, SO THERE IS NO RESTRICTION ON ENTERING CONGRESS IN ADDITION TO OTHER SPEECH OR OTHER ACADEMIC EVENTS.

* INVITATIONAL TOURNAMENTS ARE HOSTED THROUGHOUT THE YEAR. THEY ARE SPONSORED BY A HOST SCHOOL AND ARE NOT SPECIFICALLY SANCTIONED BY UIL, SO THEY MAY OR MAY NOT FOLLOW ALL UIL RULES AND PROCEDURES. MANY OF THESE ARE POSTED ON THE UIL WEBSITE.

IF YOU ENTER	YOU MAY NOT ENTER
TEAM DEBATE (CX)	LINCOLN DOUGLAS
LINCOLN DOUGLAS	TEAM DEBATE (CX), PROSE, POETRY
PROSE	LINCOLN DOUGLAS, POETRY
POETRY	LINCOLN DOUGLAS, PROSE
INFORMATIVE	PERSUASIVE
PERSUASIVE	INFORMATIVE

TOURNAMENTS SANCTIONED BY UIL

Congress Region Meet
May be held anytime between November 2-16, 2026 (ESC regions select date)

Congress State Meet
January 5-7, 2027

C-X Debate District Meet
May be held during a 6-week window
January 1 – February 13, 2027
(local UIL districts select date)

C-X Debate State Meet
March 15-16, 2027 (1-2-3A)
March 19-20, 2027 (4-5-6A)

Academic District Meet
May only be held March 29-April 3, 2027

Speech District Meet
(District I) March 29-April 3, 2027
(District II) April 5 - 10, 2027

Speech/Academic Regional Meet
April 23-24, 2027

Speech/Academic State Meet
May 17-18, 2027

Constitution & Contest Rules

Available on the UIL website; this book is absolutely essential for you to read. Contains UIL eligibility information.

Contest Manuals

Step-by-step procedures for how each UIL contest should be conducted. Available for anyone to download free of charge from the UIL website. Assist students in preparing for contests. Handbooks essential for each speaking event; provide clarification of C&CR rules, theory, preparation practices and procedures for students, along with coaching techniques & tips for success. Download at the first of the school year for aid in coaching.

State Round Recordings

Digital downloads and some DVDs of various years of the State Meet final rounds of Congress, Informative and Persuasive Speaking, CX and LD Debate are available from the UIL online store.

Speech Coach Email

Be sure to register as a current speech coach as early as possible to receive important announcements throughout the year. *https://www.uiltexas.org/form/speech-coach/* You will want to configure your computer to accept emails from UIL so messages do not land in spam or junk folders: speech@uiltexas.org

UIL RESOURCES TO HELP YOU FIND THE INFORMATION YOU NEED

UIL SPEECH WEBSITE:

WWW.UILTEXAS.ORG/SPEECH

Quickest method to get up-to-date information about UIL, including the latest news, debate topic, order forms for study materials, state judging forms, event information, rule clarifications, research links, calendar of events. It is critical to submit Speech Coach Information form from this site to receive announcements and reminders throughout the year. Practice topics for informative and persuasive speaking are posted throughout the season. You will access this website for instructions on entering contestants in the district meet. The website also communicates details of State Meets on a state tournament webpage for each of the four speaking event state meets.

Capital Conference

Coaches workshop held each summer at the University of Texas; provides valuable instruction for coaching UIL speaking events. Recordings of past sessions are available on the UIL YouTube channel. Conference is typically held late June.

Student Activities Conferences

Better known as SuperConferences; no cost; normally hosted at 4 regional college sites during the fall providing workshops in all events. Check the UIL website for updates. Explanation & demonstration of speaking events by successful coaches and students.

Regional Advisory Committee

Experienced speech coaches selected by the State Office as advisory panels for the regional meet; great mentors for new coaches. Contact information on web: *www.uiltexas.org/speech/regional-advisory-committees*

Things to Review for All UIL Contests

* Constitution and Contest Rules
* Academic Coordinator's Manual
* TEA-UIL Side by Side
* Speech Handbooks for all seven contests

GET TO KNOW

PROSE & POETRY INTERPRETATION

- Contestants prepare two performances, one from Category A and one from Category B
- Categories/Category explanations: See entire chapter devoted to current categories in the UIL Prose & Poetry Handbook
- Documentation requirements (students don't compete w/ out approval of documentation)
- UIL Prose and Poetry Handbook (coaches are responsible for reading; access link from UIL Oral Interpretation webpage to download digital copies)
- State Office assistance is available if you have a documentation question; ask well in advance of district meet, preferably by March 1
- Research opportunities (website links)
- Contest Procedures: Sectioning, Drawing for the Category, Time Limit
- Speech IE Ranking System for Multiple Judges: TalkTab software downloadable free from UIL speech web page. (become familiar with the ranking system for UIL)
- Speechwire system for tournaments

PERSUASIVE & INFORMATIVE SPEAKING

- Rules in the Prep Room: what materials are allowed and not allowed
- Informative/Persuasive Handbook; posted online
- Sources for files (website links, news sources to explore) at *www.uiltexas.org/speech/extemp-resources*
- Contest Procedures: No talking in prep room; Draw at 10-minute intervals, no pre-prepared outlines brought into prep, one card no larger than 3" x 5" is permissible to use when delivering speech; limitation on what can be taken out of prep room, specific guidelines for use of computers within the prep room
- Speech IE Ranking System for Multiple Judges: TalkTab software downloadable free from UIL speech web page (become familiar with the ranking system for UIL)
- Speechwire system for tournaments
- Introduction to Extemp Video: *https://youtu.be/WyYDXyb7dSU*

CX DEBATE

- Topic Release –Topic announced in January and debated the following Fall; Find it posted on website, UIL Debate webpage
- CX Fall District Planning Meet – held prior to October 1; contact principal to secure the date and obtain permission to attend; debate coach needs to attend
- Fall Planning Meeting Agenda – all agenda items should be discussed; discussion agenda posted online at: *www.uiltexas.org/speech/agenda*
- District selects CX District Director – designated district official (typically the spring meet director) should register the CX Director's name, contact info online by November 1
- District CX Meet – District Director sets up entry see instructions on speech web homepage.
- Dates for CX Debate District contest (see UIL calendar for window during Jan-Feb)
- Tournament Format: District: prelim rounds advancing to elimination rounds or round robin, determined by # of teams planning to enter the district meet
- District Entry Form – submit 10 calendar days before meet is scheduled to be held; see Debate webpage for instructions
- Winner's Packet for students; provides details about State tournament; posted online
- Coaches' Packet - posted online posted online
- Judging requirement if team(s) qualify for State Meet – Deadline posted online
- Judging form completed online. There is a late fee if you miss the deadline
- UIL *A Guide to Cross-Examination Debate Handbook*; posted online
- Rules specific to UIL Debate. Certification of some 1st and 2nd place teams, procedures for substitutions at the State Meet; contest rules such as prompting, open c-x, scouting, use of computers are all included in the contest handbook
- CX For Beginners Video: *https://youtu.be/Q81uzyl8qdM*

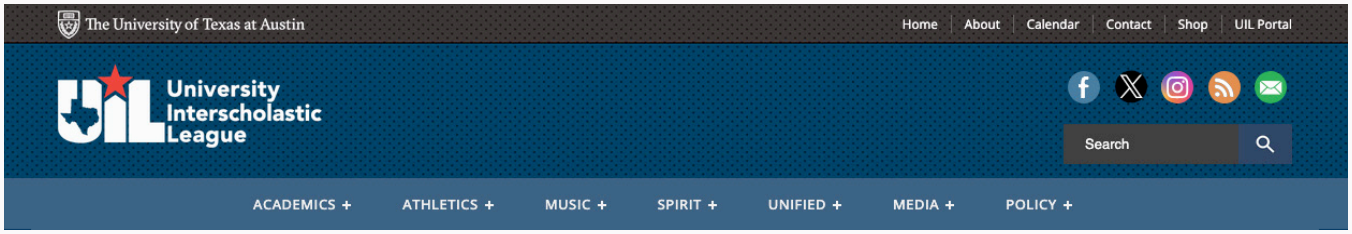
CONGRESS

- Region Contest held November 2-16; State in January
- Intent to Participate form must be submitted online by September 10
- Regions organized by Education Service Centers rather than by traditional UIL Districts or Regions; compete with other conferences but advance contestants by conference
- See website for your Regional Clerk's contact info
- Access contest rules, structure and procedures on the UIL website and review the
- *UIL Congress Handbook* posted online
- Contestants can submit legislation to ESC Regional clerk for consideration to be debated at the region meet; must do so by September 10
- Specific guidelines for writing and formatting legislation (UIL template for these documents) and contest guidelines for the use of computers
- Congress 101 Video: *https://youtu.be/A3RH5SludHY*

LD DEBATE

- Topic Release: August 15 & December 15; posted on UIL Debate webpage
- Tournament Format: District: prelim rounds, advancing to elimination rounds or round robin, determined by # of debaters planning on entering the district meet
- LD Debate Handbook; posted online
- Winner's Packet for students posted online
- Coaches' Packet - posted online
- Judging requirement if you qualify debaters for State Meet – Deadline posted online
- Intro to LD Debate Video: *https://youtu.be/vkC_GwoLqDc*

WHAT'S ON THIS WEBSITE? WWW.UILTEXAS.ORG/SPEECH



While there are many words on the header to click on for Speech and Debate you just need to type in the address at the top of this page. Alternately, if you click on Academics you will find Speech in the drop down menu, but bookmarking our direct link is the easiest way to always get what you need. Hint: If you open this guide digitally all of these section headers are links to those pages!

OVERVIEW

- Quick links
- Important Dates
- Speech Coach Registration
- Speech Judge List
- News & Updates
- How to Volunteer
- Resources for Judge Training
- General Resources & Regional Committee Members

EXTEMPORANEOUS SPEAKING

- Resources & Guides
- Rules
- Practice Topics
- Extemp Judge Training

ORAL INTERPRETATION

- Resources & Guides
- Rules
- Resources for Judge Training
- Documentation Information
- Category Descriptors

DEBATE

- Resources & Guides
- Rules
- Judge Interest Form
- LD & CX School Judge Forms
- Resources for Judge Training
- CX & LD Topics
- CX & LD Specific Contest Information
- CX Results History

CONGRESS

- Resources & Guides
- Rules
- Region Contest Information & Forms
- Congress Legislation Templates
- Resources for Judge Training
- Congress Results History

TOURNAMENTS

- Resources & Guides – including SpeechWire Instruction
- Judge Interest Form
- Invitational Meet Information
- Positive District Meets
- Resources for Judge Training
- Talk Tab Sofware
- Request for Accommodation
- Links to State Tournaments
- Austin Area Hotel List
- Past State Results for Speech Events

NEW COACH INFORMATION

- Program Overview
- Resources & Guides
- Important Dates
- Resources for Judge Training & Coaching Materials

HOW TO BUILD A TEAM

» Make creative recruitment announcements over public address system or school media channel. Hang recruitment signs in hallways.

» Social media: Utilize outlets of social media (i.e. Facebook, Instagram) in accordance with school policy to recruit new team members, encourage strong ties between current speech & debate team members and to foster development of the thriving program by posting successes of the team.

» Early in the school year, put a memo in teachers' mailboxes. Include a brief description of UIL events, and request recommendations of students instructors perceive possess talent for speaking contests.

» Once you identify these students, send them a personal invitation to join the team. Mail student invitation to home address, to the attention of their parents. Make the student feel he/she has been "selected" to be among the elite. Be sure to include information for parents about the TILF scholarship opportunities. College money often motivates!

» Recruit from junior high feeder school(s). Contact junior high counselors for pre-registration dates (usually January or early February). Get permission to do a "showcase" of your best performers just prior to pre-registration either during an activity period for entire student body or in individual classes.

» Get to be friends with your high school counselor and sell them on your program. (Remember: they advise students on what courses to sign up for and they make out final student schedules. They are a strong catalyst to make it happen!)

» Early in the school year, find out if your students do other academic UIL contests. (Study the Academic Conflict Pattern to insure events don't conflict with each other.)

» Decorate lockers, identifying students who become part of the UIL team. Make them feel special. Get shirts made so students feel they belong to a team. Designate a UIL shirt day once a week and/or always wear when traveling.

» Bring a busload of students to the nearest UIL Student Activities Conference (Super-Conference) each fall. It's free and no registration is required. Workshops are designed for novice and varsity students. In speech, state champions/medalists provide showcase demonstrations of the different speaking/performing contests.

☆ Issue each student a Squad Packet: Include squad rules, competition philosophy, tournament entry rules, consequences for dropping an entry, tourney dress code, curfew requirements on out-of-town trips, consequences for violation of school district policies. Most importantly, include a Medical Release Form. Get the squad packet pre-approved by your administration. Require commitment signatures from both students and parents.

» Demonstrate you are willing to go the extra mile for your students. This will inspire your students. (Teens will only give as much as their coach does, but if they see you care

to give your time to them, they will be inspired to be loyal to the program.)

» As your team grows, go to Homeroom/Activity Periods to showcase their talent so the student body and teachers can see what forensics is all about.
  ◇ Have experienced students perform for peers.
  ◇ Schedule Extempers, LD debatees, CX teams (with modified rounds) to speak for Social Study classes.
  ◇ Schedule Prose and Poetry competitors to perform in English classes.

  ◇ Work within the curriculum, using topics relevant to cross curriculum currently being studied.

» Recognize your students = Luncheon, Assembly, Awards Night
  ◇ Get administrative approval of a Letterman Policy
  ◇ (see Section 480 of the C&CR for award limitations)
  ◇ Award patches at the end of the year.
  ◇ Attend board meetings, publicize success in the newspaper (write the article yourself — make it easy for newspaper to print)
  ◇ Contact your state legislator's office when your students qualify for UIL State. Establish a squad website and Facebook page so photos and kudos can be posted.

» Announce UIL scholarship winners in local paper – send notices to School Board, Administration, State Representative.

» Don't forget to celebrate the small successes along the way. Make the journey fun!

» Network with other teachers who have effective programs in your school and in neighboring schools. (Find a mentor.)

» Don't be embarrassed to learn alongside the kids. Be honest and upfront with them. Admit you are new at this but you want to be the be the best coach you can be. Attend workshops: UIL Capital Conference in the summer, UIL SuperConferences in the fall, arrange for a successful coach or retired coach to come to your school to do a workshop. Not only will your students benefit, but you'll learn successful coaching methods.

SQUAD PACKET

Publish a "Squad" packet pre-approved by your administration. If administration knows that you have established these regulations, their confidence in your credibility as a coach will increase and you will have laid the groundwork for their support in critical situations, if ever needed. Then give the packet to students and parents to review before students join your squad. They need to know what kind of commitment it takes to be a active member of the Speech & Debate squad. Insist on their signatures of commitment to these guidelines. A "Squad Packet" might include: ***C***after school workshop attendance, rehearsals (mandatory or voluntary?)

COVER LETTER TO PARENTS PHILOSOPHY OF COMPETITION

- Describe your own commitment to the forensic program and your expectations of students who participate in the program.

SQUAD OBJECTIVES

- List life skills students can acquire through speech competition, scholarship opportunities

CRITERIA FOR PARTICIPATION

*Tourney Preparation

- after school workshop attendance, rehearsals (mandatory or voluntary?)
- specific days and times you are willing to commit to after-school practice

*Tournament Responsibilities

- commitment to the events the student enters (have student sign form for each tournament they commit to attend, including events they want to enter)
- consequences for "dropping" eventsdress code for competition
- behavior at tournaments

(Example: No complaining in public about judges, contestants, and the tournament: procedures to follow if there is a problem in the round, such as the coach handles it, not the student.)

- goals of the meet

(How to make every competition a "learning" experience; high level of concentration; time to arrive at rounds; support for other squad members by attending final rounds of their events to learn what makes a champion)

TOURNAMENT REGULATIONS

*School policy concerning alcohol, tobacco, drugs
*Regulations concerning transportation to and from the meet
*Regulations concerning leaving the tourney site during the meet
*Regulations governing out-of-town, overnight tournaments
-hotel room assignments, behavior, curfew, room checks, lights out policy

CONSEQUENCES FOR VIOLATING RULES AND REGULATIONS

*Address unwritten rules
*Individual squad member responsibilities
*FORMS to be signed and kept on file
*Student commitment to the rules and regulations
*Parental commitment to the rules and regulations

***Medical Release - Critical! Allow no student to travel without having this on file! Require that the form be notarized. Get your local health department or hospital to help design one that will meet regulations for emergency medical treatment. Carry it with you on all trips. It's of no use if you leave it in your file cabinet at school.**

HINTS FOR NEW COACHES

UIL tournaments are exciting for coaches as you see the hard work of your students come to fruition. However, without careful planning, first-year coaches may find tournaments almost overwhelming. It is important to be prepared for the additional responsibilities that competition requires of you so that you can create a healthy balance between forensics and your regular classroom duties. Being organized and knowing what to expect ahead of time are keys to meeting this challenge successfully. Here are a few hints and unwritten rules you might find helpful to know as you begin the tournament circuit.

Before the Tournament:

- Upon receiving the tournament invitation, make sure there are no major conflicts with the school calendar that might adversely affect your students or their ability to compete (i.e., stock show, football or basketball game, prom). If there are, understand that all students might not wish to participate at that time. Be flexible when you can so students can be well-rounded.
- Post the tournament date and events early and set your own deadline for signing up that will allow you to submit entries in time to meet the tournament's deadline.
- Arrange for transportation (bus request, etc.) well in advance, following your district's guidelines.
- If the tournament necessitates an overnight stay, make room reservations immediately. (This is especially important if your students qualify for UIL State. Reserve rooms well in advance of the meet. For UIL CX Debate State, reserve in early fall and then cancel reservation promptly if your team does not qualify. Do not wait until after District because hotel costs will rise dramatically.)
- Submit purchase orders for financial requests as soon as you know how many competitors you will be entering. Most tournaments charge by the event entries rather than by the student. Know your school district policies and meet important deadlines for the central office/business department.
- Arrange for the appropriate number of judges required, either by serving as the judge yourself, taking someone with you or paying the judging fees. Usually coaches are asked to fill one of the judging slots, so be prepared to do so. It's the best way to learn and you become a stronger coach. (If you qualify debaters to State, you are required to provide a judge with strong experience that can adequately judge state-level rounds.) Avoid "buying out" of your judge obligation at invitational meets so you can gain experience to serve as your judge at State.
- Hand out tournament attendance permission slips to be signed and returned by a specific deadline, or design a google or mach form. This keeps parents aware of dates and holds students accountable for tournament attendance.
- Pay attention to the "add/drop" deadline. Any drops made after that date usually result in an additional "drop fee". Most tournaments will not allow any additions after that date.
- During the week before the tournament, make sure each competitor has performed for you. This not only allows you to make sure the student is prepared, but also focuses the student on the task at hand.
- Communicate in advance to your squad what kind of attire is required for competition. Because appearance affects credibility, appropriate dress is almost as important as the performance. "Professional" is the key word.
- Prepare your students mentally for performing in front of an audience since UIL rules allow for observers.

I'VE NEVER COACHED SPEECH OR DEBATE BEFORE! WHERE CAN I GET HELP?

First, study the rules for your event(s) from the appropriate UIL speech contest handbook. Then visit the UIL speech webpage for additional resources. Contact the State Director for rule clarifications rather than depending on hearsay or comments by others on Facebook. Ask speech teachers in your area for coaching tips. Attend conferences hosted by UIL.

Getting on the Bus

Set a departure time that allows you extra time for any unforeseen difficulties in getting to the contest and hold to it. Waiting for a late student only penalizes everyone else and sets a bad precedence for the future. If necessary, assign one or two team captains to contact all entrants 30 minutes before departure to make sure everyone arrives in time for roll call.

Have specific travel directions and on-site parking instructions for the bus driver. Discuss with them before departing for the tourney.

Carry to the tournament:

- ✔ Copy of the entry form and tournament schedule
- ✔ All necessary checks or purchase orders
- ✔ Medical releases and permission slips or copies of these since you might want to leave the originals in a file in your classroom
- ✔ Specific directions to the tournament site; be sure bus driver gets a copy to review.
- ✔ School and parent emergency telephone numbers
- ✔ Legal pad, notebook, pens, pencils, stopwatches
- ✔ Copies of your interpers' documentation
- ✔ Magazine, book, papers to grade, tablet computer, etc. as there will be lots of "downtime" waiting for results
- ✔ An "emergency" kit containing band-aids, Neosporin (or equivalent), head and stomach pain relievers, emergency toiletries, incidentals such as an extra necktie, safety pins and a small sewing kit.
- ✔ Permission slip from parents allowing you to dispense the above medications.

Just before leaving, have everyone show you their interp folders and documentation. SEE THEM. This can avoid surprises when you get to the tournament site.

Arriving at the Tournament Site

Make sure the students know where the common area is, usually the school cafeteria, where squads gather to wait for contests to begin and results to be posted. Arrange to meet them there once you get checked in at registration. Do not bring your entire team to the registration table.

Make sure you know where the bus will be during the tournament. The driver needs to be available for any emergency. Tournaments often provide hospitality for coaches, judges and bus drivers.

At the registration table, inform the tournament directors of any changes you haven't already made, including drops and replacements. There is usually no charge for replacements, but there will be an additional fee if you drop an entry. You might wish to consider instituting the policy that students are responsible for their own drop fee. Avoid dropping entries unless it is an extreme emergency. Even then, try to get another student to cover the event. Not only does changing entries at the last minute shed a negative impression on you as a coach and your school, dropping contestants impacts sectioning and pairings your host has worked many hours to complete. Time to redo can make the tourney schedule late.

Make sure to check in your judges, if necessary. Make arrangements for paying the extra judging fees should any of your judges not show.

While at the registration table, check all entries to make sure everyone is on the appropriate list. Mistakes do happen, and it's better to catch them at the registration desk rather than when an event is about to begin. If the tournament is being run off web-based software carefully review your final entries in advance.

Most tournaments have a registration packet containing school maps, sectioning, event times, and other pertinent information for you and your students. Hosts may provide a version downloadable to your smart phone and tablet. For UIL State Meets, there will be a tournament webpage where all important instructions and details will be posted.

During the Tournament

- Immediately upon finishing registration, meet with your students in the common area. Inform them of their school code (usually a number or letter, which can be found in the tournament packet or tournament software) and each contestant's sectioning room number and time of event.

- Arrange specific times when you will meet with the students in the common area throughout the day. Also, let the students know where they can find you should they need to do so.

- While you don't have to accompany the students to every round, do make sure they know where they are going and when to arrive, especially if they advance to the final rounds.

- Check in at the judges' table frequently to see if you are needed. The registration packet/software usually will have your judging assignments, but not always. You need to check, regardless, in the event you have been assigned a round. Even if you have not, stand-by judges are always appreciated. Failing to pick up your assigned ballot may result in your student(s) being disqualified so fulfilling your judging obligation is imperative.

- Make sure you know where you can pick up contestants' ballots after a round. If the meet is using electronic ballots, know when they will be blasted to coaches for review. UIL tournaments have a verification period after the preliminary rounds; know when and where it is and be there. Otherwise, tabulation errors cannot be corrected.

- The official verification period at UIL tourneys are a must for you to be present. This is a time to check rankings on your students' ballots and final tabulation Have your UIL contest handbook handy in verification so you are certain of the ranking procedure. Verification is not a time to dispute a judge's decision.

- You should stay for the entire verification period. Results remain unofficial until it is over and those results have publicly been declared official. While verification is still underway changes can still be made if tabulation is found to be incorrect.

- Each tournament has its own tabulation room policy – some are open tab rooms, where you can go in at any time to view ballots, judging assignments, etc; others are closed tab rooms, where you cannot. (Most UIL district tab rooms are open, while most Regional and all State tab rooms are closed.) Should you experience a problem during the course of the tournament that requires entry to the tab room, find a tournament official.

- Throughout the tournament, keep an eye on your students. Unruly behavior is, by far, the largest complaint at contests. Remind your students that decorum and politeness go a long way toward success. Insist they treat school facilities with respect.

- Should you be called upon to judge, do so fairly and objectively. Bitter school rivalries have no place on a ballot. Be prompt to rounds so the tournament can stay on schedule. Fill your ballots with well-written, constructive comments; always include areas needed for improvement.

- Should you wish to observe your students in competition, it is wise to ask them if they are comfortable with you doing so. Some students are intimidated by having their coach in the room with them; this will hinder their performance. Respect their wishes. Be careful not to "coach" during the round which is a violation of UIL rules.

- Even if your students do not make finals, have them observe the round and learn from the "best" that day so they will see what the standards are for winning.

- Two-day tournament sites may have an area assigned for overnight storage. Know where it is and make sure your students get their materials there prior to leaving for the night. Return early enough the next day to remove them in a timely manner. For ultimate security of materials, take them with you!

At the end of the Tournament

Once the competitive rounds are over, most tournaments have an awards assembly. If any of your students made the finals, you and your students should definitely attend. If there is no formal awards assembly scheduled (some tournaments give out the medals or trophies as soon as results are known) or if none of your students advanced, you may leave. But before you do so, do the following:

- Collect all ballots from the tab room or hospitality room, if paper ballots are used. If they are electronic, carefully insure you have them all on your device.
- Make sure all debate, extemp files, and/or computers are loaded on the bus. Don't just take the students' word this has been done; check yourself.
- Make sure your portion of the commons area is free of all trash and cleaned to the best of your ability. (The tournament directors will thank you, remember you, and invite you back next year!)
- Have the students change into traveling clothes, if necessary, and require that they double check they have all their possessions with them on the bus. Having a polo shirt or t-shirt with school logo works well for traveling. It makes it easy to keep up with your students if you plan stops along the way.
- Thank the tournament directors.It will mean more to them than you realize.
- On the way home, use cell phones to have the students call or text their parents, giving them an approximate time of arrival. Most tournament returns are very late at night, and parents will be very appreciative if they aren't left waiting in the school parking lots for hours. Besides, you don't want to have to wait long periods of time for students to be picked up once you get back to your home school.
- Use social media to announce success of the squad.
- Tell your students you are proud of them. . .because you are!

The Following Week

- Publicize the squad's success.
  - Write up the results for school announcements.
  - Develop contacts with the school and community newspapers. Present them with an article you wrote yourself. Doing this will make it easy for them to print and the details will be correct.
  - Make use of local radio, television, and cable stations if possible.
  - Post successes on your squad webpage and Facebook page.

- Analyze the Judges' ballots.
  - Screen ballots before making available to the students. Some judges may have written comments damaging to a student's self-esteem.
  - Review the ballots with your students. Afterwards, assign specific items for each student to be working on before the next competition in order to improve.
  - File ballots in the student's performance folder so they can be reviewed at different stages of the tournament season. Always use ballots as learning tools.

*See appendix for example form of student assessment of previous tournament

Q & A

HOW CAN I NETWORK WITH OTHER SPEECH COACHES?
The best way is to attend teacher conferences. Spend two days of your summer in Austin at the UIL Capital Conference. You'll participate in sessions with other novice and veteran speech coaches and hear presentations from some of the best. Plus, you can get Continuing Professional Education Credit (CPE hours). Join the Texas Speech Communication Association (www.etsca.com/home.asp) and attend their annual convention held in October which features professional development for speech teachers & coaches – not to mention fun and friendships you'll experience! Contact your UIL Regional Advisory Committee members listed on the UIL Speech homepage. They are coaches in your geographical area who can offer advice.

I HEAR ABOUT UIL, TFA, NSDA, and TSCA. I GET CONFUSED!
Each is a separate organization. UIL, TFA and NSDA all host speech competitions for Texas high school students. Each has a website you can access to learn more about what makes them unique. When you go to a tournament, make sure you know which event rules are going to be followed, because UIL events and rules and LD topics differ from Texas Forensic Association and the National Speech & Debate Association. (see comparison chart included in this manual.) TSCA stands for the Texas Speech Communication Association and is the state professional organization for speech educators at the middle school, high school, as well as university level.

WHAT IS A TOURNAMENT "POOP" BOOK?
It's the booklet or weblink you may receive at registration that gives you all the important information you and your squad need to know about the tournament: i.e., time schedule, room assignments, sectioning of each event, rules & procedures. Many tournaments no longer print a hard copy but include comprehensive information on their online registration site. (ie., Speechwire)

HOW DO I KNOW IF MY STUDENTS ARE ELIGIBLE TO COMPETE?
All students must meet the no pass – no play law established by the State of Texas. The TEA- UIL Side by Side manual provides answers to many of your eligibility questions. This manual can be located on the home page of the UIL website. Review it first and then consult with your Academic Coordinator and/or local administrator. If you still have questions, call the League (512-471-5883) and ask to speak specifically to an Eligibility Officer.

WE'VE BEEN INVITED TO A SPEECH TOURNAMENT THAT IS SCHEDULED ON A SUNDAY. CAN I TAKE MY SQUAD?
School district personnel may accompany students to four school-sanctioned academic or fine arts competitions that do not count toward League standing if they are held on Sunday. These competitions must have prior approval of the superintendent or designated administrator.
In addition, a college or university must sponsor the competition. See the C&CR. Greater detail and explanation is provided on the Tournament page of the UIL Speech website.

WHAT IS SECTIONING?
Because speech contests are oral, contestants in individual events such as extemporaneous speaking and oral interpretation are divided into sections, if numbers warrant. A UIL section consists of no more than 8 contestants. If 9 or more students are entered, preliminary and final rounds are held. Depending on the number of sections, the top 2 or 3 ranked students advance from prelims to the final round. (Sectioning is sometimes also referred to as schematics.)

WHO MAKES UP A JUDGING PANEL?
Judging panels are often used in UIL speech contests. If so, there must be an odd number of judges. Commonly, 3 judges make up a panel. A round should not begin until the entire panel is in the room. Judges should not confer prior to rendering a decision and submitting their ballots.

HOW IMPORTANT ARE THE TIME LIMITS IN UIL INDIVIDUAL SPEAKING CONTESTS?
Time is critical. In prose and poetry, contestants are disqualified if exceeding the time limit of seven minutes, even if only by a second or two. Extemporaneous speaking contests (informative and persuasive) also have a seven-minute limit, but since these speeches are not pre-prepared from a manuscript, a speaker is allowed to complete the sentence they are speaking when the seven-minute time limit has been reached. This will not disqualify them, although they may run over the seven-minute limit by a few seconds. However, if they start a new sentence, the time rule calls for a disqualification.

WHAT IS BALLOT VERIFICATION?
It is a required contest procedure at UIL tournaments. After results are tabulated and before they are certified as "official" results and medals awarded, contest directors should announce a period of approximately 15 minutes when coaches and students have an opportunity to look at rankings and ballots.

In debate contests, the contest director announces the win-loss record it took to advance to the elimination rounds. You should check each of your debate ballots, totaling the wins, losses, as well as speaker points. Once elimination rounds begin, during verification check that your debaters are listed correctly as either affirmative or negative and the judges' decision. Speaker points do not apply in elimination rounds.

In interpretation and extemporaneous speaking contests, the contest director will make available your student(s) individual evaluation form and display the master ballot(s) that indicate how all contestants (not just your own) were ranked by each judge in the round, and/or the diagnostic sheet downloaded and printed from the software tabulation program when multiple judges were used. You should check to insure the master ballot ranking for your student(s) match what is recorded on the individual evaluation form. Study in advance the procedure on ranking when multiple judges are used so you can tabulate for yourself.

PROSE/ POETRY

WHAT ARE CATEGORIES FOR UIL PROSE AND POETRY CONTESTS?
Each contestant is required to prepare two performances. The League establishes categories each performance must meet. The categories change every 3 years.

Study the category descriptors carefully. Visit the UIL website https://www.uiltexas.org/speech/oral-interp and review the UIL Prose and Poetry Handbook for expanded explanations of the categories. The handbook can be downloaded from the UIL website.

WHY IS DOCUMENTATION OFTEN REQUIRED FOR THE PROSE AND POETRY CATEGORIES?
Documentation serves to insure each student has met the guidelines required of all competitors to promote a fair and equitable contest.

HOW DO I KNOW IF THE DOCUMENTATION MY STUDENT FOUND FOR UIL PROSE OR POETRY IS ADEQUATE?
Check the chapter in the UIL Prose & Poetry Handbook that discusses appropriate and inappropriate documentation, and the official website for recent rulings. If you still aren't sure, contact the State Speech Director. Tip: Don't wait until the week of your district meet to call the League office. Allow plenty of time for your student to polish another piece, in the event the ruling isn't in your favor.

Note: UIL Cross-Examination State Meet is conducted the entire week prior to District I week so, your State Director will be at the CX Tournament site and not be in the office that week. If you need a ruling from the State Director, request it by March 1.

CX & LD DEBATE

WHAT IS THE RULE ON ENTERING BOTH LD AND CX?
Students are limited to entering one debate event, one interp contest and one extemp contest in addition to Congress. So, students who compete in CX cannot enter LD at the UIL district meet. They can, however, enter other speaking events and academic contests.

IF A CX TEAM IS ENTERED AS A DISTRICT ALTERNATE BUT DOES NOT COMPETE, ARE THOSE STUDENTS ELIGIBLE TO ENTER LD DEBATE?
Yes. The restriction against cross-entering CX and LD takes effect when the students actually compete at district.

MY TEAM QUALIFIED FOR CX STATE. NOW WHAT DO I DO?
Your district spring meet director will certify the results to the State Office so there is no registration for you to complete. However, be sure to immediately access the State Meet webpage on the UIl website. There is important information, especially the deadline for submitting your state judging forms online. These are required for your debaters to advance. Carefully read the entire State Meet page online for deadlines, procedures and required paperwork. Direct your students and their parents to the Winner's Packet posted for them online.

WHY DO I NEED A JUDGE FOR CX STATE?
Constitution & Contest Rules require every school that qualifies a team to supply an experienced judge. The state tournament is incredibly large with over 900+ rounds to be covered by judges. Having schools bring judges, in addition to the 75 or so judges that the League hires, attempts to provide a geographically balanced judging pool.

WHAT IF I DON'T FEEL QUALIFIED TO JUDGE STATE ROUNDS?
When you start the year with your debaters, realize that at least 1 of your teams just might qualify for state. Therefore, it's a good idea to watch rounds at invitational tournaments and volunteer to judge. Tournament officials will welcome a willing judge for CX! The more rounds you observe, the more confident you will feel judging. Besides, judging at tournaments makes you a better coach since you can discuss the rounds you heard with your students after the tournament. If, after judging throughout the year you still do not feel qualified, find a former debater or someone qualified to bring as your judge. You are advised to do this before the district meet, in case you have a team advance to State. NOTE: If your district waits until the last weekend of the CX window to hold their meet, you will need to contact someone much earlier, in the event that your team(s) qualified, so that you meet the deadline for submission. You can also search the UIL Judge database found at https://www.uiltexas.org/speech/speech-judges/ and negotiate a contract with them.

IF I QUALIFY A CX TEAM OR LD DEBATER TO STATE, WHERE DO I GET INFORMATION?
Check the UIL website State Tournament webpage. It is the hub for information and for the required judging forms you must submit for your students to compete at State. The forms are posted there for online submission to the State Office.

WHAT HAPPENS IF I MISS THE CX STATE DEADLINES?
Not only do you risk your team not debating at State, but also your school is asessed a $100 late fee.

WHEN SHOULD I MAKE TRAVEL ARRANGEMENTS FOR REGIONALS OR STATE?
Make tentative hotel arrangements months in advance. Because CX Debate State is held during Spring Break in the Capitol City, early fall is recommended. Hotel costs will increase if you wait until February to reserve rooms. Follow your school district's policies for paperwork.

WHAT IF ONE OF MY CX DEBATERS QUALIFIED FOR STATE GETS SICK AND CAN'T COME?
You are allowed to substitute ONE member of the CX team, as long as one member from the original

team that qualified remains. If both debaters are unable to attend State, you are required to contact the district director so that the alternate may have the opportunity to advance. Failure to notify the State Office that your team will not attend state meet can result in sanctions by the State Executive Committee.

WHEN AND HOW DO I FIND OUT WHAT THE UIL LD DEBATE TOPIC WILL BE?
UIL uses 2 topics each year – 1 for the fall semester and 1 for the spring semester. The fall topic is released in mid - August and the spring topic is released in mid - December. The quickest way to get it is to access the UIL Debate webpage where you will find it posted. (The CX Debate topic is also posted there.)

I QUALIFIED A LD DEBATER FOR STATE. DO I HAVE TO PROVIDE A JUDGE FOR THE MEET?
Yes. Look on UIL website for deadlines and judging forms.

INFORMATIVE & PERSUASIVE

CAN WE FILE DEBATE BRIEFS AS RESOURCES IN OUR EXTEMP TUBS OR IN OUR EXTEMP ELECTRONIC FILES?
No. Remember: anything that resembles an outline of a speech is not allowed in the extemporaneous speaking prep room. Read in the UIL Informative and Persuasive Handbook what is and isn't allowed.

CAN WE HIGHLIGHT OUR EXTEMP ARTICLES BEFORE FILING?
Highlight an article in only one color.

WHAT IF I HAVE A QUESTION THAT IS NOT ANSWERED IN THIS MANUAL?
Feel free to contact the UIL State Director. E-mail is the easiest and quickest way to get a response. You may also call or write:

Jana Riggins
UIL Director – Speech & Debate
University Interscholastic League
1701 Manor Rd, Austin, TX 78722
jriggins@uiltexas.org
512-471-5883

Ethics in Coaching Forensics

Competition can bring out the best or the beast in coaches and students. Although there are sometimes differences among Texans about just what is "ethical", there is general consensus that unethical behavior occurs all too often in forensic competition. The attitude of "win at all costs", "if your squad is going to use a tactic – my students will use it too, whether it's right or not," is a trap you won't want to fall into as a beginning coach.

What is unethical when it comes to competition? What should you avoid?

•**Unsportsman-like conduct** – Never treat judges and tournament officials disrespectfully, even if you disagree with their opinion. Your students learn by example. Teach your students sportsmanship and courtesy.

•**Taking shortcuts** – Don't resort to skipping the important steps of having students check all evidence before using it in a debate round, trying to pass off inappropriate documentation in prose and poetry contests, or illegal materials in the extemporaneous speaking preparation room. You not only risk disqualification of your student, but your credibility with your coaching colleagues.

•**"Everybody else is doing it" attitude** – Never excuse unethical behavior just because it seems other coaches are doing something. There are many more coaches who are following the letter of the law.

•**Looking for Loopholes** – Violating the spirit of the rule when the intent is clear by arguing the "letter" of the law is not exemplary behavior. Don't try to skirt the rules nor teach your students to do so.

•**Abuse of scholarship of the activity** – Forensics is a noble endeavor. Set high standards of decorum for yourself and your students. Using a ballot to punish students from a school you don't like or whose coach you aren't fond of, manipulating sectioning/pairings in the tabulation room, doing your students work for them, dropping teams without notice, berating or intimidating tournament officials, demonstrating a lack of courtesy toward other competitors, and a general disrespect for rules are not what forensics should be about.

•**Conflict of Interest** – Be upfront about contestants you have a personal affiliation with or that you have professionally coached or consulted. Recuse yourself from judging them – not because you could not be unbiased but because you understand how unfair it might be perceived by other coaches and contestants. Everyone wants to feel assured all competitors were treated equally and fairly.

As speech educators, we have a responsibility to our profession as well as our students. We must ensure that the educational aspect of our activities takes precedence over the competitive aspect and we must be careful how we help students define "winning."

Place ***Integrity*** over ***Victory***. Be proud of your students if they have done their best. Teach your students not only the written rules, but also the unwritten rules of etiquette and ethics.

Clarification: Artificial Intelligence

The following statement serves as a clarification of the use of computers and presentation of evidence in CX and LD debate rounds in the current AI environment:

UIL rules for CX Policy Debate and LD Debate allow for use of computers during competition rounds; this would, of course, allow competitors to access ChatGPT or its AI equivalents.

However, in debate events, generative AI may not be cited as evidence: Chat GPT or other Generative AI reports are NOT evidence and cannot be used as supporting evidence. Any text read from a ChatGPT or other Generative AI report would carry no more weight than a debater's own assertions. Characterizing a ChatGPT or other Generative AI printout as evidence would represent a violation of the evidence rule – it fails to meet the source citation rules specified in the UIL rulebook.

In addition, from court rulings, it has been confirmed that source citations and quotes produced by artificial intelligence can be unreliable and often even non-existence. As per UIL rules, falsification of evidence is a serious oPense that can lead to disqualification and may be grounds for suspension for the following year.

If debaters wish to use evidence from an AI source, they must locate the original and properly cite it – providing a source as reported from ChatGPT or other Generative AI product (without locating the original to determine its legitimacy) would never be suPicient. Coaches and debaters are encouraged to access the expanded discussion on Artificial Intelligence included in this year's A Guide to UIL CX Debate and in the UIL LD Debate Guide.

Section 901 C&CR– Academic Contest Ethics Code

(a) The Academic Contest Ethics Code shall carry the force of rule. Member school districts, member schools and/or covered school district personnel who violate any of the provisions of this code shall be subject to penalty.

(1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules – both in letter and in spirit.
(2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery that attempts to skirt the rules or any other unfair tactic that detracts from sound educational principles.
(3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.
(4) Regard opponents as guests or hosts while placing personal and/or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates or threatens competitors has no place in interscholastic activities.
(5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.
(6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.
(7) Abstain from any practice that makes a student feel pressured to participate in non-school activities.
(8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.
(9) Ensure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets.
(10) School districts shall notify the academic regional or state meet director no later than the end of the second school day following academic district or regional competition if a student or a team knows that it will not compete at the next higher academic meet.

(b) SALARY/STIPEND. Any salary or stipend arrangement which makes it to the financial interest of a coach, director or sponsor to win a UIL contest will be in violation of the Academic Ethics Code, and the member school district, member school and the school district personnel shall be subject to the range of penalties outlined in Sections 27 and 29.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form:
https://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation9-1.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.
Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.
Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to go on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained once we do find normalcy again. Some schools will continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL : Congress

Preparation

Prepare to enter the world of online Congress before the start of actual competition rounds by holding online practice rounds. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity.

Technology Set-Up

Technical set-up is critical to consider. Competitors should enter the chamber early to test microphone and technology in advance. Check the wi-fi connection. Turn off unnecessary devices. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early to the contest.

Competitor Positioning

Students are encouraged to sit while competing because of the “virtual box”.

Speaker Tips

Sitting heightens the need for verbal transitions when speaking since traditional speaker movement used as nonverbal transitions is hampered. Main point previews at the end of introductions are critical.

Placards

Representatives should prepare a placard professional in appearance that includes their name (i.e. **REP. RODSON**) and, when appropriate, should hold it so it can be visually seen within the frame of the camera (the “virtual box”). Check the virtual mirror setting to be certain the placard can be read correctly.

Cameras

Students should adjust to the web camera considering what can be seen in the “virtual box”, adjust to the room and adjust the side lighting so as not to be a dark shadow on the screen. Have a visual background free from distractions, to the extent that is possible. Simple adjustments can be made such as turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts set up ahead of time.

Be sure online registration includes your current cell phone number.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conferencing being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Be sure you have contact information for tournament personnel.

Technical Difficulties

Have a plan in place should you or your students have technical difficulties. Know what procedures to follow if the tournament video platform crashes or has a glitch.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. In order to maximize social distancing, any pre-tournament adjudication training should be digital or presented via video.

Technical set-up is important to consider. Become familiar with the tournament software. Review all instructions provided by the tournament host and ask questions well in advance of the competition. Enter the chamber early to test technology in advance. Purchasing an ethernet cable and hardwiring to the router is recommended to improve connectivity.

Technology

Keep your video on but your microphone off during the contest.

Know what the tournament procedure is should there be tournament-wide tech issues.

Common tech issues:

- Lagging audio – have participant turn off video briefly to improve bandwidth
- Noise in the audio – have participant mute themselves if they are not speaking
- Video quality – have participant readjust lighting or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect

Contact Info

Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Ballots

Congress ballots will be accessed through the online platform selected by the region committee. UIL also will provide interactive ballots to Region Clerks who request them.

Environment and Disruptions

Judges are being encouraged to remember that participants come from diverse backgrounds and should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues and the visual background students have available to them.

BEST PRACTICES FOR VIRTUAL CX or LD DEBATE

Preparation

Prepare before the start of actual competition rounds by using test rooms provided by the specific video platform a tournament is using. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. The battery is drained rapidly when using video conferencing software.

Laptop is the best option since most have a built-in microphone and web cam. Tilting the laptop screen can easily adjust the position of the webcam. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi.

A desktop with microphone and webcam can also work. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be tricky; a cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing; it requires a few more steps when using Video Meeting apps; moving these devices creates a lot of movement on the screen.

If you do not have the latest and greatest technology, do not worry. Judges will not be judging you on your technical set-up but on the quality of your performance.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people and one that has good lighting. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction,

removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

You want your camera to be at eye level. That may mean placing your laptop on boxes. If you choose to stand when debating, avoid standing in front of a window or directly under a light fixture.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Microphones

Debaters should mute their microphones when not speaking. Double-check it is muted before beginning prep time.

Technical Problems

Technology issues should be reported immediately through a tournament help line or email. The specific "help" procedure should be communicated by tournament officials in advance of the meet.

To Improve Connectivity:

- Wired Internet Connection
  - Plug your computer into the router (the network device that provides Internet connection) with a network cable. The computer may need an adapter to make this possible.
- Move closer to the router.
  - If wired is not an option, the next best option is to place your computer in the same room as the router. The closer the device is to the router, the better the signal quality. The video/audio could freeze if the device is too far away.
- Reboot the router.
  - If the device has repeated connection issues, reboot the router to reset all connectivity.
- Minimize interference.
  - Remove any solid objects between the wi-fi antenna and the router. Avoid using appliances while online, if possible.
- Don't crowd the router.
  - Reduce additional Internet usage while online. (Netflix, etc. should not be streaming in the other room)

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.
Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software. Cell or email is how each person will receive postings and ballots.

Carefully make sure student names registered on the team roster in the tournament management system match the student account name entered. Example: if you entered the student as “Johnny Smith”, they should not enter themselves as “Jonathan Smith.” Take the time to proof email addresses and phone numbers (if used) to confirm they were entered not only correctly but consistently.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.
Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament management system and platform. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are performing. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Others use 2 devices. Experiment in advance to discover what works best for you.

Note: Some tournament software allows you to submit your results and add the comments afterward submitting your ranks, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background students have available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Technology Problems

Common tech issues, if a student needs help: (avoid interrupting a debate unless the issue is so bad you can't overlook it)

- Lagging audio – participant can turn off video briefly to improve bandwidth
- Noise in the audio – participant can mute themselves if they are not speaking
- Video quality – participant can readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect The Contest Director should use discretion in determining the length of time that is reasonable.

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

BEST PRACTICES FOR VIRTUAL INFORMATIVE AND PERSUASIVE SPEAKING

Preparation

Prepare for online Extemporaneous Speaking before the start of actual competition rounds by participating in online practice rounds. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi. A cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Technical Problems

Technology issues should be reported immediately through a help line or email. The specific “help” procedure should be communicated by tournament officials in advance of the meet.

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Reminders If Using *SpeechWire* *

- Be sure you input your students' email addresses into *SpeechWire.*
- Judges must set up accounts as well so they can receive their assigned e-Ballots.
- Retrieve your students' ballots as a PDF and view the tabulation sheets in your team's *SpeechWire* account.

**SpeechWire* will be used at UIL State Meet.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament software. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are speaking. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Some use 2 devices. Experiment in advance to discover what works best for you. Note: *SpeechWire* allows you to submit your results and add the comments afterwards, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student. In the commend box of the e-Ballot, it's a good idea to type the student's topic so the Tab Room can verify the student spoke on the actual topic they drew.

Technology Problems

Common tech issues:

- Lagging audio – have participant turn off video briefly to improve bandwidth
- Noise in the audio – have participant mute themselves if they are not speaking
- Video quality – have participant readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect

  The Contest Director should use discretion in determining the length of time that is reasonable; due to the nature of this timed event, 5 minutes protects the integrity of the draw schedule

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background a student has available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

BEST PRACTICES FOR VIRTUAL PROSE AND POETRY INTERPRETATION

Preparation

Prepare for online Prose and Poetry Interpretation before the start of actual competition rounds by participating in online practice rounds. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. The battery is drained rapidly when using video conferencing software.

Laptop is the best option since most have a built-in microphone and web cam. Tilting the laptop screen can easily adjust the position of the webcam. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi.

A desktop with microphone and webcam can also work. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be tricky; a cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing; it requires a few more steps when using Video Meeting apps; moving these devices creates a lot of movement on the screen.

If you do not have the latest and greatest technology, do not worry. Judges will not be judging you on your technical set-up but on the quality of your performance.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people and one that has good lighting. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

You want your camera to be at eye level. That may mean placing your laptop on boxes. Ideally, you want the camera to show you from your knees to slightly over your head. But if the space does not allow that, at least get mid-chest and up. Once you have begun your performance, do not adjust your camera.

Performers are encouraged to stand to perform, unless a disability or space issues prohibit standing. Avoid standing in front of a window or directly under a light fixture.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Technical Problems

Technology issues should be reported immediately through a tournament help line or email. The specific “help” procedure should be communicated by tournament officials in advance of the meet.

To Improve Connectivity:

- Wired Internet Connection
    - Plug your computer into the router (the network device that provides Internet connection) with a network cable. The computer may need an adapter to make this possible.
- Move closer to the router.
    - If wired is not an option, the next best option is to place your computer in the same room as the router. The closer the device is to the router, the better the signal quality. The video/audio could freeze if the device is too far away.
- Reboot the router.
    - If the device has repeated connection issues, reboot the router to reset all connectivity.
- Minimize interference.
    - Remove any solid objects between the wi-fi antenna and the router. Avoid using appliances while online, if possible.
- Don’t crowd the router.
    - Reduce other Internet usage while online. (Netflix, etc. should not be streaming in the other room)

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a

note of which one you have entered in the tournament management software. Cell or email is how each person will receive postings and ballots.

Carefully make sure student names registered on the team roster in the tournament management system match the student account name entered. Example: if you entered the student as “Johnny Smith”, they should not enter themselves as “Jonathan Smith.” Take the time to proof email addresses and phone numbers (if used) to confirm they were entered not only correctly but consistently.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Reminders If Using *SpeechWire**

- Be sure you input your students’ email addresses into *SpeechWire.*
- Judges must set up accounts as well so they can receive their assigned e-Ballots.
- Retrieve your students’ ballots as a PDF and view the tabulation sheets in your team’s *SpeechWire* account.

SpeechWire is used at District, Region and State as the official UIL tournamer managment system.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament management system and platform. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are performing. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the

round and then transcribing the notes to the e-Ballot at the end of the round. Others use 2 devices. Experiment in advance to discover what works best for you.

Note: *SpeechWire* allows you to submit your results and add the comments afterward submitting your ranks, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student. In the comment box of the e-Ballot, type the title of the student's selection(s) so Tab officials can verify that what is performed in the round is what was submitted for documentation.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background students have available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Technology Problems

Common tech issues, if a student needs help: (avoid interrupting a performance unless the issue is so bad you can't overlook it)

- Lagging audio – participant can turn off video briefly to improve bandwidth
- Noise in the audio – participant can mute themselves if they are not speaking
- Video quality – participant can readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect The Contest Director should use discretion in determining the length of time that is reasonable.

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

APPENDIX

All items found in this appendix can also be found electronically on our website and in the individual contest Handbooks.

2026 – 2027 UIL PROSE CATEGORIES

PROSE CATEGORY A RESTRICTIONS

The material chosen for use in Category A of Prose Interpretation shall meet the following restrictions:

(A) A single selection of prose shall be used.
(B) The prose shall be published, printed material, or internet material that shall be published concurrently in hard copy.
(C) Self-authored material shall not be used.
(D) An anonymous work may be used if concurrently published in hard copy.
(E) Selections from plays, screenplays, movies, monologues, songs, or speeches shall not be used.
(F) The use of AI-generated material shall be strictly prohibited.
(G) No contestant shall use the same writer in more than one category in the contest.
(H) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(I) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Igniting the Imagination through Storytelling

Since storytelling is one of the oldest artforms in civilization, the goal of this category is to share meaningful and creative stories through prose. While this reader's choice format allows for flexibility in theme, the contestant should ground their performance in sound literary merit, emotional depth, and a well-developed story arc.

For Category A, students may select from fiction or non-fiction, which may be written or retold by a single author or from a co-authored source. Self-authored materials shall not be used. The author(s) used in this category shall not be used in Category B of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction shall include the title and author(s) used in the performance.

Documentation Requirements

1. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the **current** UIL Prose A Documentation online form.
2. The contestant shall provide proof the selection is published.
3. The contestant shall also provide proof of prose genre.
4. If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose.

Examples of **acceptable** proof of publication include:

- The original published source
- Photocopy of the copyright of the original source
- Online printout of Library of Congress cataloguing information
- If a prose selection is drawn from a literary collection (anthology), the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the prose selection is included in that book.
- A printout from an online source proving the selection is included in the published collection. Printouts of online documentation shall include the URL of the website.

Examples of **UNacceptable** forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document
- Screenshots
- AI generated documentation

See the *UIL Prose and Poetry Handbook* provided online and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Students are urged, but not mandated, to take to the contest site the original published source of the selection.

2026-2027 UIL PROSE CATEGORIES

PROSE CATEGORY B RESTRICTIONS

The material chosen for use in Category B of Prose Interpretation shall meet the following restrictions:

(A) A minimum of one but no more than four prose selections shall be used in this program.
(B) The selection(s) may be published, printed material, or internet material from literary sources; No transcribed material will be allowed.
(C) Selections from plays, screenplays, movies, and monologues shall not be used.
(D) Speeches may be used but may not be the entire performance.
(E) Self-authored materials shall not be used.
(F) The use of AI-generated material shall be strictly prohibited.
(G) No contestant shall use the same author in more than one category in the contest.
(H) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(I) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: An American Mosaic: The Ties That Define Us

The goal of this category is to explore the spirit of American life. Selections should examine the traditions, landscapes, people, or events that define the American experience. This category explores how both triumph and tragedy can shape our identity.

In this category, the contestant shall read a single literary work of prose, an excerpt of prose, or may create a program containing no more than four literary works of prose.

For Category B, the performance may be selected from fiction and/or non-fiction. Co-authored and anonymous works of prose are permissible. Self-authored materials shall not be used. The author(s) used in this category shall not be used in Category A of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read in the performance. If the program is woven, the contestant should state it in the introduction, and the different prose works should be distinguishable through interpretation. Brief original transitions may be used to tie the performance together but should be limited.

Documentation Requirements

1. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the **current** UIL Prose B Documentation online form.
2. Proof of prose genre shall be required.

See the *UIL Prose and Poetry Handbook* and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

2026 – 2027 UIL POETRY CATEGORIES

POETRY CATEGORY A RESTRICTIONS

Material chosen for use in Category A of Poetry Interpretation shall meet the following restrictions:

(A) A minimum of one poem and up to six poetry selections may be used.
(B) If performing a single selection, the poem shall be published, printed material; internet material shall be poetry published concurrently in hard copy.
(C) Anonymous poem(s) may be used if concurrently published in hard copy.
(D) If multiple poems are used, the student may, but is not required to weave the poems in formatting the program.
(E) Self-authored materials shall not be used.
(F) Selections from plays, screenplays, movies, speeches, or monologues shall not be used.
(G) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems.
(H) The use of AI-generated material shall be strictly prohibited.
(I) No contestant shall use the same poet in more than one category in the contest.
(J) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(K) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Igniting the Imagination through Storytelling

Since storytelling is one of the oldest artforms in civilization, the goal of this category is to share meaningful and creative narratives through poetry. While this reader's choice format allows for flexibility in theme, the contestant should ground their performance in sound literary merit, emotional depth, and a well-developed narrative.

For Category A, poems may be written or retold by either a single poet, multiple poets, or from a co-authored source. Self-authored materials shall not be used. The poet(s) used in this category shall not be used in Category B of poetry.

When using copyrighted material each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Unless published as poetry, song lyrics may be used only as transitions between poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction shall include all titles and poets read in the performance. If the program is woven, the contestant should state it in the introduction. If song lyrics are used as transitions, the participant should state their use in the introduction. The different poetry works should be distinguishable through interpretation.

Documentation Requirements

1. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the **current** UIL Poetry A Documentation online form.
2. The contestant shall provide proof the poem(s) are published.
3. Proof of poetry genre shall be required.
4. If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the work is poetry

Examples of **acceptable** proof of published include:

- the original published source
- a photocopy of the copyright of the original source
- online printout of Library of Congress cataloguing information
- If a poem is drawn from a literary collection, the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the poem is included in that book,
- A printout from an online source proving the poem is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer

Examples of **UNacceptable** forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document
- Screenshots
- AI generated documentation

See the *UIL Prose and Poetry Handbook* and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation. Students are urged, but not mandated, to take to the contest site the original published source(s) of the selection.

2026-2027 UIL POETRY CATEGORIES

POETRY CATEGORY B RESTRICTIONS

The material chosen for use in Category B of Poetry Interpretation shall meet the following restrictions:

(A) A minimum of one and up to six poetry selections may be used.
(B) All poetry may be published, printed material, or internet material. No transcribed material will be allowed.
(C) If multiple poems are used, the student may, but is not required, to weave the poems in formatting the program.
(D) Selections from plays or screenplays, movies, speeches, and monologues shall not be used.
(E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems.
(F) Self-authored materials shall not be used.
(G) The use of AI-generated material shall be strictly prohibited.
(H) No contestant shall use the same poets in more than one category in the contest.
(I) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(J) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: An American Mosaic: The Ties That Define Us

The goal of this category is to explore the spirit of American life. Poems should examine the traditions, landscapes, people, or events that define the American experience. This category explores how both triumph and tragedy can shape our identity.

In this category, the contestant may read one single poem, an excerpt of a poem or poems, or may create a program containing no more than six literary works of poetry.

For Category B, co-authored and anonymous works are permissible. Self-authored materials shall not be used. The poet(s) used in this category shall not be used in Category A of poetry.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Unless published as poetry, song lyrics may be used only as transitions between poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read in the program. If the program is woven, the contestant should state it in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions, the participant shall state their use in the introduction. Brief original transitions may be used to tie the performance together, but should be limited in use.

Documentation Requirements

1. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the **current** UIL Poetry B Documentation online form.
2. Proof of poetry genre shall be required.
3. If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry.
4. No proof of publication for Category B is required.

See the *UIL Prose and Poetry Handbook* and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

UIL Guidelines: Electronic Retrieval Devices in CX and LD Debate

Electronic retrieval devices are defined as laptop and tablet computers, netbook computers, and other portable electronic retrieval devices. The use of electronic retrieval devices by competitors in UIL Cross-Examination Debate and Lincoln Douglas Debate rounds is permissible under the conditions specified below.

A. Internet access may be used to retrieve files, research arguments, and exchange evidence and/or arguments with the opposing team and judge.
B. Computers or other electronic retrieval devices may neither be used to communicate nor to send or receive information to or from coaches, assistants or other individuals inside or outside the room in which the competition occurs. Examples of information that would be restricted would include *but not be limited to* coach/non-participating competitor generated arguments, advice or arguments to run, questions to ask or response answers during cross-examination period and other information not generated by the participating competitors in the round.
C. In compliance with the UIL prompting rule, electronic retrieval devices may not be used to send messages or evidence to a debate partner while that partner is speaking or participating in cross-examination period.
D. Availability of Evidence: Debaters have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. This may be done electronically by flash drive or email chain if the opponent and judge have the capability to view the electronic version on their own devices. In the event that an opponent or judge is not using an electronic retrieval device, a debater who presents evidence from an electronic device must provide a meaningful opportunity for that opponent or judge to review evidence. Examples of such access include providing a printed copy of the evidence and showing the evidence on a device provided by the debater. Whatever manner the evidence or access is provided, the evidence must be quickly and easily accessible by the opposing team and judge.
E. Contestants electing to use computers are responsible for providing their own computers, internet connection, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing wi-fi connection, computers, printers, software, paper, or extension cords for contestants or any technical assistance.
F. Sanction: Contestants found to have violated paragraph C above shall forfeit the round of competition and receive zero points. Contestants found to have violated paragraph B above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.

Contestants choosing to use laptop computers or other electronic retrieval devices defined above accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use these devices in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking. Laptops or other electronic retrieval devices should not be a deterrent to eye contact and other proper public speaking skills.

2026-2027

GUIDELINES: ELECTRONIC RETRIEVAL DEVICES IN EXTEMPORANEOUS SPEAKING

The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Extemporaneous Persuasive and Informative Speaking is permissible for evidence retrieval so long as wired or wireless connections are disabled and remain disabled during the contest. *These rules in no way are intended to prevent or discourage contestants from utilizing traditional paper files.*

Use of electronic retrieval devices during the contest

A. Computers and other electronic retrieval devices are defined as: laptop, tablet and netbook computers, other portable electronic retrieval devices and secondary devices such as flash drives and external hard drives.
B. Cell phones or smart phones or smart watches are not allowed during the contest.
C. Computers may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
D. Wired connections (Ethernet or phone) during the contest are not permitted.
E. Computers or other electronic equipment may not be used to receive information from any sources (coaches or assistants included) inside or outside the preparation room. Internet access, use of e-mail, instant messaging or other means of receiving information from sources inside or outside the preparation room are prohibited. *This statement does not preclude the use of timing devices.*
F. Contestants may utilize allowable devices for the purpose of accessing stored files, but shall not use them to outline their speech or otherwise organize their thoughts.
G. The contestant shall not remove the electronic retrieval devices from the preparation area until after the contestant's speech has been delivered.

Sanction: Contestants found to have violated provisions B-G above shall be disqualified. The contest director shall be empowered with the final decision concerning disqualification.

H. Devices must be muted in the preparation room during the contest. Contestants should not play games or engage in other distracting activities on their electronic devices. Tournament officials may ask a contestant to power off the device if it becomes distracting.
I. Contestants from the same school may share computers during preparation. However, conversing among contestants is not allowed.

Source Materials: Contestants may consult magazines, newspapers, journals and other published source materials saved on their electronic retrieval devices if the following standards are met:

A. There shall be no modification. Each document shall be a single, complete source in and of itself. Indexing without annotation is allowed.
B. An article may be highlighted in only one color. Bolding, italicizing, underlining or any other manipulation of the original text of the article is prohibited.
C. The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials including but not limited to cases, briefs, outlines and flows must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest.
D. Contestants may not access audio, video or other active multi-media files during the contest.

Logistics

A. Contestants electing to use computers are responsible for providing their own computers and batteries. Tournaments hosts shall not be responsible for providing computers for contestants.
B. Power plugs or outlets may not be used in the preparation room at any time.
C. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations, including additional preparation time or speech time, will be given by judges, contest directors or tournament hosts.
D. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the computers at their own risk. UIL is not responsible for lost, stolen or broken computers.

Monitoring. By choosing to use electronic retrieval devices in the preparation room, contestants are consenting to allow tournament officials to monitor their files. Contestants who do not wish to consent should not use electronic retrieval devices.

Judging Cross-Examination Debate

1. Debate is a contest in arguing a specific resolution. Each affirmative team will interpret the resolution differently and offer a specific plan, outlining potential advantages to adopting the plan. Your task is to determine whether the affirmative proves that the adoption of its plan would be desirable.

2. Regardless of your judging philosophy, there are multiple arguments that may occur in a debate. Below are six common ones. To make your decision, you should take notes, and after the round, balance the issues. This will help you determine, *based on what the debaters actually presented in the round*, whether adopting the affirmative plan is desirable.

Key Issues

• Topicality:	Does the affirmative team offer a plan within the current resolution?
• Inherency:	Has the affirmative case shown that the status quo is unable or unwilling to redress the harm?
• Impacts	If the plan is not passed, what potential harmful situation will occur? What advantage is there to the plan? How big are the impacts? Are they likely?
• Solvency:	Has the affirmative case shown that the plan will solve all or a significant portion of the impacts?
• Disadvantage:	The negative team may offer disadvantages explaining how the affirmative case causes its own harmful impacts. Is this impact likely? Does it outweigh the affirmative cases' impacts?
• Counterplan:	The negative may propose a specific counterplan as an alternative to the affirmative plan. Does the counterplan solve for the impacts of the disadvantages or others?

3. **Making the decision**: *Depending upon your judging philosophy*, you might follow the sequence below:
   a. ***Is the affirmative plan topical?*** Unless the negative disproves this, assume it is. Don't use your own bias. If the negative has shown that the plan is not topical, then most judges will vote negative (disregarding items b and c below).
   b. ***Inherency/Solvency Balancing:*** If the negative has made arguments about inherency or solvency, ask how much would be gained by adopting the affirmative plan after considering these arguments. If some advantage remains, then move to item c below.
   c. ***Disadvantages Balancing:*** Balance the gains expected by adopting the affirmative plan with any disadvantages the negative has proven would occur by adopting the plan. Determine if the impacts from the disadvantages are worse than the impacts from the affirmative case.
   d. ***Plan/Counterplan Balancing:*** If the negative has offered a counterplan, the question is whether the counterplan offers a good reason to reject the affirmative plan or whose plan solves for more significant impacts.

4. **Speed of delivery**: Some debaters have developed an excessively rapid style of delivery that interferes with the element of communication that is basic to debate. The ballot provides an avenue for indicating to the debater that speed of delivery did or did not interfere with communication. If the speaker's speed of delivery interferes with your ability to follow the course of the debate, you should lower the speaker points.

5. **Filling out the ballot**:
   a. Record decision (affirmative or negative)
   b. Award points (30 points is highest; 20 is the lowest) to each debater. ***Since speaker points are a crucial determinant of advancement, avoid excessively low speaker points unless truly warranted***.
   Speaker Criteria: Organization, Evidence, Analysis, Refutation, Oral Style, Speed of Delivery
   c. Award ranks (1, 2, 3, 4 with 1st being awarded to the debater with the most points and so on) to debaters. Points and ranks should correspond.
   d. Write your reasons for your decision in the space provided.
   e. Sign your ballot.

Presenting a very brief preview of argument order before speeches, often referred to as a "roadmap," aids in clarity of the round and is not considered part of the speech. However, debaters should not abuse this privilege by excessive length of the roadmap. Abuse may count against a team at the discretion of the judge(s).

Note: Beware of your own implicit bias. Avoid comments about student's attire.

UNIVERSITY INTERSCHOLASTIC LEAGUE

JUDGING LINCOLN-DOUGLAS DEBATE

I. Purpose:

Lincoln-Douglas debate, one-on-one debate of value resolutions, is excellent training for developing skills in argumentation, persuasion, research, and audience analysis. In this contest students are encouraged to develop a direct and communicative style of delivery. The debater's goal is to orally persuade the judge to accept or reject an interpretation of the resolution on the basis of analytical, argumentative, and presentational criteria.

A. Case and Analysis

1. **Defining the Values:** Did the arguments presented focus on the values implicit in the resolution?
2. **Establishing Criteria for Evaluating the Resolution:** On what basis (universal, moral, social, political, historical, legal, etc.) is one value proven by the debater to be more important than another?
3. **Weighing Importance:** Are the values advocated in support of the resolution more important than the values diminished by the resolution, or are alternative values supported by the negative enhanced by the resolution?
4. **Application of Values and Criteria:** Did the debaters apply their cases by filtering appropriate arguments through the value and criteria?

B. Argumentation

1. **Proof:**
   Did the evidence orally presented pragmatically justify the affirmative or negative stance?
   Did the reasoning orally presented philosophically justify the affirmative or negative stance?
2. **Organization:** Are the ideas presented clearly, in a logical sequence, and with appropriate emphasis?
3. **Extension, Clash, and Rebuttal:**
   Did the debaters fulfill their obligation to extend their own arguments?
   Did they appropriately refute the contentions of their opponents by exposing weaknesses or inconsistencies?

C. Presentation

1. **Expression:** Were language, tone, and emphasis appropriate to persuasive communication?
2. **Delivery:** Were gestures, movement, and eye contact audience oriented and natural components of persuasive communication?
3. **Rate:** Was rate of delivery conducive to audience understanding?

II. Time Limits:

A. Preparation: Each debater has a maximum of **four minutes preparation** time to be used during the course of the debate.

B. Debate:

Affirmative	6 minutes
Cross-examination by Negative	3 minutes
Negative	7 minutes
Cross-examination by Affirmative	3 minutes
Affirmative Rebuttal	4 minutes
Negative Rebuttal	6 minutes
Affirmative Rebuttal	3 minutes

III. Selecting the Winner: Putting aside personal biases and based on the analysis, argumentation, and oral presentation of the debaters, which debater was the most persuasive?

Note: Be aware of your own implicit bias. Avoid comments about a student's attire.

THANK YOU FOR JUDGING!

SCORING CONGRESS

Congress is intended to emulate the U.S. Congress. In theory, the contest combines the best aspects of debate, oratory, and extemporaneous speaking within the structure of parliamentary procedure.

The parliamentarian remains the same throughout Session I and II. Individual scorers, however, will consider the results of each individual chamber session they are assigned to score.

Important: The parliamentarian and scorers will submit scores/rankings on electronic ballots via *SpeechWire*, a web-based tournament management system. You will need a laptop in the chamber and are required to register as a judge in advance of the tournament at ***speechwire.com*.** Instructional videos can be located there, if you have questions on how to register.

SCORING

A ballot should be completed for all members of Congress whether they spoke during the session or not. Scorers shall not confer with others about their selection or reasons for ranking before submitting their decisions.

POINT ASSIGNMENT

- Competitors may have **5 scored speeches** per session. They might speak more than 5 times during the session, but only their first 5 speeches should be scored. Consult the **Congressional Debate Rubric: Speaking** for criteria. NOTE: Despite the fact that ***SpeechWire*** will allow you to input more than 5 speech scores, you will only score the first 5. You can take the other speeches into consideration when ranking the competitors.

- Amendment speeches are scored.

- Speakers may receive up to **six points per speech**. Complete a **Speech Evaluation** form for each individual student.

- The presiding officer may receive up to six points per clock hour based on his/her ability in that capacity. Use the **Presiding Office Evaluation** form.

- Rank the students at the end of each session, unless instructed otherwise by the Clerk. Use the **Master Ballot** for the overall ranking of legislators.

- There can be no ties for placement.

- Provide as much constructive criticism as possible for each of the student's speeches.

Congressional Debate Rubric: Speaking

This table of evaluation standards may be used by any judge who would like assistance in determining scores for speeches. Each scorer independently (without collaborating) awards 1 to 6 points for each speech. Each speaker has up to three minutes to present arguments followed by a questioning period.

	1 **Mediocre**	2-3 **Good**	4-5 **Excellent**	6 **Superior**
Content: Organization, Evidence & Language	The speech lacked a clear thesis and organizational structure. Claims are only asserted with generalizations and no real evidence. Language use is unclear or ineffective.	While the speaker's purpose is present, the speech lacks logical organization and/or developed ideas. Analysis of evidence, if present, fails to connect its relevance to the speaker's claims. Use of language is weak.	While a clear purpose is apparent, organization may be somewhat loose (weak introduction/conclusion; no transitions between points). Diction represents a grasp of language. Much evidence is presented, but not in a persuasive or effective manner; or the speaker relies on *one* piece of evidence, but does so effectively.	Content is clearly and logically organized, and characterized by depth of thought and development of ideas, supported by a variety of credible quantitative (statistical) and qualitative (testimony) evidence analyzed effectively to draw conclusions. Compelling language, a poignant introduction and conclusion and lucid transitions clearly establish the speaker's purpose and frame the perspective of the issue's significance.
Argument & Refutation	The speaker offers mostly unwarranted assertions, which often simply repeat/rehash previous arguments.	The speaker fails to *either* introduce new arguments (simply repeating previous arguments) *or* the speaker fails to refute previous opposing arguments; in other words, no real *clash* is present.	New ideas and response to previous arguments are offered, but in an unbalanced manner (too much refutation or too many new arguments). Questions are answered adequately.	The speaker contributes to the spontaneity of debate, effectively synthesizing response and refutation of previous ideas with new arguments. If the speaker fields questions, he/she responds with confidence and clarity.
Delivery	Little eye contact, gestures and/or movement are present. Vocal presentation is inarticulate due to soft volume or lack of enunciation.	Presentation is satisfactory, yet unimpressively read (perhaps monotonously) from prepared notes, with errors in pronunciation and/or minimal eye contact. Awkward gestures/movement may be distracting.	The presentation is strong, but contains a few mistakes, including problems with pronunciation and enunciation. The speech may be partially read with satisfactory fluency. Physical presence may be awkward at times.	The speaker's vocal control and physical poise are polished, deliberate, crisp and confident. Delivery should be extemporaneous, with few errors in pronunciation. Eye contact is effective and consistent.

Congressional Debate Rubric: Presiding

This table of evaluation standards is provided for any judge who would like assistance in determining scores for a presiding officer (P.O.). Each scorer independently (without collaborating) awards 2-6 points for each hour of presiding. The primary job of a presiding officer is to efficiently run the meeting with the purpose of giving students in the chamber the maximum opportunity to participate. An effective presiding officer does not draw negative attention to himself/herself and makes the smooth operation of the session as their highest priority. The position of presiding officer can be the difference between a successful productive session and a session that accomplishes very little. If you feel the Presiding Officer was one of the most effective students in your chamber, it is appropriate for scorers to take into consideration rewarding excellent or superior performance by the presiding officer with one of the highest ranks in the session.

Points	2 **Weak-Mediocre**	3-4 **Good**	5-6 **Excellent-Superior**
Parliamentary Procedure	The P.O.'s knowledge of parliamentary procedure is lacking, and he/she shows negligible effort to correct errors and/or consult written rules. Minimizes opportunities for others to debate by failing to adhere to time specified in a recess motion.	The P.O. demonstrates competency in procedure, but makes mistakes in determining the results of motions and votes, etc.	The P.O. has command of parliamentary procedure (motions) and uses this almost transparently to run a fair and efficient chamber, seldom consulting written rules and ruling immediately on whether motions pass or fail. Brings chamber back into session in a timely fashion following recess.
Recognition	Frequent errors are made in speaker recognition. Students in the chamber rise to a point of order to correct erroneous speaker recognition made by the P.O. The P.O. is slow in recognizing speakers and questioners. There are fewer than 10 speeches per hour in the chamber.	Presiding preferences are not clearly explained. Speaker recognition is somewhat inconsistent or biased. The P.O. is successful in achieving 10 speeches per hour in the chamber.	Presiding preferences are clearly explained at the beginning of the session. The P.O. is consistent in recognition distributing speeches throughout the room based on precedence. The P.O. recognizes speakers and questions in a timely manner to maximize participation. Achieving 12 or more speeches per hour in the chamber is a sign of excellence.
Control	The environment in the chamber does not foster participation. Allows students to abuse parliamentary procedure in place of debating legislation. Encourages frequent recesses.	Guides the chamber to remain focused on debating legislation. At times, students on the chamber floor appear to be more in control of the chamber than the P.O. during the session. Sometimes is unsure of how to rule on motions or business.	The P.O. is respected and trusted by his/her peers. Establishes a business-like environment that fosters maximum participation in the chamber. Rules on motions and business without interjecting himself/herself into the issue.
Demeanor	The P.O. uses their position for their own personal advantage as opposed to operating in the best interest of the chamber as a whole.	Overall, the P.O. creates a professional atmosphere although there are times where the atmosphere is less than totally professional.	The P.O. fosters a respectful, professional and collegial atmosphere. Addresses all members as Representative _____ not by just first or last name.
Communication	Communication between the P.O. and chamber is confusing or counterproductive. Communication from the P.O. (excessive or lack of) prevents maximum participation from members of the chamber.	The P.O. occasionally takes excessive time when explaining rulings. There are times when the members of the chamber are not sure what they are being asked to vote on. The P.O. uses debate time to admonish the members of the chamber regarding issues that the scorers are responsible for evaluating (ex., Reminding members to ask short questions and give short answers).	The P.O. dynamically displays a command and relates well to the chamber through his/her vocal and physical presence. Word choice is economical and eloquent. The P.O. clearly explains the meaning of upcoming votes. Rulings are concisely explained to keep all members of the chamber informed.

UIL ACADEMIC/OAP CONTEST

SUBSTITUTE ELIGIBILITY FORM

SEND A COPY TO EACH AFFECTED CONTEST DIRECTOR.

SUBSTITUTIONS AND LATE ENTRIES

See Section 903 in the *UIL Constitution and Contest Rules*. This form must be presented to the contest director before the contest begins. At the conclusion of the meet, the contest director must submit the substitution form or letters to the meet director to be filed with the school's original online entry information. Late entries will only be made if approved according to Section 903 for district competition or Section 904 for regional competition.

School _____

School District _____ UIL Conference _____A UIL District # _____

Level for Substitution: ☐ Zone ☐ District ☐ Bi-District ☐ Area ☐ Region ☐ State

FOR ACADEMICS

In the designated contest an ORIGINAL entry will be replaced by the following SUBSTITUTE:

_____	_____	_____
CONTEST	ORIGINAL STUDENT	SUBSTITUTE STUDENT

FOR OAP

Area Number _____ Region Number _____

_____	_____
ORIGINAL STUDENT	ROLE PLAYED OR CREW OR ALTERNATE
_____	_____
SUBSTITUTE STUDENT	ROLE PLAYED OR CREW OR ALTERNATE

AUTHORIZATION

As the principal or designated administrator, I certify that the student above is eligible to compete in the contest named in accordance with Subchapter M of the *Constitution and Contest Rules*.

_____	_____
Designated Administrator Signature	Date

TILF Scholarship Opportunities

From 1959 to 2026, TILF has awarded more than 23,000 scholarships valued at over $41 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2027 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, the Latino History Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

Chapter Bylaws
of the
Richard Kirkpatrick Chapter
of the
National Honor Society
Adopted: May 14,2025

ARTICLE I: NAME AND PURPOSE

Section 1. The name of this organization shall be the Richard Kirkpatrick Chapter of the National Honor Society of Copperas Cove High School.

Section 2. The purpose of this chapter shall be to create enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in the students of Copperas Cove High School.

ARTICLE II: THE PRINCIPAL

Section 1. The principal shall reserve the right to approve all activities and decisions of the chapter.

Section 2. The principal shall annually appoint a member or members of the faculty as chapter adviser(s), who may serve consecutive terms.

Section 3. The principal shall annually appoint a faculty council composed of five members of the school's faculty who may serve consecutive terms.

Section 4. The principal shall receive appeals in cases of non-selection of candidates, and the disciplining or dismissal of members.

ARTICLE III: THE CHAPTER ADVISER(S)

Section 1. The chapter adviser(s) shall be responsible for the direct, day-to-day supervision of the chapter and act as liaison between faculty, administration, students, and the community.

Section 2. The chapter adviser(s) shall maintain files on membership, chapter history, activities, and financial transactions. The chapter adviser(s) shall send the annual survey to the national office.

Section 3. The chapter adviser(s) shall regularly review each member for compliance with the chapter bylaws.

Section 4. The chapter adviser(s) shall be (an) ex officio, nonvoting, member(s) of the faculty council and shall facilitate all meetings of the council.

ARTICLE IV: FACULTY COUNCIL

Section 1. The faculty council shall consist of five voting faculty members appointed annually by the principal. No principal or assistant principal may be included on the faculty council.

Section 2. The term of the faculty council shall be one year. Members may be appointed to consecutive terms.

Section 3. The faculty council shall meet at least once a year to review the procedures of the chapter, select members and to consider non-selection, dismissal, other disciplinary actions, and warning cases.

ARTICLE V: MEMBERSHIP

Section 1. Membership is open to any junior or senior who meets the published criteria for scholarship, character, leadership, and service. The faculty council will select the members based on the above criteria. Once selected, members have the responsibility to continue to demonstrate these qualities.

Section 2. Candidates become members when inducted at a special ceremony.

Section 3. A National Honor Society member who transfers from another school and provides a letter from the former principal or chapter adviser(s) shall be accepted automatically as a member in the Copperas Cove High School chapter of the National Honor Society. Transfer members must meet the new chapter's standards within one semester in order to retain membership.

Section 4. Members who resign or are dismissed are never again eligible for membership or its benefits.

Section 5. Membership shall be known as active, honorary, and alumni. Active members shall become alumni members at graduation. Honorary and alumni members shall have no voice or vote in chapter affairs.

Section 6. Nondiscrimination. Our chapter of NHS maintains policies and practices that are designed to prevent discrimination against any qualified candidate or member on the basis of race, age, color, religion, gender, national origin, disability, or any other basis prohibited by law. This policy of nondiscrimination applies to all practices, including the chapter administration and the selection, discipline, and dismissal of members.

ARTICLE VI: SELECTION OF MEMBERS

Section 1. To be eligible for membership the candidate must be a member of the junior or senior class. Candidates must have been in attendance at Copperas Cove High School the equivalent of one semester.

Section 2. Candidates shall have a minimum cumulative scholastic grade point average (GPA) of 3.75. Candidates shall then be evaluated on the basis of service, leadership and character.

Section 3. The selection of each member to the chapter shall be by a majority vote of the faculty council. Prior to notification of any candidates, the chapter adviser(s) shall review with the principal the results of the faculty council's deliberations.

Section 4. A description of the selection procedure shall be published in an official school publication which is widely available to all students and parents of the school.

ARTICLE VII: OBLIGATONS OF MEMBERS

Section 1. Members must maintain a minimum cumulative scholastic GPA of 3.75 and excellent conduct.

Section 2. Members must perform 20 hours of community service per semester. These include the chapter service project that all members of the chapter participate in as well as each member's individual service project. Documentation of these hours shall be submitted to the adviser(s) by the end of each semester.

Section 3. Members may count up to five service hours from summer projects for the fall semester and five service hours from Christmas break for the spring semester.

Section 4. Fall inductees begin their service hours during the Christmas break of the same school year of induction, and spring inductees begin their service hours in the summer.

Section 5. Members are expected to attend all NHS meetings unless there are prior arrangements with the faculty adviser(s).

Section 6. Members may miss one meeting per year without penalty. Members who

miss two meetings will receive an appropriate warning.

Section 7. Members must pay dues in the amount of $20 annually.

ARTICLE VIII: MEETINGS

Section 1. Regular meetings of this chapter shall be monthly during the school year. Special meetings can be called by the president with approval of the adviser(s).

Section 2. This chapter shall conduct its meetings according to Robert's Rules of Order.

Section 3. Members are expected to attend all chapter meetings.

ARTICLE IX: DISCIPLINE AND DISMISSAL

Section 1. Members who fall below the standards, which were the basis for their selection, shall be promptly warned in writing by the chapter adviser(s). (Examples: assignment to DAEP, suspension (ISS), any conduct detrimental to the organization, community misconduct, or cumulative GPA below 3.75). The member shall be given a reasonable time period for improvement. In the case of flagrant violation of school rules or civil laws a member does not necessarily have to be warned.

Section 2. The faculty council shall determine when an individual has exceeded a reasonable number of warnings. (Example: 3)

Section 3. In all cases of impending dismissal, a member shall have a right to a hearing before the faculty council.

Section 4. For the purposes of dismissal, a majority vote of the faculty council is required.

Section 5. A member who has been dismissed may appeal the decision of the faculty council to the principal. The principal's decision is final.

ARTICLE X: SELECTION OF OFFICERS

Section 1. The officers of the chapter shall be president, vice president, secretary, treasurer, historian, and parliamentarian.

Section 2. Chapter officers shall be elected at the last meeting of each school year. All returning members in good standing with the chapter are eligible to run for a position as an officer.
a. Returning members will declare their candidacy by completing the intent-to-run form by the published date.

b. The adviser(s) may confer with the candidates concerning their eligibility, office responsibilities, and availability to serve as an officer.
c. Candidates for office will be declared one meeting prior to the last meeting of the year.
d. Candidates will be introduced to the membership prior to the election.

Section 3. Voting shall be by a method equal to a secret ballot. A majority vote shall be necessary to elect any officer of this chapter. If the first vote does not yield a majority, a second vote shall be taken of the two candidates receiving the highest number of votes.

Section 4. It shall be the duty of the president to preside at the meetings of the chapter and serve as the official representative of the chapter at school and community functions.

Section 5. The vice president shall preside in the absence of the president and shall also keep a record of members' contributions to leadership and service.

Section 6. The secretary shall keep the minutes and attendance records for meetings and be responsible for all official correspondence.

Section 7. The treasurer shall keep the record of business expenses, dues, and all other financial transactions of the chapter.

Section 8. The historian shall maintain a record of chapter events and accomplishments.

Section 9. The parliamentarian shall provide guidance on following the chapter bylaws.

Section 10. If an officer becomes unable to fulfill their duties, the current officers may decide how to fill the vacancy.

Section 11. An officer can be relieved of their duties or have them suspended if they fail to meet chapter standards.

Section 12. Officers and the chapter adviser(s) shall collectively be known as the chapter's executive committee. The executive committee shall establish annual goals for the chapter and have general charge of the meetings and the business of the chapter, but any action by the executive committee is subject to the review of the chapter members.

ARTICLE XI: RATIFICATION, APPROVAL, AND REVIEW

Section 1. These bylaws will be approved upon receiving a two-thirds affirmative vote of all active members of the chapter, a majority affirmative vote of the faculty council, and

approval by the administration.

Section 2. These bylaws shall be reviewed and if necessary, revised within five years from the date of approval noted on this document.

ARTICLE XII: AMENDMENTS

These bylaws may be amended by a two-thirds affirmative vote of the chapter, provided notice of the proposed amendment has been given to members at least one month prior to the vote. The exceptions are Articles V, VI, and IX, which are developed by the faculty council with the approval of the principal.

Approved on May 14, 2025
Date of last approved revision: November 1, 2009

Signatures

Emily Kimball, Chapter President

Carlin Grammer, Principal

James Barker, Adviser

Tonya Rosas, Adviser

Number Sense Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Number Sense Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 944: HIGH SCHOOL NUMBER SENSE CONTEST

(a) THE CONTEST.
  (1) Purpose. The Number Sense Contest emphasizes the mental processes used to achieve mathematical calculations with no help from calculators, computers, or scratch paper and to develop the use of specific techniques and strategies to make mathematical judgments and develop useful strategies for handling numbers and operations.
  (2) Format. The contest will consist of 80 questions testing mental calculations of concepts from basic mathematics, algebra, geometry, trigonometry, analysis, number theory and calculus. Types of problems and concepts can be found on the Problem Sequencing Chart for the UIL High School Number Sense Test.
  (3) Late Arrivals. Qualified contestants not present when the tests are distributed will be disqualified.

(b) ENTRIES.
  (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.
  (2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) QUALIFICATION. Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) TIES.
  (1) Individual Competition. No ties are to be broken.
  (2) Team Competition. Refer to Section 902 (h)(3)(D).

Number Sense
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test. Contestants shall not write their name or the name of their school on their test.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district or the certified alternate or team substitute at regional and state. In lieu of a roll call, the contest director can appoint volunteer coaches to help register the contestants in a more timely manner.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace individual contestants on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Sections 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room and away from other contestants from the same school. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room before the contest begins.
6. **LATE ARRIVALS DISQUALIFIED.** Qualified contestants not present when the tests are distributed will not be admitted and are disqualified.
7. **MATERIALS.** Contestants shall furnish their own pens or pencils and a timing device (optional).
8. **TEST DISTRIBUTION.** Testing materials will be distributed and contestants shall not unfold the test prior to instructions from the contest director. The assigned contestant number should be written in the top left-hand corner of the folded test. Papers shall remain folded and lying flat on the desk and shall not be touched by the contestants until the start signal is given.
9. **MENTAL MATH.** This is a test in mental mathematics, and only the results of calculations arrived at mentally without the use of scratch paper or any calculating devices should be accepted. The director of the contest should disqualify a contestant for violating this rule.
10. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
11. **LENGTH OF TESTING PERIOD.** Ten minutes will be allotted for the actual testing period exclusive of time required for instructions. When time is called, each contestant shall immediately stop writing, even if the answer is incomplete. Contestants shall put their writing implement down and sit back while the tests are collected individually by the person(s) designated to collect the test papers.

12. **START AND STOP SIGNALS.** Contest directors will give the signal to start. After exactly 10 minutes, the contest director will give the verbal notification to stop. No other time warnings shall be given.
13. **TIMING AND ELECTRONIC DEVICES.** Contestants may use timing devices provided they do not emit audible signals during the contest. Cell phones, tablets, smart watches or any device that can wirelessly connect to the Internet, may not be used during the contest. Music players, headphones, etc. may not be used in the testing room. Electronic devices not allowed in the contest should be turned off and should not be accessible during testing. Emission of any audio signals of any kind during the contest will result in disqualification.
14. **GRADERS.** Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader.
15. **ANSWER KEY.** Prior to the start of grading, the Head Grader should communicate to the contest director any concerns of the graders and any suggested changes to the key.
16. **ANSWER KEY ERRORS.** In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director to communicate the suspected error and to seek clarification before changing the key. Any error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
17. **GRADING THE CONTEST.** Each paper should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed.
18. **SCORING.** Papers shall be carefully graded, awarding each contestant five points for each problem solved correctly. The sum of points thus awarded shall be considered the gross grade of the contestant. From the gross grades four points shall be deducted for each problem not solved correctly or skipped.
    a. Scoring Problems. Those problems occurring after the last problem solved correctly or attempted are not considered skipped and hence no deduction for them is made. "Attempted problem" means having a mark in the answer blank. Only the answers to the problems should be written on the paper. No other writing is permitted. An answer once written shall be allowed to stand. Answers may not be crossed out. Erasures, mark-overs, and mark-outs are not permitted. Should there be an erasure, a mark-over, a mark-out, or an extraneous mark, that problem is to be counted incorrect. The contest director is empowered to determine if a number is legible.
    b. Fractions. All answers written as a fraction shall be reduced to the lowest terms. Improper fractions are permitted. Decimal answers are permitted for those unstarred problems whose answers are exactly expressible as decimals. For example, 3/2, 1 1/2 and 1.5 are all acceptable. Starred problems on test sheets require approximate integral answers, i.e., they permit five percent error; unstarred problems require exact answers.
    c. Symbols. Symbols such as ° (degree symbol), % and $ are usually printed on the test. It is the responsibility of the test writer to print the appropriate symbols on the test. If not printed, the student does not include the symbol in their answer. Therefore, answers require only the writing of numerals. Marks other than the numeric answer and commas, if used, are considered extraneous marks and are counted incorrect. Commas are not required in the answer, however if the student writes the answer

using commas they must be in the correct place or they will be considered as extraneous marks and will be counted incorrect.

d. Dollars and Cents. In the agreement with the philosophy that answers should be complete, all dollars and cents problems shall be written to the nearest cent. That is, twenty-three dollars shall be written as 23.00. Sixteen cents would be written as .16.

e. Numerical Answers. Numerical answers should be written so that the answers are complete as in the two examples given. However, the answer should be written in the most efficient form possible. For example, if the answer is 16, the written answer 16.000 is not acceptable for the purposes of the number sense competition. Extraneous zeros are not to be used. For example, if .16 is the answer, 0.16 is not an acceptable answer.

f. Exponentials. An answer such as 3×10^3 should be expressed as 3000 and not left in exponential form.

19. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.

    a. Individual Competition. First place is awarded to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. No individual ties are to be broken.

    b. Team Competition. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. In district competition, the top four scoring contestants from a school will constitute the school's team. At all levels, the sum of the top three overall scores from each school constitutes the team score for the school. All four members of first place or wild card teams advance to the next level of competition. All team members who qualify to regional or state will compete for individual honors.

    c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.

21. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Questions shall be resolved during the Verification Period. Contestants and coaches not present at verification waive their opportunity to ask questions and accept final results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.

22. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.

23. **NOTIFYING ALTERNATES.** If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified and allowed to compete. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.

24. **RETURNING THE PAPERS.** If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than Saturday of region weekend.

25. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain

confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.

26. **SWEEPSTAKES POINTS.** Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM
Secure a room of adequate size for the number of contestants expected with tables or large desks of proper height. Auditorium seating or fold-up desk tops are not acceptable.

MATERIALS AND EQUIPMENT
The contest director will provide the following:
- Pens for grading
- Accurate clock for timing
- (DISTRICT) One 8 ½ x 11 envelope per school entered, for returning materials

CONTEST PACKET
The League office will provide the following:
- A copy of the UIL Number Sense Handbook
- Copies of the tests and answer keys

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may serve as contest directors, assistants, monitors and graders.
- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the Head Grader. Make these selections prior to the beginning of the contest.

TIME
Allot a minimum of 30 minutes for the contest. Plan for at least 20 minutes for announcements, grader sign up, roll call, instructions and distribution of materials. Ten minutes of working time will be allotted for the actual testing period exclusive of time required for instructions. The 10 minutes begins when contestants are instructed to start. It is critical to stay on schedule, as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET

Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/ scores into the online system before verification is held for the event.

ORGANIZING MATERIALS

Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper left-hand corner of the test. Check all tests to ensure that all pages are printed clearly and completely.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT)

Provide and label a large (8 1⁄2 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school.

CONDUCTING THE CONTEST

1. Set up the room that will best facilitate the contest where contest officials can sit in view of the contestants.
2. Organize contest materials for easy distribution.
3. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
4. Seat the contestants sparsely around the room separating contestants from the same school.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room before the test begins.
6. Distribute the test. Caution contestants not to open the test until instructed.
7. Read aloud the following:

Announcements Prior to Conducting the Contest

a. Do not unfold the test until instructed to do so.
b. Write the assigned contestant number in the top left-hand corner on the answer sheet and the test. Check for accuracy if it has already been written by the contest officials.
c. Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the Internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. Electronic devices not allowed in the contest should not be accessible during testing. Emission of any audio signals of any kind during the contest will result in disqualification.
d. This is a test in mental mathematics, and only the results of calculations arrived at without the use of calculators, computers, scratch paper, will be accepted. Writing on the table top or on one's body will be grounds for disqualification.
e. Write the answer in the blank immediately following the problem without attempting to solve the problem on paper, in accordance with instructions on the test.
f. Whispering, talking, or other unnecessary noise of any kind by contestants or those in charge of the contest is not permitted. Contest officials will refrain from making unnecessary noise, movement and any other action that may disturb the contestants during the contest.
g. Verification period will be held__(name room) at_____(give time). This is contestants' and coaches only time to verify grading and unofficial results.
h. Are there any questions?
i. You may begin the contest.

8. After exactly 10 minutes from the start signal, the director should, without warning, give the signal to stop. Contestants should immediately put down their writing implement and sit back while the tests are collected.
9. Collect all papers so that none are retained by contestants, coaches or other interested parties and deliver all materials to the grading room.
10. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

Graders should report to the grading room as soon as the contest begins. The Head Grader will provide answer keys and surplus tests. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. The purposes of the review is to verify the official key. See Answer Key Errors. Problems should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

Teams advancing to the Region and State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS

Do not sacrifice accuracy for speed. Score each paper independently twice, and score papers contending to place a third or fourth time as needed.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. Do not write the correct answer if the answer written is incorrect. If any answer space is left blank, draw a line through the blank and after the last problem attempted.

SCORING

Score points according to the guidelines in Number Sense Contest Rules and Procedures.

PLACES AND TIES

Refer to Number Sense Contest Rules and Procedures.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the answer sheet the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores.

Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of score to be reviewed by contestants and coaches during the Verification Period.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth and announce the schools of the first place and alternate teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

NUMBER SENSE QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading

PREP TIME — 20
TEST TIME — 10

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, calculators/pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- Head grader

OF ENTRIES
(District) 6 per school
(Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.

TIES
• Individual — Break no ties.
• Team — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3, preferably more. Graders may be coaches.

AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

ADVANCE
Top 3 individuals and 1st place team. One wild card team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Study packets include materials from every level of competition of stated year.

The Academics homepage of the UIL web site contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Number Sense Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

University Interscholastic League

Phone: 512.471.5883 • Academic Email: academics@uiltexas.org

UIL Theatre Calendar

One-Act Play (OAP), Theatrical Design and Film

Official UIL calendar: www.uiltexas.org/calendar

AUGUST 2025

1 OAP: First day to **submit plays**, www.uiltexas.org/theatre/high-school-one-act-info/submitting-a-play-or-scenic-item-for-approval, and/or to request *special approval* scenic elements (reference the **OAP Handbook** for what is already pre-approved, www.uiltexas.org/theatre/oap-handbook)

10 OAP: First day to **contact a single adjudicator**, www.ttao.org, *or* the first member of a panel for District or Zone Contests *and* First day to draw performance order (High School contests only)

31 OAP: Deadline for Contest Officials to report **Bi-District contest information,** www.uiltexas.org/theatre/bi-district**,** and adjudicators to state office

SEPTEMBER 2025

13 **Student Activity Conference**: University of Texas RGV, Edinburg
Offering contest information, instruction and tips to help coaches and high school students prepare for the 2024 competition season. Sessions scheduled for all UIL academic contest areas, free to attend, no registration required, www.uiltexas.org/academics/student-activity-conferences

27 **Student Activity Conference**: West Texas A&M University, Canyon
Offering contest information, instruction and tips to help coaches and high school students prepare for the 2024 competition season. Sessions scheduled for all UIL academic contest areas, free to attend, no registration required, www.uiltexas.org/academics/student-activity-conferences

OCTOBER 2025

1 OAP: Deadline to **enroll your high school for OAP participation,** www.uiltexas.org/theatre/online-entry

25 **Student Activity Conference**: University of Texas at Austin
Offering contest information, instruction and tips to help coaches and high school students prepare for the 2024 competition season. Sessions scheduled for all UIL academic contest areas, free to attend, no registration required, www.uiltexas.org/academics/student-activity-conferences

NOVEMBER 2025

1 OAP: Last day for zone/district OAP Planning Meetings (High School contests only)

1 OAP: First day to **contact 2nd & 3rd judging panel members,** www.ttao.org, for high school zone/district contests

1 **Student Activity Conference**: Richland High School, Prosper
Offering contest information, instruction and tips to help coaches and high school students prepare for the 2024 competition season. Sessions scheduled for all UIL academic contest areas, free to attend, no registration required, www.uiltexas.org/academics/student-activity-conferences

21 OAP: Double representation due to the League, this only applies when one school plans to compete with two plays--which is only an option when less than three schools are entered in the district contest

DECEMBER 2025

1 OAP: Zone & District **Authorization Request,** www.uiltexas.org/theatre/online-entry**,** due

6 OAP: deadline for high schools to **submit plays and/or to request *special approval* scenic elements**, www.uiltexas.org/theatre/high-school-one-act-info/submitting-a-play-or-scenic-item-for-approval (reference the **OAP Handbook**, www.uiltexas.org/theatre/oap-handbook, for what is already pre-approved)

JANUARY 2026

10 Film: Deadline to **submit entries,** www.uiltexas.org/film (this is a high school contest only)

FEBRUARY 2026

Varies **At least TEN calendar days before your first contest**
Deadline for Contestant Entry, play and set information and additional directors to be entered via the UIL **Online Entry System**, www.uiltexas.org/theatre/online-entry. Note: Some Contest Directors set a contestant entry deadline earlier than the ten calendar days.

1 OAP: Deadline for **Contest Officials to set up high school zone/district meets** in the UIL Online Entry System, www.uiltexas.org/theatre/online-entry

1 OAP: Deadline for executing **judging contracts,** www.ttao.org, for high school contests

10 OAP: Play Directors **Title Entry due,** www.uiltexas.org/theatre/online-entry, for high school contests

14 **Theatrical Design: Entries due** for high school contests, www.uiltexas.org/theatre/theatrical-design

25-26 Film Contest: **State Festival,** www.uiltexas.org/film – *tentative dates*

MARCH 2026

9 First day to submit **TILF college scholarship applications,** www.tilfoundation.org

APRIL 2026

2 OAP: Last day for high school District and Bi-District contests, contest officials must **certify results,** www.uiltexas.org/theatre/online-entry

6-11 OAP: high school **Area meets,** www.uiltexas.org/theatre/area-meet-information

22-25 OAP: high school **Regional meets,** www.uiltexas.org/theatre/regional-meet-information

MAY 2026

11-13 OAP: high school **1A-3A State Meet**, www.uiltexas.org/theatre/state, *tentative dates*

15-16 **Theatrical Design: State Meet**, www.uiltexas.org/theatre/theatrical-design, *tentative date*

18-20 OAP: high school **4A-6A State Meet**, www.uiltexas.org/theatre/state, *tentative dates*

22 TILF college **scholarship application deadline,** www.tilfoundation.org

JUNE 2026

TBA UIL **Capital Conference**
In-person conference offers a wide array of sessions geared for academic coordinators and coaches for grades 2-12 of academic contests, STEM, robotics, speech and theatre, www.uiltexas.org/academics/capital-conference

Notice of Non-Discrimination

The University Interscholastic League (UIL) does not discriminate on the basis of disability, race, color, gender, religion or national origin in its programs.

Section 360: NON-DISCRIMINATION POLICY

Failure to comply with the provisions of this subchapter constitutes an act or omission that is a violation of the Constitution. Except as provided for below, no student otherwise eligible under Subchapter M of the Constitution shall be denied, because of disability, race, color, gender, religion or national origin, the equal opportunity to try out for and, if selected, participate in the Academic, Music, and Athletic Plan contests offered by the member school districts.

a) Member schools may not permit boys to try out for, or participate under the Jr. High School or High School Athletic Plans designated for girl's teams.

b) Member schools that offer Cross Country, Golf, Swimming, Tennis, Track and Field and/or Wrestling individual athletic plans may not permit mixed plans for boys and girls in those activities.

c) Member schools offering mixed or coed Team Tennis in which the game rules designate a certain number of team participants from each gender, may not permit boys to qualify for girls' positions on the mixed teams nor permit girls to qualify for boys' positions on the mixed teams.

d) Girls may try out for, and if selected, participate on the corresponding boys' team if the member school does not offer a corresponding girls' plan for basketball, and/or soccer. Otherwise, a member school that offers any of these plans may not permit boys to participate on the girls' teams, nor girls to participate on boys' teams in these activities. UIL considers the following to be corresponding sport athletic plans: boys and girls basketball; boys and girls soccer.

e) Girls may try out for and, if selected, participate in the Junior High School or the High School Football Plan.

f) Girls may try out for and, if selected, participate in the Junior High School or High School Baseball Plan, however, girls shall not participate in both baseball and girls' softball at the same time.

g) Boys may not wrestle against girls, and vice versa. This prohibition is only applicable when the contest is held in Texas or in any other state that sponsors wrestling programs for both boys and girls.

h) Gender shall be determined based on a student's birth certificate as outlined in Section 33.0834 of the Texas Education Code. In cases where a student's birth

certificate is unavailable, other similar government documents used for the purpose of identification may be substituted.

(Sections 361-379 and Subchapter K reserved for expansion.)

The following person has been designated to handle inquiries regarding the non-discrimination policies:
Dr. Mark Cousins
University Interscholastic League,
Director of Compliance and Education,
1701 Manor Road
Austin, TX 78722
(512) 471-5883
policy@uiltexas.org

For further information on notice of non-discrimination, visit:
www2.ed.gov/about/offices/list/ocr/addresses.html

or call **1-800-421-3481**, or contact the OCR in Dallas, TX:
Office for Civil Rights
U.S. Department of Education
1999 Bryan Street, Texas 75201-6810

Telephone:(214) 661-9600
Fax: (214) 661-9587
TDD: 800-877-8339
Email: OCR.Dallas@ed.gov

Theatre Constitution and Contest Rules

Section 1033: One-Act Play Contest

Section 1034: One-Act Play Contest Ethics Code

Section 1035: Theatrical Design Contest

Section 1036: Film

Section 1033: One-Act Play Contest

(a) THE CONTEST

(1) Purpose. The purposes of the One-Act Play contest are to foster appreciation of good theatre, satisfy the competitive, artistic spirit with friendly rivalry among schools, learn to lose or win graciously, promote interest in theatre during adult life and increase the number of schools which have adopted theatre arts as an academic subject in school curricula.

(2) Contest Format. Each school performs a short play. The plays are adjudicated and advancing schools are announced and individual awards given. Schools receive an evaluation form and an oral critique.

(b) ENTRIES.

(1) Representation. Each member high school of the UIL is entitled to enter a play company in the district contest of its appropriate conference.

(2) Participation. Participation shall be defined as a performance of an approved script with a running time of not less than eighteen minutes. A school that fails to participate in the One-Act Play contest after enrolling shall be subject to the full range of penalties, including suspension from the One-Act Play Contest for the following year.

(3) Faculty Director.

(A) Directors in the high school One-Act Play Contest shall be full-time employees of the school districts the plays represent. Full-time means that the person is under contract to the school board for the whole scholastic or calendar year and the person has enough contractual duties to be considered a full-time employee by the Teacher Retirement System and state law.

(B) Exceptions. A retired teacher or administrator who has 20 or more years of experience may be hired and paid for directing the one-act play. Student teachers, during the semester they are assigned to a member school district to fulfill their student teaching requirements, may volunteer, pro bono, to assist in directing their contest play and may serve as one of the directors allowed. A full-time substitute who has directed one-act play during the

school year may be permitted to continue through the state One-Act Play Contest.

(C) Aid in Directing. Directors shall not accept nor solicit aid in the preparation of the play, or in coaching the actors, or in designing props, makeup, costumes, scenery, lighting or in directing the contest play. Violations of this rule may result in the play being deemed ineligible for competition.

(c) CONTEST ADMINISTRATION AND PROCEDURES.

(1) Contest Manager. The one-act play contest manager, appointed by the district director, should not be the
director of a play entered in the same contest.

(A) Responsibilities. It is the responsibility of the one-act play contest manager to organize and conduct the contest in accordance with UIL rules and the “guide for contest managers,” in the current Handbook for One-Act Play.

(B) Violations. The contest manager is required to declare ineligible a play that violates any of the following: uses an ineligible student, exceeds the number allowed in the performing company, uses additional unit set, or violates Sections 1033 (c)(4), (c)(6) or (c)(7). Violations of any other rules shall be reported to the appropriate executive committee.

(2) Enrollment. Schools shall enroll, register their title and enter contestants by following the procedures found in the current Handbook for One-Act Play. The deadlines can be found in the current official calendar.

(3) Play Selection. All plays on the approved lists of long or short plays may be used in UIL contests.

(A) Plays Not on the Approved List and Scenic Additions. All requests for permission to produce plays not on the approved lists, together with any requests to use scenic elements not permissible under contest rules, shall follow the procedures outlined in the current Handbook for One-Act Play.

(B) Standards. Directors shall eliminate or reject profane references to a deity and obscene language, actions or scenes from the approved production. The administration of the producing school shall assure that the director complies with these requirements and that the play does not offend the moral standards of the community. When a script and the staged production are examined and approved by the administration of the producing school, the production is eligible for presentation at any contest site. The Standards Compliance Form serves to certify that the play and production have been carefully examined and approved for presentation. The UIL’s Play Appraisal Committee may eliminate language, actions or scenes as a condition for approval of plays not on the approved lists.

(4) Time Limits. No play shall exceed 40 minutes performance time. No play shall use more than seven minutes to set and seven minutes to strike. No more than 60 seconds shall elapse between the set time and the beginning of performance.

(5) Scenery. Scenic items may be used as specified in the current Handbook for One-Act Play.

(6) Firearms or Explosives. No starter pistol, real gun, rifle, pellet gun, air gun or pistol shall be used in any way, regardless of whether or not the firing pin is removed. Toy, wooden or model firearms may be used. Discharge of a firearm, cap pistol, starter pistol or any type of explosive or the use of combustible materials in connection with a contest play shall not be permitted.

(7) The Director During the Contest Performance. Directors shall not be permitted in the light booth, backstage or offstage areas during the contest performance of their play, but directors are permitted in these areas during the set and strike periods. Directors shall not make contact or communicate with crew and cast members working in said areas during performance.

(8) Awards. Three unranked advancing plays and an alternate shall be selected at zone, district, bi-district and area levels. Two unranked advancing plays and an alternate shall be selected at the regional level.

(A) Plays at state shall be ranked through sixth place. A+ contests shall be ranked through third place.

(B) Individual awards shall include the two best performers, all-star cast and honorable mention all-star cast. An honorable mention all-star cast, not to exceed the size of the all-star cast, may be selected at the discretion of the judge or judges.

(C) Medals and points given to individual students for competition in the One-Act Play Contest stay with the students even if the school is disqualified. However, if the disqualification of the school is the result of an ineligible student, the student shall return awards and points for that student is deducted.

(9) Judges.

(A) Selection of Judges. Only judges selected from the current UIL's list of accredited critic judges, unless the UIL approves an exception for valid reasons, shall adjudicate all One-Act Play Contests.

(B) Judges and Critiques. Judging shall be by an odd number of judges or by a single critic judge. A critique of each play shall be presented orally to all entries and interested audience members after the contest manager has announced results of the contest. At the area, regional and state levels, critiques will be presented as determined by the UIL state theatre director.

(C) Responsibility For Selection Of Judges. Judges for zone, district and bi-district contests shall be selected by the District Executive Committee(s). Judges for the area, regional and state contest shall be selected and assigned by the State Theatre Director. A judge should not be selected that would result in any entry being evaluated by the same judge twice in the same year.

(D) Decision Of The Critic Judge Or Judges. The decision of the critic judge or judges is final.

Section 1034: One-Act Play Contest Ethics Code

One mission of the UIL One-Act Play Contest is to promote a spirit of cooperation among all involved directors, students, administrators, parents and audience members to promote growth in the realm of educational theatre. The One-Act Play Contest Ethics Code shall carry the force of rule. Member school districts, member schools and/or covered school district personnel who violate any of the provisions of this code shall be subject to penalty.

(a) ONE-ACT PLAY CONTEST CODE. Section 901, the Academic Meet Code requires participants to:

(1) Participate in the OAP contest with the spirit of fairness and sportsmanship, observing all rules both in letter and intent.

(2) Direct and sponsor companies and individuals without resorting to tactics which attempt to skirt the rules or distract from sound educational principles.

(3) Accept decisions of the adjudicator(s) and contest manager(s) graciously without questioning their honesty or integrity unless concrete evidence of impropriety can be brought forward. Extend courtesy to contest officials and site crews from the company members, school officials and audience. Conduct that berates, intimidates or threatens competitors, based on gender or ethnic origin, has no place in interscholastic activities.

(4) Receive the adjudicator’s point of view with an open mind. Negative reaction during the critique shall be deemed inappropriate.

(5) Provide information or evidence regarding eligibility of any contestant or school to the local school administration, then to the proper District Executive Committee. To withhold information is considered dishonorable and contrary to good sportsmanship. Schools guilty of violating this section are subject to penalty.

(b) CODE FOR ONE-ACT PLAY CONTEST DIRECTORS AND SCHOOL OFFICIALS. The Code for one-act play directors and school officials includes the principles described above and the purposes listed in Section 1033 (a-c) and the

“Guide For One-Act Play Contest Directors” in the Handbook for One-Act Play. The Code requires:

(1) Awareness, understanding and observance of all rules governing the competition for which the director is responsible.

(2) Treatment of company members based on sound educational precepts and the general welfare and health of the student.

(3) Professional courtesy to other directors, contest manager(s), adjudicator(s) and participants.

(A) Directors shall communicate the aims and rules of the One-Act Play Contest to all company members in the early stages of the rehearsal process.

(B) Directors shall model professional behavior during the planning, the production rehearsal and throughout the duration of the contest.

(C) Directors shall be responsible for making company members, school officials, parents and patrons aware of the objective criteria described in the Handbook for One-Act Play and the subjectivity involved in the process of adjudication; i.e. evaluating, selecting and critiquing any work of art, including a one-act play.

(D) Directors and company members shall model professional decorum during all phases of the contest. For example, directors and company members, as representatives of their schools and communities, shall refrain from disruptive behavior, slanderous or overt actions of disrespect, or any other displays of negative behavior.

(4) Adherence to the One-Act Play Contest calendar and pre-contest planning procedures.

(5) Avoidance of any practice that would endanger the welfare or safety of any company member, including actual contact strikes to the performer. Only choreographed stage combat, creating the illusion of physical contact shall be used in the contest.

(6) Emphasis on the academic progress of all participants through a check of their academic standing.

(7) Protests and reports of violations forwarded to the appropriate District Executive Committee at the zone and district levels and the State Executive Committee at the area, regional and state levels.

(c) PROFESSIONAL GROWTH AND DEVELOPMENT. Directors are encouraged to take advantage of the opportunity for professional growth through affiliations with professional associations and publications.

Section 1035: Theatrical Design Contest

(a) THE CONTEST.

(1) Purpose. The purposes of the Theatrical Design Contest are to foster appreciation of good theatrical design, to increase the number of schools which have adapted technical theatre as an academic subject in school curricula, to learn to lose or win graciously, accepting with good sportsmanship the decision and critique with a view to improve future projects and to satisfy the competitive, artistic spirit with friendly rivalry among schools.

(2) Contest Format. Each school submits designs to the UIL office as directed in the current Theatrical Design Guide. The designs are adjudicated and rated and advancing schools are announced. Schools receive a critique. Qualifiers at state are ranked first through sixth.

(b) ENTRIES

(1) Representation. Each member school shall be allowed to enter two individual entries in each of the design areas and one group entry as defined in the current Theatrical Design Guide.

(2) Deadlines. Entry deadlines can be found in the current Official Calendar and the current Theatrical Design Guide. See the UIL website for official changes.

(3) Faculty Sponsors.

(A) Sponsors in the Theatrical Design Contest shall be full-time employees of the school districts of the schools that the entries represent.

(B) Full-time means that the person is under contract to the school board of the school that the designs represent for the whole scholastic or calendar year and the person has enough contractual duties to be considered a full-time employee by the Teacher Retirement System and state law.

(C) A retired teacher/administrator who has 20 or more years of experience may be hired and paid for sponsoring the Theatrical Design Contest. Student teachers, during the semester they are assigned to a member school to fulfill their student teaching requirements, may volunteer to assist for that school. Schools shall not pay student teachers for assisting.

(D) Sponsors may only provide guidance to the group or individuals. They shall not produce any of the materials contained in the submission.

(E) Sponsors shall not accept nor solicit aid in the preparation of the entries or in coaching the students. This provision is not intended to prevent sponsors from taking their students to the several theatre conferences and workshops conducted by the UIL and by numerous high schools, colleges and universities.

(c) CONTEST ADMINISTRATION AND PROCEDURES.

(1) Selection of Title. The title used for the Theatrical Design Contest shall be the same as that used by the UIL Literary Criticism Contest, unless it is deemed inappropriate for the aims and purpose of this contest and another title, genre or playwright shall be announced. All designs submitted shall be for that title, genre or playwright.

(2) Prompt. A “directorial prompt” shall be provided each year. In it, students will be given certain conceptual parameters from which they will develop a design concept. The prompt can be found on the UIL website and in the current Theatrical Design Guide.

(3) Submission. Packaging and Labeling. Schools shall submit all items required for groups and individuals by following the requirements as published in the current Theatrical Design Guide.

(4) Evaluation. Each entry shall be submitted to the UIL and evaluated by qualified theatre and marketing professionals. Each entry shall be evaluated and awarded an Award of Merit, Award of Honor, Award of Achievement or Award of Distinguished Merit.

(5) Advancement. Those entries designated as Exemplary shall advance to the state contest. State entries will be ranked through sixth place. A plaque and individual medals shall be presented to the top six groups. Medals shall be presented to the first through sixth place individual winners.

Section 1036: Film

(a) THE CONTEST.

(1) Purpose. The purpose of the Young Filmmakers Festival is to provide students with the opportunity to explore the art of cinematic storytelling.

(2) Contest Format. The films shall focus on storytelling using the techniques and tools found in the cinematic arts.

(b) ENTRIES.

(1) Representation. Each member school shall be allowed to submit three entries in each category as defined in the current Young Filmmakers Guide.

(2) Deadlines. Entry deadlines can be found in the current Official Calendar and the current Young Filmmakers Guide. See the UIL website for official changes.

(3) Faculty Sponsors

(A) Sponsors in the UIL Young Filmmakers Festival shall be full-time employees of the school districts the entries represent.

(B) Adult involvement in the project is limited to on-screen talent and/or behind the scenes in a faculty advisor capacity.

(c) CONTEST ADMINISTRATION AND PROCEDURES.

(1) Eligible Material. Only those films produced during the current school year or spring and summer months immediately preceding the competition will be considered for submission into the festival.

(A) Submitted films must be original works and are required to have clearances for music or other copyrighted material used in the project. Films containing copyrighted material used without permission will not be eligible for screening.

(B) The administration of the producing school shall assure that the production does not offend the moral standards of the community. When the final edited product is examined and approved by the administration of the producing school, the production is eligible for presentation at any contest site. A “community standards and copyright compliance form” included in the entry form serves to certify that the production has been carefully examined and approved for presentation.

(2) Entry Procedures. The entry procedures, deadlines and categories shall be posted on the UIL website.

(3) Evaluation. Films submitted to the festival shall be previewed and scored by adjudicators. The top entries in each category will be screened and awarded at the state festival.

Deadlines, Eligibility and Accommodations

The Contest Structure

Student Company Size

Special Needs Accommodations or Modifications

IF YOU MISS A DEADLINE

- Required items (i.e. **late contestant entry, late title entry, missing set approval**, etc.) submitted after the deadline require a majority consent of the appropriate executive committee or the meet director, if authorized, in order to be accepted. **A letter, signed by the school's administrator, certifying the fact that the appropriate executive committee or the meet director has approved the late entry shall be submitted to the Contest Manager and State Theatre Director prior to the beginning of the contest.**

The Contest Structure

Participation and Eligibility

- Each member high school may enter a single play.
- If less than three schools are competing in the district to which a school is assigned, a school may enter two plays. This is called "Double Representation." (Contact the State Office by the **November deadline, see CALENDAR**.)
- Only high school students eligible under the UIL Constitution may participate. There is no amateur rule for this contest. Students may work as paid professionals in theatre or film, summer stock, television commercials, etc. and still participate in OAP.

Exception for 1A Only: Students in Grade 8 from middle or junior high schools feeding into a 1A high school may participate in One-Act Play at the high school level and **ONLY when the play would be withdrawn from competition due to lack of student interest or eligibility.** (**See RESOURCES AND FORMS,** www.uiltexas.org/theatre/resources-forms**, Appeal to use an 8th Grader**)

Student Company Size

NOTICE: The competing OAP Company may include a maximum of 24 students and may include the following:

The OAP Company rule allows the director to determine how they want to use those company members. The competing OAP Company may include a maximum of 24 students and may include the following:

- a maximum of 20 members as cast and tech/crew AND a maximum of 4 alternates.
- Students shall be listed as either Cast or Tech/Crew or Alternate in the Online Entry System.
- Students assigned as tech/crew shall not serve as performers.

Crew members shall remain backstage or in the booth during performance and not in the audience.

Performers may perform crew duties backstage such as backstage sound effects, curtain, offstage lights….

Each PERFORMER may play multiple roles.

See rules on bringing additional students, road crew, roadies, extras, not on the online entry form, to contest…

Offstage Voices
Offstage voices that do not appear on stage may be recorded by anyone. Offstage voices that do not appear on stage may be amplified or spoken live offstage by a crew member or a performer who plays an onstage role. Offstage voices that do not appear on stage are not eligible for any acting awards and shall not be listed in the Online Entry System or program.

Special Needs Accommodations or Modifications

UIL Staff members will consider accommodations or modifications for students with special needs (physical or mental impairments) on an individual basis. Process found on the **Academics - Request for Accommodation Process page,** www.uiltexas.org/academics/meets/request-for-accommodation

Guide for Directors: The Contest

Contest Structure/The Director

Definitions and Exceptions regarding Directors of the High School OAP contest.

- A maximum of four (4) directors may be listed in the Online Entry System.
- Directors in the high school One-Act Play Contest shall be full-time employees of the school districts the plays represent.
- Full-time means that the person is under contract to the school board of the school that the one-act play represents and the person has enough contractual duties to be considered a full-time employee by the Teacher Retirement System and state law.

Exceptions:

1) **Retired teachers/administrators** who have 20 or more years of experience may be hired and paid for directing the one-act play.
2) **Full-time Co-op employees** may direct or assist in directing the contest play for one of their co-op member schools if all the superintendents in the co-op agree. In the event that an agreement cannot be reached by the superintendents, the co-op employee could serve as a consultant for the one-act play director at the member school but could not assist with directing the students or designing any element.
3) **Student teachers** may volunteer to assist in directing the one-act play during the semester they are assigned to a participant school while fulfilling their student teaching requirements. They may be listed as directors in the online entry system and program but they do not count against the allotment of directors. Schools shall not pay student teachers for assisting.

See Section 1034: One-Act Play Contest Ethics Code,
www.uiltexas.org/policy/constitution/academics/oap

The Contest

Planning Meetings

We urge all Directors to attend your UIL district's OAP planning meeting in order to have input into specifics of your contest. Contact your Principal or your UIL Coordinator or District Academic Chair about the scheduled dates.

Levels of Competition

There are six levels of competition: zone, district, bi-district, area, region and state. Not all districts conduct zone contests.

Advancing and Awards

1) Three unranked plays advance from each zone, district, bi-district and area contest.
2) Two unranked plays advance from each region contest.
3) Plays are ranked first (champion) through sixth at the State Meet.
4) Individual acting awards are given to the:
    - *2 Best Performers*
    - *8 All-Star Cast members*
    - *8 Honorable-Mention All-Star Cast members*
    - Awards recognizing technicians or crew may be given *at the discretion* of the Contest Manager and are strongly encouraged by the League.
    - No other acting awards may be given.
    - There are no points assigned to Tech awards.
    - The two Best Performers shall be individuals, not groups, even though they may be playing similar or ensemble roles or a chorus.

Time Limits - Setup, Performance and Strike only

Time Allowed	Function
7 Minutes/per	Setup and Strike*
1 Minute	Time allowed to start the performance after declaration of end of setup**
40 Minutes	Performance Time (minimum of 18 and maximum of 40)*

*Companies in violation shall be ineligible for advancement of ranking but are eligible for acting awards.

**Violations shall be reported to the appropriate executive committee as an ethics violation.

Warnings

- The company shall have **7 minutes to set and 7 minutes to strike**. (You shall receive countdown warnings at 1-minute intervals starting at 5 minutes left). **A warning will also be given at 30 seconds and 15 seconds remaining.**
- **No more than 60 seconds shall elapse between the set time and the beginning of performance time** unless the Contest Manager calls a “time-hold.” (**You shall be told when the 60 seconds start**. An official timekeeper backstage shall give the company audible warnings at ten-second intervals beginning at sixty seconds through “10 seconds.” (i.e. "10 seconds remaining.")
- No play shall run less than 18 minutes or exceed 40 minutes of performance time. (You shall receive a warning when 15 minutes have elapsed and when 35 minutes have elapsed.)

- **A warning will also be given at 4 minutes, 3 minutes, 2 minutes, 1 minute, 30 seconds and 15 seconds remaining. You will be asked to confirm. No other warnings are given.**

Rules Violations
Entries may be declared ineligible for advancement or ranking for any of the following violations:

- Use of ineligible students.
- Exceeding the number allowed in the performing company.
- Exceeding the time limits on performance or set-up or strike.
- The use of firearms, explosives or combustible materials.
- The use of additional unit set.
- The director communicating with the company during the performance.

Ineligible Companies shall be considered for individual acting awards, the associated points and the oral critique.

Other Violations
Violations of other rules are considered ethics violations and shall be reported to the appropriate executive committee. The full range of penalties may apply.

Contest Administration

Like an umpire or referee in a sporting event, the Contest Manager serves as the official during a one-act play competition.

The Contest Manager
The function of the Contest Manager is to organize and operate the contest in strict accordance with the most recent edition of the Constitution and Contest Rules, www.uiltexas.org/policy/constitution, and this Handbook.

- Every UIL One-Act Play Contest Manager should be certified through the TTAO certification process.
- Information on Contest Manager Training can be found on the TTAO Website, www.ttao.org

Adjudicators
Adjudicators for the contest at all levels (including Junior High) shall be selected from the certified judges found on the **Texas Theatre Adjudicators and Officials (TTAO) website,** www.ttao.org. "Strike lists" are not acceptable.

Adjudicators for zone and district contests are recommended by directors during planning meetings and then approved by the District Executive Committee. A single critic or a judging panel of three shall be used.

The League strongly discourages the use of panel judging in zone contests with four or less schools.

Bi-District Contest- Adjudicators are recommended by OAP directors from the paired districts. See "**Bi-District Procedures**," www.uiltexas.org/theatre/oap-handbook/guide-for-contest-managers-the-contest. A single critic or a judging panel of three shall be used.

Judging panels for area, regional and state contests are assigned by the State Theatre Director.

Directors may suggest adjudicators for area, region and state contests using your "Evaluation for Play Directors to Evaluate the Contest" on **Resources & Forms,** www.uiltexas.org/theatre/resources-forms. Evaluations should be submitted no later than June 1st.

Contest Entry Procedures

One Act Play Enrollment - IMPORTANT

On or Before October 1 - You MUST Update your school information EVERY YEAR and ENROLL your school for OAP contest via the **Online Entry System** and follow the instructions, www.uiltexas.org/theatre/online-entry.

Play Title

On or before February 10 - Register your title via the **UIL Online Entry System**.

Contestant Information - Zone or District - IMPORTANT

At least 10 days before your first contest, you must complete the following three steps:

1) Complete contestant entry, play and set information and enter up to 4 directors via the **Online Entry System**. **Contest Managers may set an earlier deadline than the ten calendar days.**
2) Have your administrator sign the "Community Standards and Copyright Compliance Form." The form can be downloaded from the **UIL Theatre home page,** www.uiltexas.org/theatre. This form shall NOT be signed until the administrator signing has seen the production as it will be performed at that level.
3) Send a signed "Community Standards and Copyright Compliance Form" to the State Theatre office via email or standard mail.

Advancing to Bi-District or Area

If you advance to Bi-District or Area, go to the "Bi-District" or "Area" page under "High School One-Act Play," www.uiltexas.org/theatre/high-school-one-act, for links to contest information in the relevant charts. You also need to log into the Online Entry System and update your contestant entry information with any changes or additions.

Advancing to Region or State

If you advance to Region or State, you must complete the following two (2) steps:

1. Make any necessary corrections to contestant entry, play and set information and additional directors via the **Online Entry System**.
2. Have your administrator sign the "Community Standards and Copyright Compliance Form." The form can be downloaded from the UIL Theatre home page, www.uiltexas.org/theatre. This form shall NOT be signed until the administrator signing has seen the production as it will be performed at that level.

Pdf documents containing step-by-step instructions may be downloaded from the UIL website on our Online Entry System page, www.uiltexas.org/theatre/online-entry

No play may be presented in contest unless the Online Enrollment, Play Title Registration and Contestant Entry Form have been submitted.

Substitutions After the Ten-Day Deadline

You may find it necessary to change or add members to your company after the ten-day contestant entry deadline. There are two basic scenarios:

1. The "Substitute Eligibility Form" may be downloaded from the **UIL's Resources & Forms page,** www.uiltexas.org/theatre/resources-forms.
2. A letter certifying eligibility that is signed by the school's administrator may be used in place of the certificate. You may do this up to the second your play is about to begin.

Substitutions and Additions After Advancing

When you advance from zone, district and bi-district, changes may be made to your advancing entry in the OAP online entry system.

Where do we send substitution forms or additional letters?

Level	Contact 1	Contact 2
Zone and District	Contest Manager	District Academic Chair
Bi-District	Contest Manager	
Area	Contest Manager	State Theatre Director
Region	Contest Manager	Regional Academic Chair
State	State Theatre Director	

Procedures for Using 8th Graders in Conference 1A

1A SCHOOLS ONLY Students in Grade 8 from middle or junior high schools feeding into the high school may participate in One-Act Play at the high school level, ONLY when the play would be withdrawn from competition due to lack of student interest or eligibility. This does not affect the student's high school eligibility. The substitution shall be requested by the administrator ONLY at the end of the grading period prior to the contest.

The "Appeal to use an 8th Grader," found under "**Resources and Forms**," www.uiltexas.org/theatre/resources-forms, shall be sent to the appropriate Executive Committee Chair for approval by the majority of that committee. (Zone through Bi-District to the District Executive Committee (DEC) and Area through State to the State Theatre Director.

If approved, the director shall provide a copy of the DEC or State Theatre Director decision to the Contest Manager at each contest.

The 8th Grader does not have to relinquish their spot in the company if the ineligible student at the time of the substitution becomes eligible.

Failure to Participate

Schools that withdraw or fail to show for the contest shall:

1) Contact the District/Region Academic Chair, the Contest Manager and the State Theatre Director immediately.

2) The principal of the withdrawing school shall file a written report to the State Theatre Director and State Executive Committee stating their reasons for withdrawal by June 1st.

The State Executive Committee shall consider each case and inform the school if any penalties have been accessed. **The State Executive Committee may impose the full range of penalties.**

The Contest Play

NOTE: Photocopied, computer-generated or typed copyrighted scripts will not be accepted by the League or at contest, unless accompanied by WRITTEN publisher permission.

Your contest play shall be selected from:

1) The **Approved List** of plays, www.uiltexas.org/theatre/approved-plays (Directors are not required to submit cuttings of plays on the approved lists for League approval), OR

2) Be approved by the League's Play Appraisal Committee through the **Play Approval** process, www.uiltexas.org/theatre/high-school-one-act-info/submitting-a-play-or-scenic-item-for-approval.

A great resource for potential titles are the annual Participation Lists that can be downloaded from the UIL website, (see **Resources and Forms**) www.uiltexas.org/theatre/resources-forms. These lists include the directors and title produced by each participating school for that school year.

NOTE: Even though a play has previously been produced for contest, this does NOT mean that play is "automatically approved" for entry in the UIL One-Act Play Contest. If the play you are considering does not appear on one of the Approved Lists, www.uiltexas.org/theatre/approved-plays**, then it must be submitted using the Play and Scenic Form,** www.uiltexas.org/theatre/high-school-one-act-info/submitting-a-play-or-scenic-item-for-approval**, to the office of the State Drama Director for the play appraisal committee's approval prior to the deadline.**

Play Selection Policy

The following types of plays shall not be used in the UIL One Act Play contest.

Plays which are, by nature, monologues, duet acting scenes (plays with fewer than 3 actors), predominantly narration, choral speaking, readers or chamber theatre (predominantly direct address to the audience with minimal interaction between actors), with minimal to no interaction between characters, shall not be used in this contest. **Plays, when performed running less than 18 minutes shall not be used.**

Musical theatre where the use of music advances the story, shall not be used in this contest. This includes some versions of titles found on the approved lists where "various dramatizations" are permissible. (i.e. *Alice in Wonderland* and *Man of La Mancha* have several musical versions.)

Dangerous Myths on Approved Play Lists

- Do not assume that a play approved in the past will be approved again. Your school's play approval is valid for two years. **Note: This policy applies to each individual SCHOOL, not to individual directors**
- Plays that are approved for a specific school are not automatically added to the approved play lists. Check the current **Approved List** and secure performance rights before starting work on a production. There must be a strong history of production before a play goes on the **Approved Play List**.

Performing Plays on the Approved Play Lists

- The list of **Approved long plays and short plays** can be found on the UIL website, www.uiltexas.org/theatre/approved-plays
- Directors and administrators **shall eliminate** profane references to a deity, as well as indecent and obscene language, actions or scenes from plays on the Approved Lists of Plays.
- Although a play may appear on the **Approved Play List**, it does not guarantee that the publisher will license the play or allow you to perform "scenes from" or allow you to substitute or eliminate profane, indecent or obscene language.

CHECK WITH PUBLISHER BEFORE STARTING YOUR PRODUCTION.

- In addition to the plays on the lists, all plays written by Shakespeare, Chekhov, Ibsen, Moliére, George Bernard Shaw, Eugene O'Neill, Calderon de la Barca, Lope De Vega, Sophocles, Euripides, and Aeschylus are approved.

  This blanket approval does not include any adaptations unless those adaptations are specifically listed on the **Approved Play** lists. If not, they must be **submitted** for League approval by the **December 6** deadline. **E-mail the League's Theatre office for clarification**, prodriguez@uiltexas.org.

  EXAMPLE: Sophocles' *Antigone* is found on the "Approved List of Long Plays" and its translations do not require League approval. Jean Anouilh's *Antigone* is an adaptation of the play by Sophocles that is also on the approved list of long plays and also does not require League approval. However, Timberlake Wertenbaker's *Antigone* is an adaptation that is not on the approved lists and requires League approval. Phrases like "adapted by," "a new version" or "a new adaptation" found on the title page or cover should send up a red flag. Please email the State office for clarification.

NOTE ON PUBLIC DOMAIN PLAYS: Not all plays in the public domain are permissible for contest. A play found in the public domain does not guarantee that all published versions are permissible. Contact the State office for clarification.

STANDARDS (Read Carefully)

When selecting your play, remember that League rules require directors and administrators to eliminate profane references to a deity, as well as obscene language, actions or scenes from the approved production. It is up to each school's administration to determine that all profanity and obscenity has been eliminated and that their play and production does not offend the moral standards of their community.

1. Profanity is characterized by irreverence or contempt for God or any sacred principles or things. The use of any deity's name when not in reverence or prayer would be profanity by definition. The use of "Jesus," "Oh,

God," "God knows," etc. is considered, by definition, profane when not used in reverence or prayer and shall be removed. This is not an option.

2. Indecent and obscene language shall also be eliminated from all plays. The use of foreign language that is profane, indecent or obscene shall also be eliminated.

3. Since most competitors are minors, particular attention shall be paid to any action that insinuates sexual activity and physical violence. A School Administrator shall review the production to make sure it complies with the Standards rule before the "Community Standards and Copyright Compliance Form" is signed.

4. Each school's administrator must affirm that they have seen the play as produced for that level of competition when they sign the "Community Standards and Copyright Compliance Form."

5. Plays Not on the Approved Lists: The League's Play Appraisal Committee may eliminate language, actions or scenes as a condition for approval of plays not on the approved lists.

6. Plays on the Approved Lists: They shall be edited by the director and administrator to comply with this rule. All profanity, indecent and obscene language and action shall be eliminated. Their appearance on the lists does not imply that the unedited play meets the Standards Rule.

   If the play cannot be cut to meet community standards, then the play should not be selected for contest use. It is the duty of each director and their administrator to make a responsible selection for the students you work with and the community you represent. Make sure that you discuss the choice of script and questionable language and risky staging with your administrators.

   If the script has been read and the staged production **viewed and determined to be in compliance with League rules by the administrator of the producing school, the production is eligible for presentation at any contest site.**

7. Plays returned "requiring clarification" or a "Letter of Support" shall submit required documentation within two weeks of the UIL's request date.

Performing Plays Not On the Approved Play Lists, Including Adaptations and Original Plays

The League's Play Appraisal Committee evaluates from **August 1–December 6** for high schools and August 1-April 15 for junior high schools. No plays will be accepted after those dates.

To request an approval, you will need to do the following:

Submit the current year's online **One-Act Play and Scenery Approval Request Form**, www.uiltexas.org/theatre/high-school-one-act-info/submitting-a-play-or-scenic-item-for-approval

Here's what you need to package up and mail to UIL:

- a printed copy of the confirmation form that was emailed to you
- your complete marked script that clearly indicates:
- The exact portions of the script to be used. This includes both dialogue and action **(HIGHLIGHT in yellow)**

  NOTE: Submissions that are not edited to meet the 40 minutes may be returned.
- Deletion of all dialogue and action not to be used **(Strike-through in PEN)**
- Deletion of all language and action that violates the "Standards Rule" **(Strike-through in PEN)**
- Deletion of scenery that might restrict approval **(Strike-through in PEN)**

IMPORTANT: If you are submitting a one-act play and there are no deletions, please include a note with your submission.

- Sending a completely unmarked script, without a note, will mean that your play is returned to you, unread.

A $30 evaluation fee payable to: The University of Texas at Austin, UIL (Checks or money orders only)

If you are submitting a play approval request with a scenic request for the same play, you only need to pay one $30 evaluation fee. If you are submitting multiple plays for approval, each play submission requires a $30 evaluation fee.

Submissions that are returned as disapproved or incomplete may be resubmitted for an additional fee. However, this must still be done by the December 6 deadline for high school submissions. Submit as early as you can to allow for necessary corrections or re-submittals.

As a policy, anything that is rejected by the first reader is then sent to a second reader.

- If both readers disapprove, then it is rejected.
- If one reader approves and the other disapproves, the play is sent to a third reader for a tie-breaker.

- Any script that is disapproved has had anywhere from two to four reads.
- Most disapprovals are based on procedural issues. They fail to pay or use pencil instead of pen or we can't follow the cut due to bad or unclear markings.

AFTER THE DEADLINE

CHANGES TO APPROVED PLAYS, AFTER THE DEADLINE, REQUIRE LEAGUE APPROVAL AND DOCUMENTATION. PLEASE CONSULT WITH THE STATE OFFICE BEFORE MAKING CHANGES.

Plays returned "requiring clarification" or a "Letter of Support" from the local administrator shall be resubmitted with the required information within two weeks of the UIL's request date.

Play Approval is valid for two years. This applies retroactively to plays submitted for 2024-2025 and applies going forward to plays submitted for 2025-2026.
Note: This policy applies to each individual SCHOOL, not to individual directors

Scenic Items and Properties Requiring Approval

Scenic additions and restricted properties will be approved only if they are "without which the approved play cannot be produced."

The League's Play Appraisal Committee considers all properly submitted requests for High School between August 1 and December 6.

No request will be approved:

- If directorial desire is the sole justification.
- If stage directions and scenic descriptions are the only justification.
- If elements of the Unit Set will serve the same purpose or achieve a similar effect.
- If the requested item(s) exceeds eight feet in height or does not fold to four feet.
- If it requires casters. (Some exceptions for properties)

If you find that scenery or properties beyond what is allowed under current rules is required, the director shall submit on or before December 6, the following:

1. For Plays On the **Approved Lists (**www.uiltexas.org/theatre/approved-plays): Complete and submit the appropriate **Scenic Only Request Form,** www.uiltexas.org/theatre/high-school-one-act-info/submitting-a-play-or-scenic-item-for-approval

   For Plays Not on the **Approved Lists** (www.uiltexas.org/theatre/approved-plays): Complete and submit the appropriate **Play and Scenic Form** along with your

play submission, www.uiltexas.org/theatre/high-school-one-act-info/submitting-a-play-or-scenic-item-for-approval

2. You will receive a receipt/copy of your form via e-mail immediately after submission. Check SPAM/ junk files if you do not receive it.

3. Send a copy of the form, a copy of the play (if not on the approved list), and a payment of $30 made out to UT-Austin / UIL. **Combined requests (script and set) require only one $30 fee**.

   Remember that if a play is not on the **Approved Lists**, essential additions to the basic set shall be **submitted with the play request**. A set addition submitted separately will not be accepted.

   The director will receive an e-mail indicating whether or not the use of each item shall be permissible for the approved play. A copy of that e-mail shall be provided to the Contest Manager at each level.

   Set additions not approved in writing by the League shall not be used. **Should unapproved additions be used,** the Contest Manager shall report the violation immediately to the UIL State office and to the appropriate executive committee.

   Incomplete requests will be rejected. The League shall not request additional information or corrections for clarification.

Please note that script approval does not guarantee set additions will be approved.

Licensing and Royalties (This is not necessary for plays in the Public Domain.)

- You must request and receive publisher permission to produce the play you have selected. Written evidence must be produced before you will be allowed to perform. Seek a UIL or Competition license.
- Permission to perform the play for contest from zone through state should be requested. This should prevent withdrawal of production rights during the contest season.
- Your Contest Manager will ask you to produce a license from the publisher to perform and, in the case of a "scenes from," written permission to cut.
- Your Contest Manager will ask you to produce written evidence from your school administration that royalty for each performance has been paid. A cancelled check, check copy, purchase order, or a letter from your administration on school letterhead will suffice.

DO NOT ASK THE PUBLISHER FOR A RECEIPT OR OTHER PROOF OF PAYMENT!

TAKE TIME TO READ THE LICENSE PROVIDED BY YOUR PUBLISHER. THIS IS A LEGAL DOCUMENT. THEY OFTEN CONTAIN RESTRICTIONS REGARDING GENDER, TIME AND PLACE, THAT YOU MUST FOLLOW.

Performing a "Scenes From"

- Always request permission to do a "scenes from" if you are requesting "internal cuts." Publishers may have a specific definition of "scenes from, internal cuts, or selections from..." Check with them first.
- Getting help with editing a play for contest use is not a violation of the professional assistance or full-time employee rules. This does not permit the school to hire someone to cut their contest play.
- Sharing a "scenes from" edited script is permissible under League rules.
- When borrowing a "scenes from" edited script from the approved lists, it is important to make sure that it complies with current contest rules.

Adaptations

The addition or combining of material, relocation of dialogue or scenes, changing gender, adding characters, splitting characters or any other revision that alters the text, or plot is considered an adaptation of the play. Contact the UIL office with questions.

After completing your "scenes from," ask yourself the following questions:

1. Have I added characters to scenes where their presence changes the plot or story? Exceptions: The number of actors used in a listed "ensemble group" such as children in *I Never Saw Another Butterfly*, schoolgirls in *The Prime of Miss Jean Brodie* or *The Children's Hour,* townspeople in *The Diviners*. **EXAMPLE:** Dividing the role of Hamlet among three actors in Hamlet would be considered an ADAPTATION and would require submitting the play through the Play Approval process.

2. Have I added or relocated dialogue or scenes? Exceptions: Logical vocal reactions or ad-libs, not written into the script, are permissible as long as they do not change the plot or writer's intent. **EXAMPLE:** A student who gets hit on the thumb with a hammer saying "OW!", although not written into the text of the script, is permissible. The all-too-familiar setting of the party or the courtroom where "responses and conversations" are heard is another example. These logical reactions, utilizing words or sounds, are appropriate.

3. Have I reassigned lines? **Exceptions:** This is not meant to restrict directors from redistributing lines that are assigned to choral or other ensemble type groups. This could include the Furies in *The Insanity of Mary Girard* or the chorus in *Wiley and the Hairy Man*.

4. Have I changed a character's gender, added new characters, or split characters? **Exceptions:** No approval is required when there are no gender references to the character in the text of the play**. However, changing the gender of a character where a gender <u>is specified or implied by the text requires publisher approval.</u> Check your performance license from your publisher for restrictions. See (Cast and Crew Assignments)**

5. Have I made off-stage voices into on-stage characters? On-stage to off-stage? Examples of this situation might involve the Interviewer in *The Shadow Box*, the Loudspeaker in *I Never Saw Another Butterfly* or Charley in *Flowers for Algernon*.

6. Have I used substitutions for words deemed profane or obscene?

7. Has there been any other revision of the text or structure of the play other than deletions to comply with League rules?

If the answer is "yes" to any of these questions, you have adapted the work and will require League and publisher approval. If you have any doubts, e-mail the League's Theatre office for clarification, prodriguez@uiltexas.org

Select a Script ***IF ON THE APPROVED LISTS***	*Select a Script* ***IF NOT ON THE APPROVED LISTS***
Contact the play's publisher to see if performance rights are available and if editing is allowed (internal cuts, scenes from, etc…)	Contact the play's publisher to see if performance rights are available if editing is allowed (internal cuts, scenes from, etc…)
Obtain a license to perform for contest	Request permission to use the title from the League. The deadline is December 6 for High School entries and 45 days prior to the contest for Junior High Contests
Pay Royalties to Publisher	If permission is obtained, obtain a license to perform for contest
	Pay Royalties to Publisher

<u>Drama Loan Library</u>

The UIL's Drama Loan Library is maintained to assist UIL play directors in the selection of their scripts. They may be borrowed by any faculty member of a UIL member school or by members of the TTAO for a period of three weeks. The borrower's school is held responsible for all borrowed materials. Additional materials will not be available until the original order is properly cleared.

Information and forms can be found at the UIL **Drama Loan Library** webpage, www.uiltexas.org/theatre/resources/drama-loan-library

Aid in Directing

IMPORTANT: Please remember that critics at festivals cannot give official interpretations or opinions or be the justification for violations of OAP rules. Official opinions must be obtained ONLY from the State Theatre Director or the State Executive Committee.

VIOLATIONS OF THIS RULE SHALL DEEM THE PRODUCTION INELIGIBLE FOR COMPETITION.

Directors shall not accept nor solicit aid in designing or in directing including staging, coaching dialogue, choreography, casting, or designing any technical elements of the contest play except as follows:

1. OAP Festivals: Unlike theatre workshops and demonstrations where sessions deal with general topics, festivals are specific to and for the benefit of the specific OAP entries that are participating.
    a. Schools are restricted to a total of FIVE sessions at non-UIL contests or festivals per school year.
    b. Three sessions may be scheduled during school days; however, only one non-UIL contest or festival session is permitted during any one school week.
    c. Each session shall not exceed two hours, which in includes set up, performance, strike, critique(s).
    d. During any school year, companies are restricted to no more than two sessions with the same critic per school year.
    e. **NEW:** Schools are REQUIRED to submit the "Clinic/Festival Form for OAP Directors" for EACH clinic they participate in/attend. See *Resources/Forms*.
2. Professional Suppliers and Volunteers: Directors may obtain costumes from entities that will rent or loan costumes to all schools. Theatrical supply companies, parents or volunteers may construct or provide scenery, properties or costumes.
3. Workshops and Conventions: Directors and students may attend workshops and conventions. The League encourages these programs and urges your participation. Please contact the League office if you have questions regarding participating in specific OAP workshops that may or not involve members of the OAP entry.

IMPORTANT: Directors and adjudicators should take care to avoid festivals where the critic may adjudicate the production at any level of OAP competition. Bi-District, Area, Region and State adjudicators are posted online by August 10th each year.

A school that allows a potential adjudicator to see their production prior to contest shall be in violation of the ethics code. The “Clinic /Festival Conflict Form” can be found on **Resources and Forms** and shall be filled out by the TTAO member clinician, www.uiltexas.org/theatre/resources-forms

The TTAO clinician shall sign the form acknowledging that they have reviewed it and have no conflicts. **The form shall be sent to the state office and placed in the TTAO judge’s file**.

NEW: A school who has not executed the “Clinic/Festival Form for OAP Directors” and allows a TTAO critic to see a play they may be judging, shall be in violation of the ethics code. The participating school and clinician shall also be in violation of the appropriate ethics code.

Finding or Hosting a Festival

You can find a festival or register your festival at the “Statewide One-Act Play Festival Information" website, https://sites.google.com/site/uiloapfestivals/?pli=1

a) The minimum number of schools at a host site is not required. A school may bring a critic to their home campus.

b) Festival hosts have the responsibility of making sure that the critics are provided a list of the plays and the school they are seeing.

Cast and Crew Assignments

The one-act play contest is an educational event and students should be cast in their roles, based on their abilities and not the circumstances of their birth. Casting choices are decided at the local level. There are no League rules specifying how you select your performers or crew or when you cast a play or make crew assignments.

- Publisher permission may be required if you desire to change the gender of the character the playwright intended. Please consult with the publishers.
- Offstage voices that do not appear on stage may be recorded by anyone, amplified or spoken live offstage by a crew member or a cast member who plays an onstage role.
- Offstage voices are not eligible for any awards and shall not be listed in the Online Entry System or program.
- Each cast member may play multiple roles.

Rehearsals

STATE LAW REGARDING REHEARSAL TIME AND THE NUMBER OF PERFORMANCES APPLY TO ALL "EXTRACURRICULAR" THEATRICAL PRODUCTIONS. THIS INCLUDES "NON-UIL" SHOWS. HOWEVER, THERE ARE NO LEAGUE RULES SPECIFYING HOW OR WHEN YOU BEGIN REHEARSING FOR A PLAY.

There are state laws and UIL rules that restrict the amount of time a student may rehearse for an extracurricular activity:

- **During School -** The State of Texas limits rehearsals or practice during the school day to one class period (defined as 60 minutes) during the school day.

- **After School -** For each extracurricular activity*, a school district must limit students to a maximum of eight hours of rehearsal or practice outside the school day per school week. School week means the week beginning at 12:01 a.m. on the first instructional day of a calendar week and ends at the close of instruction on the last instructional day of the calendar week, excluding holidays. A Theatre Production class that is scheduled after school may be used for rehearsals and does NOT count towards the eight hours.

- **Sundays -** The League does not prohibit regular school OAP rehearsals or festivals on Sundays. Since official UIL site/tech rehearsals are considered part of the competition, they shall not be held on Sunday.

How many hours may I rehearse or practice?

* See Definition of “Extracurricular” in the “Extracurricular Defined” section further down.

Day	After School Rehearsal Time	After School Theatre Production Class	Notes on the 8 Hour Rule / TEA Law
Monday	2 Hours	1 Hour	TEA laws restrict the amount of time dedicated to rehearsals or practice for ALL extracurricular activities
Tuesday	2 Hours	1 Hour	TEA limits rehearsals or practice during the school day to one class period (defined as 60 minutes). This includes a Theatre Production class that meets after school
Wednesday	2 Hours	1 Hour	The school week begins at 12:01 AM on the first instructional day of the calendar week. The school week ends at the close of instruction on the last instructional day of the calendar week.
Thursday	2 Hours	1 Hour	There is no limit on the number of hours a school may rehearse or practice on the weekends
Friday	Unlimited	1 Hour	There is no limit on the number of hours a school may rehearse or practice during holidays
Saturday	Unlimited	No Class	Schools may rehearse or practice an unlimited amount of hours during spring break and winter break.
Sunday	Unlimited	No Class	

4 SCENARIOS FOR LEGAL EXTRA-CURRICULAR PERFORMANCE SCHEDULES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN/HOLIDAY
SCENARIO WEEK 1				PERFORM	PERFORM	PERFORM
SCENARIO WEEK 2	PERFORM				PERFORM	PERFORM
SCENARIO WEEK 3		PERFORM			PERFORM	PERFORM
SCENARIO WEEK 4			PERFORM		PERFORM	PERFORM

3 SCENARIOS FOR ILLEGAL EXTRA-CURRICULAR PERFORMANCE SCHEDULES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN/HOLIDAY
SCENARIO WEEK 1			PERFORM	PERFORM	PERFORM	PERFORM
SCENARIO WEEK 2	PERFORM	PERFORM			PERFORM	PERFORM
SAMPLE WEEK 3		PERFORM	PERFORM		PERFORM	PERFORM

School Performances

There are state laws and UIL rules that restrict the number of performances or games (extra-curricular activities) that are allowed.

For any individual extracurricular activity*, a student may not participate in more than one performance per school week, excluding holidays. For example, a student may participate in a single play performance, a choir concert and a basketball game during a school week. This applies to performances of their contest play for their schools and communities.

Extracurricular Defined

STATE LAWS GOVERNING REHEARSALS AND PERFORMANCES ARE NOT SPECIFIC TO THE OAP ENTRY. THEY APPLY TO ANY PRODUCTION THAT CAN BE CATEGORIZED AS AN EXTRACURRICULAR BASED ON THE CRITERIA LISTED BELOW.

An extracurricular activity is an activity sponsored by the University Interscholastic League (UIL), the school district board of trustees, or an organization sanctioned by resolution of the board of trustees.

The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays, and club activities.

(1) In addition, an activity shall be subject to the provisions for an extracurricular activity if any one of the following criteria apply:
  (A) the activity is competitive.

(B) the activity is held in conjunction with another activity that is considered to be extracurricular;
(C) the activity is held off campus, except in a case in which adequate facilities do not exist on campus.
(D) the general public is invited; or
(E) an admission is charged.

The Commissioner of Education recommends that a school district avoid the scheduling of extracurricular activities or public performances to occur on the day immediately preceding or evening immediately preceding the day on which the administration of state-mandated testing is scheduled.

The TEA-UIL Side-by-Side Document

The UIL publishes this document to provide member schools notice of Texas Education Agency regulations which relate to UIL and all other extracurricular activities sponsored or sanctioned by the school district. **This document provides explanations and interpretations of Commissioner of Education rules, UIL Constitution and Contest Rules, and statutes,** www.uiltexas.org/policy/tea-uil-side-by-side.

Academic Team Points / Advancing / Evaluating Your Adjudicator and Contest Manager

Academic Team Points

THEATRE UIL C&CR Section 902 (k)
One-Act Play Ranked Plays from:

District	20	20	20	15	0	0
Region	20	20	15	0	0	0
State	20	16	12	10	8	6
Individual	10	8	6	0	0	0

Note: One-Act Play Points. The three unranked plays advancing from district (two from region) each receive 20 points. The alternate play receives 15 points. At State One-Act Play, points are awarded through sixth place. Points for individual acting awards are each best performer receives 10 points; each all-star cast receives eight points; and each honorable mention all-star cast receives six points. An individual acting award assigned to a chorus or other group of players counts as only one individual award and shall be allocated the appropriate points. One-Act Play points shall not be awarded for zone, bi-district or area contests. No points awarded to local technical crew awards.

Advancing

The specifics of each contest vary, and you should know everything that may impact your performance.

Contest information for bi-district, area, regional and state meets is found on the UIL website. If not, contact the Contest Manager as soon as possible.

Evaluating Your Adjudicator and Contest Manager

The director should have a thorough knowledge of criticism, UIL rules and judging standards. It is only through constructive criticism from the directors that our adjudicators and Contest Managers can be made aware of what they are doing.

At the end of each contest some of you may have some strong opinions about the process and your adjudicator, Contest Manager and contest facilities. It is critical to the process that you fill out the "EVALUATION FORM for Play Directors." They can be found on the UIL website at each contest level and under "**Resources and Forms**," www.uiltexas.org/theatre/resources-forms

Directors need to reinforce the strengths and bring to light the areas where improvement is needed. Adjudicators do their best to evaluate your work objectively and with a thorough knowledge of theatre, UIL rules and your script. You need to evaluate their work with the same respect.

During the summer each evaluation is read. Good work is recognized, and recurring problems are addressed.

Copies of your responses are sent to the adjudicators. Directors' names and school will not be identified. The quality of performance in UIL contests has improved over the years because of constructive criticism from our adjudicators. How can the quality of adjudication continue to improve without constructive criticism from our directors? There is no place for personal attacks in the critique or the evaluation.

Guide for Directors: The Contest Site

The Contest Site

Any access to facilities or equipment at the contest site that a single school is allowed to use shall be made accessible to all companies competing in the One-Act Play Contest at that site. This includes rentals and site visits beyond the official rehearsal. Their availability shall be approved by the DEC. The Contest Manager shall make any decision concerning the use of the facility and that decision shall be final.

There are three primary restrictions:

1. No rigging from any part of the facility is allowed.

2. Nothing shall be done to the facility or equipment that may damage it or endanger the site crew, audience or participants. This includes placing lighting, sound and scenic equipment where it may damage the site or endanger the site crew, audience or participants.

   The Contest Manager and/or host may require you to eliminate, reduce quantities or restage a scene where action or materials used (i.e. blood, water, food, glitter, etc.) may damage the host site, unit set or endanger the site crew, audience or participants. The performing school shall be responsible for any damages and for cleaning the stage during their strike. Any action that would damage the unit set, participants or audience members, is prohibited. This includes the slamming/smashing/dropping of any unit set element to the floor for a sound or special effect.

3. Stacking- Pylons shall not be stacked HIGHER than 12 ft. (measured from the floor)
   - No item (including set pieces, properties), unit set element or combination of the unit set shall be taller than 12ft. (measured from the floor)
   - No Pylons shall be stacked on 1'x1' CUBES.
   - No item (including set pieces, properties), unit set element or combination of the unit set shall be stacked taller than 12ft.

Schools shall provide photos of their set including stacking, clamping… if requested by your contest manager.

Music Playback and Intercommunications Equipment

Sound playback equipment and an intercommunication system for the crew should be provided at the site and made accessible to all participating companies. If not available, the Contest Manager may borrow the equipment.

- You may bring your own sound/ music playback equipment.
- Laptops, tablets and similar devices may be used only if set in airplane mode.
- The use of cellphone during performance is prohibited unless a special accommodation has been provided. See Special Accommodations section.

Intercommunications Equipment
An intercommunications system used exclusively by any performing company is not permitted. **Only ONE system will be used by all schools and for the entire contest.** Please check with your Contest Manager if you need additional headsets, etc. Additional items must be available to all companies for rehearsal and performance.

Lighting at the Contest Site
A standard light plot containing a minimum of six or more areas (preferably 6, 9 or 15 areas) and at least one follow spot should be provided and be accessible to all companies.

Follow spots shall not be moved backstage during the contest.

The lighting plot shall be disclosed to all the participating schools or potential participants no later than 10 days prior to the official rehearsal. (see Resources for "Light Plot Sample")

Lighting that is not disclosed and used exclusively by any performing company shall be considered a violation of the Ethics Code.

Lighting Specials
The Contest Manager may provide you with lighting "specials." These "specials," however, shall be made available to all participating companies.
A "special" is the name given to a lighting instrument hung specifically for one show but made available to all companies as part of the basic set.

Storage and Dressing Space at the Contest Site
The amount of storage space that you are given is not regulated by League rules. Each site is limited by what they have available. **There is no standard allotted storage area size rule.** The Contest Manager is urged to make certain that an equitable and safe procedure is used for storage, set and strike. No one should have to lose valuable time as a result of site limitations. **Directors may be asked to take items to their dressing room/truck if overall storage space is limited or affects backstage movement.**

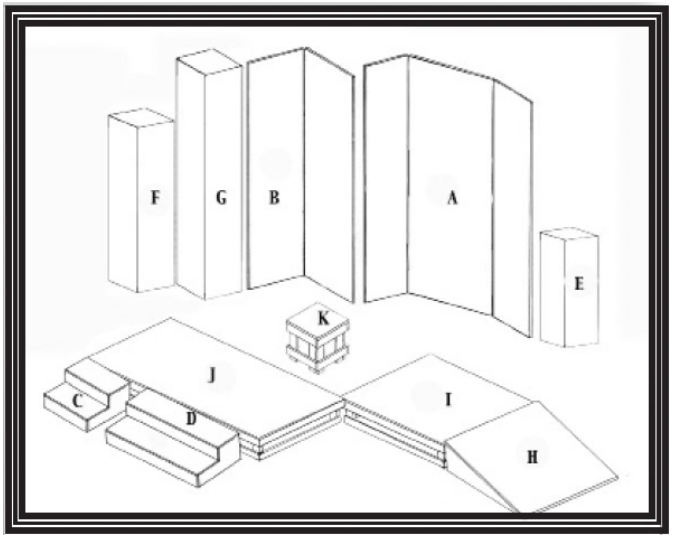
The type of dressing areas that schools are given is not regulated by League rules. Like storage, each site is limited by what is available. The Contest Manager is urged to make certain that it is equitable.

REMINDER: ONLY those directors and students entered in the online entry system may be in the dressing room.

The Unit Set and Doors and Windows

The use of any walls, flats, platforms, steps, self-supported scenery, other than that which is specifically allowed in the contest rules and handbook, require special approval.

The UIL Unit Set contains 28 medium gray scenic pieces. Every competing play company is allowed the use of one, and only one, complete Approved Unit Set. Construction drawings and lists of materials are found on the Theatre page of the UIL website. (Resources and Forms/ Handbook Supplements)



A- (4) 3-Fold Flats	E- (2) 4' Pylons	I- (2) 4X4 Platforms
B- (4) 2-Fold Flats	F- (2) 6' Pylons	J- (2) 4'X'8 Platforms
C- (2) 2' Steps	G- (2) 8' Pylons	K- (4) 1'X11' Cubes
D- (2) 4' Steps	H- (2) 4X4 Ramps	

Rules for Unit Set Use and Stacking the Unit Set

1) Nothing shall be done with the unit set that may damage it or endanger the site crew, audience or participants.
    a. The use of unit set in front of the curtain line or on the apron is restricted to a 6' combined height UNLESS APPROVED BY THE CONTEST MANAGER AND THE HOST SITE AT THE SITE REHEARSAL. Not allowed at the State Meet.

b. Nothing shall be done with the unit set that may damage it or endanger the site crew, audience or participants. **THE CONTEST MANAGER RULING IS FINAL.**

REMEMBER: The Contest Manager and/or host may require you to eliminate, reduce quantities or restage a scene where action or materials used (i.e. blood, water, food, glitter, etc.) may damage the unit set, host site or endanger the site crew, audience or participants. The performing school shall be responsible for any damages.

2) The quantity and color of unit set elements is restricted to what is listed in the Unit Set chart.

3) Unit set elements shall only be supported or elevated by other unit set elements.
   - Pylons shall not be stacked higher than 12 feet, measured from the floor.
   - Flats may be used horizontally (i.e. supported by other unit set elements); however, the points of contact on the flats shall be restricted to the covered wooden surfaces and not the canvas-only surfaces.
   - Casters or other rolling devices shall not be attached to or used in conjunction with the unit set.

4) 4X8 Platforms standing on the 4' end are not permissible.

5) If the unit set elements can stand, at any angle, without the use of a support device, the configuration is permissible. Standard store-bought devices may then be used, with minimal strain on the unit set elements, to make the configuration stable.

6) You may hang and attach properties, architectural trim and approved scenic items on unit set elements.

   - Only standard “store-bought” devices and stage weights or sandbags may be used to stabilize the unit set and to attach or hang properties on the unit set. (Hanger irons, magnets, strap hooks, c-clamps, hanger hooks, furniture clamps, quick clamps or similar devices.)

Store-bought Clamp

   - No more than 40 pounds of standard stage weights or sandbags may be used inside each upright pylon to stabilize it. The Contest Manager may add more if deemed necessary.

- No attachments may be made with adhesive materials or devices that penetrate, tear or peel the paint, including spike tape or glow tape.

Actors on Elevated Unit Set Elements

Safety for all involved is the first principle for unit set use. Unstable stacking and clamping should be avoided at all costs. No scenic effect is worth it.

1) No participants shall be staged *on* unit set elements elevated over six feet.
2) No participants shall be staged *under* unit set elements when elevated over four feet high and other participants are staged on them.
3) The following shall not be used to elevate unit set elements when actors will be staged on or under them:
    - Ramps standing on the flat or 1’ x4’ end.
    - 4’X8’ Platforms standing on the 4' end.
    - Platforms with 1" X 2" railing - Those with 2"X4" railing may be used on their sides.
    - Flats
4) Carrying actors in or on unit set elements must be “without which the approved play cannot be produced” and requires League permission. (i.e. a boat in *Yellow Boat* or a casket in *The Night Thoreau Spent in Jail*.)
5) Actors shall not be used to support or elevate unit set elements to create a scenic background.

UIL Standard Doors, French Doors and Window Units

UIL Standard doors and windows must be made available to all participants at the contest for rehearsal and performance.

Standard-sized **medium gray** door and window units, including screen doors (painted UIL-gray), may be used without restriction as to number.

Details for the construction of these units can be found in the “Handbook Supplements” link on the UIL website. (Resources and Forms)

The following is permissible with the UIL standard doors, and windows if easily attached and removed during the set and strike period or during the performance:

- The UIL standard door (not French doors) may be removed and the frame used on its own. **CHECK WITH YOUR CONTEST MANAGER FIRST! Some sites will not permit their door to be removed from frame.**

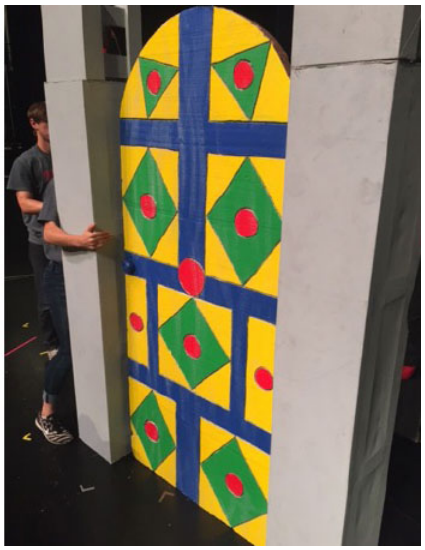
- Window and door dressings (curtains, beads, etc.) used to create curtains suspended inside standard stage windows, French doors and standard stage door frames do not require approval.
- Doors may be constructed to swing either on or off stage.
- Standard stage weights or sandbags (not to exceed 40 pounds) may be used on each stage jack to support standard stage door and window units. The jacks shall not be removed. A Contest Manager may request that more weight be added if the official deems it is required for safety. (See Resources for “Stage Weight Use”)
- Door Headers:
  - A lightweight flat medium-gray header may be temporarily attached to the top of the door frames using standard store-bought devices. The combined door and header shall not exceed a total elevation of 8’. Details for the construction of these flat headers can be found in the “Handbook Supplements” link on the UIL website. (Resources and Forms)
  - A lightweight decorative header, like a capital, may be temporarily attached to door and window frames using standard store-bought devices or using the standard flat header found in the Unit Set drawings. The combined door and header shall not exceed a total elevation of 8’6”, 8” in thickness and shall not exceed more than 6” from the side edges of the door or window unit.

Special Doors, Archways and Windows

Two special doors, Arches or windows may be used. They shall be:

- no larger than 4’ wide X 8’ tall X 6” thick
- lightweight, non-metallic and non-wooden (i.e. constructed from softgoods or foam)
- They shall be supported by or suspended between unit set elements using standard “store-bought” devices.
- They may be hinged. They may be used as two consecutive pieces (side by side).

- ANY NON-UNIT SET flats, used as scenery, require special permission and must be “without which the approved play cannot be produced.”



Scenic Elements and Properties

1) **Lighting and Projectors**

In addition to the lighting provided at the contest site, projection devices provided by the company and theatrical lighting instruments-Ellipsoidal, floodlights, spotlights, PAR, Strip, LED and other stage lamps and projectors, may be used, but the combined total shall not exceed a total of six (6). Projectors and lighting instruments may be used but the combined total shall not exceed six (6).

NOTE: Multiple Lighting/Projector instruments and devices may not be “daisy-chained” (connecting multiple light fixtures together) to equal one instrument.

“Daisy chaining as many as 10 fixtures = 10 instruments, not ONE instrument.”

This does not apply to actual “market style” string, twinkle or Christmas tree lights used as properties to decorate an indoor or outdoor setting. Contact the State office for clarification.

NOTE: It is the responsibility of the company to locate the backstage electrical outlets and test their electrical equipment during the rehearsal period. A performance shall not be stopped for technical difficulties (failure of lighting, sound or special effects) under control of the company in performance.

LIGHTING INSTRUMENTS

- They shall be portable.
- They shall be controlled by the performing company and be independent of the site's lighting system.
- They shall be hand-held or safely mounted from the floor on either a static light stand that does not exceed 8’ in height or on any part of a unit set element.
- Light stands shall not serve as scenic elements. (i.e. trees, windmills, etc.)
- They may be used downstage of the house curtain/proscenium line but must be hand-held, placed on the floor or on a light stand that does not exceed 4’ in height. They may be masked with small boxes or other properties. (i.e. made to look like footlights, placed in or on standard properties, etc.)
- Automated, motorized, and Intelligent lighting instruments which have the ability to pan/tilt with the use of motors are not permissible.
- Gobos, pattern changers and gel changers, without limit, may be used with these instruments to project static images. The use of these images shall be in compliance with copyright law.

  EXCEPTION: Animated gobos that produce or represent lightning, fire, rain, snowflakes or other weather or elemental effects are permissible.
- Motorized mirror balls may be used on a light tree or suspended from unit set elements. The lighting fixture used to illuminate it will count towards the six allowed.
- Common household/outdoor lighting items, for example- standard sized lamps, flashlights, porchlight, sconces, neon bar signs, when used in the action of the play, do not count toward the 6 allotted lighting instruments. These are properties.
- Handheld battery-operated lights (flashlights, candles, torches) used as properties do not count as theatrical lighting instruments.

PROJECTORS

- Projectors shall count in the total if the six (6) lighting instruments.
- They shall be provided and controlled by the performing company.
- They shall be portable.
- Official UIL projection image (found in RESOURCES) shall be used for testing projector during set up.
- When used upstage of the house curtain/proscenium line, they shall be hand-held or safely mounted from the floor on either a static light stand that does not exceed 8’ in height or on any part of a unit set element. They may be masked with small boxes or other properties.

- When used downstage of the house curtain/proscenium line, they shall be hand-held, placed on the floor or on a stand that does not exceed 4’ in height. They may be masked with small boxes or other properties.
- They may be used to project static images including actors in the one-act play entry or moving images. Images of public figures, models, media footage or other copyrighted footage shall be in compliance with copyright law.
- Video recorded dialogue and action from the One-Act play entry (for example, flashback scenes, dream sequences) may not be used in performance. Contact the State office for clarification.
- Video monitors/ television sets, not to exceed 4 feet in width, are considered projection devices. The combined monitor and stand shall not exceed 8 feet high x 4 feet wide and 2 feet in depth. Each stand can only support one monitor/TV. The director and the Contest Manager shall insure that they are stable and properly weighted.

All sound and projections must be downloaded, no WIFI.

2) **<u>Fabric, Textiles and Other Softgoods</u>**
It is permissible to use unframed scenic fabric or projection material in any way you choose (this does not include rugs, carpeting, floor covering) but under the following limitations:
    - The material, without limit, shall be easily transported and stored. It may be rolled on a tube(s) or a batten not to exceed 12’ in length or may be folded into a 4X4 square.
    - No adhesive materials may be used to secure or attach the fabric or softgoods (textiles) to unit set items or stage floor.
    - For safety reasons, the fabric shall not be used on the stage floor or unit set where actors will have to walk on it. (See rules for rugs)
    - Poles for flags/ banners (hand-held or on stands) shall not exceed 8' in height.
    - Battens for drops and curtains shall not exceed 12’ in length.
    - Architectural trim and fabric should be separate pieces.

Floor Covering or Scenic ground covering is prohibited. The covering of the stage floor with fabric, vinyl materials or other textiles, where participants stand/move, is prohibited.

The following items are prohibited if participants will walk/stand on it: Camo-netting, Artificial turf, Wrestling/boxing flooring, wall to wall carpeting.

Rugs: standard scatter, household rugs shall not cover more than

50% of each visible unit set item NOR shall it cover an entire room.

3) **Capitals (for Bases see Architectural trim)**
A capital is a decorative, architectural element used on top of unit set pylons only. Six lightweight capitals may be used on unit set pylons.

- They shall not exceed more than one foot in any direction from the top of the pylon.
- Hardware or supports may be attached to capitals to support softgoods.
- Busts, statues, flame units, lighting sources and similar items placed on top of pylons may not extend more than one foot in any direction from the pylon's top edge.
- Plants used as capitals do not count towards the six allowed.

4) **Trees, Bushes, Plants, Landscaping**
Twelve self-supported, lightweight and non-metallic trees, shrubs or other plants are permissible. Trees-are usually woody, vegetation, contain a single trunk, and may/may not contain branches and leaves. Columns, pillars, statues, windmills, mountains, shelving are not considered substitutes for trees.

- (6) Six items shall not exceed 4’ wide by 4’ deep by 8’ high. (including stands and containers)
- (6) Six items shall not exceed 2’ wide by 2’ deep by 3’ high. (including stands and containers)
- Items of this size may be used consecutively (**separately**) to create single units that do not exceed 8' in length. (i.e. flower boxes or beds)

These items do not include other self-supported scenery used in an exterior setting.

5) **Self-supported Scenery includes**
- Fencing
- Railing: a series of bars/rails used for fences and stairs
- Decorative Scenic Flats or Scenic Groundrows (used to cover lights, fog machines, projectors…)
- Self-Supported Scenery shall not be used as Architectural Trim. See rules on Architectural trim

Self-supported Scenery

Twelve linear feet, measured along the base, of lightweight, non-metallic and self-supported scenery is permissible. Sections may be used in conjunction with or attached to unit set elements.

- No one section of self-supported scenery may exceed 4’ high by 8’ long. Note that the rail measurements do not allow for it to stand on end as a 4X8 piece of scenery.
- The width at the base shall not exceed 8 inches.
- Any jacks or supports shall not exceed the height and width and shall count towards the total length of the section (maximum 8’) and the total allowed. (max 12’)
- Plastic lattice may be used under these conditions:
    - Soft plastic floral trim and vines may be used in the construction of fence and railing (i.e. a hedge, vine on a fence, etc.) without restrictions.
    - As a permanent part of the fence/railing, they do not count towards the plant allotment.

6) **Stage Properties (See size chart for restrictions on common items)**

Stage properties may be used downstage of the house curtain/proscenium line.

You may use:

- **Any and all indoor and outdoor furniture and appliances used as decorative properties**, whether realistic or abstract (i.e., sofas, chairs, benches, stoves, counters, bars, gliders, table lamps, caskets, windmills)
- **Small boxes, not in excess of 3’x3’, may be used as substitutes for furniture or appliances.)**
- **Items used to *decorate* the interior or exterior of a setting** (i.e. pictures, garden decorations, string lights, household lamps, clocks, books, ornaments, dishes, plaques, coats of arms, mirrors, standard area rugs and runners; not carpeting)

- Decorative trim properties suspended from or attached to unit set elements shall not cover more than 50% of the visible surface of the unit set elements.
- Soft plastic floral trim and vines may be used on unit set elements but shall not cover more than 50% of the visible surface. As a trim property, they do not count towards the plant allotment.
- All hand-held items necessary to the play's action which are carried on the set by actors. (i.e., flashlights, lanterns, pipes, briefcases, electric candles, books, letters, dishes, flowers, umbrellas, etc.)

NOTE: Commercial style theatrical lighting instruments **(not candles, household flashlights) will count towards the allotment of six lighting instruments**.

EXAMPLE: A group of people searching in the dark with flashlights in *They Dance Real Slow in Jackson* or in *The Women of Lockerbie* would be using the lighting sources for their intended purpose and as part of the action of the play. They would not count against the lighting allotment of (6) six fixtures.

Left: The cast is searching for Elizabeth in *And They Dance Real Slow in Jackson*. The use of the flashlight is plot-driven and therefore it is considered a hand prop.

7) <u>LADDERS</u>

Commercially-made A-frame ladders (6' max height) are permissible and not limited in quantity whether used as properties or used to facilitate set and strike.

- Without anything attached or suspended from them, they may be used as abstract representations of properties or scenery.
- Ladders may be painted colors other than medium gray.
- Performers may stand on them. Performers shall not stand or sit on the top rung of the ladders. This applies to ladders of any height. Follow all safety notifications placed on the ladders at the time of purchase.
- Ladders shall not be used to support the unit set nor be attached to the unit set.

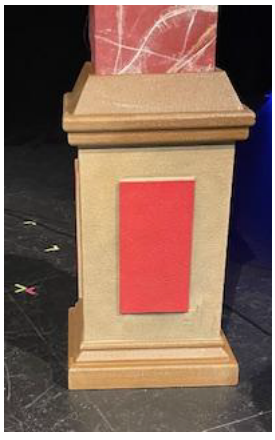
- If actors use ladders for any type of support, trim, properties or other items shall not be attached to the ladders.
- If ladders are **only** used scenically ("with items attached or supported by"), they shall each count towards the allotment of trees.
- Ladders shall not be used as light trees or light stands.
- Ladders shall not be cut or altered in any fashion.
- ONE 8-foot ladder is permissible for set up and strike, only.

8) <u>ARCHITECTURAL TRIM</u>

Hard but lightweight and portable architectural trim may be used on individual unit set elements (i.e., crown moulding, chair rail, pylon trim, wall textures, brick, wood, wainscoting, mill-work style, or other wall textures/accents on UIL flats.)

- Trim shall not cover more than 50% of the visible surface of the unit set element.
- They shall not extend more than 6" in any direction from the edge of the unit set element.
- **Each section of trim shall be constructed to fit a specific unit set piece. You shall not use a single piece of trim to cover multiple set elements.**
- **NEW: Trim SHALL BE ATTACHED to unit set pieces by bungee cords, straps or clamps or other store-bought fasteners and not freestanding**.
- Trim should not be attached *to fabric* to create one piece.

NOTE: USING ARCHITECTURAL TRIM AS MASKING (hard)- TRIM may be used to CONCEAL the sides or front edge of step units, cubes, ramps or platforms. It shall be lightweight (styrofoam, cardboard, fabric or similar lightweight material.) Masking (hard) SHALL BE ATTACHED to individual unit set elements by bungee cords, straps or clamps.



Masking shall not be free standing.

TRIM shall not be used to support or elevate unit set elements (i.e) pylon shall not stand on the trim/base.

Special Issues Regarding Properties

Properties With Casters

All furniture, indoor and outdoor, that is commercially constructed with casters and any other devices with wheels or casters may be rolled/ ridden **during the action of the play if they are "without which the approved play cannot be produced."** In no case shall properties with casters be used in a way that will destroy or remove spike marks from the stage floor.

- Items may be rolled or ridden during the performance only when prescribed by the plot of the play.
- Items used as carts and wagons are restricted in size to: 6.5' high x 7' long x 4' wide/ 32" wheels. These dimensions include the handles (see image)

- The performing company is responsible for protecting the spike tape.

Elevating Performers on Properties (also see Elevating Actors on UIL Set items)

Standing on furniture pieces/properties or other scenic items, whether motivated by character action or style, and momentary in length, is permissible if the actor's safety is not in jeopardy.

Safety for all involved is the primary directive for any director. Risky staging shall be avoided at all costs. No scenic effect is worth it.

Four feet rule:

- No participants shall be staged **on properties** elevated over four feet in height.
- No participants shall be staged **under properties** when properties are elevated over four feet high and other participants are staged on them.

Tobacco/ Alcohol, Other Illegal Substances and Weapons

It is against state law for a minor to be in possession of a tobacco product or alcoholic beverage. Participants, regardless of age, shall not use a tobacco product in UIL competitions. This includes unlit cigarettes, herbal cigarettes and smokeless tobacco. Prop electronic cigarettes, cigars and pipes that contain charges **that contain zero nicotine** are permissible ONLY if the host site allows it.

WEAPONS- including swords, knives, rapiers, daggers…

Firearms and explosives of any type shall not be used.

This includes, but is not limited to, cap guns, BB guns, pellet guns, starter pistols. Toy, stage and replica firearms may be used.

It is required that directors keep all weapons or replicas used as properties safely locked and stored at all times. Directors should provide these to students during setup and collect them at strike.

There are no League restrictions involving the use of blunt tipped/ dull swords or daggers. However, any director using stage weapons should seek training from certified experts before starting rehearsals. State and federal laws shall be observed. Visit the Society of American Fight Directors website. (www.safd.org) Workshops are offered at TxETA's Theatrefest, the Texas Thespian Conference and at many of our Student Activities Conferences. Please check State Law regarding the use and possession of certain types of knives.

All weapons and any action where there is a possibility of injury shall be shown to the Contest Manager at each contest. (For example, slaps, punches, gymnastics, falls, sword/dagger fights, etc.)

Rules and Procedures for Stage Weapons

- Schools are required to indicate on entry form if stage weapons (swords/guns...) are used onstage.
- Contest Manager must inform the host site of the schools bringing stage weapons. Contest will adhere to site policies.
- Contest manager will check all weapons for safety at tech rehearsal.
- Participating schools shall never leave weapons unattended.
- Participating schools shall not rehearse outdoors, in hallways or dressing rooms with replica firearms.
- Participating schools shall not make entrances through the auditorium with replica firearms during rehearsal or performance.
- Participating Schools shall keep all stage weapons secured at all times in a storage box and under their supervision post-performance.

- Directors should provide the stage weapons to students during setup and collect them at strike.

Fog, Snow, Water, Fire and Other Special Effects

The Contest Manager and/or host may require you to eliminate, reduce quantities or restage a scene where effects used may damage the unit set, host site or endanger the site crew, audience or participants. The performing school shall be responsible for any damages.

Effects devices that simulate environmental conditions such as snow, water, clouds, smoke, fog, wind, rain, thunder and lightning flashes or fire are permissible provided they are not created by an explosive device or a volatile substance and do not present a safety hazard and are permitted by the host site.

Effects devices that utilize water-based fluids are permissible.

Some theatres will not allow smoke and fog effects. This includes the use of particulates such as powder, flour, etc. Participating schools shall adhere to local site rules.

Open-flame devices are not allowed at any site. Electrified/battery operated candles, lamps, torches, lanterns, flicker lights, fire effects and torches are permissible.

Live Animals

Live animals may be used as properties so long as they are "without which the approved play cannot be produced." They must be integral to the plot and not just in the stage directions. League approval must be requested. Please provide handling details. A certificate of good health will be required at each level of competition. The "Live Animal Request Form" requesting League approval can be found at the UIL website under "**Resources and Forms**," www.uiltexas.org/theatre/resources-forms.

Example: a rabbit may be used (following League approval through the "Live Animal Request Form") for a production of *The Effect of Gamma Rays on Man-in-the-Moon Marigolds*, a goat for *Mr. Roberts*.

Music and Sound Issues

Use of Music Under Copyright

Schools who perform copyrighted and/ or music requiring royalty are responsible for conforming to all rules and regulations pertaining to the performance of copyrighted music. Your school is responsible for acquiring all clearances for any copyrighted music you use. This is not the League's responsibility. The UIL cannot give opinions on copyright issues.

Use of Original Music or Music in the Public Domain

Your school will be responsible for acquiring all clearances for any original music produced "for hire."

Your school will be responsible for researching and determining whether a piece of music is in the Public Domain.

Original compositions are permissible and encouraged.

Your administrator will be required to sign a statement stating that your show is in compliance with copyright law. The statement is included in the Standards and Copyright Compliance Form. The link to the form can be found on the main theatre page of the UIL website and under “Resources and Forms.”

Use of Live Musicians Onstage and Offstage

The use of live musicians or singers **onstage** is permissible only if their presence on stage is dialogue driven, indicated in the text, or originally prescribed by the playwright. They shall count towards the allotment of cast members and shall play roles in the play.

Live musicians or singers used **off-stage** do not require approval. This shall be accomplished using the allotted cast and crew members.

All music selections used live on or offstage must comply with copyright law.

Live music shall not exceed nineteen (19) minutes of the total performance time.

Sound Effects

Recorded or live sound effects (i.e. rain, crickets, wind, explosions) are permissible without time restriction.

Electronic Amplification of Voices

Electronic amplification of voices is limited to *offstage voices*. A script shall not be used by a company member for offstage lines.

Recorded dialogue may be recorded by anyone.

Properties Allowed with Size or Quantity Restrictions

Item	Description	Maximum Size	Additional Notes
Bookcases/Shelves/ cabinets	Furniture	6’ high x 4 ‘ wide x 2’ 6’’ deep	4 MAXIMUM ITEMS ALLOWED Bookcases/shelves shall not exceed 12 ft when measured from the floor
Dollies or Hand Trucks-commercially made, no scenic wagons	Utility Item or Prop	Limit of 2 total not to exceed 52” L x 41” W x 44” H	May only be used for set/strike. If used as a prop, it must be script-driven. One Piano Dolly allowed.
Fireplace Units	Furniture	5’ H x 6’ W x 4’ deep (maximum depth)	Includes the Mantel
Fountains	Exterior Decorative property	5’ H x 4’ wide x 4’ deep	
Outdoor Gliders/ Swings	Exterior Decorative Property	6’ H x 4’ W	
Glitter/Sand/Powder, Hay, Confetti, Snow, etc.	Must be approved by contest site.		Must be cleaned in the 7-minute strike/ It is not allowed at State.
Hand-held doors/jail bars	Hand-held property	6’ H x 4’ W	Other special doors are discussed elsewhere
Picture/Photo Frames	Hand-held property/stands	Standard sized (max 27” x41”)	Lightweight, May be handheld or used as trim properties.
Logs	Property	6’ long x 18” high x 2’ deep	
Puppets	Property	Sticks shall not exceed 6’ tall x 4’ wide	
Prop storage boxes	Utility item or prop		May only be used for set/strike. If used as a prop. It must be script driven.

Rocks	property	2’ wide x 18” high x 3’ long	Lightweight
Sound carts/speakers	Utility item or prop		May only be rolled in offstage areas. If used as a prop, it must be script driven.
Statues, Tombstones and Plant/Decorative stands	Decorative trim	5’High	
Street signs, commercial signs and lamp posts	Property	8’ high x 3’	This includes stands
Stilts/platform shoes/painters’ stilts	Costumes		Must be "without which the approved play cannot be produced" and have League approval.
Stumps	Property	24” high x 24” wide X 3’ long	
Trampoline (mini)	Property		Must be “without which the approved play cannot be produced and have League approval”
Trap doors	i.e. The Foreigner		Must be “without which the approved play cannot be produced and have League approval”
Well(s)	Property	5’ high x 4’ wide and 4’ deep	A circular well would be 5’ high and 4’ in diameter/ It fits on top of a 4x4 platform

At The Contest

You are specifically responsible for the conduct of your company and fans.

Conduct

Poor sportsmanship will be reported to the League and is considered a violation of Constitution and Contest Rules Spring Meet Code of the “Spring Meet Plan” and the

One-Act Play Contest Ethics Code and subject to the range of penalties prescribed in the C&CR.

Distribute and discuss the codes to your students and supporters annually and instill in them the prime importance of courtesy for other visiting students, the local crews, the Contest Manager, the adjudicators and the facilities.

At least 10 Days Prior to the Contest (Upper-level contests may have different requirements)

1. **Adjudicator Scripts:** Prior to the contest you will be asked to supply your adjudicators with scripts that are clearly marked to reflect your performance (highlight and strike-through). Make sure that you contact your Contest Manager about procedures for delivery. Failure to do this will be considered unsportsmanlike conduct and may be reported to the appropriate executive committee. Sometimes a quick turnaround between contests makes it impossible to do this. Contact your publisher concerning the use of digital copies in this instance.

2. **Register (Zone and District) or Edit (Bi-District, Area, Region and State) in the Online Entry System:** Enter your contestants, play information, set information and additional directors online via the Online Entry System: No play shall be presented in contest unless this information has been submitted in a timely manner.

Documents Required to Have at the Contest
NOTE: Contest Manager may request all items be submitted prior to site rehearsal.

- Any correspondence, if any, from the League approving scenic items, special properties.
- Written evidence of royalty payment.*
- Publisher's approval to produce a one-act or scenes from a long play for contest.*
- If the play is not on one of the approved lists, written evidence that you have received League permission.
- A signed "Community Standards and Copyright Compliance Form."
- A clearly marked "Integrity Script" reflecting the performance text and music cues. (In addition to the script or scripts provided to adjudicators.) **

* Items are not required for plays in public domain.

**Item is required prior to beginning rehearsal. You will not be allowed to rehearse unless you provide these items.

The Integrity Script

A complete published playscript which specifically and clearly reflects the performance at that level of competition:

- The exact portions of the total script to be used. (Highlighted in Yellow)
- Deletion of all dialogue and business not to be used. Make it clear that you are cutting but light enough that a reader can look at the material that has been eliminated. (Strike-through)
- Any adaptations, **including added text and music required** approval by the League and/or the publisher shall also be indicated.

Arrival At the Contest Site and Load-In

Arrive early. Provide your Contest Manager with:

- All paperwork required by rules.
- Prior to rehearsal, you are required to provide your integrity script.

The amount of storage and dressing space that you are given is not prescribed by League rules. The Contest Manager is urged to make certain that an equitable and safe procedure is used for storage, set and strike; however, each site is limited by what they have available including dressing rooms and storage space.

Your Rehearsal and Preparation

Rules require that the Contest Manager provide your company a rehearsal period of not fewer than 40 minutes on the contest stage.

It is highly recommended that you run the complete opening and closing sequence during your rehearsal. (Required at State) This will help Contest Officials and Site Crew see when to start and stop the watches at the beginning and the end of the show. It can also encourage practicing how a company (particularly the crew) takes the show from the Contest Manager introduction to starting and ending the show without confusion.

Rules Regarding Official Rehearsals (also referred as the Site or Tech Rehearsal)

- The Contest Manager shall be present or available at all times.
- The rehearsal shall include a complete unit set, the actual running crew and scenery, lights and properties which are permissible or have been approved.
- Programming of Light cues shall take place at the site rehearsal for ALL SCHOOLS (including the host school, if competing). **This does not prohibit the host from programming cues for all participants prior to the rehearsal.**
- ****NEW Schools are LIMITED TO A MAXIMUM OF 50 CUES. State Meet limits cues to 50 max cues. Cues can be copied.**

- **It is prohibited for schools to bring pre-programmed light cues on a flash drive or other method to the site rehearsal and load the cues to the host's lightboard.**
- The use of the basic set, unit set, properties, scenic items and approved additions shall be fully disclosed by the performing school to the Contest Manager at rehearsal. (Full Scenic Disclosure) The items the Contest Manager sees at rehearsal should be the same in performance. No surprises.
- The Contest Manager and/or host may require you to eliminate, modify or restage a scene where action or materials used (i.e. blood, water, food, glitter, etc.) may damage the host site, unit set or endanger the site crew, audience or participants. The performing school shall be responsible for any damages. The items the Contest Manager sees at rehearsal should be the same in performance. No surprises.
- Weapons, stunts, stage combat must be disclosed to the contest manager and/or host. What the Contest Manager sees at rehearsal should be the same in performance. No surprises.
- "Safe entrances" through the auditorium are permitted so long as there is nothing that requires the audience to perform with the actor. Disclose these to the Contest Manager for local approval.
- Time warning procedures to be followed shall be reviewed by the Contest Manager with each company at the beginning of the official rehearsal.
- Sound levels and light cues must be set during the rehearsal period.
- Companies are responsible for testing lighting and other powered items, like projectors.
- Official Crew members on the official entry must have a specific tech assignment. Official crew may not serve as audience members.
- ONLY those directors and students entered on the official entry may be in the dressing room/holding areas.
- An alternate may participate as a dressing room assistant but shall not be allowed to participate or remain backstage/offstage during the set, strike or run of the contest entry during rehearsal, set up, performance and strike. They may, however, spike the set and help technicians and actors in setting sound levels by providing feedback from the house during the site rehearsal.
- Additional students not included on the online entry must be in constant supervision by an employee of your school district or adult chaperone from your school. Since they are not official company members, they will not be allowed in the dressing room, backstage or onstage for awards. **Extra Students (sometimes referred to as road crew, B Team, roadies) shall not attend the site/tech rehearsals. Violating this rule may be a violation of the maximum performing company member rules.**

- Minimal amounts of tape used to mark your furniture or set pieces, mostly the corners of the set piece. Large Spike marks SHALL NOT be used to outline furniture or scenic pieces, or mark entrances and exits.
- **All sound and projections must be downloaded, no WIFI.**

The Directors Meeting

Attend the meeting with the Contest Manager, adjudicator(s), and all directors prior to the beginning of the contest. The directors meeting usually takes place the day of the contest and is conducted by the Contest Manager. At the meeting:

- You are introduced to the adjudicator(s) and given an opportunity to address them.
- You give your opening and closing cues to the timekeepers in order to assist them in accurately timing your play.
- Time warning procedures shall be reviewed.
- Critique length and order is also discussed.

The Performance

The Set and Strike Period

Set and Strike may be accomplished with a closed or open curtain. Cast, Crew or director(s) may set properties or set pieces in front of the curtain line. The director shall declare that choice during the official rehearsal period. The Contest Manager or Host may rule that either one of these setups may endanger the cast, crew or audience. The Contest Manager's decision shall be final. Any laws applicable to local fire codes shall be enforced.

Setting Up with an Open Curtain

If setting up with an open curtain, in view of an audience and/or adjudicator(s), the stage lighting, under company control, including lamps and candles- shall be turned off when set up is complete. All stage lighting, under company control will need to be turned off along with the closing blackout.

Choreographed or staged “set-ups” or “pre-show rituals” shall be considered a part of the action of the play. The Contest Manager will instruct you to stop. If you fail to do so, the clocks will start on the performance time. If in doubt, check with the State Office.

NOTE: As directors you are required to be present during the set and strike periods in case of emergencies.

1. Closed toe footwear should be worn for set up and strike.
2. A minimal amount of glow tape may be used on the floor and properties belonging to the performing company. It shall be set and struck during the seven-minute set and strike periods.
3. When set and strike happen with an open curtain, the set and strike shall be accomplished with work lights and house lights to avoid false starts. The adjudicator(s) are not required to be removed from the house.
4. Schools may complete an audible sound check by using the pre-recorded Sound check MP3 available on the UIL website under “Resources and Forms.” This rule may be waived when technical problems or other valid circumstances require testing the house or company system. Official timers should be notified to avoid a false start. The Contest Manager is the final authority concerning sound issues at the contest site.
5. Lighting fixtures and projectors under company control may be focused and checked during the set period, with work lights and house lights on.
6. An official timekeeper backstage shall give the company audible warnings at one-minute intervals beginning at five minutes through “1 minute.” (i.e. “5 minutes remaining.”) A warning will also be given at 30 seconds and 15 seconds remaining. The designated person shall acknowledge receiving the warning. (i.e. “Thank you.”) Reminder: exceeding the time limit is a contest violation, which means your school your school is ineligible for ranking or advancement.
7. The director or director’s designee shall walk up to the stage manager or Contest Manager and clearly and decisively declare when the official set-up or strike is completed by stating “We are finished.” The company shall stop all activity at that moment.
8. **The time it takes to go back to a designated spot or behind “magic lines” shall not be timed.**
9. Directors shall depart during the set period or during the 60 seconds allowed. They shall not return backstage until after the end of the performance or as directed by the Contest Manager. Reminder: exceeding the time limit is a contest violation, which means your school your school is ineligible for ranking or advancement.
10. Strike shall commence when the company is told to start by the Contest Manager or local stage manager.
11. Performers should remove all costumes and, as much as possible, all stage make-up before going into the theatre, lobby or other public areas. This includes contemporary clothing used as costumes.

What happens if a costume piece or prop is left onstage?

It is not the intent of these rules that time violation be declared for items inadvertently left on-stage during strike while time remains. The stage manager or contest manager should visually inspect the stage and shall insure that all items have been struck before

allowing the performing company to leave. The Site crew may help. Items hidden by any part of the basic set (drapery, house curtain, unit set, dim work lights, etc.) should not be the basis for a violation. The stage manager or Contest Manager should make sure that the stage has been cleared before dismissing the company.

The Performance

The performance time shall begin no more than 60 seconds after the end of "set" is declared or the setup is stopped unless the Contest Manager calls a "time-hold." **If announcements are made after setup, the Contest Manager must clearly indicate to the performing company that announcements have concluded and when the 60-second period begins.**

- An official timekeeper backstage shall give a designated company member (stage manager) an audible warning when the 60-second clock has begun. An official timekeeper backstage shall give the company audible warnings at ten-second intervals beginning at sixty seconds through "10 seconds." (i.e. "10 seconds remaining.") The exact procedure shall be reviewed at rehearsal and the director's meeting.

- An official timekeeper shall give the company **two time warnings during the performance of the play**. The first shall indicate when 15 minutes have elapsed. The second shall indicate that 35 minutes have elapsed. **A warning will also be given at 4 minutes, 3 minutes, 2 minutes, 1 minute, 30 seconds and 15 seconds remaining. You will be asked to confirm. No other warnings are given.** Procedures to be followed shall be determined at the Planning Meeting (Zone and District), reviewed with each cast at the official rehearsal (All Levels) and reviewed with directors at the Director Meeting (All Levels). The person giving the warning shall use this language: **"You are at 35 (or 15) minutes ... now. Please confirm."**

- **Reminder: exceeding the time limit is a contest violation, which means your school your school is ineligible for ranking or advancement.**

  NOTE: To monitor your time, stopwatches or clocks are strongly recommended for all crew members. No phones allowed.

- Directors and audience members shall not make contact or communicate with cast or crew during the performance, set-up or strike. This includes the use of any communications devices including but not limited to intercom systems, text messaging, hand signals or other verbal or non-verbal communication, etc.

- Light and sound spaces are considered backstage and offstage spaces.

- **IPADS/TABLETS used to play sound effects or music shall be set on "airplane mode."**

- Crew members shall not appear onstage in costume or in character.

- Crew members shall only participate onstage during scene change during a blackout, blueout or where the action is not taking place.

Prompting

Your actors shall not be prompted for lines by anyone offstage, backstage or out of the acting area during the performance.

Use of Scripts (On Stage and Off)

- Scripts may be used for any technical purpose backstage or offstage so long as they are not used for prompting an actor onstage.
- A script may be used offstage by an actor to review lines as long as it is not used to prompt actors onstage.
- Scripts shall not be used onstage. When the script or properties that contain passages that are “read” in the action of the play becomes a property in the action of the play, the League requires that a script or other property that does not contain the text of the play be used.

Stopping a Performance

Problems with the house lighting or sound system, injuries, a missing adjudicator and other circumstances out of the performing company's control may require that the Contest Manager stop a performance. The director shall not do this on their own. The director shall discuss it with the Contest Manager who will make the final choice.

The Decision

Accepting the adjudicator’s decision requires graciousness on the part of those who advance as well as those who don’t. Receiving an award in the One-Act Play Contest is no reason for a “riotous demonstration.” Applause is the ONLY acceptable method to pay tribute in the theatre. Your task as a director is to instruct your students and your fans on acceptable theatre etiquette. “Riotous demonstrations” shall be reported and may be considered ethics violations.

Directors and students should realize that the motivation for judging is extension teaching and the promotion of secondary theatre in Texas. They should respond toward the adjudicator with the same respect that they would give a guest teacher in a theatre arts classroom. (See C&CR Section 1034 and Ethics Code)

The Critique

- The entire company is required to attend their critique. **Exceptions may be made for health issues or conflicts with other contests.**
- **A waiver may be requested for events where the absence is approved by the school's administrator and the State office.** Only those students that are

directly involved and previously approved by the State will be allowed to leave. The **"Critique Waiver Form"** can be found under "**Resources and Forms**."

- **In all cases, arrangements will be made to formally discuss the critique with those students.**

- Failure to attend or follow through on the approved protocol may be considered a violation of the ethics code.

- Notify the Contest Manager prior to the beginning of the contest when health issues or conflicts prevent you or any company member from hearing your critique by providing the approved waiver provided by the State Office.

- Notify the Contest Manager of emergency situations that arise after the beginning of the contest. Failure to do so shall be considered a violation of the One-Act Play Contest Ethics Code. Recording the adjudicator's critique requires the permission of the critic adjudicator.

Guide for Adjudicators

The Function of the Adjudicator

An effective critique requires, among other things, extensive knowledge of all styles and types of drama/theatre, and an understanding of the physical theatre with special concern for limitations often imposed in school theatre facilities and scenic limitations of the One-Act Play Contest. The successful adjudicator must be able to discuss the plays seen in a firm but courteous manner. The adjudicator must be objective, direct, and detailed in criticism without imposing opinions dictatorially.

The adjudicator has the special responsibility of evaluating seriously the efforts of the director and play company and of treating them and their performance with respect. They have deliberately engaged in creative competition which offers a variety of cultural and practical opportunities. Through many hours of rehearsal, they have sought to perfect creative performances not only to win the contest but for the satisfaction which comes through the search for perfection in the arts. The adjudicator must be familiar with this Handbook, the rules of the One-Act Play Contest in the current Constitution and Contest Rules and understand limitations imposed on directors. To treat their effort casually would defeat a most important function of adjudication.

The adjudicator should use professional skills and experience to make each contest a pleasant and richly educational experience in the lives of young people as they seek to understand more fully the art of theatre.

The adjudicator's job is three-fold. First, as a single critic (or as part of a panel), the adjudicator is responsible for selecting three advancing plays and an alternate (or ranking if part of a panel) at zone, district, bi-district and area contests. At the region contest, the adjudicators shall rank plays, with two advancing plays and an alternate. At the state and junior high levels, the adjudicator shall rank the plays to select a first place (champion), second place (first runner-up) and a third place (second runner-up) play.

Second, the single critic or the acting adjudicator on a panel shall identify high quality individual performances through the selection of two best performers, all-star cast and honorable mention all-star cast. At the state level the "Acting Adjudicator" shall select the outstanding performer from the two best performers of each conference.

The third and most important function of the adjudicator is to serve as an educator. True, advancing schools and individual awards must be selected, but adjudication without a carefully prepared critique and well-thought-out evaluation, which teaches as it evaluates, deprives play competition of a most valuable feature, opportunity for qualitative improvement.

Companies are expected to attend their critiques. Exceptions may be made for health issues or due to conflicts with other approved events. Failure to attend may be considered a violation of the ethics code. (C&CR Section 1034) The adjudicator should report any ethics violations to the state office. See Resources and Forms for a Critique Waiver form.

There are official standards for judging all University Interscholastic League One-Act Play Contests. They are divided into two categories: “acting” at an approximate value of 60% and “directing and stage mechanics,” approximately valued at 40%. Adjudicators are asked not to make any effort to use exact percentages as a method of ranking the plays, even though approximate percentage values are suggested for the two major areas.

The judging criteria shall not be used as an absolute rubric that will provide a final rank for determining advancement.

Adjudicator Qualifications

Adjudicators for the One-Act Play Contest are selected from the current TTAO (Texas Theatre Adjudicators and Officials) list of accredited adjudicators. Qualifications to become an adjudicator can be found at the TTAO website. Training workshops are conducted at various locations and times throughout the year. Information about these workshops can also be found on the TTAO website, www.ttao.org.

TTAO’s Code of Ethics and Professional Standards

1) Adjudicators shall be physically, emotionally and mentally fit to discharge their duties at OAP contests.
2) Adjudicators shall maintain an ethical code of conduct which will not impair or prejudice effectiveness as an adjudicator, before, during and immediately following competition dates.
3) Adjudicators shall honor all signed contracts, assignments and duties as prescribed in writing by the contest manager. Prompt notification of the contest manager regarding emergency situations is required.
4) Adjudicators shall avoid any behavior that might be interpreted as favoritism by contest participants.
5) Adjudicators shall not discuss negatively other adjudicators or fellow panelists with Contest Managers, directors or school officials. Such criticism of other adjudicators shall be made in writing to the TTAO Chair.
6) Adjudicators should use discretion by avoiding repeated judging in their immediate vicinity. Do not adjudicate more than two years consecutively in the same zone, district, area, or region.

7) Adjudicators currently employed in Texas public schools shall not accept judging assignments in which said schools could *potentially* compete.

8) Adjudicators are expected to use discretion in accepting assignments at sites that would likely be considered a violation of good common sense or a potential conflict of interest. See **TTAO Conflict of Interest Policy,** www.ttao.org/ttao-business/conflict-of-interest-policy-2/

9) Adjudicators shall present critiques and attendance should be open to anyone who wants to listen.

10) Adjudicators shall not announce the awards, distribute the trophies, serve as the timekeeper, perform any of the tasks of the contest manager, or become openly involved in interpreting the rules of the contest.

11) Adjudicators shall correct mistakes immediately. When contest managers misread or give awards incorrectly, stop the process before the situation becomes more complicated. Speak up. Don't wait. Mistakes discovered during critiques should be corrected.

12) Adjudicators shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the adjudicator's discharge of assigned duties and responsibilities. See **TTAO Conflict of Interest Policy**, www.ttao.org/ttao-business/conflict-of-interest-policy-2/

13) Adjudicators shall not confer with anyone before they have made their decision.

14) Adjudicators shall not contact students from any production they have adjudicated unless contacting the student falls under their official duties for an institution of higher learning. This is not intended to limit recruitment.

15) Adjudicators shall not use social media to announce results from contests and should refrain from commenting on any contest they have adjudicated or could possibly adjudicate in the future.

16) Adjudicators may not critique a one-act play entry in festival, clinic or contest or watch as an audience member any production that they may adjudicate in a future contest that year. See **TTAO Conflict of Interest Policy**, www.ttao.org/ttao-business/conflict-of-interest-policy-2/

17) Adjudicators shall respect the confidentiality of information that is privileged or that, if disclosed, may needlessly injure individuals or schools.

18) Adjudicators shall only use TTAO Connect to accept agreements for official UIL Contests.

Pre-Contest Procedures

Zone and District adjudicators are recommended by the directors in each district and approved by the District Executive Committee. Adjudicators for Bi-District are selected through a process outlined in the "Bi-District Procedures" on the UIL website. Panels for Area, Region and State are selected by the State Theatre Director.

1) Adjudicators should take great care in contracting assignments. The League's "Spring Meet Alignment" of participating high schools organizes all conferences into districts and regions and is published on the UIL website for planning the coming year. This list is final after the October 1 enrollment deadline.
2) You should not adjudicate productions in the One-Act Play Contest at any level that you have previously critiqued or adjudicated in a festival, workshop or local contest. This is not always possible to avoid, but you should try.
   Festival/workshop hosts are required to provide you with a list of schools that includes their district, area, region and conference.

   Adjudicators are required to submit a "Clinic/Festival Conflict Form" (found on the Adjudicator page) acknowledging that you have reviewed the list and that you are not judging any of the schools. That form will be sent to the state office.
3) Secure from the Contest Manager the contest level (zone, district, bi-district, area, or region) and the conference (1A - 6A) you are being asked to adjudicate in order to prevent judging any entry twice. Removal will be required from the higher-level contest of any critic contracted to adjudicate an entry twice.
4) Remember that some districts require criminal background checks.
5) **Adjudicators - Please take 2 minutes to watch a brief tutorial on how to accept an invitation to judge,** www.youtube.com/watch?v=GWsjhahzimk. If you have any questions or issues using the system, please email **support@ttao.org**
6) Adjudicators should avoid serving as a critic at any contest in which they have family members participating or other individuals that would cause a majority of the participating theatre directors to question the adjudicator's objectivity. This guide should not be interpreted to mean that teachers should not adjudicate ex-students.
7) Make definite arrangements with the Contest Manager by completing the contractual agreement found on TTAO Connect/TTAO.ORG. Additionally, some institutions may require the execution of their institutional contracts.
   - **It is required that a Zone/District contract be executed no earlier than August 10 and no later than February 1. A contract shall be issued within 10 days of any verbal agreement.**

- Panel Judging contracts for Zone and District are restricted as follows:

Contest Level	First Day to Contact	Last Day to Complete Contract
Zone*	August 10	February 1
District*	August 10	February 1
Bi-District	After State Posts	February 1
Area	After State Posts	February 1
Region	After State Posts	February 1
State	After State Posts	February 1

*** Only the first adjudicator in a panel may be contacted at this time. The second and third panelists shall be secured between November 1 and February 1st.**

- A check should be issued following the critique or no later than 30 working days following the contest unless the contract is modified to reflect an adjustment. Concerns regarding failure to receive timely payment and the Payment Issues process may be found on the TTAO website.

8) Request of your Contest Manager the titles of plays being produced in the contest and copies of scripts unfamiliar and unavailable to you from easily accessible sources.
   - The Contest Manager is responsible for providing the adjudicator with play titles immediately following the Title Entry Deadline; for bi-district, area or regional, on entry deadline dates. Scripts requested by the adjudicator for zone and district (and when possible, above the district level) shall be arranged by the Contest Manager and competing schools.
   - Titles of all One-Act Play Contest entries are available from the League after the title entry deadline in February. Adjudicators may obtain reading copies of plays on the approved lists and most plays approved by individual request from the League's Drama Loan Library. Information on the library can be found on the Theatre page of the UIL website. (Resources and Forms) Scenes or cuttings being produced are not available from the library and should be obtained through the Contest Manager. Be thoroughly familiar with plays being adjudicated.

Contest Procedures

1) Arrive at the contest site in plenty of time to meet the Contest Manager, review the location of your judging position and the agreed schedule.
2) Request that your Contest Manager meet with you and all participating directors for about thirty minutes prior to the contest to discuss the method of presenting your critique, recording of your critique, individual awards, and other details about judging the contest. Having a pre-contest meeting with students and directors in

addition to the meeting with directors is permissible but should be agreed to by the participating schools.

3) Do not agree to select an equal number of acting awards from each cast.
4) Arrange with the Contest Manager all details concerning the procedures to be followed at the conclusion of the last play, method of critiques and time limitations.
5) Do not agree to do anything that violates League rules or procedures because the directors or Contest Manager have chosen not to follow them. Refuse to do it and call the State Office immediately. Failure to do so can disqualify the entire contest and sanction the adjudicator from League activities. Adjudicators who willingly violate guidelines risk removal from adjudicating.

Working Conditions for the Adjudicator

1) You must have an uninterrupted view of the stage as nearly in the center of the theatre as possible. You need a small table or a lap board if you are sitting in a row. There should be no member of the audience seated within two seats of you in any direction.
2) There should be a low-wattage, shaded lamp available at your table or seat which you can dim, turn off and on.
3) The Contest Manager has judging materials from the League which you will need. Request these if the manager forgets to give them to you before the contest. You can also download these materials from the UIL and TTAO website.
4) Before the pre-contest meeting with the directors, you may request the Contest Manager furnish you with a printed copy of the official contest program.
5) Arrange for some means of communication with the Contest Manager in case of emergency or if it is necessary for you to leave the theatre during or between performances. It is not a requirement that you leave the theatre between each performance, even when set and strike are accomplished with an open curtain.
6) You may arrange for a note-taker to be used during performances. Make sure this individual is someone with whom you easily communicate. An upper-level student or ex-student has worked well for some adjudicators. These individuals shall not be involved in the decision-making process or in critiques.

Judging the Play

1) **There is nothing in the judging standards which calls upon you to evaluate the playwright or full-length play. If the League's Play Appraisal Committee has approved the cutting, it has already been evaluated by a panel of your peers. The school may have additional restrictions from the publisher or playwright. You may see a complete one-act play, a selected scenes from,**

or an excerpt from a full-length play. Ask privately if you feel that the director has done something that violates the playwright's intent.

2) Deal with the moment rather than yesterday or tomorrow. **Adjudicate what you see** rather than comparisons to the same play/movie you saw or directed at some other time.
3) Know that the use of scenery is restricted and the Approved Unit Set elements cannot be altered. Be familiar with the rules concerning scenery and its use to prevent penalizing directors and their students for staging situations over which they have no control.
4) Deal carefully and cautiously with the director's interpretation and approach to the play. Give the director an opportunity to differ with your opinion if the production is successful and does not distort the author's intent nor destroy the theme. **You are there to evaluate the execution of choices and not their choice of play.**
5) Casting/assigning roles to performers: This is an educational event, and students should be evaluated based on their abilities and not the circumstances of their birth.
6) Know that local community standards restrict what a student can say or do on stage. The adjudicator should assume that a company is composed of minors and is working within the limits of what is allowed and should not be asked to do more.
7) Request the Contest Manager to stop the contest if audience behavior makes it difficult for you to hear or concentrate on the performance.
8) Adjudicators should type or print names legibly when completing acting ballots. Do not write in cursive.

Emergency Judge Replacement Procedures

In the case of a single adjudicator:
If the adjudicator becomes incapacitated after the start of the contest, the contest manager must contact the State Theatre Director immediately. The state office will help secure a replacement adjudicator. The contest may be rescheduled. The contest will begin again, performed in its entirety, for the new adjudicator.

In the case of a panel:
If one member becomes incapacitated after the start of the contest, or if an adjudicator fails to arrive to the contest, the contest manager must contact the State Theatre Director immediately. The state office may attempt to secure a replacement adjudicator. If a replacement is not possible, the acting adjudicator shall serve as the single adjudicator for the contest. The remaining adjudicator and the acting adjudicator shall split critiques evenly. If the acting adjudicator becomes incapacitated, a blind draw shall be conducted to determine who will serve as the single adjudicator for the decision-making part of the contest. The remaining adjudicators shall split the critiques.

Selection of the Acting Awards

The purpose of this process is to identify high-quality performances.

In addition to the two Best Performers (not groups), the number on the all-star and honorable mention all-star casts shall not exceed eight performers per category.

- **The adjudicator is encouraged to give honorable mention to quality performances but is allowed to select fewer than eight.**
- The two Best Performers shall be individuals, not groups, even though they may be playing similar or ensemble roles or a chorus.
- A student playing a role identified as being of the opposite sex may do so without violation of any rule.
- The adjudicator shall not be required to select an all-star or honorable mention all-star cast with a fixed number of men and women but is encouraged to choose only those who have given superior performances at that contest.
- Under no circumstances shall any adjudicator be asked to select awards described by such terms as “Best Supporting,” “Best character,” or any others equally impossible to define or select fairly.
- **Adjudicators may award an all-star or honorable mention award to an “ensemble” if the groups of performers cannot be identified as individuals or play other roles in the play.**

Oral Critique Instructions for the Adjudicator

YOU SHOULD:

1. With a single adjudicator, make sure the order of conducting the critique is discussed during the pre-contest meeting with the directors. With a panel of adjudicators, the contest manager will discuss how and when critiques will be handled.
2. Organize your notes in order that you may arrive at your decision and give your critique quickly, as clearly and briefly as possible. Long critiques often dig holes rather than build bridges and defeat much of the effectiveness of the critique. Less is often best.
3. Give an oral critique to all plays and try to devote equal time to each. Give the critique to directors and students as a group as directed by the Contest Manager. Critiques are open to all companies and the public.
4. Deal with the critique as though all schools advance, and it is not their last performance. The League encourages all schools to perform after their last contest is over.

5. Realize that, in addition to selecting awards recipients, you were employed to be critically instructive. Help the director and actors with sound suggestions which they may use to improve their work.
6. Understand that most young actors try hard to be effective. Be tactful and kind as you comment about their work and, whenever possible, find something about the performance which you can honestly commend.
7. Be specific in criticizing the performance and use examples from it to help the director and actor improve their work. Discuss in terms used in the judging standards. Be constructive; a vague, indecisive critique is clear evidence of poor preparation.
8. Evaluate the quality or structure of scenes from long plays presented in contest if the play appears on "An Approved List of Long Plays for Contest." The structure of the 'scenes from' has not been reviewed by the League's Play Appraisal Committee and is open to review.
9. Keep opinion of the playwright to yourself. **Comments concerning the quality of cuttings, scenes from or adaptations of long plays that have been submitted for special approval are often inappropriate.**
10. Critique audience behavior on the "Evaluation Form for Adjudicators" and report negative behavior to the contest manager.
11. Make known to the League your recommendations and opinions about rules, play selection and administration of the One-Act Play Contest.

YOU SHOULD NOT:

1. Give private critiques at a One-Act Play Contest.
2. Make a "performance" of your critique. You were employed to adjudicate the contest, not to "act a role" before a captive audience.
3. Re-direct the plays. Suggestions are always in order but let the directors interpret them for their companies and use them as they see fit. Do not compare to plays you have seen or directed.
4. Embarrass the director and company by sarcasm, ridicule, misplaced humor or remarks which in any way belittle.
5. Criticize only in a negative way or over praise. "This is a 'State' play," "I'll see you at the State Meet," "This is a surefire winner," and "You can't possibly miss" are deadly and will come back to haunt you.
6. Compare the performance of one cast with another. Show the cast how they did or did not measure up to the official standards.
7. Evaluate in comparison with other productions or professional recordings or movie versions of a play. Assuming that a school has "copied" a professional production or movie is a major error in judgment. Evaluate the effectiveness of their work, not where they obtained the idea.

8. Tell students or directors that you directed the same play, “When I did this show” or it is your favorite play. You will create a no-win situation.
9. Say “This was a brilliant production, and I don’t have any suggestions. You were perfect. Keep up the good work!” “You were really bad, start over!”
10. Make any of the following remarks or similar remarks which may have the same effect: Say “I didn’t like your play,” “I would have done it this way,” “I don’t believe high school students should play such roles,” “I am so tired of seeing that play,” “You would have won the contest (or placed second, or placed third, etc.) had your play not gone overtime,” “You should have tried a new play. This play has been done so often” or “What can you expect with a play by that author?”
11. Deal with play selection. The play was approved by people as qualified as you with degrees and experience comparable to yours. Evaluate company choices and how well they are achieved.
12. Comment adversely about the play choice. It has been officially approved by the League’s Play Appraisal Committee. It may not be the best play for a particular cast to produce at a particular contest, but the adjudicator has no responsibility in this contest to be publicly critical of the director’s choice of play. This recommendation does not prevent making constructive comments concerning scenes from a long play as it affects the acting or directing.
13. Suggest the use of elaborate or special lighting effects not available at the contest site.
14. Talk above the heads of high school students or assume they are ignorant of the type, style, or history of the play or author. A history lesson is not always required. Approach carefully!
15. Ask students to “sex it up” or other comments that may ask them to do things that are not within the limitations of their community’s standards. You are talking to minors.
16. Say “I’m sorry” to a student or director unless you made a correctable mistake. This implies that you should have made a different decision or perhaps you made a poor choice. Judging based on objective criteria is, in the final analysis, a subjective choice. In OAP the decision is final. Rationalization or justification is a waste of time. Spend the critique time to teach in relationship to the play performed. How can the quality of performance be improved?
17. Spend critique time trying only to justify your decision.
18. Become involved in a dispute about your decision. Read all the rules, instructions, and the judging standards carefully. Be sure your decision is a right one before you render it, and refuse to discuss it with directors, students, parents, or Contest Managers. You made it. Your decision is final and cannot be changed once it is officially announced unless there has been an error in tabulation, the program listing or student's name assigned to a role.
19. Give play directors your worksheets or notes.

20. Recruit, offer scholarships or promote your own program, summer camps, publications or season as a part of the critique or contest site experience. You should do all these things but by mail or phone after the contest is over.
21. Answer “Why didn’t we advance?” That is not your responsibility, and directors should clearly instruct companies that ranking and the totality of an oral critique and the evaluation form answers “Why.”
22. Interpret or give the appearance of interpreting rules. Deal with interpretations privately with Contest Managers, not directors, students, or patrons.
23. Post ANY comments surrounding a contest on social media. Adjudicators should be aware that even positive supportive comments can be perceived as endorsements and should be avoided. In addition, UIL does not want adjudicators to report results.

Evaluation Form Instructions for Adjudicators

TO BE PROVIDED TO THE SCHOOL AFTER CRITIQUE

The participating schools shall leave the contest with all the Evaluation Forms in hand. Adjudicators are providing a contracted service. That service requires all official contest documents and scripts be delivered by the end of the contest day. Ranks on ballots should be verified by the Contest Manager prior to delivery to the director. Ballots shall be given in hard copy, not electronically.

The Judge’s Evaluation Form will allow schools to receive written feedback from all adjudicators adjudicating the contest. Please note that emphasis is placed on the Oral Critique as the primary means of providing direct and educational criticism and engagement with all the participants. This form shall be used at all contests whether adjudicated by a single critic or a panel.

- All adjudicators will be provided one Evaluation Form per school.
- At the conclusion of the contest using a single critic, the critic shall select three plays to advance to the next level.
- One play shall be selected as the alternate.
- At the conclusion of the contest using a panel of adjudicators, each panelist will rank the plays from first to last “Ranking Form.”
- Panel adjudicators should provide brief, written comments using the “overall impressions” section of the Evaluation Form. **There is no need to provide these “impressions” to those schools to whom you have given oral critiques.**
- All adjudicators should complete all of the areas of evaluation in Acting (60%) and Directing and Stage Mechanics (40%). Clarification notes can be made at the discretion of the adjudicator.
- Finally, evaluate the Overall Effectiveness of the Production in the last section of the Evaluation Form.

- You will also fill out and sign the Judging Ballot. As a single adjudicator you will name the advancing plays, alternate and enter your acting award selections. Panel judging members shall rank all the plays. The adjudicator selecting the acting awards shall also enter the acting awards selections.
- See Updated Evaluation form (www.uiltexas.org/theatre/resources-forms)

Panel Judging Procedures

When you are asked to serve on a panel, the following procedures will apply to the adjudicators.

- The first panelist contracted for bi-district, district and zone contests shall select the acting awards without consulting with the other panelists. This adjudicator shall also rank the plays, give oral critiques to select schools and written evaluations to all schools. For area, region and state, this adjudicator shall be assigned by the state office.
- The other panelists contracted for zone/district, bi-district, area, region and state shall rank the plays, give oral critiques to designated schools and written evaluations to all schools.

AT THE DIRECTORS MEETING

The members of the panel shall make brief remarks.

DURING THE PERFORMANCES

- Adjudicators shall sit in separate locations during the performances.
- Adjudicators shall not be allowed to confer or discuss the performances until after the decisions are rendered. Adjudicators must develop an awareness that small talk between plays is perceived by onlookers as potential collaboration. Even if no conferment has taken place, the contest is undermined. Adjudicators shall make every effort to remain separate from other adjudicators until after all results have been submitted.
- Adjudicators shall be given copies of the “Judge’s Evaluation Form.” The form may be downloaded from the UIL website. (Adjudication Information)

AFTER THE PERFORMANCES

- The adjudicators shall rank the plays from first to last and give the ranks to the contest manager.
- The adjudicator designated to select the acting awards shall select Two Best Performers, up to 8 All-Star Cast and up to 8 Honorable-Mention All-Star Cast. There are some adjudicators that believe they are allowed to consult one another for acting awards. This is a violation of rules.

- Adjudicators shall draw/receive critique assignments.
- The adjudicators shall be asked to verify that the ranks entered are correct, then the Contest Manager will complete the ballot tabulation.
- After decisions are rendered and following the draw for critiques, adjudicators have permission to confer regarding verbal critiques.
- **IMPORTANT! Adjudicators should not be told the results of the contest prior to giving critiques, unless critiques occur after awards.**

AT CRITIQUES

- Schools shall be critiqued in the order determined at the directors meeting or prior to the contest (panels). Critiques shall be public.
- Contests may select to conduct simultaneous critiques.
- Adherence to the pre-determined time limits is crucial for maintaining the integrity and schedule of the competition.

AFTER THE CONTEST/AWARDS

- The Contest Manager shall give the directors the signed evaluation forms, tabulation sheet, and scripts.
- Fill out the "EVALUATION FORM for Adjudicators to Evaluate the Contest" form on the **UIL website,** www.uiltexas.org/theatre/resources-forms
- Report any incidents of "unsportsmanlike conduct."

Useful Glossary of Theatre Terms for the UIL One-Act Play Adjudicator

Actions: What a character does to another character.

Articulation: The clarity of the words a performer speaks.

Blocking: The movement and business of the actors/characters in a play.

Character Objectives: What a character hopes to achieve in a play or scene; the goals of a character; what a character wants.

Characterization: The observable traits of a character.

Climax: The highest point of tension in a play.

Cohesiveness: The ability of the ensemble to participate in and exhibit the collective energy and believability of a production.

Composition: The arrangement of the actors/characters on the stage.

Conflict: The clash of forces in a play.

Cue Pickups: The overall timing of the dramatic action. This usually refers to the timing of the spoken dialogue but can also be applied to timing of the physical and non-verbal action.

Dramatic Arc: The changes a character chooses to make or is forced to make during the course of a play.

Emotional Context: How the information and events in a play affect the emotions of a character.

Engaged Listening: Visible evidence that a character is receiving, absorbing, processing and reacting to information and events in a play.

Ensemble: The entire company of performers in a production.

Exposition: The events that precede, cause and/or influence the immediate action of a play.

Focus: The area of the stage that contains significant action and should be the principal point of attention for the audience.

Ground Plan: The arrangement of the scenic/environmental elements of a production.

Moment: An event that causes a change in the course of action of a play.

Motivation: What causes a character to act; the driving force behind a character's actions and pursuit of his/her objective(s).

Obstacles: What is in the way of a character obtaining his/her objective; the struggle the character must endure in order to obtain his/her objective.

Physicality: The physical and external traits and qualities that define a character. These include the posture of a character, how a character walks and gestures, the tempo and rhythm of a character's energy.

Projection: The ability of a performer to use the appropriate vocal volume level to compliment the required believability of the play as well as to be heard by all audience members.

Relationship: The degree of kinship between two or more characters in a play and how that kinship develops and changes during the course of a play.

Rising Action: The increased tension in a play caused by events that produce conflict.

Spontaneity: The ability of the ensemble to create the illusion that the characters are experiencing the events of the play for the first time.

Style: The social influences that govern and influence the general behavior of the characters. This usually refers to behavior in historical periods or geographical locations; however, it can also refer to the dramatic genre of the play.

Tactics: Specific maneuvers a character executes to achieve an objective.

Theme: The underlying idea and/or purpose of a play.

Tempo: The rate at which information is given and/or action is executed in a play.

Unity of Purpose: The ability of the ensemble to illustrate a collective understanding of the story, style, objectives and themes of a play; the ability of the ensemble to perform as a team.

Use of Space: The effective use of the entire stage area with regard to the environmental requirements of the play.

Vocal Dynamics: Variety and color in the vocal characteristics of tone, volume, pitch and rate.

Guide for Contest Managers: The Contest

Meet Authorization

For High School Zone/District meets, REQUEST Meet Authorization, www.uiltexas.org/theatre/online-entry

CONTEST INFORMATION FOR ALL LEVELS OF HIGH SCHOOL CONTESTS MAY BE ACCESSED THROUGH THE UIL ONLINE ENTRY SYSTEM

Contest Manager Qualifications

1033 (d)(2) Contest Procedures. The one-act play Contest Manager, appointed by the district director and registered with the UIL, shall not be the director of a play entered in the same contest. It is the responsibility of the one-act play Contest Manager to organize and conduct the contest in accordance with League rules and the "Guide for Contest Managers," in the current Handbook for One-Act Play.

The Function of the Contest Manager

Like an umpire or referee in a sporting event, the Contest Manager serves as the official during a one-act play competition. The function of the Contest Manager is to fully organize the contest, but you are also responsible for administration and enforcement of all League rules at the contest site.

As the manager at any level in the One-Act Play Contest, you represent that level director and executive committee (district or regional) and the League. It is your responsibility to operate the contest in STRICT accordance with League rules and the **OAP Handbook**.

SECOND THING TO DO!

- Review the **RULE CHANGES and Updates** for 2025-2026
- Review the **GUIDE FOR CONTEST MANAGERS**
- **TTAO OATH of Ethics & Professional Standards**

"When do I start?"

For district/zone contests, find out if a planning meeting was held. They are scheduled between mid-August and November 1 of each school year. If the meeting has not been held, it is important that you attend.

Planning meetings for bi-district must be scheduled after State, Region and Area adjudicators are announced and no later than August 10th.

For Area and Region there are no planning meetings.

“What is the purpose of a planning meeting?”
The OAP planning meeting is used by directors to provide input into the organization of the contest and to recommend critic adjudicators. The recommendations for zone and district are then sent for approval to the District Executive Committee.

“What if I’m asked to chair the meeting?”
If you are selected to be the planning meeting chair, it is important that you cover all the items in the sample agenda (Under "The Planning Meeting").

"I'm running a Zone/District/Bi-District. How do I find DEC Chair Information?"
The District Executive Committee Chair is typically the District Spring Meet Chair and is responsible for ALL spring meet activities, including one-act play, track & field, tennis, golf and all academic contests. It does not mean that this person will be on-site running all these contests. It does, however, mean that this person is responsible for overseeing that all these activities and competitors are adhering to the UIL Constitution and Contest Rules.

DEC Chair (www.uiltexas.org/academics/district-chairs) and the **Academic Meet Chair** (www.uiltexas.org/academics/district-directors) can be located on the UIL Website.

Procedures: Planning Meeting (Zone and District)

The Organizing Chair
The OAP planning meeting chair, assigned by the Spring Meet Director or Organizing Chair, schedules the meeting and serves as its presiding officer. The chair shall also serve as the bi-district meet contact and coordinator.

- The chair is not necessarily the Contest Manager; however, the recommended Contest Manager should attend.
- The organizing chair should check their current district Spring Meet Alignment on the UIL website for an accurate listing of member schools. Failure to invite a school listed in the alignment may result in reorganization.
- A recommended meeting agenda is found under “The Planning Meeting.” Planning meetings may be scheduled prior to August 10 to select dates and facilities only.
- Information regarding planning for bi-district meets can be found under “Bi-District Procedures” further down. Additional information like Bi-District contact list & pairings are on the **Bi-District page,** www.uiltexas.org/theatre/bi-district.

Determine the Planning Meeting Status
As soon as possible after accepting your appointment as zone or district Contest Manager, you need to determine if a planning meeting for all district play directors was held.

- If a district planning meeting was held, organize the contest in accordance with the directors' suggestions and recommendations, approved by the Spring Meet director and executive committee.
- Determine schools officially enrolled from the Academic Alignments page.
- The tentative "Spring Meet Alignment" is posted on the UIL website and the actual OAP entries list will be posted on the UIL website after October 1.

Drawing for Zones and Performance Order

- Planning meetings to draw for zones, performance order and to select adjudicators shall take place between August 10 and November 1.
- **When nine or more schools are participating in a district contest, the district executive committee (DEC) should divide the district into zones. Zone alignments shall be determined by a blind draw or be geographical to reduce travel. No other methods shall be used.**
- **The League** *discourages* **zoning with eight or less schools.**
- Performance order shall be determined by a blind draw. No other methods shall be used.

Selecting Adjudicators

Adjudicators for zone, district and bi-district contests are recommended by directors during planning meetings and then approved by the District Executive Committee. A single critic or a judging panel of three shall be used.

Adjudicators for the contest shall be selected from the current Adjudicators Directory found on the TTAO website.

If using panels, the second and third adjudicator for panels at the district level shall not be contacted until after November 1. See the sections on panel judging in the "Guide for Adjudicators" section of this Handbook.

- Adjudicators for area, regional and state contests are assigned by the State Theatre Director. Judging assignments are posted on the **Theatre homepage,** www.uiltexas.org/theatre.
- Zone and District adjudicators shall not be contacted prior to August 10. Please consult with the posted lists of state, region and area panels to avoid conflicts.
- The selection of bi-district adjudicators shall take place after the State Office has posted State, Region and Area adjudicators and no later than August 31. Information regarding planning for bi-district meets can be found below.

Bi-District Procedures

1. The Spring Meet Chair for each UIL District needs to designate a Bi-District representative by May 1. The State Office will send out an e-mail requesting that information.
2. That person shall register with the UIL by the deadline the Chair receives. The "Bi-District OAP Contact List REP FORM" can be found on the **Bi-District page** of the UIL website, www.uiltexas.org/theatre/bi-district.
3. The representatives representing the two districts assigned to the bi-district contest shall confer and schedule the meet. This must be done prior to August 10. The Bi-District Contact List and Pairings can be found on the **Bi-District** page.
4. Each district has been assigned a specific year to serve as host.
    - That assignment may be deviated from by mutual agreement of both DECs.
    - A neutral site may be used where adequate facilities are not available by mutual agreement of both DECs. If the two districts cannot come to a consensus, a coin flip or blind draw shall be used.
    - The same district may host both years by mutual agreement of both DECs.
5. The representatives shall decide on an entry fee for each school participating to cover the costs of adjudicator(s), awards, printing, facility rentals, a neutral Contest Manager and other necessary expenses. They shall determine what to do with any unspent income. The host site shall provide the Contest Manager.
6. The two districts shall provide the required adult timekeepers for each contest. A representative from each district shall be used to time each of the timed elements of the contest. (i.e. One timer from each district times sound, setup, strike, running time, etc.) A single timer may time multiple elements.
7. A single adjudicator or a panel may be used. If the two districts cannot come to a consensus, a coin flip or blind draw shall be used to determine the type of judging to be used.
8. The two representatives shall compile a list of preferred adjudicators from their member schools. This may be done at a formal meeting or via e-mail. Strike lists are prohibited. This list, in order of preference, shall be given to the Contest Manager. The Contest Manager shall combine the lists by preference followed by blind draw.
9. The Contest Manager shall contact and contract the adjudicator(s) on behalf of the host.
    - You may allow the Contest Manager to make the judging choices.
    - Adjudicators shall be contacted after the State, Region and Area panels are posted on or about July 15 and prior to August 31.

10. **The Contest Manager shall register the meet information on the online form found on the Bi-District webpage on the UIL website by August 31.**

The Planning Meeting

SAMPLE DISTRICT PLANNING MEETING AGENDA

1. **Select a Contest site**
   - Use the best available site
2. **Dates for One-Act Play Contest**
   - See the Official League Calendar on the UIL website for range of dates.
   - It shouldn't conflict with other spring contests.
   - Neither contests nor official rehearsals may be held on Sunday.
   - Exceptions to the Official Calendar must be requested in writing from the League.
3. **Time of contest**
   - Morning performances are discouraged.
   - Be aware of state laws that may affect rehearsals.
   - Site rehearsals and contests can't be on Sunday.
4. **Agree upon critic adjudicators in order of preference**

   The planning meeting chair shall recommend to the District Executive Committee that these choices be approved and that the choices be contracted at the earliest possible date.

   - All UIL one-act play contests shall be adjudicated only by adjudicators selected from the certified judges on the TTAO website, unless an exception is approved by the League for valid reasons. The link to the list of adjudicators is on the UIL Theatre website (Adjudicator Information) and on the TTAO website.
   - If preferred adjudicators are not available, the Contest Manager, approved by the District Executive Committee, shall have the flexibility to contract with any accredited critic adjudicator. If using a panel, please follow the procedures.
   - Judges should be contacted via the TTAO Connect link on the TTAO website.

5. **Draw for zones (if applicable) and order of performance**

   If the drawing has not been conducted, draw for order of rehearsal and performance and include all schools listed in the Spring Meet district. You may not assign zones or draw for performance order prior to August 10.

   - **When there are nine or more schools participating in one-act play, the district executive committee should divide the district into zones of four or more schools. Zone alignments shall be geographical to reduce travel or be determined by a blind draw only.**

   - Any attempt to zone according to school size, being in the same school district or previous success shall be considered a violation of contest rules.

   - Remind directors that withdrawal or a failure to enroll should not result in an order change unless such action eliminates zones. (i.e. A school drops out of a four-member zone. The contest must be reorganized to have the required four or more schools competing.)

   - Zone alignments shall be determined geographically to reduce travel or by a blind draw. These are the only options.

   - Performance order shall be drawn annually at all levels.

6. **Determine local rules which may apply to your contest site**

   Remember that plays shall not be made ineligible for advancement or ranking for violation of local rules unless such rules are based on the One-Act Play Contest rules. For example- A Contest Manager and the staff should never threaten a company by the creation of unnecessary “magic lines,” or “costume piece found in the audience” type rule or other restrictions that are punitive rather than supportive. Provide an adult site crew and stage manager that will support all companies equally.

   - League rules do not restrict audience seating after a play begins, but some sites control admission because of facility limitations. It is often better to seat late arrivals in reserved areas than to control lobby noise.

   - There may be local restrictions on the times the building may be used. (i.e. curfews, alert levels, etc.)

7. **Discuss and agree on the "Time Warning" procedures** and how they will be handled at your contest. Particular attention should be paid to the 35-minute warning during the performance.

Time Allowed	Process	Warning Start
7 Minutes / per	Setup and Strike	5 minute to 15 seconds audible Warning
1 Minute	Time allowed to start the performance after declaration of end of setup	60 Seconds to 10 seconds audible warning
40 Minutes	Performance Time (Minimum of 18 and Maximum of 40)	Two warnings to a designated crew member at 15 and 35 minutes. Additional warnings given at 4, 3, 2, 1 minutes and 30 and 15 seconds

8. **Review awards to be presented**

   No unofficial award, other than outstanding technician or crew may be given at a contest. Ensemble or acting awards are restricted to those given by the adjudicator.

9. **Finances**

   Recommend to the District Executive Committee a plan to finance the contest such as requiring each school to pay a contest entry fee, charging admission to performances or a combination of both plans.

   - Entry fees sufficient to cover basic costs are usually required at bi-district, area and regional contests.

10. **Promoting the contest**

    Discuss methods of securing district-wide participation in the contest, if necessary, and ways to improve the quality of production and management of the contest.

11. **Arrange for a site crew to serve all entries**

    - Site crew members may be provided by the host school or representatives may be selected from each school in the district.

- Alternates provide an excellent source for a site crew to serve all schools.

12. **Remind directors about special needs modifications**

    See the website for procedures.

Bi-District, Area and Region Early Planning

1. **CONTEST MANAGER TRAINING** See ttao.org site.
2. **Set Dates and Times for One-Act Play Contest and Book Facility**
    - See the Official League Calendar on the UIL website for range of dates for area and region.
3. **Drawing for Performance Order:** Order for bi-district, area or regional meets shall be drawn by district or area numbers. When two plays are from the same zone/district, bi-district or area, play order shall be determined alphabetically, by the title of the play.

    EXCEPTION: Play titles that begin with a number (i.e. *1984* or *13 Variations*) will precede a letter.

    - Performance order shall be drawn annually.
    - Do not draw using the school's name or town to alphabetize.
    - Draw using six slips of paper with the district number or bi-district letter and an "A," "B" or "C" on each. "A" represents the play title, excluding articles, closest to "a." "C" is the closest to "z."

Blind Draw Performance Order	***Final Performance Order***
1st District 17A/Bi-District A-A or Area 1A	1st- Blithe Spirit
2nd District 18C/Bi-District B-C or Area 1C	2nd- Send in the Sparrows
3rd District 18B/Bi-District B-B or Area 2B	3rd- Cat on a Hot Tin Roof
4th District 18A/Bi-District B-A or Area 2A	4th- The Diviners
5th District 17C/Bi-District A-C or Area 2C	5th- Hamlet
6th District 17B/Bi-District A-B or Area 1A	6th- Cat on a Hot Tin Roof (2 schools advanced with same title)

4. **Contracting a Critic Adjudicator for Bi-District. Area and Region Contests**
    Area and Regional judging panels are assigned by the State Theatre Director. The State Office will provide assignments which are posted by August 1 on the UIL website. Area and Regional Contest Managers should execute contracts as

soon as possible, no later than December 1. Bi-District Contest Managers shall execute contracts by August 31.

5. **The Site Crew** Secure an adult assistant Contest Manager, doorkeeper, ushers, box office personnel, stage manager, backstage crews and a minimum of two adult timekeepers. More are probably needed to time the different elements. See the site crew job descriptions. Provide them with copies of these duties.
   - A Contest Manager shall not serve as an official timekeeper.
   - An adjudicator shall not serve as timekeeper, present awards or assume any other contest responsibility.
   - Alternates from the participating schools may be used for site crew. However, they may not serve as adult timekeepers.
   - A minimum of two timekeepers shall time the set, performance time and strike.
   - The timekeepers should know the "Time Warning Procedures" established for the contest and these should be reviewed at each rehearsal and during the Directors Meeting.
   - The timekeepers shall be responsible only to the Contest Manager.

6. **Order the Awards for Zone, District, Bi-District Area and Region**

   Obtain awards for two best performers, all-star cast, honorable mention all-star cast, and three advancing plays (except for Region level, see below) and the alternate. Awards for Region Contests are shipped to the Region Director.

   (3) Advancing Plays (2 ADVANCING PLAYS for Region)

   - Medals for the Advancing Companies (28 per company / 84 total, per level) (Gold)

   Alternate Play (1 per level)

   - Medals for the Alternate Company (28 per level) (Silver)

   - 2 Best Performers (2 per level) (Gold)
   - All-Star Cast (8 per level) (Silver)
   - Honorable Mention All-Star Cast (8 per level) (Bronze)
   - Technical Awards (Local discretion. The League encourages recognizing technical crew member(s).
     - Region will recognize 1- Outstanding Tech Award.
     - The State Meet awards one gold medal.

Local awards recognizing crew members may be presented but shall not be assigned any points towards sweepstakes. Ensemble or acting awards are restricted to those given by the adjudicator.

7. **The Information Packet** Send each participating school an information packet. In the packet, remind each director of the results of the drawing, the basic set available at the contest site, equipment each company should be bringing to the contest and information about the rehearsal schedule. See the example on RESOURCES page.

TTAO Connect- the Pathway to Contract Contest Officials

TTAO has developed a platform for contracting judges called TTAO CONNECT. Bi-District, Area, and Regional contest managers need to create events and start inviting judges so everything is in place before August 10.

Highlights of TTAO CONNECT include

- Sorts available judges by distance
- Judges will not appear unless they are available
- It will not allow you to hire judges that have a conflict at a higher level
- The system will automatically change the judges availability to unavailable if they accept a contract
- One place where all contracts are housed and you can come back and reference.

Contest Managers - Please take the time to watch a brief tutorial outlining the steps to create an event and invite judges to the event,
www.youtube.com/watch?v=5mQ23n-KDQ8

If you have any questions or issues using the system, please email **support@ttao.org**

Post Planning Meeting To-Do Checklist

- **Reserve the performance site**(s) selected for setup, rehearsals and contests. Make sure you reserve space for dressing rooms, prop/scenery storage, pre-contest meeting of directors with the adjudicators and a private space where the adjudicators may prepare the decision. Try to find private (away from the public) bathroom facilities for adjudicators.

- If the unit set is not available at the contest site, Contest Managers shall allow directors to provide individual elements of the unit set and declare them part of the basic set, available to all entries for rehearsal and performance.

- **Draw for order of performance** and include all schools listed in the Spring Meet alignment (Available by August 1) or the OAP Entries list. (Available after October 1.)

- **Contact and secure the Critic Adjudicator(s)**.

- **Execute the judging agreements through TTAO Connect**. Zone/District contracts shall not be issued until after August 10th. Bi-District adjudicators must be obtained by August 10. Area and Region should be completed as soon as possible, no later than December 1.

- **Arrange to have payments ready as agreed to in the contract.** (Check with Spring Meet Director for District and the Regional Director for Region. Bi-District and Area are arranged through the Contest Manager.)

- **Make arrangements to pay for hotel, travel and meals.**

- **Order awards** with a delivery date at least 10 days prior to contest. Check with the Spring Meet Director for payment procedures.

- **Secure timekeepers**.

- **Secure a site crew to serve all entries**.

- **Send or post on the web an information packet to all the participating schools**.

Area Meet Contest Managers shall send their packets to the state office for posting on the website by February 1. Provide as much information as possible about staging facilities at the contest site, including the availability of the Unit Set and standard stage door and window units.

While You Wait Until February

The Contest Manager should become very familiar with the administrative tasks and rules that are required of all schools participating in the contest. Take time to study these carefully.

1. Enrollment, Title Entry and Contestant Entry
2. Rules involving the Contest Site
3. Rules involving the Unit Set
4. Scenic Elements and Properties
5. The Size Charts

Important Principles for a Contest Manager to Remember:

1. Any access to facilities and equipment at the contest site that a single school is allowed to use shall be made accessible to all companies competing in the One-Act Play Contest at that site. This includes rentals and site visits. The Contest Manager shall make any decision concerning the use of the facility and that decision shall be final.
2. Nothing shall be done with the unit set or contest site that may damage it or endanger the site crew, audience or participants.
3. If the unit set elements can stand, at any angle, without the use of a support device, the configuration is permissible. Standard store-bought devices may then be used, with minimal strain on the unit set elements, to make the configuration stable. Pylons cannot be stacked taller than twelve feet.
4. Standing on furniture pieces/props is permissible as long as the actor(s) safety is not in jeopardy. Risky staging and physical stunts need to be disclosed at the site rehearsal to the Contest Manager.

Procedures by February 1st

It is the duty of the Contest Manager to set up the zone, district, bi-district, area, and regional meets online.

Online Meet Setup and Results Certification

Contest Managers shall set up meets in the online entry system meet by February 1st. You must certify results by Sunday at noon following the district, bi-district, area and regional contest. District and Bi-District results shall be certified no later than midnight on the designated date on the official calendar. This is done via the Online Entry System.

To Do List Shortly Before Ten Days Prior to Your Contest

The Contest Manager must provide access to reading scripts for the critic adjudicator. This is especially important when original plays or portions of long plays are being produced.

1. Contact each school and get titles from them. Request that they provide you with a copy of their play. The portions being used should be clearly indicated. If paneling, three copies should be provided.

2. Provide scripts with cuts from long plays and short plays as soon as possible after the February 10 title entry deadline, at minimum 10 days prior to contest. (Bi-District, Area and Region Contest Managers should arrange for scripts to be supplied to the critic adjudicator where it is logistically possible. At the very least, critics should be notified of titles.) Scripts may also be obtained from the Drama Loan Library. Adjudicators are eligible to use this service.

3. Confirm reservation of the performance site(s) selected for setup, rehearsals and contests.

4. Touch base with adjudicators and confirm dates and travel arrangements.

5. Provide adjudicators with a list of the participants and ask them to make sure they did not serve as clinicians for these schools at any lower-level contests, workshops, clinics or festivals.

6. Make sure you have obtained a brief adjudicator's vita from each adjudicator for program publication.

7. Check with the Spring Meet Director and make sure payment for the adjudicator(s) and other staff will be ready by the contracted date.

8. Confirm arrangements for hotel, travel and meals.

9. Check on awards order and confirm delivery 10 days prior to contest.

10. Confirm that a complete unit set will be at the site. (If the unit set is not available at the contest site, Contest Managers shall allow directors to provide individual elements of the unit set and declare them part of the basic set, available to all entries for rehearsal and performance. No more than one complete Approved Unit Set or the specified number of individual elements shall be used by each entry.)

11. Make sure that you have secured an 8' ladder for all companies to use.

To-Do List 9 Days Prior to Contest

One-Act Play Contest Contestant Entry shall be submitted via the UIL Online Entry System ten days prior to the school's first contest. Make sure that all the directors have your correct e-mail address.

- Download the "School Information" from the UIL Online Entry System. This should provide you with all the data you need.
- Schools who have not completed the process should be reported to the appropriate executive committee. They may petition for late entry.
- Contact site crew members and confirm times and dates. Provide them with copies of their job description.
- Contact Adult Timekeepers and confirm times and dates. Provide them with copies of their job description and instructions.
- Obtain sufficiently accurate stopwatches for the timekeepers for recording set, strike, performance and music. Make sure you have spare batteries and watches available. Cell phones shall NOT not be used as official stopwatches.
- Pick up awards and check that engraving and quantities are correct.
- Prepare program copy and have it printed for the judges. Only information found on the School Information Report may be included in program copy. Director's notes are not permissible.

Program copy shall include the following information and credit the publishing companies:

"The use of cameras or recording devices of any type is strictly forbidden and is a violation of international copyright law."

"Some Plays May Contain Mature Subject Matter. Each play and performance has been found compliant with their community standards by their administrator."

Include the adjudicator's vita.

"Section 1034 of the UIL Constitution and Contest Rules will be enforced."

Downloading School Information (9 Days Prior to Contest)

UIL will utilize SpeechWire, as the official UIL OAP entry and tabulation process for the (High school only).

UIL OAP Contest Site Crew Job Descriptions

Assistant Contest Manager – Another adult to assist you with rehearsals and performances. He or she should also be well-versed in the rules.

House Manager – Could be the Assistant Contest Manager or another adult who can handle the lobby noise and getting patrons into the performances quietly while you are watching the performances or dealing with backstage problems.

Ushers/Ticket takers – Students or parents are good choices. They serve to hand out programs, greet patrons, help folks with seating and take tickets.

Hosts – Students familiar with the facilities are best for this position. They serve as the host to each visiting school to escort them from dressing room to stage and back. They can be used to deliver messages or give directions to eating facilities nearby and, in general, to help them get through the day. There should also be a host for the critic adjudicator.

Box Office – Students or parents to sell tickets if admission is charged.

Stage Manager/Assistant Stage Manager(s) – Adult who is in charge of companies backstage. The stage manager(s) can serve as backstage timers. This is the person responsible for getting the contest started and kept on time. They oversee the stage crew.

Light Board Operator – Usually a student or facility person who is well-versed in the lighting system for the facility. They should be available at rehearsals and performance to answer questions or run the controls depending on the facility.

Sound Operator – Usually a student or facility person who is well-versed in the sound system for the facility. (If the facility does not have a sound system, then this position is not needed.)

Stage Crew – These are students familiar with basic stage procedures such as sweeping, mopping, taping, moving props and scenery and using the curtain controls. They are used to assist with the unit set, load-in, load-out and often running the main curtain for the performances on the cues of the company.

Timekeeper Instructions

THE CONTEST MANAGER SHALL NOT SERVE AS AN OFFICIAL TIMEKEEPER

Students shall NOT serve as official timekeepers for the contest.

PRE-CONTEST DUTIES

Consult with the Contest Manager.

1. Check out stop watches from Contest Manager to become completely familiar with their operation. (i.e. - start and stop, change batteries or wind them)
2. Find out where you will be stationed.
3. Get Time Sheet Reports.
4. Get a copy of the opening and closing cue descriptions.

CONTEST DUTIES

1. At least one timekeeper shall be located in the house to record running time. No play shall run over 40 minutes or under 18 minutes.
2. Time begins at the first visual or aural indication a show is beginning. Example: sound cue, dialogue, lights on action or scenery.
3. Check with stage manager or contest manager for tricky beginnings. You should be provided with a copy of opening and closing information for each play.
4. At least two ADULT timekeepers shall be stationed backstage to record setup, the 60-second beginning, performance and strike.
5. If there is a possible time infraction, the Contest Manager must be advised immediately.
6. **An official site timekeeper shall give time warnings as follows** (next page)

Official Timekeeper Script

Please use this language for time warnings:

"You are at 35 minutes ... (When stopwatch hits 35 minutes) ... now. Please confirm."

"You are at 15 minutes ... (When stopwatch hits 15 minutes) ... now. Please confirm."

"You are at 4 minutes ... (When stopwatch hits 4 minutes) ... now. Please confirm."

"You are at 3 minutes ... (When stopwatch hits 3 minutes) ... now. Please confirm."

"You are at 2 minutes ... (When stopwatch hits 2 minutes) ... now. Please confirm."

"You are at 1 minute ... (When stopwatch hits 1 minute) ... now. Please confirm."

"You are at 30 SECONDS ... (When stopwatch hits 30 seconds) ... now. Please confirm."

"You are at 15 SECONDS ... (When stopwatch hits 15 seconds) ... now. Please confirm."

- **DO NOT CLEAR WATCHES UNTIL THE CONTEST MANAGER AND THE COMPANY'S DIRECTOR HAVE SEEN THEM.**
- **Do not discuss a school's time with anyone.**
- **At the end of the day, return your stop watches, forms, and flashlights to the contest manager.**

What should I look for when I get the School Contestant Online Entry?

No play may be presented in contest unless the contestant entry has been completed in the online entry system.

The online entry serves to

1. Certify the eligibility of the play selected.
2. Identify the administratively approved designated director(s).
3. List stage properties and approved scenery or lights, including unit set.
4. Provide program copy for the Contest Manager.
5. Indicate playing time for preparation of the contest schedule.

The entry serves to identify all individuals allowed in dressing room(s) or in backstage areas during rehearsal or performance.

When you receive all the titles…

1. Check to see if they are on the most current approved list. That list can be found on the UIL website. If a play is on the list, the director must provide…

2. Written permission from the publisher or author (unless the play is in the Public Domain).

3. Written evidence from the publisher or school administration that royalty for each performance has been paid. Publisher receipts are not required! A canceled check, check copy, purchase order or a note from the administration will suffice. (Unless the play is in the Public Domain.)

4. If the title **IS NOT** on the approved list, the director must provide written permission from the publisher or author and permission from the League.

5. Written evidence from the publisher or school administration that royalty for each performance has been paid.

ASK IF THE PLAY IS AN ADAPTATION?

- Have they added material, relocated dialogue or scenes?
- Have they changed a character's gender, added characters, split characters?
- Has there been any other revision of the text other than deletions to comply with League rules?
- Has an off-stage voice been listed as a judgeable character?

If the answer is "yes" to any of these questions, they must provide permission from the League, and the publisher, to make the specific adaptations to the script.

Can changes be made to the cast, crew, directors and alternates?
Changes may be made up to performance time. Substitutions may be made by following the instructions found in the HANDBOOK (See *Contest Entry Procedures*).

To-Do List 3 Days Prior to Rehearsals

Please review all of the set rules

1. Prepare the Adjudicator's Program(s): furnish with a printed copy of the official contest program.

2. Confirm Personnel: Confirm that the adjudicator(s), backstage crews, doorkeepers, ushers, box office personnel and adult timekeepers are ready to work at the time their duties require.

3. Visit the contest site: Confirm that all the lighting and sound equipment works and is exactly what was described in the information packet provided to all the participating schools.

4. Obtain Supplies: Obtain spike tape, batteries, stop watches and other materials you will need.

5. Ask adjudicators about food/snack/drink preferences.

Guide for Contest Managers: The Contest Site

Lighting at the Contest Site

- Stage lighting instruments and dimmer controls available at the contest site are available to all for both rehearsal and performance. The Contest Manager may borrow such lighting equipment as is deemed necessary. This may include one or more “specials” available to each entry. Any changes to the information provided must be reported immediately to the participating directors.

- Since every school at a contest may not have the ability to program light cues outside the official rehearsal, the following policies shall be strictly adhered to:
    - Light plots and all pertinent schedules shall be provided to all participating schools on the same date and through the same medium. Any changes or problems that alter the information provided must be reported to all participating schools immediately. Failure to disclose this information by the host site may be a violation of the ethics code.
    - **Programming of light cues by participants shall take place at the contest site during the official rehearsal period. This includes the host school if competing at the site.** This does not prohibit the host from programming cues for all participants prior to the rehearsal. Programming prior to the official rehearsals is strongly encouraged when schools have 60 minutes or less to rehearse. A host site can request that all competing schools submit their cues prior to the site rehearsal. A competing school shall not preprogram their lights prior to the site rehearsal.

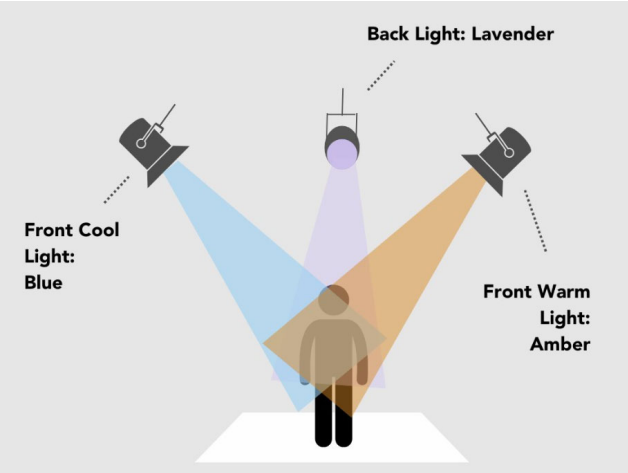
- **NEW!** ***Schools are LIMITED TO A MAXIMUM OF 50 CUES. State Meet limits cues to 50 max cues. Cues can be copied.***

    - **In an effort to be equitable, it is prohibited for schools to bring pre-programmed light cues on a flash drive or other method to the site rehearsal and load the cues to the host’s lightboard.**

    - Storage media (blank or pre-programmed) used to run the show for contest shall be provided by and safely stored by the Contest Manager. Such storage media shall be given to the directors at the official rehearsal and at the beginning of the setup period. The storage media shall be returned to the Contest Manager at the conclusion of the official rehearsal and performance.

- When architectural necessity forces the light control locations to be other than backstage or in a rear booth, the location becomes, by rule, backstage.

McCandless Method (**the *UIL recommended* approach)**



The McCandless Method is one particular approach to providing stage lighting, first proposed in the book, *A Method of Lighting the Stage*, which has been through several editions.

Performers are meant to be fully front lit but also provided with some "sculpting" of the features. Full lighting is provided by at least two lights from opposite sides, above the plane of the actors by about 45 degrees and approximately 90 degrees apart. These two lights come in from opposite directions. Top lighting may also be used for fill, as may limited footlights. McCandless described these angles as being the diagonals of a cube in the center of the acting area.

However, the key to the McCandless Method is that one light of the primary pair is "cool" relative to the other. One may be blue (a cool color) and the other amber (a warm color). Thus, one fills the shadows left by the other in a way that produces a degree of depth uncommon in real life but striking and recognizable on the stage, similar to stage makeup in the way it exaggerates and clarifies the actors' faces.

Sound, Storage and Dressing Rooms

- Sound systems may be provided by the Contest Manager as a part of the basic set and shall be available for use at rehearsal. It should be made clear that the system is on loan to each company and becomes company responsibility. Company operator error does not result in stopping/restarting of a performance.
- When architectural necessity forces the sound control location to be other than backstage or in a rear booth, the location becomes, by rule, backstage.
- Companies may provide their own sound systems without approval. The sound system control **should not be located in front of the stage** unless factors involving architectural necessity requires its placement there.

Storage at the Contest Site

The amount of storage space that schools are provided is not regulated by League rules. Each site is limited by what you have available. The Contest Manager is urged to make certain that an equitable and safe procedure is used for storage, set and strike.

Dressing Rooms at the Contest Site

The type of dressing areas that schools are given is not regulated by League rules. Like storage, **each site is limited by what is available**. The Contest Manager is urged to make certain that it is equitable.

Rules Regarding Official Rehearsals

- Do not allow schools to rehearse unless they have provided you with the integrity script.
- You must be available during both the rehearsals and performances. Remember, you are the official at this contest. You can't have the referee at the concession stand during the basketball game.
- Rehearsal time available to one entry shall be available to all entries. This includes rentals and site visits beyond the official rehearsal. Their availability shall be approved by the DEC.
- The official rehearsal must be at least 40 minutes long. Outside of the minimum time, there is no limit on the length OUTSIDE THE SCHOOL DAY.
- Official contest OAP rehearsals for zone, district, bi-district, area, region and state shall not be held on Sunday in violation of Section 900 (b).
- Rehearsals during the school day are limited by TEA to one class period (defined as one hour) during the school day.
- Please observe time limits. Every cast deserves its full and equal turn on the stage prior to the contest.

Contact the State office immediately if “no-shows” leave you with less than three plays at a contest.

Procedures: Official Rehearsals

1. **Do Your Homework**

   It is important that you re-read the other sections in this Handbook prior to rehearsals and contest.

2. **Meet Each Company on Arrival**

   Meet, or have an assistant meet, each director and company as they arrive for rehearsal. Show them dressing rooms and places for make-up, scenery, costume, and prop storage.

3. **Prior To Starting Rehearsal, Request from Each Director:**

   - The official Integrity Script with live music cues indicated.
   - Performance license
   - Proof of royalty payment
   - Community Standards form
   - Any UIL/Publisher Approvals, clarifications, emails

4. **Prior To Rehearsal, Remind Directors of the Following:**

   - Time scheduled for the Directors Meeting.
   - That only those directors and ONLY students entered online may be in the dressing room and that only official directors, company members and alternates (as allowed) may be in the stage area during set, performance and strike. Students designated as tech/crew must be backstage or in the lighting/sound location and not audience spectators.
   - That substitutions may be made in writing by the director, principal or superintendent. Substitute Eligibility forms are found online under “Resources and Forms.” A letter signed by the designated administrator certifying eligibility may be used in place of the certificate.
   - That, if the site crew is responsible for operating lights, sound or curtain, the site crew will take their cues only from the designated person and no others. The site crew or timekeepers shall not make curtain or light beginning or ending cue decisions for any company.
   - That the use of the basic set, unit set, properties, scenery, approved additions, and items allowed under C&CR 1033 (c) (2) (F) (i-v) shall be fully disclosed at rehearsal.

- That entrances or action through the auditorium is permitted so long as it is safe and there is nothing that requires the audience to perform with the actor. The Contest Manager shall make any decision concerning the use of the basic set and that decision shall be final.

- That special approval items shall not be shared with other companies.

- Electronic communications devices shall not be allowed in the backstage areas, except as allowed under rules. Light and sound spaces are considered backstage and offstage.

5. During the Rehearsal

Disclosure

TAKE TIME TO LOOK AT THE SETS AND ASK QUESTIONS IF ANYTHING LOOKS UNUSUAL OR THAT THERE COULD BE A RULE VIOLATION. CONSULT WITH THE LEAGUE IF YOU ARE UNSURE.

"The use of the basic set, unit set, properties, scenery, approved additions, and items allowed under 1033(c))5) shall be fully disclosed to the Contest Manager at rehearsal."

- If a director brings stage lighting instruments or set additions, other than those allowed under 1033(c)(5) or approved in writing by the League, the director shall be informed as soon as possible after a determination has been obtained from the State Office, that such additions shall or shall not be used.

- The Contest Manager may allow speakers to be set in position during the rehearsal period and left for performance.

- Sound levels must be set during the rehearsal period. Sound checks may be accomplished during set time with a headset, by amplifier instruments without speakers connected, by a monitor or speaker at such a low level that sound cannot be heard by the audience or by using the pre-recorded "pre-show announcement" available on the UIL website. (Resources and Forms)

6. Spike Tape and Glow Tape

- Provide each school with their own distinct color of spike tape. The selection shall be random. Spike tape may be used to mark properties, set pieces and acting positions. Tape of any type shall not be used on elements of the Unit Set.

- A minimal amount of glow tape may be used on the floor and properties belonging to the performing company. It shall be set and struck during the seven-minute set and strike periods.

7. Weapons and Stage Combat
(See Rules and Procedures on Stage Weapons and Firearms)

Contest Manager will follow procedures for handling replica firearms.

- Make sure no director plans to use a real gun of any type, volatile substances or any explosive device. Check any blades or swords for safety issues.
- Directors shall keep all weapons or replicas used as properties safely stored when not used onstage. Directors should provide these to students during setup and collect them at strike.
- There are no League restrictions involving the use of blunt tipped/ dull swords or daggers. However, any company using stage weapons should seek Stage Combat training from certified experts before starting rehearsals. State and federal laws shall be observed. Visit the Society of American Fight Directors website. (www.safd.org) Workshops are frequently offered at UIL, TxETA, Texas Thespians Conferences.
- Please check State Law regarding the use and possession of certain types of knives.
- Request to see any slaps, stage combat, falls, stunt work or scenes that are elevated during rehearsal.
- 1033(D)(5) Avoidance of any practice that would endanger the welfare or safety of any company member, including actual contact strikes to the performer. Only choreographed stage combat, creating the illusion of physical contact shall be used in the contest

All weapons shall be shown to the Contest Manager at each contest. Contest Manager will follow procedures for handling replica firearms. The school's administration has signed the Compliance and Standards form acknowledging approval of all actions in the performance.

To-Do List Contest Day

- Make sure you have the judge's ballots and evaluation forms. The Adjudicator materials may be downloaded from the UIL and TTAO website.
- Review the rules in Section 1033 of the Constitution and Contest Rules.
- Have checks, if due by contract, to pay all personnel and adjudicators.
- Confirm arrangements for hotel.
- Contact each adjudicator to confirm he or she has arrived or is on the road.
- Provide Adult Timekeepers with stop watches, instructions and the Timesheets found in the materials you downloaded.
- Make sure local site officials have taken care of the following:
    - Custodial needs
    - Unlocking all parts of the building being used
    - Air Conditioning
    - Parking
    - Security
- Take with you a “Contest Manager’s toolbox.” (See below.)
- Prepare a workspace for the adjudicator(s). (Lap Desk or table with light. Check for electricity, provide pens, hi-liters, pencils and legal pads)
- Reserve seats for the house timers. Reserve seven seats close to the backstage access for the four alternates and the directors from the performing school to sit.

The Contest Manager's Toolbox

- UIL Phone numbers, including State Theatre Director's direct number
- UIL OAP Handbook and C&CR
- All Contest Manager forms and scripts (timekeeper, stage manager, content warning scripts or recordings)
- Stop watches
- Spike Tape
- Measuring Tape
- Flashlights
- Pens and Pencils
- Spare Batteries (for watches and flashlights)
- Scissors
- Sewing/Mending Kit
- Clipboards
- Snacks
- Hard Candy
- Basic Tools
- First Aid Kit

Procedures: Before the Contest

The Adjudicator(s) Workspace:
Arrange adequate working space in the theatre and private (non-public) bathroom facilities for the adjudicator(s). Locate the space so the adjudicator(s) will have an uninterrupted view of the stage and be near enough to hear actors clearly.

- Contest manager should set aside a "contest manager station" in the auditorium with a view of the adjudicator(s).

- Provide each adjudicator with a small table or lapboard equipped with a low-wattage light controlled by a switch or dimmer. This is essential.

- Devise an area around each adjudicator that will not permit the audience to sit within two seats in any direction and sufficient working space for each adjudicator to be comfortable.

- Provide a student assistant to care for each adjudicator's needs between plays and to communicate with you in case of difficulty. A single student can take care of a panel.

To-Do: Contest Day When They Arrive

1. Meet, or have an assistant meet, each director and company as they arrive. Show them dressing rooms and places for make-up, scenery, costume, and prop storage. Show them where seats have been reserved for directors and alternates.

   ONLY those directors and students entered on the official entry may be in the dressing room/holding areas.

2. After each school's arrival, collect the following from them:
   - Proof of royalty payment for performance of the play at this contest. A letter from the principal shall suffice.
   - If scenes from a long play are being produced, publisher or author permission is required as per Section 1033 (c) (2) (B) for cutting.
   - UIL permission to produce plays not on the approved lists.
   - UIL permission for scenic items requiring special approval.
   - A clearly marked script indicating the text being performed and indication of live music cues. (Before Rehearsal)
   - Ask for their signed "Community Standards and Copyright Compliance Form."
3. If rehearsal is on contest day, see section on Contest Day
4. When the Adjudicator(s) Arrive:
   - Show the adjudicator(s) the working space.
   - Provide the judging materials from the League.
   - Assure yourself that the critic is completely familiar with the official judging standards, selection of acting awards and other League One-Act Play Contest procedures.
   - Provide a copy of the program. If requested, render illegible the names of directors and schools.
   - Adjudicators may use a secretary or assistant to take notes. They may use a laptop or other electronic devices to take notes.
5. Conduct a Directors Meeting
   - The League supports BRIEF pre-contest meetings between the critic adjudicator and the participating companies. This should be done whenever possible.

Suggested Agenda

- Meet all directors and adjudicators at least thirty minutes prior to the contest.
- Introduce adjudicators and directors to each other. There should be no attempt made to hide names of directors, schools or plays. It is permissible to introduce the director by their school and play title.
- Allow adjudicators sufficient time to discuss selection of awards, method of conducting critique, etc.
- Determine if there are company members that cannot stay for their critique as required.
- Ethical issues regarding company and audience behavior and its consequences should be discussed.
- Do not request rule interpretation of critic adjudicators at this meeting. Any help you seek from the adjudicators should be in private and is unofficial. Adjudicators are responsible for selecting advancing plays, acting awards and giving a critique. That is all. Call the League if you need help with the rules or as a last resort seek the counsel of participating directors. Obvious violations should not require discussion.
- Excuse the adjudicator(s).
- Review the time-warning procedures to be followed with the directors and the official timekeepers.
- This is a good time to make last-minute announcements and answer any questions directors may have.

Performances: Rules Related to Set and Strike

1. General Policy

- The Contest Manager is responsible for seeing that safe procedures are maintained.
- Provide an 8’ ladder for all schools to use.
- The site crew should be supportive where set and strike are concerned.
- Director(s) shall be allowed to participate in the set and strike periods so long as their departure is made during the set period or during the 60 seconds allowed to start the play and return does not take place until after the end of the performance and as directed by the Contest Manager.
- Alternates shall not be a part of set and strike unless they are being used as site crew for all participants.
- After set up, crew members shall remain backstage or in the booth during performance and not in the audience.
- **ONLY TWO** dollies/handtrucks per school may be used during the set and strike periods but may not be used during performance unless they are properties prescribed by the playwright.
- An official ADULT timekeeper backstage shall give the company audible warnings as prescribed in the “Timekeeper Instructions” section of the Handbook.
- The director or director’s designee shall declare when the official set-up and strike is completed. The company shall then have sixty seconds to begin the play.
- The use of a “magic line” or artificial boundary of any type is not required. Crossing the “line” means absolutely nothing and the setup or strike time shall only be started or ended if the company begins or ends the actual process of setting or striking. The use of this technique does nothing more than create unnecessary tension.

2. Set

- The company shall have seven minutes to set.
- Sound check is allowed only during set time with a headset, by amplifier instruments without speakers connected, or by a monitor or speaker at such a low level that sound cannot be heard by the audience or using the pre-recorded sound check available from the UIL website. (Resources and Forms)

- Lighting fixtures and projectors allowed under rules may be focused and checked during the set period with work lights and house lights on and using the UIL "Projector Test Image" (see RESOURCES).

- **If setting with the curtain open, all stage lighting, under company control, including lamps and candles shall be turned off when setup is complete. All stage lighting, under company control will need to be turned off along with the closing blackout.**

- If fog and haze is allowed at your contest site, they may be started during the 7-minute set up. Check with Contest Manager for site policy on fog and other atmospheric devices.

- The Contest Manager shall provide the director(s) with the quickest and safest route to enter the house and be seated.

- After setup, crew members shall remain backstage or in the booth during performance and not in the audience.

3. Strike

- Strike shall commence immediately following performance or as directed by the contest or stage manager.

- The company shall have seven minutes to strike.

    - It is not the intent of this rule that a company be declared in violation of the time rules for items inadvertently left on-stage during strike and while time remains. Items hidden by any part of the basic set (drapery, house curtain, unit set, dim work lights, etc.) should not be the basis for disqualification. The Contest Manager or stage manager shall inspect the stage before allowing a company to leave.

    - Sand, stage blood, grease, or other substances impossible to clean may result in enforcement of the 7-minute strike rule if not cleared/cleaned in time. Use common sense here. Disclose it to the Contest manager at your official rehearsal. The intent is not to make a company ineligible for advancement or ranking for leaving a few specks of glitter. Call for clarification. **There is not a requirement to pull spike tape in the 7-minute strike period; however, glow tape must be pulled up at this time.**

- It is considered good theatre etiquette for performers to remove make-up and costumes, including contemporary clothing used as costumes, before going into the theatre, lobby or other public areas. Many times, some makeup residue or hair coloring cannot be completely removed.

Starting and Stopping a Performance

Procedures: Starting the Contest and Performances

1. The Performances: Play the shows "back to back," using only the time needed to set and strike, but not more time than is permitted by the rules on this subject. Review carefully the sections on "Time Limits" and follow the prescribed sequence (section in "**The Contest**"). There should be no delay in the set-performance strike sequence unless there is a true technical emergency "time hold."

2. The Adjudicator: Make sure adjudicators are seated and the house is ready.

Stopping a Performance

A play may be stopped by the Contest Manager and started over under the following conditions:

- If adverse audience behavior makes it difficult for the adjudicator to hear or concentrate on a performance. If possible, the adjudicator should be consulted before such action is taken and the audience should be instructed as to proper behavior.

- If technical difficulties under Contest Manager control cause a major production problem that creates difficulty in judging a play (power failure, fire alarms, complete failure of stage rigging to operate, lights falling, etc.) OR in the event of a medical emergency or situations where a participant or spectator may get injured (broken glass, oil or powder on the floor) OR if an adjudicator becomes ill or incapacitated.

    - Contest manager may call "HOLD!" The contest manager and stage manager will direct the participants to exit the stage and remain offstage until problem is remedied.

    - Once the performance is allowed to continue, participants will return to their places and continue from either the last line of dialogue or other suitable moment determined by the contest manager.

- **A performance shall not be stopped for technical difficulties (failure of sound or special effects, costume changes, etc.) under control of the company in performance.** Try to make sure that it is a site crew problem out of company control before a performance is stopped. This often results in greater harm than good.

- The director may initiate a request, but the judgment of the Contest Manager is final in all matters pertaining to stopping and restarting a contest performance.

Before Each Play Performance

- If announcements are made, the Contest Manager must clearly indicate to the performing company that announcements have concluded and when the 60 second period begins.
- Start the contest on time.
- Make announcements at the beginning of each session to the audience concerning this contest, its value and the manner of conducting it.
- Instruct the audience as to proper behavior: removing crying or noisy children, turning off cellular phones, wrist alarms, unnecessary stop watches and any electronic devices. All of these make noise and are disruptive to others.
- Do not allow cameras or recording devices in the theatre during the performances.
- Rules do not restrict admission after a performance begins, but such entrances should be controlled so as not to disturb the audience or adjudicator.

Rules Related to Announcements and the 60 Second Rule

Role of the Site Crew

- If the site crew is responsible for operating lights, sound or curtain, make sure the company understands that the site crew will take their cues only from the designated person and no others.
- The site crew or adult timekeepers shall not make any cue decisions for any company.

Role of the Timekeepers

REQUIRED: An official ADULT timekeeper backstage shall give the company an audible warning when the 60-second clock has begun at ten-second intervals beginning at sixty seconds through ten seconds. (i.e. “10 seconds remaining.”) The Contest Manager shall not serve as official timekeeper.

Rules Related to Performance

Prompting

- No prompting of dialogue is allowed by anyone in the offstage, backstage or out of the acting area during the performance.
- The director may not give signals or communicate in any fashion with the company during performance. This is considered participation and a violation of the contest. Schools may be declared ineligible for advancement or ranking.
- Cell phones shall not be allowed in the backstage areas.
- Other electronic communications devices (Laptops, Ipads, tablets) shall not be allowed in the backstage areas, except when being used as properties and in “airplane” mode.
- Light and sound spaces are considered backstage and offstage.
- Any use of an intercom or other internal communication system other than the system provided to all schools shall be considered a violation of the ethics code. Only one internal communication system shall be used.

Scripts On and Off Stage

- Scripts shall not be used on stage.
- Scripts may be used for any technical purpose backstage or offstage so long as they are not used for prompting an actor onstage.
- A script shall not be used by a company member for a live offstage voice.
- A script may be used offstage by an actor to review lines as long as it is not used to prompt someone onstage or a live offstage voice.

Set and Lights

- If a director uses stage lighting instruments or scenery, other than those described in C&CR Section 1033 (c) (2) (F), without League approval, the Contest manager shall report the violation to the State Theatre Director. The incident shall be reported to the appropriate Executive Committee as a violation of the Ethics Code. The full range of penalties may apply.

Rules Regarding Violations

Rules Violations

Entries may only be declared ineligible for advancement or ranking for the following violations:

1. Use of ineligible students.
2. Exceeding the number allowed in the performing company.
3. Exceeding the time limits on performance and set-up and strike.

   NOTE: An official timekeeper shall give the company two warnings during the performance when 15 and 35-minutes have elapsed. Additional warnings will be given at 4 minutes, 3 minutes, 2 minutes, 1 minute, 30 seconds and 15 seconds remaining.

4. The use of firearms. The use of explosives and combustible materials.
5. The use of additional unit set.
6. The director being in the backstage areas or communicating with the company during the performance.

If declared ineligible for advancement or ranking, the company shall be considered only for individual acting awards and be awarded only those points. The company shall receive an oral critique.

Other Violations

- Violations of other rules are considered ethics violations and shall be reported to the appropriate executive committee. The full range of penalties may apply.

Procedures: Violations

1) The Contest Manager should honor any requests from the director that the State Office be consulted. Please contact the State Theatre office for after hours contact number.

2) If a company violates provisions of *C&CR Section 1033* (c)(1)(A-B) under Contest Manager supervision, you must declare the play ineligible for advancement or ranking and shall notify the director of the play as soon as reasonably possible, after the curtain falls on the performance of the play in question. If the play is declared ineligible, the adjudicator(s) should be notified immediately thereafter. In all cases, you must notify the adjudicator(s) of such ineligibility before the decision is made.

3) If there is a discrepancy between the times reported by the official adult timekeepers, the Contest Manager **shall use the lowest of the times** as the official time. The Contest Manager, after consultation with official contest timekeepers, has final judgment in determining if site crew members have caused, for any reason, a company to exceed the time limits. **The clocks shall not be cleared until the company's director has had the opportunity to see them. Screenshots of the clocks will not suffice.** Keep extra stop watches available.

4) A school deemed ineligible for advancement or ranking shall receive a critique in the regular order determined prior to the beginning of the contest and shall receive the "Judge's Evaluation Form" from the adjudicator or adjudicators.

Any Contest Manager that believes in the educational value of this contest dreads being the bearer of bad news. You may have to inform a director that a serious violation has occurred. It is important that you be prepared to explain what rule was violated or to show them the stopwatches showing that the play went over. There may be a strong aggressive response or quiet acceptance. Whatever the case, it is important that you hear them out. If you have <u>ANY</u> doubts or if the director requests it, please call the League office at 512-471-9996 or the State Theatre Director after hours contact number.

Emergency Judge Replacement Situations

<u>In the case of a single adjudicator</u>

If the adjudicator becomes incapacitated after the start of the contest, or if an adjudicator fails to show to contest by the directors meeting, the contest manager must contact the State Theatre Director immediately. The state office will secure a replacement adjudicator. The contest may be rescheduled. The contest will begin again, performed in its entirety, for the new adjudicator.

In the case of a panel

If one member becomes incapacitated after the start of the contest, the contest manager must contact the State Theatre Director immediately. Should a replacement not be available, the acting adjudicator shall serve as the single adjudicator for the contest. The remaining adjudicator and the acting adjudicator shall split critiques evenly. If the acting adjudicator becomes incapacitated, a blind draw shall be conducted to determine who will serve as the single adjudicator for the decision-making part of the contest. The remaining adjudicators shall split the critiques.

Procedures: Conclusion of the Contest

1. Inform the audience that the awards will take place after the adjudicator(s) has rendered a decision.
2. Escort the adjudicator(s) to a private room or office where the decision may be made.
3. One designated Adjudicator shall select Acting Awards:

Level	Advancing	Alternates	Best Performers	UIL Outstanding Performer	All-Star Cast	HM Cast
Zone / District	3	1	2	0	8	Up to 8
Bi-District	3	1	2	0	8	Up to 8
Area	3	1	2	0	8	Up to 8
Region	2	1	2	0	8	Up to 8
State	Rank 1-6	0	2	1	8	Up to 8

- **An "ensemble" award is reserved for groups of players that cannot be identified as individuals.** Remind adjudicators that an ensemble award assigned by them to a chorus or other company group of players that cannot be individually identified counts as one individual award and thus, is given only one symbolic award that shall be retained by the school in the name of the group.

- The Best Performers shall be individuals, not groups. The two Best Performers shall not be given to a group even though they may be playing similar or ensemble roles or a chorus.

- The adjudicator shall not be required to select an all-star or honorable mention all-star cast with a fixed number of men and women, but is encouraged to choose only those who have given superior performances at that contest.

- Under no circumstances shall any adjudicator be asked to select awards described by such terms as “Best Supporting,” “Best Character,” or any others equally impossible to define or select fairly.

- A student playing a role identified as being of the opposite sex may do so without violation of any rule.

- As soon as the decision is reached, make sure the "Awards Judge" has not violated the awards rule and the ballot(s) are accurate. Now is the time to notify the adjudicator(s) of any unusual circumstances that might unknowingly create awkward situations during critiques.

4. For Panels: Draw for critique assignments, after rendering the ballot. Adjudicators should not be told the results of the contest before critiques.

    - Write the names of the schools on slips of paper and have each adjudicator draw the specified number of plays to critique.

    - The Acting awards judge should remain for the awards ceremony to verify awards are correctly presented.

5. Review the critique method being utilized at the Directors Meeting for that level of contest.

6. After decisions are rendered and following the draw for critiques, adjudicators have permission to confer regarding verbal critiques.

Procedures: Awards Ceremony and Critique

1. Announce the results and present awards. Do not ask the adjudicator(s) to announce or present awards. The alternate play shall be announced when there are five or more plays competing. Some districts do not announce the alternate play when there are only four entries. Check with directors for their preference at the Planning Meeting.

2. At Region Contests: Present the advancing directors with the State Participant Guide for the next level. It should be downloaded from the UIL website. (Theatre page, High School One-Act Play: State)

3. Correct mistakes immediately. Waiting will make this worse. If you misread or give awards incorrectly, stop the process before the situation becomes more complicated. Mistakes discovered during critiques should be corrected.

4. Critiques shall be open to all. Panel Judging critiques may be given simultaneously with the consent of the participating schools. THIS IS NOT A CONTEST MANAGER OR ADJUDICATOR CHOICE. Remember that an oral critique must be given to a company deemed ineligible for advancement or ranking.

5. With panel judges, it is recommended you have timekeepers for critiques and/or audience monitors to keep the space clear of extraneous noise.

6. Listen to the critiques. Report any ethics violations or unsportsmanlike conduct to the State Office.

7. After the contest, provide directors the written “Judge’s Evaluation Form(s)” and tabulation. This is required.

8. Adjudicators should be paid after the critique is concluded unless other written arrangements have been made. If the adjudicator is not to be paid until a later date, make sure this is clear in the original written contract. Call the League if you wish clarification. Failure to pay the adjudicator(s) as per the contractual agreement may result in a complaint being filed with the UIL State Executive Committee.

Procedures: After the Contest

1) **Post the results in the online entry system AFTER the awards ceremony**.

2) Keep the adjudicator's ballot, questionnaire and timekeeper's record. If a panel of adjudicators is used, keep all of adjudicators' ballots and the TTAO Tabulation Tool report sheet until September 1st of the following school year.

3) Inform the State Theatre Director of withdrawal, failure to participate, failure to attend critique or any potential ethical violations by any school entered in your contest.

4) Email a copy of the Talk Tab (tabulation) to the state office- prodriguez@uiltexas.org.

5) Enter the contest results and awards online. This should be done no later than noon the day after the contest. Advancing schools will not be able to make substitutions until that is done.

6) Substitutions and results for area and regional contests shall be e-mailed immediately to the State Theatre Director.

Panel Judging Procedures

PROCEDURES FOR ZONE AND DISTRICT

- The first panelist is selected between August 10 and November 1. This panelist will be in charge of selecting the acting awards
- The second and third panelists are selected between November 1 and February 1.
- Contracts must clearly state that this will be a panel.

PANEL JUDGING PROCEDURES AT ALL LEVELS AFTER THE DIRECTORS MEETING

If space does not allow for separate rooms for each panelist, we recommend that a contest official be present in the decision room and upon entering the room they should read the following statement from the UIL OAP Handbook: "Adjudicators shall not be allowed to confer or discuss the performances until after the decisions are rendered."

DURING THE PERFORMANCES

- Adjudicators will sit in separate locations. Adjudicators will be provided adequate working conditions.
- Adjudicators will not be allowed to confer or discuss the performances until after the decisions are rendered.
- Adjudicators will be given copies of the “Judge’s Evaluation Form.” The form may be downloaded from the UIL website. (**Adjudication Information,** www.uiltexas.org/theatre/judges)

AFTER THE PERFORMANCES

- The adjudicators will rank the plays from first to last.
- The adjudicator designated to select the acting awards will select 2 BEST PERFORMERS, 8 All-Star Cast and up to 8 Honorable-Mention All-Star Cast.
- Once the ballots are ready, the Contest Manager and another adult assistant will enter the results in the Speechwire (OFFICIAL). You may also use the TTAO Tabulation Tool for printing purposes only. The link can be found on the UIL and TTAO websites. The assistant will call out the rank from the ballot and the Contest Manager shall repeat the rank as it is entered. After critiques have concluded, the adjudicators shall confirm the ranks are correct.
- **If critiques happen before awards, adjudicators should not be informed of results.**
- The rankings shall be tabulated using the system and a hard copy produced.
- IF THERE IS AN UNBREAKABLE TIE FOR THE SECOND OR THIRD ADVANCING POSITION: The Tabulation Tool shall use the ranks on the “Acting Judge's” ballot to break the tie. At state, however, we could have co-champions or co-runners-up.

AT CRITIQUES

Schools will be critiqued in the order determined at the directors meeting. Critiques shall be public.

AT THE AWARDS CEREMONY

- Only the advancing schools will be announced. **An alternate will be publicly announced if five or more schools are competing.**
- Immediately after awards are announced, the Contest Manager shall provide each director a copy of the Tabulation Report, evaluation forms and scripts.

Contest Managers shall refer directors to the Understanding Talk Tab page in the Handbook and on the website if they have questions on the tabulation.

AFTER THE CONTEST

1. Keep the adjudicator's ballot and timekeeper's record. If a panel of adjudicators is used, keep all of adjudicators' ballots until September 1st of the following school year.

2. Inform the State Theatre Director of withdrawal, failure to participate, failure to attend critique or any potential ethical violations by any school entered in your contest.

3. Results must be certified in the Online Entry System no later than Sunday at noon following the contest. (Zone, District, Bi-District, Area, and Region)

4. **Results for region shall be called in to the State Theatre Director PRIOR to the awards assembly. TAB Report shall be sent to State Theatre Director post contest.**

5. **At Zone, District or Bi-District Contest- Method of critiques to be decided in planning meetings. (Local Decision) CRITIQUES CAN OCCUR BEFORE OR AFTER RESULTS.**

6. **At Area, Region- Critiques will occur after tabulation and before results are announced.**

OAP Points for District, Region, and State

THEATRE

One-Act Play Ranked Plays from:

District	20, 20, 20, 15, 0, 0
Region	20, 20, 20, 15, 0, 0
State	20, 16, 12, 10, 8, 6
Individual Awards	10, 8, 6, 0, 0, 0

Note: One-Act Play Points. The three unranked plays advancing from district (two from region) each receive 20 points. The alternate play receives 15 points. At State One-Act Play, points are awarded through sixth place. Points for individual acting awards are each best performer receives 10 points; each all-star cast receives eight points; and each honorable mention all-star cast receives six points. An individual acting award assigned to a chorus or other group of players counts as only one individual award and shall be allocated the appropriate points. One-Act Play points shall not be awarded for zone, bi-district or area contests. No points awarded to local technical crew awards.

A GUIDE TO UNDERSTANDING THE TALK TAB SOFTWARE

For determining each rank, start at step 1 below.

If that doesn't work, go to step 2, and so on down the page. But remember! Look for the first-place school first. Determine that and mentally cross them off and start the procedure over, looking for second . . . and so on. Don't look and see a school has two 4's and automatically give them 4th right off the bat. That could mess you up!

1. **"Majority Of"**

   Look for first place. If a school has two or more 1's—they got it.

   - Then, look for 2nd place, and so on. The complicated thing about this is to remember the "*or better*" part of it.
     - For instance, if you are looking for who placed 3rd, look for which school has not only two or more 3's, but also 2's or 1's.
     - And remember, for some of the places, you can have more than one school have a "majority of" that particular rank (In looking for 2nd place, both 6,2,1 and 2,3,2 are in the running and you would need to apply the steps below).

2. **Cumulative Total**

   Simply add up the total of the three ranks. Lowest total gets the place.

   - In looking for second place, School A's 2,3,3 equals 8 and would beat out School B's 2,3,4—which equals 9.
   - Or, in the example above, 6,2,1 equals 9 while 2,3,2 equals 7.

3. **Judge's Preference**

   If two schools tie on cumulative total, you break the tie by looking at how each judge ranked those two—2 of the 3 will prefer one over the other.

   - Example: School A has 2,3,4; School B has 3,4,2—what do you do? It looks like a tie but it's not. Judges 1 and 2 both ranked A as the stronger play. Only Judge C thought School B was stronger. Two out of three wins.

4. **Decimal Points**

   Sometimes, however, more than two schools end up with the same cumulative total. If that happens, a decimal thing kicks in that awards points for the three ranks you received.

   - (1.0 for a 1st, .5 for a 2nd, .33 for a 3rd, .25 for a 4th, .20 for a 5th, .17 for a 6th, .14 for a 7th, and .13 for an 8th.)
   - Each school's decimals are added. Highest wins.

- Example: Three schools have a total of 7.
  - School A with ranks of 1, 2, 4 gets 1.0+.5+.25=1.75;
  - School B with ranks of 3,1,3 gets .33+1.0+.33=1.66;
  - School C with ranks of 2,3,2 gets .5+.33+.5=1.33.
- School A gets first place; School B is second.

5. **Unbreakable Tie**

   On rare occasions, this system results in an unbreakable three-way tie. At levels from zone through region, this would lead to a tiebreaker being determined by the ranks on the Acting Judge's ballot. At state, however, we could have co-champions or co-runners-up. And so on.

GLOSSARY

A

Act curtain: Drapery usually located as close as possible to the front of the stage which may be used to indicate opening and closing of scenes and acts.

Acting area: Space onstage enclosed by scenery, drape, or a cyclorama.

Adjudicator: Especially qualified person who ranks and critiques all plays seen in the contest. Certified adjudicators are listed on the TTAO website.

All-Star Cast: Those actors who in the opinion of an adjudicator played roles in a particular contest in a superior manner. (Also Honorable-Mention All-Star Cast)

Alternate: Students declared eligible to serve as replacements for cast or crew members.

Apron: The area of the stage in front of the proscenium.

Approved lists of plays: Lists of long and short plays approved for contest use by the League. The current list may be found by going to the UIL website.

Architectural Trim: Hard but lightweight and portable trim attached to unit set items, such as brick work.

Area contest: A contest subordinate to the regional contest.

B

Back drop: Large piece of soft good with a batten at top used to represent exterior parts of a scene or to mask backstage areas.

Backstage: Area behind the acting area, offstage or out of the acting area and for UIL purposes, the light/ sound booth or light/sound position(s).

Bases (Pylon): Scenic trim attached to the bottom of pylons. Bases shall not be used to elevate the pylon.

Batten: Length of plastic, rope or rigid metal/wood material. Not to exceed twelve feet.

Bi-District Contest: A contest subordinate to the area contest.

Business: Things actors do onstage during performance: walking, eating, sitting, writing, mime.

C

C&CR: Constitution and Contest Rules

Capital: Scenic Device placed on top of pylons.

Clinics/Festivals: Non-contest performances of OAP entries used to critique works in progress.

Company: All persons in a cast or crew involved in the production of a contest play.

Conference: Schools classified for competition on the basis of enrollment in the last four grades in high school. (1A-6A)

Contest manager: Person appointed by district officials and instructed by district play directors and the League to organize and administer the district One-Act Play Contest.

Contest Site: The site includes the stage, building facilities, stage equipment, curtains, rigging, stage lighting instruments and controls. The items that compose the “basic set” must be provided equally to all companies competing in a One-Act Play Contest.

Critique: An adjudicator’s detailed, specific comments about the acting and directing of an adjudicated play.

Curtain line: Imaginary line upon which the act curtain falls or is drawn.

D

Director/Play Director: Fulltime employee of the school district member who produce the contest play from its selection to final performance. See UIL C&CR for Exceptions.

District: Basic geographical conference assignment of schools (below the regional level) for organized inter- school activities to determine representatives to the next level of competition.

District Chair: Chairman of the District Executive Committee.

District Executive Committee (aka DEC): Administrators from schools who are responsible for organizing and administering all League contests in their districts.

E

Evaluation Form: Document created by the TTAO and the UIL Advisory Committee to evaluate the performances, the contest and adjudicators.

F

Festivals/Clinics: Non- contest performances of OAP entries used to critique works in progress.

Flat: Framed scenery covered by cloth or other materials.

G

Gobo: Pattern or template placed in an ellipsoidal light to project a pattern.

Ground cloth/Floor Covering: Any item designed to cover the floor of the acting area.

Ground plan (floor plan): Diagram drawn to scale showing the shape of the setting as viewed from above.

H

Hand properties (hand props): Small items necessary to the play's action which are carried on the set by actors: books, letters, dishes, flowers, etc.

Handbook: Refers to the UIL publication, the Handbook for One-Act Play.

House: That part of the theatre or auditorium in which the audience sits.

L

Leaguer: Online publication of the University Interscholastic League.

Lip: The outer edge of the stage floor. Downstage extreme edge of the apron.

M

Masking: the use of scenic trim to hide parts of the stage or unit set from the audience's view.

O

OAP: One-Act Play.

Official Timekeepers: Adults selected by the Contest manager to time set/strike, running time, scene changes and music effects.

Offstage: Areas right and left of the set or out of the acting area.

Onstage: The acting area of the stage.

P

Panel Judging: A form of judging where three adjudicators are used to select the advancing plays and individual awards.

Performing License/License: a legal agreement between your school and the play's publisher. The license allows your school the right to present the copyrighted play before an audience, typically for a royalty fee.

Planning meeting: Meeting of district play directors held well before the district organizing date where recommendations concerning the One-Act Play Contest are made and forwarded to the District Director.

Play Director/Director: Fulltime employee of the school district member who produce the contest play from its selection to final performance. See UIL C&CR for Exceptions.

Prompting: Providing the performers on stage forgotten lines. This may be done by the performer reading from a script, by another actor, crew member or by a prompter by using cue cards or verbal cues.

Proscenium arch: The picture frame of the stage dividing the house and the stage house.

Pylon: Unit set element.

R

Region: Site designated by the League where contests are held for those schools advancing beyond the district meets. A State subdivision, above the district level, leading to the State Meet.

Rehearsing: Time spent by the company and director developing the performance piece.

S

Scenery: Drapes, flats, ground rows, etc., arranged around or near an acting area to represent interior or exterior scenes.

Scenic Background: Non-essential, decorative scenery that represents what lies behind objects in the foreground

Scrim: Translucent open-weave fabric which may be used as a drop to create fantasy effects or to enhance a sky background.

Script: The written text of a stage play.

SEC: State Executive Committee.

Set additions: Scenery such as special drops, curtains, step units, flats, etc., which are not part of the Approved Unit Set or allowed under contest rules.

Set Up: Placing scenery, props and lights in the acting and offstage areas prior to or during a performance. Set up must be accomplished in 7 minutes or less.

Site Crew: Group of adults and students who help run the contest.

Soft Goods: textiles, such as canvas, used to create drapery, scenery, trim, or masking

Special: A name given to a lighting instrument hung specifically for one show but made available to all companies as part of the basic set.

Spring Meet Director: Administrator in charge of each level's academic and athletic spring contests.

Stage house: That section of the theatre or auditorium from the curtain line up to the ceiling or grid and back to the rear wall.

Stage manager: Adult who oversees the companies backstage. This adult can be the backstage timer. This is the person responsible for getting the contest started and kept on time. They oversee the stage crew.

Standard properties (props): General term referring to articles and materials used on stage by actors or to furnish the setting, usually interior or exterior furniture or substitutes for furniture. Commonly available furniture such as chairs, tables, settees, stools, benches, desks, etc.

State Theatre Director: Person at the UIL office who oversees the operation of the One-Act Play Contest.

Step units: Stairway containing two or more risers covered by treads.

Strike: Removing scenery, props and lights from the acting area during or after a performance. Strike shall be accomplished in 7 minutes or less.

Student Activities Conference: League-sponsored meetings for play directors and students held during September–December at host colleges, universities and schools to discuss and demonstrate methods of improving contests and the quality of educational theatre

Sweepstakes: Overall award given to the school accumulating the most points from the Spring Meet contests.

T

Trim properties (props): All decorative elements related in use to standard or unusual stage properties and used to dress the stage, such as pictures, lamps, clocks, books, ornaments, dishes, etc. Trim properties may also be stage or hand properties if directly used by the actor.

U

UIL: University Interscholastic League

Unit Set (League approved): Flexible and portable modular units described in the “Supplements” of this Handbook.

W

Wings: Offstage space right or left. May also refer to drapes or flats located as masking agents of these spaces.

Workshop: A brief, intensive educational program that is not specific to the one-act play entry.

Z

Zone: Recommended pre-district contests when there are nine or more entries in the district contest

The Pride of Cove
STUDENT HANDBOOK

2025-2026

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Disclosure

Welcome to the Copperas Cove HS Band Bulldawg Band!

By becoming a member of this ensemble, you agree to perform to the best of your abilities and work together with the band directors in making this year's band the finest performing ensemble that our combined efforts can produce. We do not expect every member of the band to be a virtuoso musician or performer. We DO expect maximum effort, maturity, and responsible actions.

In all cases, please report PROMPTLY to all rehearsals, classes, and performances. Practice efficiently and sufficiently to perform at your absolute best every time, all the time. Make YOUR best, BETTER!!

The success of this organization is a culmination of multiple pieces, including but not limited to spirit, pride, dedication, leadership, and cooperation of its members. Certain rules, policies, and procedures are necessary not only to ensure the organization's goals are met, but also to enable us to operate safely and effectively for each member of our ensemble.

To ensure that we can have a safe and successful band program, we have developed this handbook. Its purpose is to ultimately familiarize each band member with:

1. General operation, procedures, and guidelines of the Copperas Cove HS Bulldawg Band
2. The standards by which all band members are expected to conduct themselves

This handbook is not intended to be all-inclusive, as every possible situation and question cannot be predicted in advance; however, a thorough knowledge of these materials is essential to the success and operation of the Copperas Cove HS band programs.

Any and all final decisions/disciplinary actions are at the discretion of the band directors.

The Pride of Cove Band Directors

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Performance Opportunities

Concert & Contest Season

A major part of the Pride of Cove Band program is in the area of concert and sight reading contest. The concert band involves all members of the band and provides the most meaningful musical experience for student musicians. These rehearsals are much more detail-oriented and will require high levels of musicianship. Be Prepared! Sectionals will be a required aspect of this season, dates and times will be communicated well in advance.

Marching Season

The appearance of the band in the public eye is very important. Most individuals from beyond Copperas Cove ISD will see the Pride of Cove Band *only once*. The impression you receive from the public has a great deal to do with the presentation of yourself, the spirit and pride of the ensemble, and the general reputation of the band. We will strive to continually have our image be one that is favorable and reputable in all of our actions. Regardless of where you are, you represent the Pride of Cove Band, Copperas Cove High School, and Copperas Cove ISD!

The following guidelines will apply to FOOTBALL GAMES:

1. Be properly dressed in uniform at all times, unless otherwise stated by a director
2. No food or drink (water is the exception)
3. Sit in your assigned sections; there is to be no "floating" between different sections
4. 3rdf quarter off- During 3rd quarter break, students may use the restroom or visit the concession stand only. Students may remain in the band stands but are not permitted to wander or leave the designated area. All students must be back in their seats and ready to play with 2:00 remaining on the game clock. Do not bring any food back to stands.
5. No one other than CURRENT BAND MEMBERS, DIRECTORS, AND CHAPERONES is allowed to be in the band section without the express permission of the band directors
6. Have flip folder for stand-tune music

The following guidelines will apply to MARCHING CONTESTS

1. Students must travel with the band in Copperas Cove ISD transportation to and from ALL competitions - Permission must be granted in order for students to ride home with parents.
2. Students are required to remain with the band throughout the entire contest.
3. Members are required to wear the following attire
    a. Show shirt, band shorts, long black socks, and band shoes to all contests
4. Contests are public performances, and students should act professionally at all contests.

Color Guard / Winter Guard

The color guard is essential to the effectiveness of the marching band. The color guard provides most of the general effectiveness of the show, dance, and other auxiliary elements in the production. Members of these ensembles, please refer to

the separate Guard Student Handbook for specifics on performances and other elements of the ensembles!

Varsity / Junior Varsity Marching Band

Just like most high school athletics programs, the Pride of Cove Band has a Varsity and a Junior Varsity marching block. The Varsity block is the portion of the band that will march the competitive version of the fall marching production, while the junior varsity block (JV for short) marches an achievable version of the same show alongside the varsity ensemble. While both the Varsity and JV ensembles will perform/participate in the band's public performances and march in the halftime show during marching season, only the Varsity block will march in competitive and UIL contests. While the JV block may not be actively marching during these contests, they will still be required to travel with the band to participate in other roles as needed.

Participation in Varsity Ensemble

Membership in the varsity marching ensemble is not guaranteed. The stipulations of participation include, but are not limited to:

- Grades, attendance, behavior, and marching/visual/musical skill.

Ultimately, the decision of a varsity/JV position will be determined by a director. There is a possibility for movement between ensembles (JV to Varsity or vice versa). Individual spots are NOT guaranteed. Assignment to or removal from is up to the discretion of the directors.

All-Region

All-Region is an extra event that presents students with the opportunity to audition and advance to perform with the ATSSB All-State band in San Antonio, TX, during the TMEA convention.

Wind Ensemble

- Members of the Wind Ensemble will be REQUIRED to participate in the All-Region process.

Symphonic Band

- Members of the symphonic band are required to perform "cuts" of the etudes for a grade. They are encouraged to participate in the all-region process.

Solo & Ensemble

The UIL Solo and Ensemble contest presents the opportunity for students to experience different elements of musical performance through solo or chamber (small) ensemble repertoire.
The following are the expectations for Solo and Ensemble
Wind Ensemble

- Perform a Class 1 or 2 Solo
- Perform a Class 1 or 2 Ensemble - membership/make-up of ensembles will need to be discussed with the band directors

Symphonic Band

- Perform a Class 1, 2, or 3* Solo
- *ONLY FRESHMEN ARE ALLOWED TO PERFORM A CLASS 3
- Perform a Class 1 or 2 Ensemble - membership/make-up of ensembles will need to be discussed with the band directors

Copperas Cove ISD Private Lesson Policy

What are private lessons?

Private lessons offer students a unique experience that he or she cannot receive in a regular classroom setting. Students will meet with a private instrumental specialist

specific to their instrument once a week at an arranged time. Lessons can be either 25-30 minutes or a full hour. During this time, students receive specialized and full attention from the instructor. Lessons are geared towards helping our students become truly great musicians by focusing on what they need to progress and improve their musical skills. While we, as a band staff, strive to give our students the diverse and individualized attention they may need, we are limited simply by time and ensemble sizes. It is because of this that we supplement students' music education with these specialists.

Participation

Members of the wind ensemble will be required to participate in regularly scheduled lessons. Financial Aid will be available for students. See Mr. Morales for aid application.

Members of the symphonic band will be highly encouraged to participate in these lessons but will remain optional.

For more in-depth details on the CCISD private lesson program, including:

- Fees
- Responsibilities (student and instructor)
- Financial considerations/assistance
- Absences, tardiness, and termination of lessons

As well as the enrollment form, please refer to the CCISD Private Lesson Policy forms.

Attendance

Attendance

The complete schedule of events is made available for students and parents at the beginning of the semester (for marching season). All rehearsals, clinics, contest days, and football games are on the calendar. It is the expectation of the Copperas

Cove Band programs that members are in attendance at all of these scheduled events for the program to reach its full potential.

Doctors' appointments, hair appointments, personal business, tutorials, etc., should be made in the afternoons, Wednesday/Thursday, if possible.
Exceptions may be made for special circumstances. Please communicate well in advance for these occasions.

The Copperas Cove High School band will refer to campus and district absence policies as well as our own. Please communicate absences (excused or otherwise) to campus secretaries, AS WELL AS Copperas Cove ISD band directors. This allows for an open source of communication.

Determination of excused vs unexcused will be at the discretion of the CCISD absence policy and the band directors.

All rehearsals are a part of the Copperas Cove HS band curriculum and, as such, are included as part of the band grading. An unexcused absence from a rehearsal is subject to, but not limited to, suspension from public performances. Multiple unexcused absences may result in loss of varsity/non-varsity positions/band placement, or removal from the band program.

Performances

All performances are required. Unless academically ineligible, students MUST be in attendance for performances with their prescribed music ensemble. This includes, but is not limited to,

- Marching Band, Concert Bands, Solo and Ensemble contests, etc.

For an absence from a performance to be considered excused, it must be communicated to the primary director of the affected ensemble AT LEAST THREE

(3) WEEKS before the absence. Directors, in conjunction with Copperas Cove HS administration, if necessary, as to whether the absence is excused or unexcused will be determined after communication has been made.
Any unexcused absence from a performance may result in, but is not limited to, the following:

- Movement from Varsity Block to Alternate (marching band)
- Suspension from band trips (Away games, spring trip, off-campus performances)
- Suspension from Home football games
- Multiple occurrences may result in loss of other privileges and/or removal from the band program

Sectionals

Although not specifically listed in calendar events (for marching season), there may be times when specific sections need more work. Sectional times as needed will be communicated as well in advance as possible. Students are expected to participate in these sectionals.

For the concert and sight reading season, there will be required sectionals weekly that will be laid out on the spring calendar. Again, all students are expected to be in attendance during their specified sectional time.

Unexcused Tardy Policy

Students are to be punctual to all rehearsals, performance call times, and any other band-related event. The safest policy for the individual is to arrive 15 minutes before the set call time.

In the event of a tardy, the student will be subject to disciplinary action by the director at the time of the occurrence. 3 unexcused tardies will result in an absence.

Grading

The majority of band assignments are set to meet the TEKS established by TEA and recommended by TMEA for fine arts classes. Band is NOT a class where a blanket participation grade is given or where a 100 is given for the six weeks based solely on attendance at rehearsals and performances; in neither instance do those scenarios align with/meet TEA expectations as well as CCISD grading policies. The Copperas Cove HS band classes will follow the grading guidelines set forth by CCISD. Each class will have formative and summative assignments and grades for each grading period. These can be, but are not limited to;

- Pass offs
- Sectionals
- Playing Assignments
- Visual Assignments

These assessments will most always have a deadline; however, students will be presented with the opportunity to re-test/play for a higher grade after the deadline or until the end of the grading period. Final decisions are at the discretion of the band directors.

As well as the aforementioned summative and formative grading examples, ensemble rehearsal skills may also be included as evaluations during the grading period. Ensemble rehearsal skill evaluations will be made at every rehearsal, including those taking place outside of the school day.
These "Ensemble Skills" include but are not limited to:

- Attendance at all rehearsals, sectionals, and public performances (unless absence is excused)
- Being in place, warmed up, and prepared for rehearsal at the time rehearsal is to begin
- Having all of your music, a pencil, your instrument in optimal condition, and all accessories required by the music
- Being actively engaged throughout the entire rehearsal
- Having your part prepared before rehearsal
- Show effort in becoming better than you were when you walked into rehearsal

Eligibility

Statistics have shown that students in a musical ensemble make one letter grade higher than most other students on average and perform above-average on

achievement/standardized tests. However, eligibility is determined by the grade that is earned in classes (including band). If a student is struggling in a class, they are HIGHLY encouraged (at times even required) to attend tutorials to get extra individualized attention. Do not be afraid to ask for help; chances are, there is someone else in the band who is proficient in what you struggle with. There is always someone willing to help you succeed!

UIL No-Pass, No-Play

In order to encourage students to maintain focus on core academics, UIL instituted the "No-Pass, No-Play" rule.

Any student who does not maintain AT LEAST a 70% average in each of their classes during the first six (6) weeks grading period, and again at the first nine (9) weeks grading period, will not be allowed to participate in any extracurricular activities in the following grading period. This is specific to marching band.

For HONORS classes (Pre-Ap, AP, and Dual Credit), according to district and UIL policy, are EXEMPT from this rule. Students are strongly encouraged to pass ALL classes regardless of classification; however, honors classes will not affect eligibility or lack thereof.

All College Board Advanced Placement (AP) courses offered in all disciplines are eligible for exemption of "No Pass, No Play". • All classes identified as Honors course are in the disciplines of ELA, Mathematics, Science, Social Studies, Economics, or Languages other than English are eligible for exemption from "No Pass, No Play". • All Dual Credit courses taken for ELA, Mathematics, Science, Social Studies, Economics, or Languages other than English as part of the Foundation School Program with an Endorsement are eligible for exemption from the "No Pass, No Play" rule. • All Career and Technical Education (CTE) courses taken for Mathematics or Science credit as part of the Foundation School Program with an Endorsement are eligible for exemption from the "No Pass, No Play" rule.

Students may regain eligibility after the progress report (, if the student is passing ALL (with the exception of honors classes) of their classes with a 70 or higher (60 or higher for PAP/AP courses).

Eligibility or lack thereof goes into effect the Friday after progress reports or report cards are released.

CCHS Band Hall / Fine Arts Facilities & Equipment

The facilities and equipment that we have here at CCHS are among the nicest in the area. It is the responsibility of all band members to keep the equipment and areas provided as pristine as possible. Not only are they to be kept in the best shape possible, but the

facilities and equipment need to be treated with the respect that they are due. Instruments are expensive. Facilities are expensive. Uniforms are expensive.

Band Hall

The band hall is our base of operations and should be treated with dignity. The following guidelines are to be followed regarding the CCHS band hall, which include but are not limited to:

- NO food or drink inside the band hall rehearsal/locker room areas without the express permission of a director. Water is permitted.
- NO ONE other than band members and band parents is allowed in the band hall without the express permission of a director.
- ALL doors leading outside are to remain locked and closed. NO ONE is to enter through these doors from the hours of 7:30 am - 4:15 pm. If a student is late to rehearsal, they must enter the school through the cafeteria or main entrance.
- No food is to be stored in your instrument locker.
- Directors' offices are to remain free of student belongings and are not to be used as a walkway between band halls

School-Owned Instruments

Students are provided with the opportunity to check out instruments in the CCHS band program. It is the responsibility of the student to maintain the instrument in all aspects, including playing condition and appearance.
An instrument checkout form MUST be filled out with a director. Failure to abide by the agreement may result in loss of instrument checkout privileges and/or the need for compensation for damages.
Students should NOT swap instruments with other students or the band inventory without the express permission of a director.

NO STUDENTS, OTHER THAN PERCUSSION STUDENTS, SHOULD PLAY OR TOUCH PERCUSSION EQUIPMENT.

Uniforms

It is a privilege to wear any uniform of the Copperas Cove High School Band program. Whether it is a marching band uniform, concert attire, or color guard costume, the same standards apply. Be sure you have all of the parts of your uniform for all performances. All uniform parts must be worn correctly or not at all.

Never attempt to "fix" your uniform on your own. See the band staff or parents to resolve these issues. If your uniform does not meet the standard that the CCHS band requires, there will be consequences equal to the action.

Marching Uniform Guidelines
All marching band uniforms are to be treated with respect. It is a privilege to have CUSTOM show toppers for each show that the band performs.

- Under the topper and bibber's members are required to wear their show shirt, their CCHS black band shorts, and long black socks.
- Baggy or bulky shorts, jeans are never appropriate to wear with the uniform.
- Hair must not touch the collar of the uniform and should be kept in a "show bun" under the shako.
- Hair must be a NATURAL color.
- No jewelry is to be worn while in uniform. The only exception will be stud-style earrings.

Concert Attire
UIL concert and sight-reading is a professional evaluation of our band programs. The attire worn for this event needs to reflect that. The CCHS concert ensembles will wear "concert uniforms" at all concerts, unless specific instructions are otherwise given by a director.

Gentleman

- White, long-sleeved, collared, button-up shirt. One that fits appropriately and can be tucked in.
- Black Slacks or dress pants
- Black belt (Belt is optional, color of the belt is not)
- Solid black dress shoes
- Black socks

Ladies

- Long black dress - below the knee OR Black dress pants with black dress shirt.
- Fit needs to be appropriate for school/professional occasions
- Black dress shoes and black pantyhose/stockings

Letter Jackets

To qualify for a letter jacket, students must earn a minimum of ten (10) points over the course of one (1) school year. Points will be earned in one (1) area of activity (Band, Color Guard, etc.) Students may earn only one (1) major letter award during their high school career.

BAND AND COLOR GUARD GUIDELINES

Band members may earn points in the following manner:

- Three (3) points for gaining membership through audition into the All-Region Concert Bands.
- Two (2) points for gaining membership into the Freshman All-Region Band.
- Four (4) points for advancing to the All-Area Audition.
- Three (3) points for performing a Class I, II or III Solo at the UIL Solo & Ensemble Contest and earning a Superior (First Division) rating.
- Two (2) points for performing a Class I, II or III solo at the UIL Solo & Ensemble Contest and earning an Excellent (Second Division) rating.
- Two (2) points for performing a Class I, II or III ensemble at the UIL Solo & Ensemble contest and earning a Superior (First division) rating.
- One (1) point for performing in a Class I, II or III ensemble at the UIL Solo & Ensemble Contest and earning an excellent (second division) rating.
- Three (3) points for performing in a solo or ensemble at the State Solo and Ensemble Contest.
- Two (2) points at the end of their first year of satisfactory participation. A student who is ineligible for any extra-curricular activities during the year will forfeit these participation points.
- Five (5) points at the end of their second year of satisfactory participation. A student who is ineligible for any extra-curricular activities during the year will forfeit these participation points.
- Ten (10) points at the end of their third year of participation.

Color Guard members may earn a letter jacket in the following manner:

- By participating in four (4) full productions (fall and/or spring competitive seasons) while maintaining extra-curricular eligibility during each of the four competitive seasons.
- By the CCHS Winter Guard team placing 1st at the Winter Guard State Championships.

GENERAL GUIDELINES

Any member applying for a letter jacket must have been academically eligible for all UIL and TMEA events during the current school year. For band or color guard students who join the band program during the middle of their high school years, we will give participation credit for years that they were in band or color guard at their previous school(s). Jackets will be ordered in the spring for summer delivery.

Public Performances and Travel

Conduct

All members of the CCHS band program are always expected to exhibit conduct beyond reproach, both in and out of band settings. By the time a student reaches high school, they should know how to behave appropriately. The high standards set by the Copperas Cove HS band will be strictly enforced. Poor behavior is a sign of a lack of maturity, pride, and concern for the band program. Members who continually display inappropriate conduct and/or violate school policies may receive consequences in the band program as well as through CCHS administration. These consequences may include, but are not limited to, loss of performing privileges, being moved to a lower-level band class, and/or removal from the band program entirely.

Travel

CCHS Band students are to ride to and return from all football games, marching contests, concert contests, and additional events as a group via CCISD transportation. On rare occasions, due to emergency, family commitment, or other CCHS event necessities that a parent may provide transportation to and/or from a band event. In these instances, the following will apply:

- A director must be notified
- A director must receive an email or a written note from the parents
- The student must either check in (if being brought to the event) or be checked out (if leaving the event) by a director with the parent.

This protects the CCHS band program, CCHS, CCISD, the parents, and most importantly, the students.

Football Games

Football games are one of the most exciting parts of being a member of the Bulldawg Band. We are there to have fun, support the team, and perform at our highest level. Band members can (and at times are expected to stand up, cheer, and dance in support of the team throughout the game; however, they should always remain in their assigned location. It is always important to be aware of the important equipment that is around you at all times, and be ready to play at any given moment (that is why we are there after all!). Students are always required to hold their personal assigned instrument while in the stands - damage to

the instrument will be the responsibility of the student to whom the instrument belongs or to whom the instrument is checked out.

ONLY CURRENT BAND MEMBERS ARE ALLOWED IN THE BAND AREA AT FOOTBALL GAMES

Overnight Trips

Any overnight trip will be governed by the policies of CCISD concerning approval, administration supervision, eligibility, and absences. All students and parents will sign a Code of Conduct agreement BEFORE leaving on the trip. This form will outline in detail all conduct, punctuality, discipline policies, and expectations for the students while on the trip.

Pride Of Cove Band Booster Organization

The Pride of Cove Band Boosters is a non-profit organization that includes very active parents and volunteers. The Boosters raise funds through the sales of concessions, fundraisers, and various other means throughout the year. The Boosters provide funding for many things, such as meals, private lessons, scholarships, supplies, etc. The Boosters are also very active in support of the band by volunteering to serve meals, chaperones at away games, band trips, and so much more!
The Boosters meet once a month during the school year to review financials and prepare for upcoming events.
We invite all band parents, friends, and family to join us in support of the Pride of Cove Band!

Implementation of Handbook Rules

All rules, regulations, and expectations of the Pride of Cove band will be upheld for each student who is enrolled in the band program at all times, ***regardless of whether or not the Band Agreement Form has been signed and returned by every student.*** This is to maintain the efficient operation, positive reputation, and safe, successful environment of the CCHS Bulldawg Band, and more importantly, the physical/mental/emotional safety and well-being of EVERY person involved with the Pride of Cove Band. This agreement also means band students will follow all CCHS Student guidelines as detailed in the Copperas Cove High School Student Handbook.

Conclusion

This document is intended to guide the decision-making process for Directors, parents, and students of the Copperas Cove High School band program. It is again not intended to be an all-inclusive list of rules and regulations. It is impossible to lay out and discuss each scenario that our band program could face. Directors of the CCISD band programs will always use their best judgment to evaluate and interpret each situation and make decisions that are in the best interest of the membership.

Please remember that the purpose of this handbook is to provide information and create a framework within which important decisions can be made. Diligent adherence to these ideals and principles will allow our program to continue to prosper and be successful.

PURPOSE

The purpose of this organization shall be to encourage participation in and recognition of scientific and intellectual thought, to advance the students' knowledge of classical and modern science, to communicate with the scientific community, to aid the civic community with its comprehension of science, and to encourage students to participate in community service and, in turn, encourage a dedication to the pursuit of scientific knowledge that benefits all mankind.

ARTICLE I. Name and Objectives

- The name of this organization is the Copperas Cove High School Science National Honor Society (CCHS SciNHS)
- The Objectives of this organization are to:
    - Encourage and recognize scientific and intellectual thought
    - Advance students' knowledge of classical and modern science
    - Communicate with the scientific community
    - Aid the civic community with its comprehension of science
    - Encourage students to participate in community service which will employ scientific principle and in turn ,benefit all humankind

ARTICLE II. Membership

- Membership is an honor bestowed upon a student.
- A member must be in the last two years of secondary school education but exceptional sophomore students can be accepted into the chapter, in accordance to the guidelines of the chapter.

Section 1. Eligibility. Membership in the Society is open to students at Copperas Cove High School (CCHS). Potential applicants must:

- be at least a sophomore
- have completed at least one (1) honors or advanced level science course
- have at least a 3.5 unweighted grade point average (GPA) across all science courses
- have at least a 3.0 GPA overall unweighted GPA
- NOT have *any* disciplinary problems on record at the administrative level
- commit to attend one monthly meeting of the CCHS SciNHS scheduled meetings
- commit to attend at least one (1) community service event.

A member must maintain behavior that is acceptable to the guidelines as outlined by the CCHS and CCISD code of conduct. Any inappropriate behavior as outlined on the district's and campus student code of conduct , whether or not a disciplinary action is taken, will be subjected to review by an advisory panel consisting of Science NHS advisors, administrator, and counselor; this includes any behavior that violates the ideals of the Science National Honor Society.

- Members who fail to maintain all requirements according to these bylaws will not be eligible for graduation recognition as being a member in good standing of the CCHS SciNHS.

Section 2 Induction.

- Induction of Members will take place during the spring semester of each school year.

Section 3 Members In Good Standing, Probation, and Dismissals.

- Members in good standing, shall maintain required GPA, meet required attendance for meetings and community service, fulfill all fiscal obligations to the CCHS SciNHS and adhere to Section 1.
- Members who fail to maintain all requirements according to these bylaws will lose their good standing status, be subjected to probation, and possible dismissal. Further, any student not in good standing will be ineligible for graduation recognition as a member of the CCHS SciNHS.
- A student may be dismissed if he/she violates the standards, obligations, or ideals of the CCHS SciNHS. The process for dismissal follows the pattern of probation, formal notification, opportunity to regain good standing and failing that, dismissal. This process will suffice for most infractions. However, the advisory panel reserves the right to revoke membership and to immediately dismiss members who commit serious offenses against the CCISD Student Code of Conduct or violate the ideals of the Science National Honor Society.

- The member will receive written notification of the reason for possible dismissal from the advisory committee.
- The member and advisory committee will discuss the written notification in a conference.
- Should dismissal be warranted, a letter will be sent to the principal, student, and parents.

ARTICLE III. Meetings

- The CCHS SciNHS shall have regular meetings during the school year on days designated by the officers and the advisory committee.
- The officers shall duly notify all active members of Chapter meetings.
- All meetings shall be open meetings and shall be held under the sponsorship of the advisory panel.
- All members shall be required to attend the monthly meeting.

ARTICLE IV. Chapter Activities/Community Service Events

- This chapter will be involved with hosting community science events.
- Students will participate in fundraising and community service projects that will be designed to assist science education.
- All chapter members are required to present one brief scientific lecture annually.

ARTICLE V: Officers

- The officers of this chapter, their duties, and the method of their election shall be available prior to elections.
- The elected officers will comprise the executive board.
- Elected officers shall be a President, a vice president, a treasurer, a secretary, a community outreach officer, and historian. In addition to the specific duties and responsibilities listed below, the officers shall assume other duties and responsibilities as required of their respective offices.
- It shall be the duty of the officers to attend meetings.
- It shall be the duty of President to preside at all the meetings of this chapter and represent the chapter at public occasions.
- It shall be the duty of the Vice-President to fulfill the duties of the president in her/her absence.
- It shall be the duty of the Community Outreach Officer to coordinate all community service projects.
- It shall be the duty of the chapter Secretary to keep accurate minutes of each meeting, a record of all business, and a record of attendance by the members. These records should be provided to the chapter advisor when the term of the chapter secretary ends. Records should be stored, if possible, in electronic format. The chapter secretary shall also be responsible for publicizing the events of the chapter and keeping its members informed of those events.
- It shall be the duty of the Treasurer to keep an accurate account of the receipts and disbursement in accordance with school regulations.
- It shall be the duty of the Historian to keep an accurate record of the society's activities and achievements throughout the year by taking/collecting photographs, articles, and/or other similar types of materials that are important to the society.
- Members seeking to hold office are required to submit an application in order to be considered for election.
- Election of officers shall take place in the spring semester of each school year.
- Election results will be determined by simple majority of membership votes cast.
- All chapter officers are required to present one brief scientific lecture annually.

ARTICLE VI. Dues

- Annual dues for this chapter shall be $25.00. Dues go toward chapter expenses.
- Dues must be paid in full not later than February 1st.

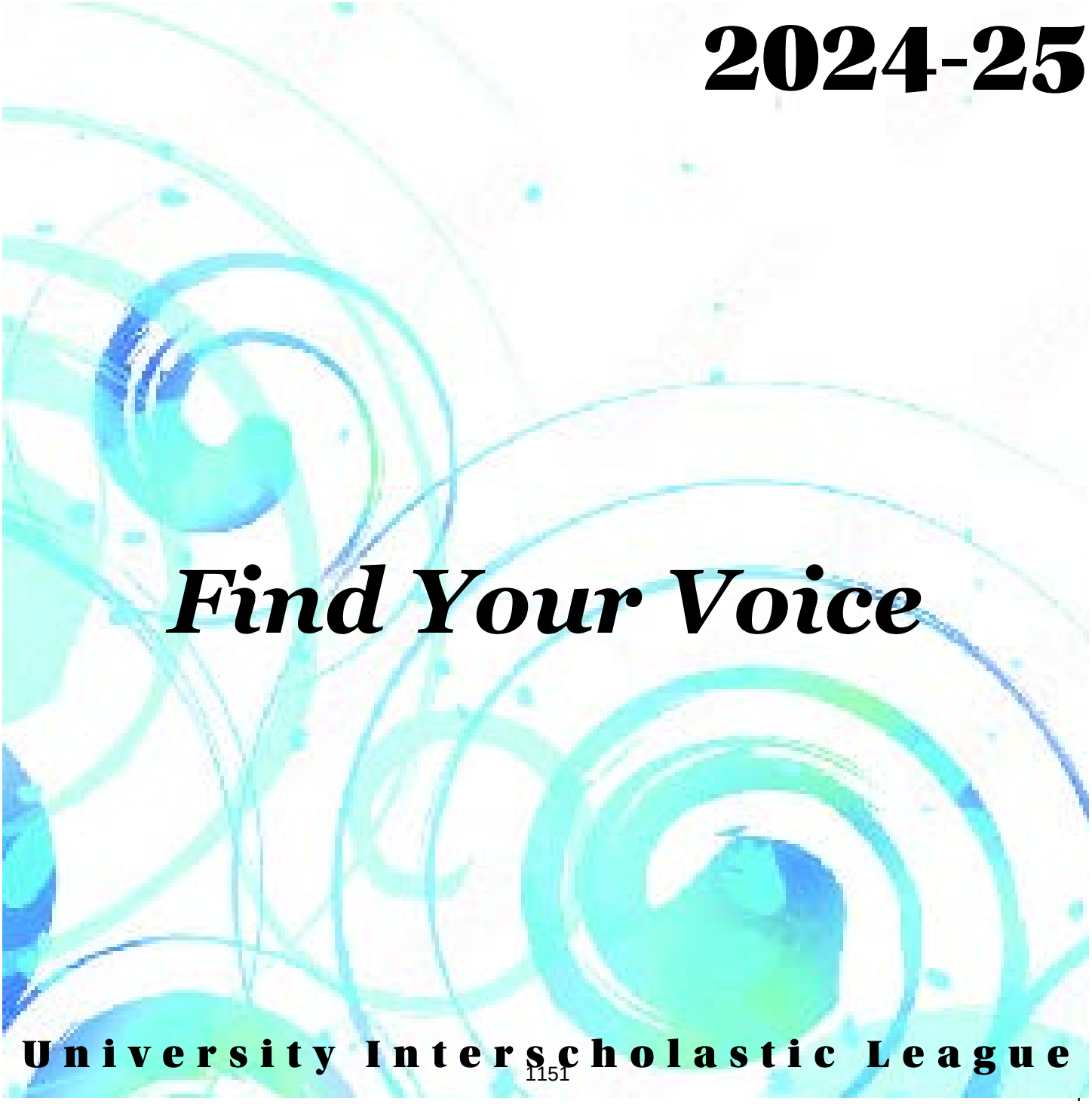
ARTICLE VII. Amendments

These Bylaws may be amended in accordance with the following due process,

- All proposed amendments must be presented at a Chapter meeting and than published on the Chapter's website for 30 days prior to any scheduled vote.
- Passing a proposed amendment requires the affirmative vote of two-thirds of members in good standing, physically present at the scheduled Chapter meeting.
- All amendments to these Bylaws shall be in harmony with the Constitution of the Science National Honor Society of Secondary Schools.

Prose and Poetry Handbook

2024-25



University Interscholastic League

This button is found on the UIL Speech home page https://www.uiltexas.org/speech

preface

UIL oral interpretation events are a favorite among students and coaches. Perhaps that is because the goal of oral interpretation is not only to discover, but then to share, and what joy comes from sharing literature with an audience! Those moments create a special bond between the literature, the reader, and the listener.

Since oral interpretation is an art of recreation, every piece of literature presents its own challenge. While there is no absolute "how-to-do-it" formula, I do believe that the basic principles of analysis and presentation included in this book will prove useful. As you will discover when you review different judges' evaluations of your performance, each judge brings his or her own perspective about performance. My hope is that this handbook will help you ultimately achieve a balance between literary analysis and interpretative technique, which is essential to the art of oral interpretation, and that the information provided within its covers will equip you to make decisions about your approach to your own performance. Of course, no book can or should replace the teaching role, so I encourage you to review and evaluate the concepts in this publication with your UIL coach for application.

The growth you experience as you search for literature through extensive reading, as you analyze to comprehend the true essence of the literature, and as you prepare for the performance moment, will be incredibly meaningful. In the midst of working diligently to achieve goals as a UIL competitor, I hope you won't forget to fall in love with literature, to find an affinity with gifted authors, to "feel" the words of the writers down deep in your soul, and to grow as an individual because of your encounter with oral interpretation as an art, not simply as a contest — in order that you may be forever changed by its magic.

Jana Riggins
UIL State Speech Director

about this edition

About the authors

The latest edition of the UIL Prose and Poetry Handbook was written and edited by Jana Riggins, current UIL Speech Director. Additionally, the handbook includes valuable contributions from earlier directors and input from members of past and present State Prose and Poetry Advisory Committees whose contributions are greatly appreciated. This entire group is quite diverse in their philosophies of oral interpretation, which enhanced the variety and depth of this handbook. Special thanks to M'Liss Hindman, Director of Forensics at Tyler Junior College.

About the categories

A committee of high school coaches and university faculty is formed to choose new prose and poetry categories each time they change. Serving on the latest committee were: Larry Bailey, Judson HS; Andrew Barrett, Cypress Creek HS; Gary Brister, Hico HS; Stef Cambra, presently at Drury College; Mellessa Denny, Amarillo HS; Shawn Duthie, Holliday HS; Emily King, Liberty Hill HS; Ann Shofner, retired, Amarillo; the late Johnny Trillayes formerly at PSJA Southwest HS; Martin Vela, Corpus Christi King HS; and M'Liss Hindman, Tyler Junior College, Director of Forensics. UIL State Speech Director Jana Riggins chaired the committee.

About the handbook

This handbook is essential reading for both coach and contestant. It contains rules and contest procedures particular to UIL Prose and Poetry contests you must familiarize yourself with to be successful in UIL competition. It also includes theory and instruction on oral performance of literature.

About the future

The interpretation categories will continue to change on a regular basis. Your opinion and suggestions are valuable. Visit our website to submit literature categories you believe would be educationally beneficial for our students. We would also welcome comments about this handbook, including what additional information you feel would be helpful. Specific category rulings are updated on the UIL website throughout the competition year.

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1 Welcome to Oral Interpretation

I'm not my father's son. Well, I am, except you wouldn't know it. That's because my father is an athletic coach. I am not.

My dad coaches football, basketball, volleyball, and baseball. My hand-eye coordination is so bad, I'm not sure the two have actually met. So, instead of spending the majority of my childhood with some type of ball in my hand, I was always holding a book. Some of my earliest memories involve literature. I don't know what it feels like to hit a homerun, but if it's anything like what I felt upon receiving my first library card, I can understand why people love the sport so dearly.

Baseball may be America's favorite pastime, but reading has always been mine. The first time I read Pippi Longstocking, I neared the final chapter as my mom called out from the other room, "Bedtime! Lights out!" Instead of going to sleep after obediently flipping the switch, I used the glow of a Happy Meal toy I received earlier that day as a flashlight to read the last pages.Don't get me wrong. My interests may differ wildly from my father's, but our personalities are similar. My competitive nature just manifests itself differently. In elementary school, I would spend Saturdays sitting in my room with a Laura Ingalls Wilder book having "races" with myself to see how many pages I could read during specific increments of time. Little did I know, in high school I would discover an activity which allowed me to combine my love of poetry, performance, and a little competition.

When I first walked into Beth Huse's classroom, I told her I wanted to find out more about an event called Poetry Interpretation. By the end of that day, she had Ron Koertge's Shakespeare Bats Cleanup in my hands. I finished the book of poetry before I even made it home. The narrative poems tell the story of a teenage baseball player who was benched after contracting mononucleosis. During this time off, he discovers a poetry book in his dad's den as well as a new found love of verse. It was the mirror image of my own father-son story. A couple of weekends later, I walked onstage to accept my first medal for my performance of a cutting out of that book.

We all have our own origin story as we are. It is my hope on our journey that none of us forget where we started. I went from receiving awards for my performances to now standing behind my students on the UIL stage as they receive their own. Over the years, I've been fortunate enough to turn my love for this activity into a career.

It seems only fitting that my career started with a nod to my unexpected heritage when the principal who hired me announced to his administration that Mr. Fugler would be the new Speech and Debate teacher. One of the assistant principals--a former coach--asked "Fulger? What's he know about speech?" When she later retold that story and stressed her disbelief that I could be my father's son, I responded, "Sure, my dad may coach sports, but I coach speech. We have different interests, but share the same competitive nature."

Admittedly, I still correct students when they call me "Coach" Fulger, saying that's my dad. But when I think about it, this activity has helped me come to respect our similar personality traits while also celebrating our differences. To borrow a line from my poetry introduction for that very first program, "The apple may not fall from the tree, but that won't stop it from rolling down the hill and off the cliff." And that's okay.

JP Fugler
Lindale High School

"The rhapsode should also interpret the poet." ***Socrates***

How Did We Get To Here?

In the days of Vaudeville, a favorite act was the One Man Band, in which a musician appeared wearing a vast array of musical instruments — banjos, washboards, mouth organs, bugles, tambourines, and even cymbals attached to his knees — which he somehow managed to play, all at the same time, to the delight and amazement of his audience.

The oral interpreter does even more incredible things. He is a public speaker reciting introductions and transitions. He is a performer playing many roles, both male and female, as well as an occasional inanimate object. He is a critic, examining every word of the text and sub-text, sharing his own interpretation, always in search of the perfect performance. He is a narrator supplying the author's thoughts, images, moods, and tones. He is the whole technical crew, providing settings, stage directions, and sound effects. At the same time, he is a part of the audience, observing, analyzing, and enjoying the author's material. And all the while, *he must still maintain his own identity*. A formidable task, indeed!

Oral interpretation, the oldest of the speech arts, has roots and a history that go back to the beginnings of man, long before the written word. Undoubtedly, on long winter nights by the light of camp fires, early man told tales of his battles, his victories, his romances, entertaining and amazing his family and friends. After a while, these tales became the history of his tribe and were considered holy and revered by all, as was the teller.

In Greek times, this teller of tales was called by the name "rhapsode" (coming from the Greek root meaning "to sew" or "stitch," no doubt referring to the numerous tales that were "stitched" together for his program). The rhapsode, carrying a lyre to accompany himself and a myrtle staff, made his living traveling from place to place, reciting Homer's *Iliad* and *Odyssey,* inspiring and moving his listeners with historical and religious tales. In time, these works were written down and became the Western World's first literature.

The Romans, with poets such as Virgil, Horace, and Ovid continued the tradition, as did the Church during the Middle Ages. Outside the church, there were the troubadours and minstrels, traveling about singing and juggling, who spread their tales and histories across the centuries, leaving behind the great national epics such as *Beowulf, Cid, Nibelungenlied,* and *The Song of Roland*. When literacy increased as a result of the invention of the printing press, storytelling and reading were taken over by the common people. Thus we have Chaucer's *Canterbury Tales*, in which the characters themselves take turns telling stories. Offspring of these epics are the novel, poetry, and short stories of more recent times.

The Nineteenth Century made "super stars" out of such authors as Charles Dickens, Harriet Beecher Stowe, and Mark Twain, who toured and "won" the West, doing what people have always done, reading to others.

In our own century, the radio, that tiny little electronic rhapsode, captured imaginations around the world, teaching us once again that suggestion can create anything and everything in the mind. More recently, London and Broadway have mounted critically acclaimed productions — *Don Juan in Hell, John Brown's Body*, and the eight hour *Nicholas Nicholby*.

It is not surprising that students in Texas high schools are so fascinated with the oral interpretation of prose and poetry. The rhapsode is very much still with us. Audiences are waiting. Long may the interpreters continue!

Where Are We Today?

While oral interpretation of literature finds its roots in the traditions of storytelling, it has emerged as a distinct art form. And like other forms of art, it continues to evolve in both the material that is used and the manner in which that material is presented. Oral interpretation can be defined as the art of sharing literature from the author through the performer to the audience. Each of these elements is crucial to the final product of oral interpretation as a UIL contest activity.

There remain wide differences in philosophies of "the right way" to perform oral interpretation of literature. In the 1950s and continuing into the 70s, educators were often taught that oral interpretation should be limited entirely to the use of the voice and facial expression, and that any use of the body was inappropriate, as it constituted "acting." Then in the 90s and earlier this decade, many educators still taught that interpreters shouldn't move out of the imaginary 'box' that was around them and that interpreters should never move their feet. More recently, colleges and universities have favored the "performance" approach, where almost anything goes, so many younger teachers and others who work closely with collegiate faculty and workshops have a different perspective. You may have already heard professionals speak of "crossing the line" between interp and acting, or you may find comments on your performance critiques that deal with this issue. Many coaches and competitors are asking: "Where is the line? What does it mean, and how does anyone know when they've crossed it?"

There are several elements of the contest rules which should help in answering these questions for UIL competition. First, the *Constitution & Contest Rules* clearly defines the goals of the oral interpretation contests in UIL as "literature in performance through expressive oral reading." While actors have the use of the full stage space, costumes, settings and props, and other characters on stage, the interpreter is required to provide all these elements through suggestion. The essential role of the narrative in prose or poetry means an interpreter has a unique communicative role with the audience that is not present in stage productions. The key is "believability." An audience (which includes judges) can imagine several different characters, established through the use of voice, focus, and posture to distinguish individuals, and settings that could seldom if ever be accomplished on stage, established through narration. When exaggeration leads them to focus on the technique you use rather than the material you are conveying, often believability is lost.

A second element of UIL competition in oral interpretation is the required use of a physical manuscript, intended to keep the focus of the performance on the literature itself. Actors memorize their lines, and "become another person" while they are on stage. Interpreters use a script (even if they are so familiar with it that it isn't necessary) to portray a number of diverse characters, often including a narrator who communicates directly with the audience. Probably nothing interferes with believability more than watching someone who holds a script but never uses it, or someone who uses that script in a way that blatantly contradicts the fact that it contains the literature that is being performed. Again, suggestion works, exaggeration seldom does. But there are no rules that say how many times a contestant must look down at each page. The best advice is for performers to look down at their pages 'in character' and at appropriate times (for instance NOT in the middle of a description of some specific action.) During rehearsals, plan when you look down and also plan when each page should be turned. Again use judgement and avoid turning pages in the middle of sentences or in the middle of describing some action/scene, etc.

A third consideration is the guidelines for use of the body and movement in these UIL contest activities are provided. The contest rules indicate: "Responsive use of the body (i.e. spontaneous changes in posture, gesture, and place-to-place movement) is permissible. However, this active use of the body should: (A) be appropriate to the demands of the selection, (B) be a natural outgrowth from the literature to be performed, and (C) be limited in scope." Coaches and contestants should realize that judges will apply their own opinions to what they value in style and delivery and that these opinions will vary from judge to judge. This doesn't mean that an interpreter can't do some limited movements suggesting larger concepts being described; it just means that it is one of the difficult choices an interpreter must make. Judges are never going to agree totally with every performance. That is why the majority of contests require at least three judges for finals.

This doesn't mean that interpreters are restricted to a mechanical presentation of literature, where the emotional texture of the material cannot be experienced through performance. The vast majority of successful competitive performances are those which fall into the middle realm between little physical involvement with the presentation of literature, and contestants who act as though they were "on stage," when everybody in the audience knows they are not. Most UIL judges recognize and maintain a real distinction between acting events and interpretation events, and appreciate contestants who truly "share literature from an author through the performer to the audience." Actors "become" a character completely with their voice, posture, walk and more, while interpreters suggest by using their voice and posture and, only when appropriate, other movements. Actors talk to other characters on stage, while interpreters create the sense that the other character or characters are there. Audiences share in the experience if they can see *in their minds* what you are creating. As for "Where is the line? What does it mean, and how does anyone know when they've crossed it?" That is totally opinion. And current performance theory indicates that a contestant shouldn't be concerned about the "line" so much as that their performance is realistic and true to the literature.

The bottom line? Make the literature come to life with the words you are speaking. Embrace the power inherent in the words themselves. Your analysis and understanding of the literature should be your guide as you make performance decisions about how to share the selection with an audience in a way that keeps the focus on the author's work rather than on performance technique. Work with your coach to understand the various philosophies of oral interpretation that are generally accepted in your area. The subjective nature of performance of literature means that opinions about performance styles will vary from region to region and even from one district to another. That should not discourage you but should motivate you to become the best interpreter you can be and to make each of your performances believable so that you will move your audience. In learning these skills you will become more confidant in your abilities which will only benefit you in the future. Enjoy learning.

2 Getting Started

As you begin to immerse yourself in oral interpretation not only as an art form but also as a forensic activity, the most important initial step is gaining knowledge of the contest rules and procedures. It is critical to read the UIL rules carefully because adherence to the details is essential for success in competition. They are provided in this chapter for you to study carefully and completely.

Section 1000: SPEECH

(a) EVENTS AND ENTRIES. The UIL speech program shall consist of events divided into three basic skill categories: debate, oral interpretation and extemporaneous speaking. Students are permitted to enter two events in speech, and Cross-Examination Team Debate (see [b] Scheduling). The eligibility section requirements of each contest shall be met and no more than one event shall be selected from each of the following categories:

(1) *Debate.*
- (A) Cross-Examination Team Debate
- (B) Lincoln-Douglas

(2) *Interpretation.*
- (A) Prose Interpretation
- (B) Poetry Interpretation

(3) *Extemporaneous Speaking.*
- (A) Informative Speaking
- (B) Persuasive Speaking

(4) *Prohibited Double Entries.*

If You Enter:	You May Not Enter These Contests:
Team Debate	Lincoln-Douglas Debate
Lincoln-Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln-Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln-Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Note. There is no restriction on entering Congress in addition to other speech or academic events.

(b) SCHEDULING. In addition to restrictions of individual contest plans, it is imperative that students and academic coaches become familiar with the Academic Conflict Pattern when selecting contests for competition. This pattern is provided on the UIL website. Students who want to double enter may request that they be allowed to speak first or second in a section but may not request to be placed in the bottom one-half of the section. If the double entry is not prohibited above, contest directors may allow the double entry if the necessary accommodations do not inconvenience other contestants. Contest directors are to use their best judgment in the matter. There shall be no protest of their decisions.

(c) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

Section 1003: INDIVIDUAL SPEECH CONTESTS

(a) PURPOSE. The purpose of each of the individual speech contests is to stimulate the student's ability to communicate ideas and information to an audience. In the extemporaneous informative speaking and extemporaneous persuasive speaking contests, these ideas are essentially those of the speaker, derived from the speaker's background of research on current events. In poetry interpretation and prose interpretation, the student is challenged to ascertain and communicate the ideas of an author through a literary selection, based on the student's understanding and research.

(b) GENERAL INSTRUCTIONS.

(1) Sections. A section shall consist of no more than eight contestants. If nine or more students enter a single contest, preliminary and final rounds shall be held. Preliminary round sections shall be divided as equally as possible. The following chart shall be used to determine the number of sections and finalists in each section:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section
32-39	8 Sections	1st from each section

* If desired, a preliminary round may be held.

Contestants should be entered on the district online entry form according to strength. Contest directors should section by distributing first, second and third place district entries as equally as possible, avoiding when possible, placing contestants from the same school in the same section. At the regional level, first, second and third place district winners should be distributed as equally as possible throughout the sections.

(2) *Judging All Individual Speech Contests*. Judging shall be by an odd number of judges or by one judge. In any event, the contest director should make every attempt to secure competent judges who have had training in the field of speech. At minimum, judges should be high school graduates. In so far as possible, the judges should not know which school contestants represent. A copy of the judging instructions provided by the League office should be given to each judge. Prose and poetry judges for high school oral interpretation should be given literary categories prior to the meet. Contest directors are responsible for explaining these instructions and categories to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. The responsibility of the judge is to rank the speaker, evaluate the performance, and give constructive suggestions for the benefit of the speaker. Written evaluations are encouraged.

(3) *Timekeeper and Signal Standards*.

(A) A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.

(B) A timekeeper should use timecards to indicate to the speaker the remaining time. When the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head. An interpretative contestant who is still speaking as the "stop" card has been raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the contestant.

(4) *Ranking the Contestants*.

(A) At the close of the contest, the judges shall rank all speakers by numbers: 1, 2, 3, etc. The contest director will supervise tabulation of contest results, using the official UIL Talktab speech tabulation software. Points are to be awarded through sixth place in accordance with Section 902.

(B) In the case of panel judging, the following criteria, in the following order, shall be used to determine all ranks: (1) majority or BETTER; (2) lowest sum; (3) judges' preference; (4) decimal equivalent; (5) judges' preference to break decimal ties; (6) lowest sum of all tournament ballots (7) blind draw, except

at state finals. When a place has been determined, the contest director shall revert back to the first criteria (majority or BETTER) to determine the next rank, unless there is a tie, whereupon all contestants who are tied shall be awarded a place before going on to another contestant or place. NOTE: At no time during tabulation should judges discuss their ranks or confer with one another regarding ranks - item (iii) below, "Judges' Preference" is a method of tabulation and does NOT infer that judges confer to reach a preference. See * in (C) below for instructions on tabulating judges' preference.

(i) Any contestant who receives a majority of firsts shall be awarded first place.

(ii) In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.

(iii) If, at this point, two or more contestants tie with the same low sum of total ranks, the tie shall be broken by the use of judges' preference. See (C) * below for instructions on determining judges' preference.)

(iv) In any case where there is a tie, all contestants who are tied shall be awarded a place before going on to another contestant or place.

(v) Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale:
Rank of first = 1.00
Rank of second = .50
Rank of third = .33
Rank of fourth = .25
Rank of fifth = .20
Rank of sixth = .17
Rank of seventh = .14
Rank of eighth = .13
The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.

(vi) If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.

(vii) If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

(viii) Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for state finals.

(C) Second place shall be determined next. If a tie existed for first place, after breaking the tie by the above methods, the person who was tied with the first place winner is automatically given second place. If no tie existed, revert to the first ranking criteria (majority or BETTER.) A contestant (not already awarded a place) ranked second OR BETTER by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds OR BETTER or if two unranked contestants receive a majority of seconds OR BETTER. (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second. In the following example, both unranked contestants have a majority of seconds OR BETTER, so contestant #2, whose sum of total ranks is lower, is ranked second. Contestant #1 is then awarded third before any other contestant or place is considered, and the next place to be awarded is fourth.

Contestant	Judge A	Judge B	Judge C	Total	Rank
One	3	2	2	7	3rd
Two	2	1	3	6	2nd
Three	1	5	1	N/A	1st

*In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds OR BETTER. Contestants 1 and 2 have the same sum of total ranks, so the tie for second shall be determined by judges' preference.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	2	5	3	10	+	2nd
Two	4	2	4	10	–	3rd

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C), and is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

(D) Many three-way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference, as in the following example:

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside #1 indicate the judges' preference. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1. Now compare speaker #2 to speaker #3, and note that two of the three judges (A & C) ranked speaker #2 higher, as indicated by a (+) in the preference column for speaker, #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first place. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second place. Contestant #1 is then awarded third place. Please note that although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first shall be ranked before considering other contestants or places. The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths OR BETTER (two second place ranks). Therefore contestant #5 is awarded fourth place. The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.

(E) Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent. See Section 1003 (b) (3) (B) (v). In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

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Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ –
Two	2	1	1	N/A	
Three	3	2	6	11	– +
Four	6	3	5	14	
Five	4	5	2	11	– +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

Contestant #1 has the highest sum total of decimal value, and is awarded second place. Contestant #3 has the next highest total, and is awarded third place, and contestant #5 is awarded fourth place. Both contestants remaining unranked have a majority of fifths OR BETTER. Therefore, contestant #6, with the lowest sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	6	4	11	+ –	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	– +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	– +	.95	4th
Six	5	4	3	12			5th

(F) If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	1	8	–	1.58	3rd

In this example, judges' preference cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preference shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A & B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

(G) If, at this point, contestants remain tied, the sum of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

(H) If, at this point, should a tie still exist that cannot be broken by these methods, the tie shall be broken by a blind drawn, except at State Finals. All tied contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance with Section 902.

(I) Contestants who are disqualified receive no place and no points.

(5) *Unofficial Results*. Until students and/or coaches have had a chance to look at the rankings and at the individual evaluation sheets during the announced verification period, results should be announced as unofficial.

(6) *Ballot Verification Period*. After the preliminary and final rounds (excluding final round at State) and the announcement of unofficial rankings, the individual evaluation sheets for each contestant shall be made available to the contestant and/or the coach. Unofficial rankings of each round should be available printed from the official UIL TalkTab software during this verification period. It then becomes the responsibility of the student and/or the coach to question any tabulation error before the official results of those advancing to the final round or being awarded medals is announced. Students and/or coaches who are not present for this announced ballot verification period forfeit their opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision or ranking that a judge has given the student.

(7) *Official Results*. At the end of the ballot verification period, rankings shall be read and posted as Official Results. No questions may be raised after this point.

POETRY

POETRY INTERPRETATION (Section 1006 of the C&CR)

(a) THE CONTEST.

(1) *Purpose*. The purpose of this contest is to encourage the student to understand, experience and share poetry through the art of oral interpretation.

(A) Oral interpretation, or the study of literature through its performance, can be defined as a demonstration of analysis, performance and communication skills offered publicly on behalf of literature.

(B) Oral interpretation focuses on literature in performance through expressive oral reading. The goals of this contest are to encourage the contestant's exploration of a variety of literary selections, and to enhance the performer's and audience's appreciation of literature through the performer's interpretation of the work.

(2) *Format*. Contestants shall prepare selections from both Categories A and B. The literary categories are designed to encourage students to explore the wide variety of feeling and form available in poetry. In any one contest round, the contestants shall be bound by the one selected category. Contestants who fail to read material from within the selected category shall be disqualified. Oral reading of the selection(s), including the introduction and transitions, shall not exceed seven minutes.

(b) ENTRIES.

(1) *Representation*. Each participant school in all conferences may enter three students in the contest.

(2) *Eligibility*. Only students in high school are eligible for this contest. Poetry contestants shall not compete at district in prose interpretation or in Lincoln-Douglas debate. See Section 1000 for specific speech eligibility requirements.

(c) RESOURCES. The categories are discussed and defined in detail in the *UIL Prose and Poetry Handbook* and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d) STANDARDS. In selecting material to be read in the contest, the coach and student are challenged to explore literature of high quality and are encouraged to prepare selections of literary merit that the same student has not performed in a previous year. Students shall not use selections from the same literary work more than one year at UIL State Meet and strongly are discouraged from repeating the same selection at district or regional contests that they performed in a previous year. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Academic coaches should revise or reject all selections that in any way fail to meet these qualifications, as not all material by an author is appropriate for contest material.

(e) INTRODUCTIONS. An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the writer(s) and the selection(s) to be performed and should prepare the audience to listen to the selection. The introduction should reflect spontaneity, though it should be prepared ahead of time.

(f) MANUSCRIPTS OR COPIES. The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.

(g) TIME LIMIT. The time limit for each performance including introduction and any transitional material may not exceed seven minutes. There is no grace period. The responsibility for keeping within the restricted time limit rests with the contestant. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round. The responsibility for keeping within the restricted time limit rests with the contestant.

POETRY CATEGORY A RESTRICTIONS

Material chosen for use in Category A of Poetry Interpretation shall meet the following restrictions:

(A) One to six poems may be used.

(B) If performing a single selection, the poem shall be published, printed material; internet material shall be poetry published concurrently in hard copy.

(C) If multiple poems are used, one poem may be unpublished, but not self-authored.

(D) Selections from plays or screenplays, movies, and monologues shall not be used.

(E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems.

(F) No contestant shall use the same poet in more than one category in the contest.

(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Recognizing Joy: Focusing on the Little Things. The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read one single poem, an excerpt of a poem or poems, or may create a program containing no more than six literary works of poetry. If a program is used, one poem from an unpublished source is allowed to be included in the program, but it may not be self-authored. The majority of the performance must be *published* poetry. The performance should evoke an appreciation of finding joy.

For Category A, co-authored and anonymous works are permissible. The poet(s) used in this category shall not be used in Category B of poetry.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Unless published as poetry, song lyrics may be used only as transitions between poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the literature to the goal of the category**. If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

DOCUMENTATION REQUIREMENTS.

1. If performing a single literary work, it shall be published printed poetry.
2. If performing a program, all selections shall be published, printed poetry with the exception that one poem may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry A Documentation online form.
4. The contestant shall provide proof the selection(s) are published.

Examples of acceptable proof of published include:

- the original published source
- a photocopy of the copyright of the original source
- online printout of Library of Congress cataloguing information
- If a poem is drawn from a literary collection (anthology), the contestant shall supply the original source or a photo copy of the table of contents that designates the title of the book and proof the poem is included in that book
- A printout from an online source proving the poem is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
- If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry

Examples of unacceptable forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document

Students are urged, but not mandated, to take to the contest site the original source of each published selection. Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

POETRY CATEGORY B RESTRICTIONS

Material chosen for use in Category B of Poetry Interpretation shall meet the following restrictions:

(A) A minimum of two selections of poetry with a maximum of six selections of poetry shall be used in this program

(B) All poetry may be published, printed material, internet material or transcribed material but must be poetry.

(C) No contestant shall use the same poets in more than one category in the contest.

(D) Selections from plays or screenplays, movies, and monologues shall not be used.

(E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems.

(F) Anonymous works may be used.

(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: Inspiring Change: Striving for a Better Tomorrow: The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using poetry that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two poetry selections and no more than six poems that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles..

Students may use poems from one or more poets. Co-authored and anonymous works are permissible, but self-authored pieces shall not be used unless published in hard copy. The poet(s) used in this category shall not be used in Category A of Poetry.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Songs lyrics published as music only and not as poetry may be used but only as transitions between the poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the poetry to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

DOCUMENTATION REQUIREMENTS

1. All poems may be published, printed material, online material or transcribed material.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry B Documentation online form.
3. No proof of publication for Category B is required.
4. If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

STANDARDS. In selecting material to be read in the contest, the coach and student are challenged to explore literature of high quality and are encouraged to prepare selections of literary merit that the same student has not performed in a previous year. Students shall not use selections from the same literary work more than one year at UIL State Meet and strongly are discouraged from repeating the same selection at district or regional contests that they performed in a previous year. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Academic coaches and students should revise or reject all selections that in any way fail to meet these qualifications.

BIBLIOGRAPHIC INFORMATION

Students are urged, but not mandated, to take to the contest site the original published source of the selection.

INTRODUCTIONS, An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the poet(s) and the selection(s) to be performed and should prepare the audience to listen to the selection(s). The introduction should reflect spontaneity, though it should be prepared ahead of time.

MANUSCRIPTS OR COPIES.. The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.

STYLE AND DELIVERY
Contestants should not use costumes or props.Responsive use of the body (i.e., spontaneous changes in posture, gesture and place-to-place movement) is permissible. However, this active use of the body should:

(i) be appropriate to the demands of the selection;
(ii) be a natural outgrowth from the literature to be performed, and
(iii) be limited in scope.

Only incidental singing in the introduction, transitions, commentary and/or selection may be included.The judge's opinion regarding style and delivery is final. Coaches are encouraged to prepare contestants for the fact that perceptions of style and delivery will vary from judge to judge.

TIME LIMIT.. The time limit for each performance including introduction and any transitional material may nexceed seven minutes. There is no grace period. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round. The responsibility for keeping within the restricted time limit rests with the contestant.

PROSE

PROSE INTERPRETATION (Section 1007 of the C&CR)

(a) THE CONTEST.
  (1) *Purpose*. The purpose of this contest is to encourage the student to understand, experience and share prose through the art of oral interpretation.
    (A) Oral interpretation, or the study of literature through its performance, can be defined as a demonstration of analysis, performance and communication skills offered publicly on behalf of literature.
    (B) Oral interpretation focuses on literature in performance through expressive oral reading. The goals of this contest are to encourage the contestant's exploration of a variety of literary selections, and to enhance the performer's and audience's appreciation of literature through the performer's interpretation of the work.
  (2) *Format*. Contestants shall prepare selections from both Categories A and B. The literary categories are designed to encourage students to explore the wide variety of points of view and feeling available in prose. In any one contest round, the contestants shall be bound by the one selected category. Contestants who fail to read material from within the selected category shall be disqualified. Oral reading of the selection(s), including the introduction and transitions, shall not exceed seven minutes.
(b) ENTRIES.
  (1) *Representation*. Each participant school in all conferences may enter three students in the contest.
  (2) *Eligibility*. Prose contestants shall not compete at district in poetry interpretation or in Lincoln-Douglas debate. See Speech Plan, Section 1000 for specific speech eligibility rules.
(c) RESOURCES. The categories are discussed and defined in detail in the *UIL Prose and Poetry Handbook* and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.
(d) STANDARDS. In selecting material to be read in the contest, the coach and student are challenged to explore literature of high quality and are encouraged to prepare selections of literary merit that the same student has not performed in a previous year. Students shall not use selections from the same literary work more than one year at UIL State Meet and strongly are discouraged from repeating the same selection at district or regional contests that they performed in a previous year. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Academic coaches should revise or reject all selections that in any way fail to meet these qualifications, as not all material by an author is appropriate for contest material.

(e) INTRODUCTIONS. An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the writer(s) and the selection(s) to be performed and should prepare the audience to listen to the selection. The introduction should reflect spontaneity, though it should be prepared ahead of time.

(f) MANUSCRIPTS OR COPIES. The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.

(g) TIME LIMIT. The time limit for each performance including introduction and any transitional material may not exceed seven minutes. There is no grace period. The responsibility for keeping within the restricted time limit rests with the contestant. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round. The responsibility for keeping within the restricted time limit rests with the contestant.

PROSE CATEGORY A RESTRICTIONS

Material chosen for use in Category A of Prose Interpretation shall meet the following restrictions:

(A) One to four selections of prose may be used.

(B) If performing a single selection, the prose shall be published, printed material; internet material shall be prose published concurrently in hard copy.

(C) If multiple prose selections are used, one prose selection may be unpublished, but not self-authored.

(D) Selections from plays, screenplays, movies, and monologues shall not be used.

(E) Speeches shall not be used in this category.

(F) No contestant shall use the same writer in more than one category in the contest.

(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Recognizing Joy: Focusing on the Little Things: The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read a single literary work of prose, an excerpt of a work of prose or may create a program containing no more than four literary works of prose. If a program is used, one prose selection from an unpublished source is allowed in the program but may not be self-authored. The majority of the performance must be *published* prose. The performance should evoke *an appreciation of finding joy.*

For Category A, the performance may be fiction or non-fiction. Co-authored and anonymous works of prose are permissible. The author(s) used in this category shall not be used in Category B of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the literature to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different literary works should be distinguishable through interpretation.

DOCUMENTATION

1. If performing a single literary work, it shall be published printed prose.
2. If performing a program, all selections shall be published, printed prose, with the exception that one prose selection may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose A Documentation online form.
4. The contestant shall provide proof the selection(s) are published prose. Examples of acceptable proof of publication include:
   - the original published source
   - a photocopy of the copyright of the original source
   - online printout of Library of Congress cataloguing information
   - If a prose selection is drawn from a literary collection, the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the prose selection is included in that book
   - A printout from an online source proving the selection is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
   - If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose

Examples of unacceptable forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

PROSE CATEGORY B RESTRICTIONS

Material chosen for use in Category B of Prose Interpretation shall meet the following restrictions:

(A) A minimum of two prose selections with a maximum of four prose selections shall be used in this program.
(B) All selections may be published, printed material, internet material or transcribed material but must be prose.
(C) No contestant shall use the same author in more than one category in the contest.
(D) Selections from plays, screenplays, movies, and monologues shall not be used.
(E) Songs lyrics shall not be used as selections or transitions in this performance.
(F) Anonymous works may be used.
(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: Inspiring Change: Striving for a Better Tomorrow: The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using prose that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two prose selections and no more than four prose selections that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use prose selections from one or more authors. Prose Category B includes fiction, nonfiction, news sources, speeches, essays, letters and diaries. Co-authored and anonymous works of prose are permissible, but self-authored pieces shall not be used unless published in hard copy. The author(s) used in this category shall not be used in Category A of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the prose to the goal of the category.** If the program is woven, the contestant shall state it in the introduction, and the different prose works should be distinguishable through interpretation.

DOCUMENTATION

1. All selections may be published, printed material, online material, or transcribed material from literary sources.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose B Documentation online form.
3. No proof of publication for Category B is required.
4. If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

STANDARDS. In selecting material to be read in the contest, the coach and student are challenged to explore literature of high quality and are encouraged to prepare selections of literary merit that the same student has not performed in a previous year. Students shall not use selections from the same literary work more than one year at UIL State Meet and strongly are discour-

aged from repeating the same selection at district or regional contests that they performed in a previous year. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Academic coaches and students should revise or reject all selections that in any way fail to meet these qualifications.

BIBLIOGRAPHIC INFORMATION
Students are urged, but not mandated, to take to the contest site the original published source of the selection.

NTRODUCTIONS, An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the poet(s) and the selection(s) to be performed and should prepare the audience to listen to the selection(s). The introduction should reflect spontaneity, though it should be prepared ahead of time.

MANUSCRIPTS OR COPIES.. The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.

STYLE AND DELIVERY
Contestants should not use costumes or props.Responsive use of the body (i.e., spontaneous changes in posture, gesture and place-to-place movement) is permissible. However, this active use of the body should:

(i) be appropriate to the demands of the selection;
(ii) be a natural outgrowth from the literature to be performed, and
(iii) be limited in scope.

Only incidental singing in the introduction, transitions, commentary and/or selection may be included.The judge's opinion regarding style and delivery is final. Coaches are encouraged to prepare contestants for the fact that perceptions of style and delivery will vary from judge to judge.

TIME LIMIT.. The time limit for each performance including introduction and any transitional material may nexceed seven minutes. There is no grace period. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round. The responsibility for keeping within the restricted time limit rests with the contestant.

Finding Literature

Possibly the most critical part of preparing for the UIL prose or poetry interpretation events is that of selecting the "perfect" literature as your tool of performance. Because the right selection can provide limitless horizons for your talent and the wrong piece can confine the very best of performers, investing time in finding the right literature is essential.

The students who are the most successful are those who begin searching for literature that will qualify under each category several months in advance of the contest date. Starting early prevents them from having to "settle" for a piece with which they are not completely comfortable, one that lacks audience appeal or one that does not fit them as a reader, and frantically grabbing an overused cutting from their coach's file. Nothing proves more beneficial than investing time in reading all kinds of literature. Before you lies the entire field of literary experience — explore it! Because such a vast quantity of literature exists, where does the dedicated interper begin to look?

The Competitor's Edge

Finding literature means read read read read. Before you begin to look for literature, take time to really know the categories and the intent of the category. Then find your own literature because you'll take more ownership in your performance. A sense of pride also comes with finding unique pieces.

Phyllis Tucker, retired, Guyer HS

Where to Look

Libraries

Become great friends with your high school librarian, who can help in locating materials or even in ordering special books for you. The library contains volumes of works by individual writers and poets, but young readers will find anthologies of literature helpful, since you may not have enough experience to know which authors you find most interesting or what type of literature you enjoy most. Utilize your local public library. A library card is a very inexpensive investment, and will be a resource for those who love reading long beyond the limited time that you'll be searching for selections that work for "competition."

Technology

Consult your librarian about software available in your particular district that can put you online, accessing holdings to public library systems as well as college libraries. Many public libraries have Online Catalog, Info-Tract (indexing periodicals), databases and products that can open a wealth of books to you through your school's computer system. Access the UIL Speech Website for links to literary sources.

College libraries

These are a fascinating storehouse of truly great literature. Even if your town or city isn't a "college town", it's worth the investment to plan a day-long trip to a university library. Take several students along and make it a fun adventure. There is nothing that will build enthusiasm or an affinity with an author more than browsing through books yourself.

College book stores

While you're on campus researching in the university library, make time to visit the campus bookstore. Incredible literature will be at your fingertips: never mind that it will get you a head start on what to expect in a college literature course!

Used books

Second-hand book stores can be found in almost any small town, and they provide a wealth of inexpensive material to explore! If you've never read a particular author, but the book jacket grabs your attention, you can afford to take the plunge. Most of these businesses take your books as returns toward your next purchase, so unsuccessful explorations don't have to stack up in your closet. Garage sales are often another gold mine, where you can spend just a little to sample a lot.

The Competitor's Edge

If you find a book that works well for competition, research the publisher. Publishing companies often specialize in certain types of literature, so they likely publish other titles with writings similar to the one you're reading.

JP Fugler, Lindale HS

Audio resources

There are a growing number of resources that provide literature on audio recordings, both for sale and rent. Although a majority of the literature you wish to perform in Category A must be published in hard copy, these audio books provide a great opportunity to use travel time to listen to selections, and have the added benefit of giving you the chance to hear someone else read aloud for an audience. It's not the same as a physical performance of literature, but it can provide wonderful examples of variety in tone, pace, dialects, use of pauses and silence, etc. National Public Radio, available in most places, airs a weekly edition of *Selected Shorts*. This program includes some of the best stage and television actors and actresses reading short stories that range from classic favorites to the newest writers from across the globe. National Public Radio usually broadcasts on a station located on or near the 90 frequency on your FM dial. Check your local radio broadcast listings.

Newspapers

Lists of best-sellers appear regularly in most newspapers. Also, search for reviews of current books. Many Texas papers include reviews of books endemic to our state. If your school library doesn't subscribe to the *New York Times,* see if someone in your community does. The Sunday edition contains *The New York Times Review of Books*, which contains wonderful information and reviews of current books and poetry.

The Internet

The Internet has made the search for "that perfect piece" much more expansive. It certainly can provide students access to more nontraditional material. A word of caution: just about anyone may create and load web pages containing poems or stories. UIL rules for Category A of Prose and Poetry require that the majority of the material be published, printed material for the purpose of professional editor review. Therefore, if the selection is taken from the Internet, you must have proof that the material has also been published concurrently in print form. Category B in both contests allows online literature. See Chapter 4 for resources.

Testimony

Ask others what they have been reading. The reading experiences of teachers, family and friends can often give you a lead to a great cutting. Check with those who belong to book clubs; they stay informed about quality literature.

The Competitor's Edge

Make yourself a list of the top 10 best books you have ever read. Ask yourself: Is there a story in one of these that I can tell?

Katrese Skinner, El Campo HS

Selecting Literature for Performance

Consider yourself and what you find interesting

The first test of your selection will be your own appreciation. You must please yourself in reading before you can hope to please an audience! Just as the more a speaker feels personally interested in his topic, the more effective his speech will be, so it is true that the more you appreciate a piece of literature, and the connection it makes to you as an individual, the more you will enjoy sharing it with an audience. Seek a selection that fits you.

Consider your capabilities

Another test is: will this selection allow you to demonstrate your range of talents? Can you portray these characters as believable? If the piece demands a certain dialect that you find impossible to master, perhaps it would be wise to keep searching. Some pieces will not work effectively for some performers. If the person speaking is an older Jewish woman, can you be convincing in this role to your audience? Consider gender. As a female performer, can you create believable male characters? To change a persona would violate the literature. Of course males can portray female characters and vice versa, and many selections contain characters of both genders. You should evaluate your ability to create believable characters through interpretation.

The Competitor's Edge

It is tempting to exclude what has been done in the past. After all, everyone wants to be the first to perform the newest thing. Choose literature that means something to you. Story should always lead the choice. *Magda Mirelez, Bay CIty HS*

Consider your audience

You are wise to select material that can be easily followed by the ear. Vivid and emotional action will hold the attention, abstract philosophical thought will not. The ear cannot listen again as the eye can reread, so you must consider that the ear prefers simplicity to complexity, the concrete to the abstract, and vivid imagery to vague generality. Since most of us are visual learners, imagery within literature enhances oral performance. Ask yourself: Will this material give intellectual and sensory pleasure?

Consider literary value

Students often remain puzzled by what is considered to have literary merit. Charlotte Lee, in her book, *Oral Interpretation*, clarifies this illusive, confusing element by providing three factors as touchstones: **universality**, **individuality**, and **suggestion**. As you search for a selection, examine the literature in terms of the following standards:

1) Does it have universal appeal? Is the idea expressed by the literature potentially interesting to all people because the emotional response it draws from the audience is probably one they have felt at one time or another (i.e. fear, rejection, hope, compassion)?
2) Does it show individuality in the way it addresses this common experience? A writer can bring a fresh approach to a universal subject by his/her choice of images, words, organization.
3) Does it provide suggestion to the reader? Does the writing cause the reader to question, to wonder, to ponder things?

Selections may not be equally strong in all three touchstones, but all should be evident in the piece. If one is missing, you would do well to keep looking. Remember, too, that good writing should have something significant to say not necessarily earth-shattering, but significant.

Consider appropriateness

There are always risks involved as you make conscious decisions about your performance. Do I read with a dialect? How much movement is too much? Here's the first crucial question you should ask yourself: Is this literature appropriate for contest performance? Does it contain elements that could be offensive to my judge? Would it offend my parents, my principal, my teachers, my community? Would I be comfortable performing it for them? Does it contain language not allowed in my classroom? With the wealth of literature before you, why risk having your talent ignored because of offensive language or subject matter. There is simply too much good literature available to have you sacrifice your many hours of hard work, analysis, and practice. This is not to say that current social issues are off-limits. What it does mean is that you should consider the language, the nature of descriptive passages, and their potential impact on an audience or your judge, who are a vital part of the performance experience.

Many coaches follow the standard: "If it is inappropriate in my classroom, then it's inappropriate as an oral reading for competition." When you compete in a tournament, you represent your school and community. Work with your coach to reach decisions that are suitable for you and acceptable to the school and community that you are representing. Contest rules address standards when selecting material to be read in contest. "Selections should not offend the moral standards of the community nor be in bad taste." If you are successful in competition, you'll be performing for a myriad of communities and your judges will represent different areas of the state.

UIL does not condone profanity or obscenity. Contest rules direct coaches and competitors to revise or reject all selections that in any way fail to meet the standards of decency. The latest documentation forms require signatures from both coach and contestant confirming that you have made your administration aware of your performances and also that your performances reflect the moral standards of your community and are not in bad taste. Your signature attests the performances reflect your school standards in terms of subject matter, language and use of gesture.

Remember that not all literature is appropriate for public performance in contest.

Consider the Required Categories

Most importantly, before making your final selection of contest literature and certainly before beginning the analysis/rehearsal process, be sure that your literature appropriately fits the UIL category under which you wish to read it. Examine the piece for the following:

1) Is the literary work the correct genre for the contest?
   Just because it "looks like" prose or poetry doesn't mean it is. Many contemporary writings can be confusing, especially if they are a mixture. If necessary, could you provide proof?

2) Does the literary work meet the specified category requirements and restrictions?
   (See Chapter 3 for assistance and clarification.)

3) Does the literary work fulfill the "spirit" of the category description paragraph?

4) Can you secure proper documentation required for the literary work?
   (See Chapter 4 for assistance and clarification.)

It is the responsibility of you and your coach to select only literature appropriate to the contest rules. Although you may have performed a poem successfully at invitational speech tournaments during the school year, if it does not meet the requirements for competition in League-standing contests, do not use it. Never violate the UIL Academic Ethics Code by attempting to skirt the rules in an effort to perform a literary work that does not meet UIL category restrictions and requirements. If not immediately, it eventually may place you in a disqualification situation.

Further Considerations for Selecting Literature

Do Explore:

- GROWING AND MATURING. Different literature every year you compete in UIL prose and poetry so you grow as a performer. Rules prohibit using the piece you performed at UIL State Meet more than once.
- THE CONTEMPORARY. Literature which examines contemporary issues. Judges love a refreshing change, especially one that examines realities within our society today.
- THE UNIQUE. Literature that contains a fresh, unique approach toward a subject to which everyone relates.
- EMBRACING WRITERS. Works by an author that you find intriguing. If you relate to one story or poem by a writer, you may be equally impressed by other things they have written. Expand your reading horizons.
- DIFFERENT CULTURES. The wealth of multicultural literature that is now being recognized and given due respect in literary circles. Ask your librarian to point out the newest Latin American, African, Canadian, Asian, Middle East and other authors. You can sample more and more of this material in high school literature texts, and college book stores and libraries are full of anthologies of contemporary multicultural literature.
- WHO YOU ARE. Read all kinds of literature that has a personal meaning for you. In doing so, you'll not only enjoy some great reading experiences, but you'll learn more about yourself and the world around you!

The Competitor's Edge

What speaks to your soul? Search for something that makes you proud or happy to share.
M'Liss Hindman, Tyler Junior College

- DOING YOUR OWN THING! Avoid selecting something simply because you have heard it win before. This is probably the worst rationale for selecting material. Just because it worked for one performer doesn't mean it is a piece suitable for you. Judges can tell who has analyzed and taken the special care to do a personal cutting and who really loves what they are doing! And more often than you realize, they can recognize an *identical* cutting or introduction - a sure sign that the performance script is not your personal work. This will work against you on the ballot.

The Competitor's Edge

The literature needs to be absolutely appropriate for YOU, the performer, rather than be the best cutting you heard at last weekend's tournament. Aimee Kasprzyk, Corsicana Fine Arts

- AVOIDING THE OVERUSED. Be cautious about using pieces that have appeared on the competition circuit for years and years. If you don't know, ask your coach or someone with contest experience. However, if the piece is new to you and you truly have a great desire to perform it in spite of the fact that it is "time-worn", then be prepared for the extra burden you create for yourself. Judges will do their very best to evaluate only what is presented in a round, but it isn't possible to somehow "forget" that they have seen a selection performed many times before. You will have to overcome this prior experience by insuring that *your* rendition is exceptional!
- CHOOSING AGE-APPROPRIATE WORKS. Avoid literature that is too juvenile for your age. What works well for a junior high oral reading contest often does not work in high school competition. Even though you may occasionally hear this type of literature in a round, it will rarely stand up against quality literature that provides a performer with a greater range of possibilities. (Remember the three touchstones!)
- AVOIDING BACK FILES. Avoid relying exclusively on your coach and/or your squad files for material. These can be good springboards for ideas, but should only be the beginning of your search. If your coach selects and cuts your material, will the material reflect you or your coach? Do you like the material or does your coach? And finally, what will you have learned if you take this approach?

Understanding the Text

After you have found selections that you would like to work with, the next step is understanding the text. You should be fully aware of what the author has provided you to work with so that you remain true to the intent of the literature. Only when you completely understand the writer's achievement can you determine how to incorporate your personal technique to recreate the experience for an audience.

The first questions you should ask are simple ones:

- Who is talking?
- Where and when is the person talking?
- To whom is the person talking?
- What is happening?
- How does this person speak?
- Why is this person saying this?

The answers to these six questions are the beginning of understanding a text in order to perform it.

Speaker

The "who" in a poem is called the **speaker**, and the people in poems can be male or female, young or old, rich or poor, intelligent or not, and all the other characteristics that make them real. Speakers give us clues to this information in the words they say. In "Her Story" by Naomi Long Madgett, the speaker gives us many of these clues:

> They gave me the wrong name, in the first place.
> They named me Grace and waited for a light and agile dancer.
> But some trick of the genes mixed me up
> And instead I turned out big and black and burly.
> In the second place, I fashioned the wrong dreams.
> I wanted to dress like Juliet and act
> Before applauding audiences on Broadway.
> I learned more about Shakespeare than he knew about himself.
> But, of course, all that was impossible.
> "Talent, yes," they would tell me.
> "But an actress has to look the part."
> So I ended up waiting on tables in Harlem . . .

From these few lines, we know the speaker is a black woman, intelligent, educated, and poor.
In prose, the "who" is called the **narrator**, the person telling the story. Narrators usually have much more space and time to give the reader information about themselves, but occasionally they begin their stories by introducing themselves. Listen to Huck Finn introduce himself:

> You don't know about me without you have read a book by the name of *The Adventures of Tom Sawyer*, but that ain't no matter. That book was made by Mr. Mark Twain and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing. I never seen anybody but lied one time or another, without it was Aunt Polly or the widow, or maybe Mary. Aunt Polly—Tom's Aunt Polly, she is—and Mary and the Widow Douglas is all told about in that book, which is mostly a true book, with some stretchers as I said before.

We learn a great deal about Huck as the novel progresses: he is a young boy living on the Mississippi River; he hates school, church, and anything "civilized;" and he is uneducated and poor.

Scene

The "where" and "when" of a text is called the **scene**. Just as it is important to know who is talking, the given scene will influence what is happening. See how easy it is to imagine you are actually there in Truman Capote's *A Christmas Memory*:

> Imagine a morning in late November. A coming of winter morning more than twenty years ago. Consider the kitchen of a spreading old house in a country town. A great black stove is the main feature; but there is also a big round table and a fireplace with two rocking chairs placed in front of it. Just today the fireplace commenced its seasonal roar.

The scene, where the speaker is and what time of day or night, season, etc., is important to consider because it establishes mood, influences characters' behavior, and provides necessary background information for the audience.

Audience

Speakers and narrators in literature address someone, and this "someone" is called the **audience**. The words of the literature will give you clues to the audience. Speakers usually address a group of people, another individual, or to themselves. "Ordinance on Enrollment" by Naomi Lazard features the speaker before a group of people:

> The group in process of being formed
> will be something you have always wanted
> to be a part of but never, heretofore,
> imagined possible. Its composition
> will be strictly regulated:
> only those who qualify will be admitted.
> All others will be rejected. . . .

In poetic monologues, the speaker is usually speaking to another individual in the scene. Robert Frost is well known for his dramatic monologues. In "A Servant to Servants," the woman of the house talks to a hired hand:

> I didn't make you know how glad I was
> To have you come and camp here on our land.
> I promised myself to get down some day
> And see the way you lived, but I don't know!
> With a houseful of hungry men to feed
> I guess you'd find. . . . It seems to me
> I can't express my feelings any more
> Than I can raise my voice or want to lift
> My hand (oh, I can lift it when I have to). . . .

You probably are familiar with narrators who talk directly to us and tell us their story. Listen to Cynthia Rich's narrator, Sarah Ann, in the short story "My Sister's Marriage":

> When my mother died she left just Olive and me to take care of Father. Yesterday when I burned the package of Olive's letters, that left only me. I know that you'll side with my sister in all of this because you're only outsiders, and strangers can afford to sympathize with young love, and with whatever sounds daring and romantic, without thinking what it does to all the other people involved. I don't want you to hate my sister —I don't hate her—but I do want you to see that we're happier this way, Father and I, and as for Olive, she made her choice. . . .

The narrator in Donald Barthelme's "The School" is talking to someone—a close friend, the school's principal, or is it a psychiatrist?

> Well, we had all these children out planting trees, see, because we figured that . . . that was part of their education, to see how, you know, the root systems . . . and also the sense of responsibility, taking care of things, being individually responsible. You know what I mean. And the trees all died. They were orange trees. I don't know why they died, they just died. Something wrong with the soil possibly or maybe the stuff we got from the nursery wasn't the best. We complained about it. So we've got thirty kids there, each kid had his or her own little tree to plant, and we've got these thirty dead trees. All these kids looking at these little brown sticks, it was depressing. . . .

Narrators in journals and diaries most often talk to themselves, and the writing becomes a very personal way of understanding conflicts and situations. Anne Franke addressed her diary to "Kitty," but in it she tried to console her own loneliness and understand herself:

> "Little bundles of contradictions." That's how I ended my last letter and that's how I'm going to begin this one. "A little bundle of contradictions," can you tell me exactly what it is? What does contradiction mean? Like so many words, it can mean two things, contradiction from without and contradiction from within.

In each literary work, authors create a persona that has feelings, characteristics, and certain perspectives. Performers would do well to spend time studying people wherever they happen to be. Restaurants, schools, airport terminals, libraries, the shopping malls, even television shows and movies can be useful laboratories for discovering how human beings naturally act and react

The Competitor's Edge

Analyze the story through an intersectional lens. Consider how your story will impact a person of a different background or ethnicity, gender or experience. An effective storyteller understands the power of their words and makes intentional choices to elicit a desired response. *Magda Mirelez, Bay City HS.*

Act

The "what" of a literary text is called the **act**. More simply, the act is what happens in the poem or story. Acts can be physical, mental, emotional, but are most often a combination of all three. In Edwin Hooey's poem "Foul Shot," the title explains the act of the poem:

> With two 60's stuck on the scoreboard
> And two seconds hanging on the clock,
> The solemn boy in the center of eyes,
> Squeezed by silence,
> Seeks out the line with his feet,
> Smoothes his hands along his uniform,
> Gently drums the ball against the floor,
> Then measures the waiting net,
> Raises the ball on his right hand,
> Balances it with his left,
> Calms it with fingertips,

Breathes,
Crouches,
Waits,
And then through a stretching of stillness,
Nudges it upward. . . .

Still another physical act is explained in Lauren Gilpen's poem "The Bath."

I stand here bathing her
while she sleeps
in a far place beyond my reaching.

I bathe her
as I have been taught to do:
first the eyes, then the forehead,
the face, the neck.

And as I work
I talk to her—in case she hears me
(believing that hearing is the last to go). . . .

30

Mental acts in poems and prose abound: the act can be a discovery, a fright, a lesson, a caress all bound up in the physical and emotional acts of talking to ourselves or to someone else.

The Competitor's Edge

Dig for subtext. Find the motivation behind the action and the dialogue.

M'Liss Hindman, Tyler Junior College

Agency

The "how" of a text is called the **agency**, the way in which a speaker or narrator talks. This is the material, the language and structure, of the piece. Some speakers talk in very definite rhythm and rhyme, others use dialect to indicate ethnic or geographic traits. Compare, for instance, the different language and style of Huck Finn you read earlier in this chapter, to that of David Copperfield (below) as he introduces himself:

Whether I shall turn out to be the hero of my life, or whether that station will be held by anybody else, these pages must show. To begin my life with the beginning of my life, I record that I was born (as I have been informed and believe) on a Friday, at twelve o'clock at night. It was remarked that the clock began to strike, and I began to cry, simultaneously.

Purpose

The "why" of the text is called the **purpose**. Whenever we speak, we speak to some purpose: to persuade, to

inform, to entertain, to inspire, and to convince are the traditional purposes offered in rhetoric. Even when singing in the shower, our purpose is to enjoy the sound bouncing off the tile. Speakers and narrators in literature always speak to some purpose.

Gwendolyn Brooks's poem "To Be in Love," shows a speaker trying to define love: "To be in love/Is to touch things with a lighter hand." Alexander Solzhenitsyn, Russian dissident, explains his notion of freedom: "This, I believe, is the single most precious freedom that prison takes away from us: the freedom to breathe freely, as I now can. No food on earth, no wine, not even a woman's kiss is sweeter to me than this air steeped in the fragrance of flowers, of moistures and freshness. . . . As long as there is fresh air to breathe under an apple tree after a shower, we may survive a little longer."

These five elements, speaker/narrator, scene, act, agency, and purpose, are the five questions that comprise all dramatic situations in literature. But writers and poets usually don't set out to give you answers to these questions in their works, and while one or two elements will be very clear in the text, others are uncertain.

Beverly Whitaker Long explains the clear answers in a text as the **certainties**, those facts we know are true. (In "Her Story," for example, the speaker's name, Grace, is a certainty.) **Probabilities** are answers that are likely given the evidence in the text. (Grace probably graduated from college based on her testimony that she is well learned in Shakespeare.) **Possibilities** are answers that may be true, but are only hinted at in the text. (If Grace wanted to play Juliet, it is possible that she also tried out for the role of Ophelia.) Probabilities and possibilities are made by inferring things from the text. A **distortion** is a wrong answer about a text. (Grace is white is a distortion because the text tells us she is "big and black and burly.")

Our job in understanding a text is to find the certainties, make guesses at probabilities and possibilities, and avoid distortions. Without a basic understanding of the dramatic elements of the poem, we are often "calling words" without a sense of the person talking in a specific situation to some purpose. Imagine trying to play a musical instrument without being able to read music. Yes, we can manage to create sounds—frequently terribly displeasing ones—on the horn, but the directions in the musical score mean nothing to us without understanding the language of the text. When you understand the score, you can then move to practicing the score and make very beautiful music.

The Competitor's Edge

You will understand the text more if you know more about the author and the author's intent. When you find a selection, research the author. If the author has given interviews, runs a blog or a website or has had biographical information published about him/her, read it. This helps you uncover a whole new layer of meaning to performance text.

Katrese Skinner, El Campo HS

The Competitor's Edge

In poetry, give thought to how to perform every single word. The economy of language in poetry means that the poet has carefully chosen each word to include as much meaning as possible. Just as the poet's word choice is intentional, so should your performance of each word be. Kathy Owens, University of Mary Hardin-Baylor

Beyond these basic questions you must answer, analyzing the language of the writer is imperative. In poetry, especially, literary devices are vital keys to a complete understanding of the message. Spending a session with your speech coach or English teacher would be immensely valuable in helping you capture a complete understanding of your selection.

Introductions for Selections

Research indicates that within the first seven seconds of a speaker's introduction, the audience has already decided whether the individual is worth listening to or not. All of us are aware of how vital first impressions are. To invest all of our time rehearsing our selection with only last minute preparation of an introduction is a tragic mistake. At the UIL State Meet when all of the performers are so well prepared, the deciding factor on who is selected the State Champion can rest on that very thing — the introduction.

What Should an Introduction Do?

1) The introduction should **prepare the audience**. Listeners need the introduction to help them focus and to get ready for what is to come in your performance. The information you provide them can steer their thinking in the direction you need so that they don't miss that opening line which may be central to your story or poem and will connect them to your selection.

2) The introduction should **allow the audience to meet you**. As an oral interpreter reading literature to an audience, you become the middle man between author and audience. You take on the characteristics of the writer's persona or the speaker in the poem. It is only in the introduction that the audience gets the opportunity to meet you as a person. That is why the introduction should not be "performed" but rather shared with the audience in your natural, conversational style.

3) The introduction should **provide essential information.** Contest rules mandate author and title always be given within the performance. Typically, that occurs in the introduction. Perhaps there is background material the audience needs to be informed of in order to fully understand your cutting. Details about the writer can enhance our relationship with the piece.

4) The introduction should **establish a mood**. Your attitude as you deliver the introduction creates a certain mood for your audience. Setting just the appropriate frame of mind better prepares your audience to experience the literature.

5) The introduction should **fulfill any requirement prescribed by the category.** In the contest rules, when the category descriptor indicates the introduction should be used for a specific purpose, you should insure your introduction is well planned and that it embodies the prescribed role. Judges will address this negatively on

your ballot if you do not do so since the ballot includes the judging criteria of whether or not you have adhered to the prescribed category.

An introduction is **not** a mere 2-3 sentences tagged on to the beginning of your performance because of UIL rules. An introduction has a very definite purpose and always should **enhance** your performance. Critical to the overall success of your performance is following the requirements set forth in the contest category descriptor. Make certain you have familiarized yourself with the paragraph describing and explaining the category before you prepare your introduction.

The Competitor's Edge

Introductions may be the most important part of your performance. They are what truly connects you, the literature and the audience.

M'Liss Hindman, Tyler Junior College

Strategies for Introductions

How do you approach an introduction? There are a variety of ways to do so. Let creativity be your guide — judges are often impressed with uniqueness. Consider what you can tell your audience in the introduction that they do not already know. The following are suggestions of ways to begin your presentation.

Focus on how You Relate to the Selection

Some judges like nothing better than knowing more about you and what better way to allow them to meet you than by sharing why you chose this particular piece or how this literature has spoken to you. Perhaps you have learned something significant through analyzing the piece. Personalizing your opening gives the audience an affinity with you that creates a positive rapport. No introduction, however, should be so personal that it makes the audience uncomfortable**.**

The Competitor's Edge

The introduction is crucial in describing how the literature fits the performer. It has been said that interpretation competitions are won and lost after the teaser and introduction due to the special nature of these informational items. The first minute and a half are monumental to the overall performance.*Emily King, Sundown HS*

Focus on Our Common Heritage

As our society becomes increasingly divided, it becomes essential that we take the time to not only explore, but to reach a meaningful understanding of where we have been in order to fully appreciate where we are going. Through discovering our shared experiences, we all realize that our common history and desire to achieve our goals is what unites us. When you can achieve this, you have effectively captured your audience for your performance.

Focus on the Writer or His / Her Purpose

Every serious student of oral interpretation will spend essential time researching the background of an author and consulting literary criticism. Many times you are fortunate enough to discover the reason/event which prompted an author or poet to write a particular piece or perhaps the writer will have explained his or her intent upon writing the piece. Hearing this information can inspire an audience to greater levels of understanding and increase their curiosity.

The Competitor's Edge

In writing an introduction, write buzz words down (themes of the piece, feelings from the piece, the importance of the topic). Those buzz words create a great starting point. Then, think about these questions: 1) How do I personally connect with the piece? 2) Why am I performing this topic? 3) Isthere anything about this piece I need to explain that is not already in the piece? 4) How does this piece link to our world today? 5) Why is the message important? Then incorporate these thoughts into the introduction.

Julie Schniers, formerly San Angelo: Central HS

Focus on the Category's Requirements

This handbook provides category guidelines for both prose and poetry. Don't simply read the titles of the categories and documentation measurements. Review these descriptive paragraphs carefully, as they reveal to you what the designers of the category had in mind when they determined the category. Consider focusing on that intent as a part of your introduction. Explain how your selection fulfills the categorical purpose.

Introductions for UIL Categories
2024-2025

Prose – Category A - Recognizing Joy: Focusing on the Little Things
- Include a statement to connect the literature to the goal statement in the category: recognizing joy in the simplest of things.
- Include all titles and authors read*
- State if the program is woven

Prose – Category B - Inspiring Change: Striving for a Better Tomorrow
- Include a statement to connect the literature to the goal statement in the category: celebrating positive change over time that has led to a better future.
- Include all titles and authors read*
- State if the program is woven

Poetry – Category A - Recognizing Joy: Focusing on the Little Things
- Include a statement to connect the literature to the goal statement in the category: recognizing joy in the simplest of things.
- Include all titles and authors read*
- State if the program is woven
- State if the program uses song lyrics as transitions between poems

Poetry – Category B - Inspiring Change: Striving for a Better Tomorrow
- Include a statement to connect the literature to the goal statement in the category: celebrating positive change over time that has led to a better future.
- Include all titles and authors read*
- State if the program is woven
- State if the program uses song lyrics as transitions

*Note: When using multiple selections, some of the titles and authors can be announced during verbal transitions rather than all of them being introduced within the introduction, so long as all titles and authors are orally announced within the program performance.

Performers should not neglect announcing individual titles of selections by merely grouping them such as "a collection from…" and then saying the title of book. Separate titles should be announced.

Focus on an Element of the Selection

Often the category allows the performer to consider the unifying concept of a piece, such as the style of the writer. An introduction can be used as a personal exploration of the chosen element, furthering the audience's understanding of a literary device. One student, in building a poetry program, selected to examine rhythm in poetry.

He began with:

> Poetry is a kind of language that says more and says it more intensely than does ordinary language. Poetry makes greater use of the "music" of language. This collection explores the rhythm and sound that makes poetry such a unique genre. Three writers, Langston Hughes, Carl Sandburg, and Vachel Lindsey, all demonstrate rhythm in motion, linked to poetic meaning. These pieces will move you, inspire you and insist on your involvement as we flow with the rhythm of these great poets . . . .

Other times, the performance category emphasizes a program and it is necessary to use your introduction to build a thematic approach or focus on a particular writer's expression of a concept or idea.

These ideas for creating introductions are intended to help you get started in creating your own, not to be prescriptive. You certainly wouldn't want to try to include all of these elements into a single introduction, and there are any number of creative ways to enable your audience to become prepared to listen to you as a performer share your interpretation of literature by an author you have selected.

The Competitor's Edge

One way to make your selection more impactful is to use a justification. Ask yourself: why does this selection matter now more than ever before? The answer you find in your research might make awelcome addition to your introduction.

JP Fugler, Lindale HS

How Should an Introduction be Delivered?

1) The traditional method keeps the manuscript closed during the introduction. This allows a direct separation from the selection. Speak directly to the audience in a natural conversational manner, rather than performing the introduction. Judges want to see a contrast between the introduction and the actual performance; this is the a good way to help to achieve it. They want to meet you, the individual, before they meet the author and literature you will read.

2) Have a brief "catch-your-breath" pause between the introduction and the selection. Use the time to open the manuscript and to make sure the audience has made the transition with you. (Try not to rush this. You know where you are going from the introduction, but the audience is hearing it for the first time. Give them time to absorb your message you share in the introduction, then pause several "beats" before opening your binder and before moving into the piece.) Don't rush the pause.

3) Another technique for opening a performance is the use of a "teaser." This technique is when the interpreter begins the performance by reading a brief excerpt from the actual text they've selected, stops to deliver their original introduction, and then continues with the manuscript. Should you choose to do a teaser, you should begin with your manuscript open, and you should read from it to clearly establish these are the author's words; then close the manuscript for the introduction, re-opening it for the rest of the manuscript. UIL rules do not prohibit the use of this technique.

What to Avoid in Introductions

- Running out of time. Make sure you have plenty of time within your performance to deliver a well-developed, thought-provoking introduction. If you are having to rush through the introduction or feel compelled to shave the introduction down, perhaps you should consider cutting more out of the selection rather than presenting an under-developed introduction. Make sure you allow enough time for your introduction to make an impact. Remember: That is the time that your audience makes a judgment of what sort of performer you are — those first opening seconds!
- Spoiling the experience for listeners by giving away surprises or ironic twists in the literature. Remember the audience is participating in your presentation, and let them enjoy surprises for themselves. Do not summarize the plot of your selection.
- Asking trite rhetorical questions like: "Have you ever had a dog?" Get rid of worn-out clichés. They have no place in introductions.
- Copying someone else's introduction that you heard and liked, or having someone else write your introduction for you. It isn't difficult for an audience to sense that you are *not* talking as yourself. Use language that is clear and concise, but natural to you. Try your introduction out in front of friends and fellow competitors for their input and feedback, but make it your *own*. Never succumb to using the same introduction as another member of your squad uses!
- Reading or performing your introduction. This is your only opportunity to be yourself and establish rapport with the audience. Judges want to meet you! Deliver it conversationally.

Transitions in Programs of Literature

Everyone has a favorite technique for writing and performing transitions. Again, it is important for you to remember there is no single right way. The performer makes a choice based upon material, technique and audience perception and follows his or her instincts regarding those choices.

Transitions fall into two categories: verbal and nonverbal (physical). Transitions serve as bridges which connect progressions of thought. Use a sentence or two to build themes, link one section to another, promote lines of analysis. This helps to guide your audience through the performance, insuring that they "get your point." Though verbal transitions are not required, they often enhance a program performance. Verbal transitions with the manuscript closed are preferred by many judges, because they want to be clear when one piece ends and another begins; and they like to see a progression or development throughout the program, something that transitions can reveal. You might consider using them, even though you may have to cut some from your program. Another technique is to simply bring the binder close to your waist without closing it during the verbal transition. It will be worth it in the long run, if transitions provide unity for your program.

On the other hand, not all coaches and judges believe that verbal transitions are the best performance decision. It is important to recognize that physical transitions are indeed transitions! Transitions should grow from the literature and the literature itself should dictate which type of transition works better.

For some programs, a verbal transition might stop the momentum of the performance and jar the cohesiveness of the program. In a case such as this, nonverbal transitions might be more closely scrutinized to see if they provide a better option for the interpreter and the literature itself. Take for example a cutting from Edgar Lee Masters'

Spoon River Anthology. These poems all have different speakers and may be more effectively communicated by allowing the audience to see the changes physically and then going into the text. Body language and the strategic timing of pauses and the turning of pages of your script can create effective transitions. Some performers might agree that depending upon the literature, a physical transition takes much less time and gives more time to the actual program of literature. Just be sure it is clear to your audience when a transition occurs within your performance.

Transitions are one of many choices that must be made in the performance of literature. Do not ignore the fact that the introduction should be used very effectively to set up the program itself and if nonverbal transitions are used, the selections themselves should be set up carefully in the introduction. Make those choices and trust your basic instincts.

Cutting Literature for Performance

While there are many subjective elements that influence the outcome of any oral interpretation contest, in UIL competition, time is not one of them! In both prose and poetry, the maximum time limit is seven minutes. There is no grace period, and the penalty for exceeding the time is disqualification from the round in all but the final round at UIL State Meet. Therefore, the vast majority of the material used in contests will be a selection or selections that have been "cut" to fit the time limit. Cutting literature by deciding what to leave in for performance and what to omit can be extremely difficult, especially the first several times you attempt it. This is an area where input from your coach will be especially critical. But once you have an understanding of the process, you'll find it much easier to do on your own. From any one longer selection of literature, many good cuttings could be created. There is no single *right* way to cut a selection, but the following general guidelines should be helpful.

- Always read the entire selection before you begin to cut. If you're reading a novel, keep a list of potential scenes to consider for the script, including page numbers. If you are considering using a script that has already been cut, find and read the entire original work. If you choose such a cutting for performance, it is vital to become familiar with the parts of the script that are missing from the cut version.
- Thoroughly analyze the work as a whole to avoid cutting something that is crucial to the literature.

The Competitor's Edge

I love a good story! However, cutting a novel down to the time limit is daunting and requires many hours of revising and editing attempts. The first cutting is never good enough. Through the use of Freytag's Pyramid, a prose product will hit the mark with exposition, rising action, climax, falling action and denouement.

Emily King, Sundown HS

- Continuity within the cutting is critical. As you cut, continuously read aloud the script you're creating to see that the structure of the piece flows smoothly. Your goal is a cutting that appears "seamless," with no awkward breaks between portions of the script.
- Pay attention to the line of action, and make sure your cutting has a beginning, middle, and end. You may need to create an introduction that provides background for an isolated scene of action from a longer plot.
- Be careful that your cutting stays true to the author's intent, and that it isn't a distortion of the work as a whole. Your cutting should maintain the integrity of the tone, intent, and viewpoint of the text. Return to your original analysis when making decisions about cutting. Whenever possible, read reviews or critical analysis of the

literature, and research the author.

- Read carefully for passages that should *not* be cut because vivid images are created through language. Your audiences will not have a printed script and must follow your spoken words. As you cut, keep this in mind. Keep concrete images, vivid descriptions, and other passages that make listening and understanding easier.
- In longer prose pieces, look for repetitive descriptions that can be cut. If the author describes the same thing in different ways, choose the one that works best for the cutting and your performance and delete the other.
- Most of the 'tag lines' (i.e. "He said...", "Martha replied...") should be cut. When the tag line is "He said angrily...", use this as an interpretive clue and *do it* rather than say it.
- Cut the subplots from longer works. Create a story line of the major plot, and omit sections of the manuscript that do not move the action on the main story forward.
- Eliminate profanity and obscenity if there is any so that your performance cutting adheres to UIL directives of community standards.
- After cutting, read the text carefully for references to something you have cut. Pay particular attention to words such as "still", "again", etc. If your script says "the shadows of the trees were *still* dancing across the window", and you've omitted the original reference, your audience will be confused.
- When you feel the cutting is complete read your selection for clarity to someone that is unfamiliar with the literature. The listener will not be emotionally attached to a particular line or section of lines and will therefore be able to more effectively gauge the cutting than the performer.

The Competitor's Edge

One of the biggest pitfalls is the desire to cut out a lot of the narration to get to the "good stuff" – the dialogue and humorous or poignant parts. As a result, those pieces often seem gimmicky or very technique-driven, never as full or impactful. Remember: the narrator gives us a look into the storylike no one else can!

Aimee Kasprzyk, Corsicana Fine Arts

It is often even more difficult to cut poetry than prose, because the poet has selected and arranged specific language for his or her purpose, already employing an economy of words. In addition, you must be aware of the rhythm, rhyme, and meter of poetry. Repetition in poetry is a deliberate device, and takes special consideration when cutting. For these reasons, it is sometimes easier to cut entire stanzas or major portions of a poem than to cut individual lines, words, or phrases. You must still maintain, as in prose, the author's intent, continuity, and a sense of wholeness to the cutting.

- When a poem is written in cantos and you are performing it as one long poem, you may cut one or more cantos or even lines within the cantos, but you will want to maintain the order in which the poet arranged them.
- An excerpt of a poem should be a passage so be careful not to cut excessively.
- Weaving is an advanced skill. Read in Chapter 3 on how to properly weave literature.

When you are working with a piece of literature that you selected because you love it, it's hard sometimes to find anything you are willing to cut! With longer pieces, it is vitally important that you do so, however, and that you've cut sufficiently to stay within the time limits. You don't want a script that is so close to seven minutes that any change of pace or differences in audience reaction would put you over the limit. Don't jeopardize all the hard work you've done by insufficient cutting.

The Competitor's Edge

Initially, cut in – not out. Start with what you like the most, then begin eliminating details which really do not contribute to the core story. When you cannot cut anymore, allow someone else to read it. A fresh pair of eyes can make all the difference.

Katrese Skinner, El Campo HS

Preparing the Manuscript

Since UIL prose and poetry contests are reading events, a manuscript should be used for competition. Preparation of that manuscript is a vital part of the process as a whole. Rules of the contest state that "The contestant should perform the selections using manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines." Contest rules also state the manuscript or copies of the selection should be available to the contest director, if needed at the contest, to aid in addressing question or concerns.Most competitors use a black stiff-backed 3-ring binder, approximately 9" x 6" in size, as their manuscript folder for several reasons:

1. Black is less obtrusive than other colors. You want the focus of the audience and judge on your performance, not your binder.
2. 3-ring binders make page turning easier. Avoid binders with back-mounted rings because they make the binder unwieldy to hold open properly for performance. Rings should be mounted in the spine. Also avoid binders with plastic see-through covers.
3. 3-ring binders allow greater flexibility in arranging your manuscript.
4. 3- ring binders easily accommodate "slicks" (plastic sheet covers).
5. The 9" x 6" size is easy to handle and less obtrusive than other sizes.
6. Most binders have pockets to accommodate documentation. (Before standing in front of the audience, be sure to empty the binder of everything but the selection you are about to perform.)

Type the manuscript in Landscape format. Use a clean, plain font that is easy to read. Arial is an example of a clean font. Increase the font size to 16 or larger, and double space the lines, so there's room to add scoring notes. Break the selection down into "beats", which are edited units of time or thought. Print only on one side.

The Competitor's Edge

Color code your script. Use different color ink for different characters to remind you which one is speaking.

Kathy Owens, University of Mary-Hardin Baylor

Many competitors have turned to the 9" x 6" binder with the plastic sheets because it facilitates the handling of the manuscript. Not only do the "slicks" keep the manuscript intact and prevent it from falling out of the folder, but they also add a stiffness that allows you to turn pages smoothly, one page at a time. Slicks and binders can be ordered from office supply stores or The Black Book Depot (*www.blackbookdepot.com*).
Mounting your manuscript on black construction paper or black card stock before insertion into the slick is advantageous because it provides some rigidity for the page and it allows the eye to focus more readily on the page.

The binder is meant to serve as a constant visual reminder that the words you relay to the audience are not your own but those of the author of the literary work.

The Competitor's Edge

Simply adding the first few words from the next page at the bottom of the previous page in pencil can add extra polish to your performance. You won't have to pause while turning the page each time, making your transitions more seamless.

JP Fugler, Lindale HS

Rehearsal Techniques

Rehearsal is a time to explore. It is easier to take risks during rehearsal than it is in a competitive moment. Don't be afraid to experiment with ideas and techniques. What you find doesn't work in rehearsal can be changed before performance.

Rehearsal should begin only after a thorough and complete analysis of the literature. Practice adds depth to your analysis and helps you to discover ways to make your understanding of the literature come alive for your audience.

There is no single "right" way to get the most out of rehearsal. The following ideas are suggestions that have worked for students in the past and may prove profitable for you. Not all approaches work for every performer. With your coach, find those that fit your personal goals for the performance of literature.

- Establish a regular rehearsal schedule. To be successful in this activity, as with any competitive event, you must commit time and energy to practice.
- Always rehearse with 110% energy and concentration. Going through the motions won't improve your performance or chances of success.
- Mark your manuscript to aid in rehearsal. This might include marking pauses, using different colors to distinguish each character's dialogue, indicating changes in volume or rate, or perhaps highlighting imagery and color words. Refer to document in Appendix entitled, "Oral Interpretation – Textual Analysis" for an example of how to score a script. Some students use this actual scored script in performance; others prefer to use a clean manuscript. Regardless of the choice you make, the literature should be so internalized that you are comfortable with the use of your manuscript as a part of the performance. Keep utmost in your mind that this is an oral ***READING*** contest and that you must read from the manuscript.
- Videotape your performance. This gives you a great opportunity to examine every aspect of your performance as many times as needed. Try watching the tape with the volume too low to hear, and concentrate on only the physical aspects of your performance.

The Competitor's Edge

For a new approach to practicing a woven program, try unweaving it for a session and rehearsing all sections from a single piece of literature together. This can help clarify character choices anddevelop more of a story line for your anchor piece.

JP Fugler, Lindale HS

The Competitor's Edge

Practice makes perfect! Every reading should be timed. Interpretation includes a variety of natural emotions and reactions, one of which is silence. And, a moment of silence is only possible when the timing is perfect.

Emily King, Sundown HS

- Restrict yourself to only listening to, not watching the video. Sound allows you to focus on the vocal dimension of your performance. Thir insight and constructive criticism can help you improve.
- FOCUS! Make the most of the time you do devote to rehearsal. Visualize characters as real people; visualize the environment by believing you are truly there. Even visualize an audience to create an atmosphere similar to the contest situation.
- Occasionally, practice in a noisy surrounding. It is difficult to do, but it helps your ability to concentrate, which is vital when you are in that competitive setting. Try a "concentration follow-through" rehearsal with other performers on your squad. Have all interpers practice at the same time standing across from each other, so that you can learn to focus, no matter what! Be sure that each performer times his performance to evaluate whether or not he was consistent with his pacing, etc.
- Read your selection at a variety of volume levels. Not all contest rooms are similar and you will need to adjust your projection to fit the room.

The Competitor's Edge

The absence of a thing can be powerful. Plan SILENT reactions. Rehearse them with viewpoints in mind. A narrator reacts to the audience. A narrator thinks and visualizes, and characters speak to each other versus the narrator's reaction to the exchange. The most powerful moments are found in the silence; diminutive sounds and gestures provoke the greatest responses and yearning questions.In the silence, we seek to understand. The silence is the magic in oral interpretation.

Magda Mirelez, Bay City HS

- Try isolating portions of your script for practice. Concentrate on one scene from your cutting throughout one entire rehearsal. During another rehearsal, read aloud only the dialogue, excluding everything else. This helps you concentrate on the distinction of characters and the consistency of character portrayal. Another time, select only the narration to read. Does the narrative enhance the overall performance? It deserves as much concentration as your characterization. If it doesn't add to the flow of your presentation, you might re-analyze your cutting of the literature.
- Ask people who are totally unfamiliar with your selection to listen only to your introduction. Then discuss with them what impression the introduction gave them about what is to follow in the selection. Can your introduction stand alone? Next, deliver your introduction again, followed by performing your piece. Now, what was the listener's impression? Make sure your introduction achieves the purpose you want it to for your piece!

The Competitor's Edge

Don't. Go. Profile. When working on character placement, think of the outside top corners of your open binder as invisible walls and don't allow your nose to turn any further out to the side than those corners. This will keep you from going too much profile but allows the audience to distinguish which character is speaking while still seeing the majority of your face.

Aimee Kasprzyk, Corsicana Fine Arts

- Turn off the light and deliver your introduction. This causes listeners to focus on the structure and effectiveness of your introduction without distraction.
- You might even prepare more than one introduction to your piece and bring in others to listen and give you feedback as to which works more effectively.

- Seek as many audiences to perform in front of as possible. Ask your English teacher to fit you in to the curriculum schedule one day. Perform in front of your family and friends. Younger students always appreciate oral performance, so perhaps you can visit an elementary or junior high school classroom. Community day care centers or nursing home facilities might welcome a performance as well. Use your imagination in finding a variety of audiences. A variety of feedback can be invaluable.

The Competitor's Edge

Never limit your rehearsal audience. Practicing your performance in front of a variety of people can expose meanings or elements of your performance you may not have originally seen.

Tasha Jones, Tuloso-Midway HS

Regardless of which rehearsal techniques work for you, you need both private rehearsal time and sessions with your coach. Commit your entire energy to your private rehearsal so that you achieve the greatest benefit from time with your coach. Be on time. Be prepared and be ready to give it your best effort. Remember that your ultimate goal is a polished performance!

Performance Decisions

There is a fine line between "interpreting" and "acting," and it is difficult for a performer to discern sometimes. Too many gestures, overly contrived facial expressions, and movement may lead to crossing over that line. Gestures and expressions should be a natural flow from the material. Most UIL judges want the voice to be the focal point of the performance, not body movement. Have your coach listen to your performance without looking at you; if it is still effective, you should be on the right track. Also, even though you have rehearsed your piece many times, you must make your performance seem natural and spontaneous. If your performance is technically wonderful, but has no "heart," your success will be limited. (See earlier discussion in Chapter 1.)

Along the lines of "acting" has arisen the issue of singing during the performance. If you're entertaining the idea of wanting to sing in your performance, you are advised to consult the rules of the contest. Category restrictions for prose and poetry in the *contest rules* establish that these contests are ones in oral reading, clearly indicating that reading, not acting or singing, is the focus and intent of the competition.

The *rules* indicate that singing, if used in the introduction, transitions, commentary, and/or selections, should conform to guidelines similar to those for the use of foreign language words and phrases - incidental use only. Category A and B of Poetry allow the reader to use song lyrics only published as music as transitions within the program. These can be read or possibly sung, if kept to a minimum, and the performer shall state in the introduction if using them.

Throughout the processes of analyzing the literature and exploring through rehearsal, you will be making decisions about performance. You will search for effective ways to make the literature come alive for an audience through your vocal and physical presentation of the script. You will polish a performance that reflects through the use of your voice, facial expressions, and body your interpretation of the meaning and message of the selection. You will determine how you can — through focus, posture, use of your voice, and all the other elements of interpretation at your disposal — help the audience experience the literature through their imagination. You will participate in the art of relaying the message of an author's writing, through yourself as the interpreter, to a variety of audiences.

The product of this process will be your oral interpretation, unique to you. Be prepared that, in competition, there are many subjective opinions about performance. Judges may disagree with your performance choices and even the advice your coach has given you. That does not automatically mean your judge is incompetent nor does it necessarily reflect on your ability to understand literature. If you have done your "homework" by analyzing each preparation step, making conscientious choices about the critical aspects of your performance based on your findings, you can accept those critiques as merely opinions that will assuredly differ from individual to individual. The most important thing is: Did you do your best to interpret the selection as closely to the intent of the original author as possible? Sometimes your judges' comments, no matter how contradictory to your analysis, can serve as catalysts whereby you take a fresh look at performance issues or initiate a review of elements you had not yet researched. Stay open to new insights that can be substantiated through studying the piece again. Growing through exposure and analysis of literature is what UIL oral interpretation is all about!

The Competitor's Edge

Perform in honor of those whose stories you get to share. Be the voice that the author and the story deserve. Pick literature you can do that with; practice to be your best; and perform with your whole heart every single time.

Julie Schniers, formerly San Angelo: Central HS

The Internet as a Resource

The Internet is a wonderful research tool by which to locate selections, as well as information about authors for documentation purposes. By all means, use this realm. A word of caution though: ***prose and poetry selections found only on the Internet and not published in print form are not considered to meet the category requirement of "published." Students should check categories to determine which ones require "published in hard copy."*** The Internet is also an easy way to locate required documentation for the categories.

Quality of Documentation on the Internet

Setting standards is essential: The Internet makes available web pages from fourth grade students right alongside those from world-class experts. Just as in the print medium, one must make a distinction between the *New York Times* and the *National Enquirer*.

Following are standards set forth for UIL documentation.

- NO use of web pages that come from discussion groups or chat rooms
- NO use of comments posted on blogs
- NO use of web pages where the author is a student in grade school, high school or college
- NO use of Wikipedia

Preferred web pages sponsored by one of the following:

- The author's official copyrighted website
- A government institution
- A major educational institution, with pages maintained by faculty and departmental personnel, not students
- A recognized book publishing company
- A reputable journalistic organization (CNN, New York Times, Christian Science Monitor, etc)
- An online library maintained by government agencies, colleges, universities (Library of Congress)
- A recognized online encyclopedia (*not* Wikipedia)

Determining Credibility – Examining the Site

- What is the site?
- Who sponsors the site and where does their data come from?
- Click on "About Us" and read their background.

Determining Credibility – Things to Avoid and Sites Not Appropriate

- Don't simply "google" for biographical data and other facts.
- Don't just assume the site is legitimate.
- Do not use Wikipedia, although you may evaluate the web pages linked within the Wikipedia entry as possible legitimate resources.
- Do not use: *IMDb.com, Goodread.com, Freebase.com, TrueKnowledge.com*
- Do not use unauthorized Encylopedias.
- Do not use social media sites.

See Evaluating Internet Sources for Documentation for further discussion of problematic sites.

Try Searching these online sites for information

- *Library of Congress Home Page* - http://lcweb.loc.gov
- *World Cat* - http://worldcat.org
- *University of Illinois library webpage* - www.library.illinois.edu/infosci/research/guides/dewey/
- *Booksinprint.com* - Provides an advanced search for fiction and non-fiction.
- *The On-Line Books Page*
  Includes original fiction, reviews, author interviews and thousands of annotated links to book-related sites.
- *A Celebration of Women Writers*
  http://www.digital.library.upenn.edu/women
  This site provides a more in-depth biographical information about women writers and their books. The site is arranged A to Z by the authors last name and in some cases gives a full text version of some of the books or poems they have written. Most sites on the individual pages have pictures on the authors as well as the biography.
- *Poetry Foundation* - www.poetryfoundation.org
  Includes poetry, poet biographies, and a listing of other online resources.
- *Poetry International* - www. poetryinternational.org/pi/home
  Includes poetry and poet biographies searchable by content or country as well as publication information below each poem appearing on the website.

Try searching these online bookstores for information.

- *Amazon.com* (http://www.amazon.com)
- *BarnesandNoble.com* (http://www.barnesandnoble.com)
- *The New York Public Library Online* (http://www.nypl.org)
  (The New York Public Library also has an online bookstore on its site.

Library Resources

- *Contemporary Poets, Dramatists, Essayists, and Novelists of the South: A Bio-Bibliographical Source-book,* edited by Robert Bain and Joseph M. Flora
- *Dictionary of Literary Biography,* vol. 248: Antebellum Writers in the South. (also known as the DLB series)

A Tip on Managing Internet Research

When looking for literature online for categories that permit it, limiting your searches is often more useful than simply typing your search terms into Google. Try finding a few handy websites you frequent when looking online for literature and creating a *Google Custom Search.* When you create your own search engine, you can control what websites Google searches and increase the likelihood that what you find could be useful.

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3

Understanding the UIL Categories

The UIL categories have come a long way. The earliest interpretation event, "declamation," began in 1911 as the second oldest contest sponsored by UIL. It consisted of delivering published orations which promoted good citizenship, involved a story or event about the "making of America," or commemorated Texas heroes, history, and progress. These orations were delivered from memory. Not until 1950 was poetry a separate event in the UIL program, and not until 1959 was a manuscript required during the presentation. In 1961, declamation became prose interpretation, and for the first time, a list of five poets and five writers was prescribed by the League office. Defined categories have been the mainstay of UIL interpretation for over sixty years. The educational goal of requiring literary works that fit specific categories is to encourage students to read widely and well.

Some have suggested that we simply throw away all the rules and just let the students perform whatever literary works they want. Who cares about category requirements as long as students are great performers? Don Crabtree, renowned coach, member of the National Speech and Debate Association Hall of Fame and NSDA Executive Council responded to this notion: *"Literature is and should be an art form. Do we sacrifice art for the sake of an easy to get, sometimes cheesy, cutting? I hope not. Part of the true educational value of the interp events is to explore a vast genre of authors, works, and styles."*

In recent years, the guidelines for categories have allowed much more freedom of selection on the part of contestants, combined with criteria that encourages the exploration of contemporary literature and forms of literature that often go unexplored by high school students. In an effort to receive statewide input for categories, the League posts a form on the UIL website whereby coaches and students may submit ideas. In addition, a group of experienced coaches are selected to serve on the State Advisory Prose and Poetry Committee, representing large and small schools as well as geographical regions throughout Texas. The selection process is greatly refined from earlier times when the committee met for a brief session during the state meet.

The current categories were selected after in-depth discussion about how to best meet the educational and aesthetic needs of our students. From the beginning, the Committee laid out several goals to guide us in our deliberations. Criteria establishing the framework for selecting categories set forth that the categories should (A) provide a strong educational experience for contestants; (B) engage student interest; (C) be easy to document; (D) challenge students to read literature they might not otherwise read; and (E) be clear in both letter of the law and spirit of intent.

The categories allow a great deal of freedom of choice, encourage creativity, and require easy documentation. One thing to note is that, category restrictions are not the same for both categories.

In an effort to simplify the categories for teachers who coach both prose and poetry and to enable competitors to remember which category is designated A and which is B, the categories for both contests are parallel. Discussion of them will be grouped accordingly.

Restrictions for Prose Category A

Material chosen for use in Category A of Prose Interpretation shall meet the following restrictions:

(A) One to four selections of prose may be used.

(B) If performing a single selection, the prose shall be published, printed material; internet material shall be prose published concurrently in hard copy.

(C) If multiple prose selections are used, one prose selection may be unpublished, but not self-authored.

(D) Selections from plays, screenplays, movies, and monologues shall not be used.

(E) Speeches shall not be used in this category.

(F) No contestant shall use the same writer in more than one category in the contest.

(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Descriptor for Prose Category A: Recognizing Joy: Focusing on the Little Things

The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read a single literary work of prose, an excerpt of a work of prose or may create a program containing no more than four literary works of prose. If a program is used, one prose selection from an unpublished source is allowed in the program but may not be self-authored. The majority of the performance must be *published* prose. The performance should evoke *an appreciation of finding joy.*

For Category A, the performance may be fiction or non-fiction. Co-authored and anonymous works of prose are permissible. The author(s) used in this category shall not be used in Category B of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the literature to the goal of the category**. If the program is woven, it shall be stated in the introduction, and the different literary works should be distinguishable through interpretation.

Documentation Requirements for Prose Category A

In order to meet category restrictions, the contestant shall provide proof the selection is published prose in hard copy.

1. If performing a single literary work, it shall be published printed prose.
2. If performing a program, all selections shall be published, printed prose, with the exception that one prose selection may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose A Documentation online form.
4. The contestant shall provide proof the selection(s) are published prose. Examples of acceptable proof of publication include:
   - the original published source
   - a photocopy of the copyright of the original source
   - online printout of Library of Congress cataloguing information
   - If a prose selection is drawn from a literary collection (anthology) the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the prose selection is included in that book
   - A printout from an online source proving the selection is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer

- If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose

Examples of unacceptable forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Restrictions for Poetry Category A

Material chosen for use in Category A of Poetry Interpretation shall meet the following restrictions:

(A) One to six poems may be used.

(B) If performing a single selection, the poem shall be published, printed material; internet material shall be poetry published concurrently in hard copy.

(C) If multiple poems are used, one poem may be unpublished, but not self authored.

(D) Selections from plays or screenplays, movies, and monologues shall not be used.

(E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems.

(F) No contestant shall use the same poet in more than one category in the contest.

(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Descriptor for Poetry Category A: Recognizing Joy: Focus on the Little Things

The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read one single poem, an excerpt of a poem or poems, or may create a program containing no more than six literary works of poetry. If a program is used, one poem from an unpublished source is allowed to be included in the program, but it may not be self-authored. The majority of the performance must be *published* poetry. The performance should evoke an appreciation of finding joy.

For Category A, co-authored and anonymous works are permissible. The poet(s) used in this category shall not be used in Category B of poetry.

When using copyrighted material each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Unless published as poetry, song lyrics may be used only as transitions between poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the literature to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

Documentation Requirements for Poetry Category A

1. If performing a single literary work, it shall be published printed poetry.
2. If performing a program, all selections shall be published, printed poetry with the exception that one poem may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry A Documentation online form.
4. The contestant shall provide proof the selection(s) are published. Examples of acceptable proof of published include:
   - the original published source
   - a photocopy of the copyright of the original source
   - online printout of Library of Congress cataloguing information
   - If a poem is drawn from a literary collection, the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the poem is included in that book
   - A printout from an online source proving the poem is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
   - If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry

Examples of unacceptable forms of formal documentation include:

- Social media
- Copying and pasting into a word processing document

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Commentary for Prose and Poetry, Category A:

The overwhelming response from coaches, judges, and contest officials on what type of literature they requested for categories was "Please get us out of the doom and gloom! We are weary of listening to traumatic content and only harsh realities full of negativism." When we interviewed students, they shared that because that had been the trend for several years, they felt as though they had to perform extremely traumatic literature in order to win the round because it was what "everybody" was reading. The committee wanted to provide a way to break this cycle and give students a reason to read literature that celebrates joy and the positive things in life.

This does not mean that performances shouldn't have contrasting levels; indeed, they should! But the intent of the categories is to seek literature that promotes positive lessons learned, that focuses on mentally healthy situations and relationships, that embodies the "good" that there is in life. Perhaps it's the discovery of how much a family member means to you even though you did not recognize that initially until that relationship deepened due to circumstances. Maybe it is growth encountered as a result of having to make a sacrifice for another person, or realizing that material things are not so important as people. As students begin to search for literature that speaks to them, have them brainstorm things where they can recognize small moments that shape their persepective thus bringing them joy. Through these categories, let's celebrate life!

Restrictions for Prose Category B

Material chosen for use in Category B of Prose Interpretation shall meet the following restrictions:

(A) A minimum of two prose selections with a maximum of four prose selections shall be used in this program.
(B) All selections may be published, printed material, internet material or transcribed material but must be prose.
(C) No contestant shall use the same author in more than one category in the contest.
(D) Selections from plays or screenplays, movies, and monologues shall not be used.
(E) Songs lyrics shall not be used as selections or transitions in this performance.
(F) Anonymous works may be used.
(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Descriptor for Prose Category B: Inspiring Change: Striving for a Better Tomorrow

The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using prose that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two prose selections and no more than four prose selections that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use prose selections from one or more authors. Prose Category B includes fiction, nonfiction, news sources, speeches, essays, letters and diaries. Co-authored and anonymous works of prose are permissible but self-authored pieces shall not be used unless published in hard copy. The author(s) used in this category shall not be used in Category A of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the prose to the goal of the category.** If the program is woven, the contestant shall state it in the introduction, and the different prose works should be distinguishable through interpretation.

Documentation Requirements for Prose Category B:

1. All selections may be published, printed material, online material or transcribed material that is prose.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose B Documentation online form.
3. No proof of publication for Category B is required.
4. If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Restrictions for Poetry Category B

Material chosen for use in Category B of Poetry Interpretation shall meet the following restrictions:

(A) A minimum of two selections of poetry with a maximum of six selections of poetry shall be used in this program.
(B) All poetry may be published, printed material, internet material or transcribed material but must be poetry
(C) No contestant shall use the same poets in more than one category in the contest.
(D) Selections from plays or screenplays, movies, and monologues shall not be used.
(E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transi tions between the poems.
(F) Anonymous works may be used.
(G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
(H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Descriptor for Poetry Category B: Inspiring Change: Striving for a Better Tomorrow

The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using poetry that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two poetry selections and no more than six poems that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use poems from one or more poets. Co-authored and anonymous works are permissible but self-authored pieces shall not be used unless published in hard copy. The poet(s) used in this category shall not be used in Category A of Poetry.y.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Songs lyrics published as music only and not as poetry may be used but only as transitions between the poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the poetry to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

Documentation Requirements for Poetry Category B

1. All poems may be published, printed material, online material or transcribed material.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry B Documentation online form.
3. No proof of publication for Category B is required.
4. If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selec tion is poetry.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

Continue reading this handbook and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Commentary for Prose and Poetry, Category B:
It is no secret that the world changes at a rapid pace around us. Evolution is a daily experience- but one we don't get to regularly reflect upon. When we do pause to look back, seeing where we began and where we are now can empower us to move forward in a positive direction.

Category B for both prose and poetry seeks to shine a light on how our world has evolved for the better. Some may immediately think technology - which, yes, is a completely viable idea! But positive change occurs in a variety of ways. It could be the advancement of medical treatments as we work to eradicate illness. It could be the rise of women in STEM. It could follow the journey of education as it progressed from a one-size-fits-all approach to one that embraces the unique needs of students. It could examine the changing definition of what a family looks like. It could be the rise of understanding and support for mental health. We are often told to look back on our own lives and see how far we've come. This category asks our students to look back on the developments that surround our communities and see how much we've achieved together.

This category requires the use of at least two pieces of literature. With change comes diverse perspectives. The utilization of different texts challenges our students to explore unique viewpoints and find the common thread of development that exists within a variety of literature. Advancement is not a single story, but rather a combination of experiences and collaborative efforts. We believe this is best achieved by using multiple text sources instead of a singular one. The goal is to support students' critical thinking as they find material that works well together to highlight positive change in our world. It is our hope that this category will allow our students to celebrate how far we've come and inspire hope as we continue to evolve.

Permission to Use

The right to perform copyrighted interpretation selections for contest must be secured. Just purchasing the book does not give you permission to perform the literature at a contest. It is the responsibility of the local school to secure all performance rights for contest selections. UIL assumes no responsibility for copyright permission to perform material. Educational use is not an excuse to use copyrighted works without permission. A word of caution: you and your coach will want to start the process of securing permission early in the season because it can take time.

As you seek copyright permission, be aware of the permission you must receive. You must have express permission by the copyright owner to alter words. Derivative permission is when you wish to "soften" a particular expletive to make it appropriate for school competition and you want to edit. Realize that you need permission to do that. If you wish to take a clip out of a book ("transcript"), this is allowable; however if you change the lines, it is a copyright infringement. Deleting a word is "transforming" a piece. Weaving is permissible when you are creating a whole new piece.

For a broader comprehension of copyright compliance, coaches are encouraged to review the free online course, "Understanding Copyright and Compliance", provided by the National Federation of State High School Associations. *https://nfhslearn.com/courses/understanding-copyright-and-compliance*

Introductions for the Categories:

The categories emphasize the role of the introduction as a critical part of the performance. Contestants should pay particular attention to each category descriptor for the purpose the introduction should fulfill. In brief summary, the required information to be included in addition to title(s) and author(s) (unless noted in a transition within the performance), and a statement if the performance is woven are:

Introductions for UIL Categories
2024-2025

Prose – Category A - Recognizing Joy: Focusing on the Little Things
- Include a statement to connect the literature to the goal statement in the category: recognizing joy in the simplest of things.
- Include all titles and authors read*
- State if the program is woven

Prose – Category B - Inspiring Change: Striving for a Better Tomorrow
- Include a statement to connect the literature to the goal statement in the category: celebrating positive change over time that has led to a better future.
- Include all titles and authors read*
- State if the program is woven

Poetry – Category A - Recognizing Joy: Focusing on the Little Things
- Include a statement to connect the literature to the goal statement in the category: recognizing joy in the simplest of things.
- Include all titles and authors read*
- State if the program is woven
- State if the program uses song lyrics as transitions between poems

Poetry – Category B - Inspiring Change: Striving for a Better Tomorrow
- Include a statement to connect the literature to the goal statement in the category: celebrating positive change over time that has led to a better future.
- Include all titles and authors read*
- State if the program is woven
- State if the program uses song lyrics as transitions

*Note: When using multiple selections, some of the titles and authors can be announced during verbal transitions rather than all of them being introduced within the introduction, so long as all titles and authors are orally announced within the program performance.

Performers should not neglect announcing individual titles of selections by merely grouping them such as "a collection from…" and then saying the title of book. Separate titles should be announced.

Questions and Clarifications: Category A of Prose

1. Can comic books be used?

   A comic book is only an episode without complete development of character (as revealed by its very definition).

   Why encourage a student to use this for a performance?

Graphic novels have been allowed for some time, but they are different from single comic books, as there is a follow-through on character development, etc. They continue to be allowed, as long as they adhere to category requirements.

2. If a book is written by someone along with another individual, may it be used in Category A of Prose?

   Yes. Co-Authored and anonymous works are permissible.

3. Category A does not say we have to automatically document the genre. When would that be necessary to provide?

When your selection is taken from an anthology that contains a mixture of prose and poetry and perhaps even drama, it would be necessary. When that occurs, you must complete another step to document that your piece is prose. This would apply, as well, in Category A of Poetry if you pull from a mixed anthology. You would need to prove your piece is poetry. Sometimes, proof is easy because the table of contents in divided into the different genres included in the book. Other times, you may have to visit the author's official website to see if there is a reference to your selected piece's genre. These are only two examples of how to document; there are definitely other methods.

Questions and Clarifications: Category B of Prose

1. If I transcribe a news story from a major broadcast but the specific reporter's name was not given, can I still use it in my program?
   Yes. Give the credit to the broadcasting network as the "author" and the date.

2. Does Category B of Prose require two or more authors?
   No. Rules do not govern how many different authors are used.You just cannot use the same authors you use in Category A. Rules do govern you must read at least two selections.

Questions and Clarifications: Category A of Poetry

1. How many poems are required in this category?
   Only one is required but up to six (maximum) can be read.

2. Can song lyrics from YouTube videos be used as one of my poems in this category?
   Category A restrictions specifically state: "Song lyrics published only as music may be used but ONLY as transitions." so if you find the lyrics only on YouTube, you may not use them.
   They must be published as music to be used as transitions.
   They must be published as poetry to be used as poems in the performance.
   No high school "garage band" recordings — unless, of course, the song has been published.

3. Do song lyrics used as transitions count in the total number of 6 poems allowed?
   No.

The Competitor's Edge

Never assume you remember the documentation rules off the top of your head. Even the seasoned pros print the documentation rules and refer back to them often. UIL provides a helpful checklist that will keep you in the clear. When in doubt, check the rules.

Tasha Jones, Tuloso-Midway HS

Questions and Clarifications: Category B of Poetry

1. What should I do if the poem I want to use has profanity in it?
   UIL does not condone profanity in performances. Contest rules say you should revise or reject the literature. If it's impossible to cut the profanity (you must check with the copyright owner to secure permission to alter the piece), you may want to choose more appropriate literature for competitions. Remember: You represent not only yourself, but also your family, school and community and this is a professional formal competition. Also, your administration must be aware and grant approval for selections you are

performing.

2. What is transcribed material?
   This is when you listen to an audio of the poem without having it in print, and then type the audiversion into a manuscript.

RULE REGARDING USING SAME SELECTION

Category Restriction: No contestant shall use selections from the same literary work more than one year at UIL State Meet. (regardless of categories)

Explanation: The purpose of this rule is to support the goal of the contest, "to encourage the contestant's exploration of a variety of literary selections." The intent of the rule is to prohibit students from performing cuttings from the same literary piece more than one year at the State Meet. Philosophically, to meet the educational goal of this contest, students who have successfully advanced to the State Meet and competed at the highest level of UIL competition with a piece of literature should perform different literature in all future State Meets so they continue to learn and grow in their knowledge of literature and performance. Performing the same piece over and over again stymies a student's educational growth.

Clarification: "Selection from the same literary work"

This does not prohibit a student from reading different poetry/short stories that are published in the same poetry collection/anthology as the poem/story the student competed with at State the year before. Each poem/short story, though possibly by the same author, would be a *different* literary work. However, this does mean that one cannot select different chapters/cuttings (i.e., Chapter 1 vs. Chapter 10) from the same novel performed previously at State by the student, since they are both part of the *same* literary work.

The Competitor's Edge

Documentation is an aspect coaches and students can underestimate the time required to be prepared. It is never too early to begin the documentation process. Study the categories and documentation requirements thoroughly before you search for literature. Find documentation before you start to prepare the literature for performance.

Shawn Duthie, Holliday HS

Examples: Assuming the selections met the category guidelines specified:

A student could perform a cutting from Mark Twain's *Adventures of Tom Sawyer* his first year at State Meet, and then a cutting from *Huckleberry Finn* the following year. Although related, these are clearly two separate literary works. A student could perform a poem by a certain poet his first year at State Meet, and then perform a <u>different</u> poem by the same poet, published in the same poetry book, the following year at State Meet.

The different poems are separate literary works.

The Competitor's Edge

If you're not having fun, then it's time to go back to the drawing board and find new material that gets you fired up!

Tasha Jones, Tuloso-Midway HS

Helpful Checklist for UIL Prose Documentation Requirements

Competitors must choose contest material that meets the criteria established in the Category Restrictions, Guidelines and Descriptions. Read the UIL contest rules in the UIL Prose and Poetry Handbook and the UIL website for assistance concerning acceptable and unacceptable documentation.

- ❑ Have I completed the UIL Prose A Documentation Form, including my coach's signature and mine, and made copies for the contest director and each of my judges?
- ❑ Do I have proof my Category A literature is published in hard copy? (Show this proof to the contest director.) If more than one selection is used, one, but only one, may be unpublished, as long as it is not self-authored.
- ❑ Have I used *no more than* four selections?
- ❑ If my Category A selection was drawn from a literary collection (anthology), have I taken extra steps to prove my selection is included in this anthology? (Show this proof to the contest director.)
  If I do not have the original source:
  √ Have I photocopied the title page and the table of contents?
- ❑ If my Category A selection(s) is/are drawn from a book containing mixed genre, do I have proof my piece(s) is/are prose?
- ❑ Am I certain that my Category A selection(s) is/are not a play, screenplay, speech, movie or monologue?
- ❑ Is/are the author(s) of my selection(s) for Category A different from the author(s) whose selection(s) I am reading for Category B?
- ❑ Do I have the original source(s) of my Category A for contest? (*optional but helpful to have)*
- ❑ Have I completed the UIL Prose B Documentation Form, including my coach's signature and mine, and made copies for the Contest Director and each of my judges?
- ❑ For Category B, have I used at least two but no more than four prose selections?
- ❑ Am I certain that my Category B selections are not plays or screenplays, movies or monologues?
- ❑ If my Category B selections are from the internet or transcribed, have I included the URL on the documentation form?
- ❑ Are the authors of my selections for Category B different from the author whose selection I am reading for Category A?
- ❑ Do I have the original source(s) of my Category B for contest? *(optional but helpful to have)*
- ❑ Have I submitted both A and B performances to my administration (principal) and had them approved for performing at UIL contests?

*All documents used for official documentation must be printed in hard copy. Documentation only on electronic devices such as smart phones or an E-Reader is not acceptable at the contest site.

Helpful Checklist for UIL Poetry Documentation Requirements

Competitors must choose contest material that meets the criteria established in the Category Restrictions, Guidelines and Descriptions. Read the UIL contest rules in the UIL Prose and Poetry Handbook and the UIL website for assistance concerning acceptable and unacceptable documentation.

- ❑ Have I completed the UIL Poetry A Documentation Form, including my coach's signature and mine, and made copies for the contest director and each of my judges?
- ❑ For Category A, have I included *no more than* 6 poems?
- ❑ Do I have proof that my Category A poem(s) are published in hard copy? *(Show this proof to the contest director.)* If more than one selection is used, one, but only one, may be unpublished, if not self-authored.
- ❑ If my Category A selection(s) is/are drawn from a literary collection (anthology), have I taken extra steps to prove my selection is included in this anthology? *(Show this proof to the contest director)*. If I do not have the original souce:
  √ Have I photocopied the title page and the table of contents?
- ❑ If my Category A selection(s) is/are drawn from a book containing mixed genre, do I have proof my piece(s) is/are poetry?
- ❑ Are the poet(s) of my selection(s) for Category A different from the poets I have selected for Category B?
- ❑ Do I have the original sources of my Category A for contest? *(optional but strongly encouraged)*
- ❑ Have I completed the UIL Poetry B Documentation Form, including my coach's signature and mine, and made copies for the contest director and each of my judges?
- ❑ If my Category B selections are drawn from a book containing mixed genre, do I have proof the selection my selections are poetry?
- ❑ For Category B, have I included at least two but no more than six (6) poems?
- ❑ Am I certain that my Category B selections are not plays, screenplays, monologues or song lyrics published only as music? *(Category B allows song lyrics published only as music to be used but ONLY as transitions, if I state so in my introduction, NOT as a selection in my program.)*
- ❑ If my poems are from the internet or transcribed, have I included the URL on the documentation form?
- ❑ Are the poets of my selections for Category B different from the poet(s) I have selected for Category A?
- ❑ Do I have the original source(s) of my Category B for contest? *(optional but helpful to have)*
- ❑ Have I submitted both A and B performances to my administration (principal) and had them approved for performing at UIL contests?

*All documents used for official documentation must be printed in hard copy. Documentation only on electronic devices such as smart phones or an E-Reader is not acceptable at the contest site.

Weaving Is An Option

by M'Liss Hindman

Weaving gives the performer a wide range of options for the performance. So this essay will look at what weaving is and how one does it effectively.

Before getting into the "ins and outs" of how weaving is done, it is important to emphasize that the purpose of weaving is NOT to create a new piece of material. The purpose of weaving is to highlight thematic development and to enhance the meaning of each individual piece of material.

Not all pieces of literature can be woven together nor should they be, so all of the categories still allow the contestant other options such as using verbal transitions or no transitions at all (sometimes referred to as "stacking.")

Contestants reading woven literature have to work to develop the individual voice of each of the pieces. The best woven literature is performed in a manner where each individual piece is easily discernible from the other through the contestant's vocal and physical delivery. And, yes, woven programs are more difficult to perform because they require the performer to work on multiple characterizations and the finer qualities of each of the pieces. This is true unless the student is reading a woven poetry program written all by the same author with the same persona. Then only different moods would be developed between the poems.

The term "weaving" is used intentionally to avoid the negative connotations of "blending" literature. Blending implies putting literature together in a way which makes a completely new work. That process violates author's intent. Weaving, on the other hand, has the connotation of each strand remaining visible and distinct, as in a woven basket.

Perhaps a clearer analogy is to think of a woven program of poetry like a television talk show. The television show has a theme and different speakers have been invited as guests because of their different perspectives and knowledge on a subject. (Note: The interpreter chooses the different pieces because of their different perspectives upon the theme.) During the talk show, the different speakers do not lose their individual voice or integrity just as the pieces should not lose theirs during a woven program. If anything, just as the television show allows us to walk away from the communication more knowledgeable because of a holistic understanding of the issue, a woven program allows the interpreter and the audience to better understand the theme by allowing different poets' and authors' personas to speak on the issue.

The Competitor's Edge

Remember: You are NOT creating a new piece; you are creating a beautiful quilt of literature.

M'Liss Hindman, Tyler Junior College

So now that it is understood that weaving is taking literature apart and putting them back together in a thematic way, how does one put together a program? For clarity's sake, let's examine the genres of literature separately:

WEAVING POETRY: Sometimes the contestant begins with a single poem, enjoys the theme of that poem, and looks for other poems to go with the original selection. Other times, a contestant thinks of a theme and then looks for poetry to develop the theme. Either way works. Success depends on the individual and how diligent he/she is in looking for a solid theme and good poetry.

For example, "love" is too general of a theme to develop in a program that lasts less than seven minutes. There are far too many types of love and levels of love to explore in that amount of time. A more realistic theme to develop would be "the power of a mother's love for a child." This theme is more specific and yet would allow for

a variety of angles of thematic development. So whether the performer starts with a poem or a thematic idea, one must make the theme specific and worthwhile for both him/herself and the audience to enjoy.

WEAVING PROSE: Just as in Poetry, the contestant may begin with a single piece of literature that has a strong thematic idea and then research literature to find other pieces of prose and dramatic literature that fit with the original theme. Other times, a contestant may think of the theme first and then look for the literature that supports it. For instance, a student who had always been interested in the era of the 1950's begins to research information about that era and comes up with stories of women who had been suffragettes, women who had pioneered in the working arena and tragic part from a movie where two women were dealing with the horrors of the Great Depression. She puts these pieces of literature together to create a very compelling program about the various plights of women in the 1920s.

With the definition of weaving clarified and the basic idea of thematic development addressed, it is important to grasp how putting a program of literature together works. Understand that there are no hard and fast rules for weaving. It depends upon the literature chosen. Generally a program has a beginning, a middle and an end. Think of the program as a speech with its own specific arguments. Arguments might be given for and against an issue or it might appear as more of a conversation about the theme. One technique of putting together a poetry program is to use a central piece (also known as the anchor piece) and weave the other selections in and around it. But remember, there are no hard and fast rules. Literature segments might be just alternated, depending upon the messages of the poems and how the theme is being advanced. For many interpreters, weaving will come instinctively. Others will have to work at it for hours - even days.

Weaving literature is an intellectual challenge. Coaches and students interested in learning how to weave must realize that in order to weave effectively, analysis of each complete work of literature is paramount. Poems, segments of prose stories, scenes from plays and movies cannot be woven together well unless an understanding of each stanza, line, paragraph, scene, and word has been achieved.

Remember: weaving is not creating a new piece of literature – it is instead highlighting the nuances of individual pieces already written into a program begging to be performed. Trial and error is to be expected. Not all attempts at weaving are successful. But after the long hours of researching and analyzing and weaving, the real work of bringing the poets' and author's individual narrators to life begins.

The Competitor's Edge

When you weave several pieces together, we should still be able to tell the difference between the various selections. If it all sounds like one continuous story, that's not weaving. That's creating a whole new selection.

Katrese Skinner, El Campo HS

Oral Interpretation Textual Analysis

Gleaned from Robert Shepard, Plano ISD

OBJECTIVE:
Create a performance that will have believable characterization, dramatic and impacting moments, and sense of journey from the beginning of the selection to the end.

STEP ONE:
The text for an oral interpreter is like sheet music to a musician. When analyzed correctly and scored properly, the text gives the interper all the clues s/he needs to create characters.

Read the entire text first.
Look up any word you do not understand.
Look at the punctuation for your character that the author has put into the literature.

Commas (,) mean "Take a breath!"
Periods(.) mean pause or possible change of thought
Ellipses (….) mean the character is unsure
Dash (—) whatever follows a dash is very important to the character or it is an interruption
Colon (:) usually means that a list is coming. If your character has a list of repeated words or phrases regardless of a colon or not, each item in the list must be different.
Example: "I wish that someone would hold me, I wish that life were easy, I wish that we could get married." Each "I wish" and what follows it must build, or get softer, or be said in a different way.
Colons can also mean that what follows is very important to the character.
Exclamation point (!) means the character is excited, angry or emotional.
Question mark (?) means that they are questioning someone. Your pitch must go up at the end of your sentence for the audience to know that you are asking a question.
Lengths of lines. If the character speaks for several sentences without taking a pause, (,) then they are trying to be heard or they are nervous.
The shorter the lines back and forth, the more emotional anger or tension in the scene is building.

STEP TWO:
Score the text (mark your manuscript) once you have studied the punctuation.

/ = Pause
// = Pause & change of thought
/// = Extended pause and shift in the scene
< = Louder
> = Softer
~~~ = Faster
—
—
= Slower

The Competitor's Edge
Put page breaks where they make sense. Never turn a page in the middle of a description or action.
M'Liss Hindman, Tyler Junior College

STEP THREE:
Circle an operative word per phrase/line/sentence.

An operative word is the one word we must hear in a sentence in order for the phrase/line/sentence and the next phrase/line/sentence to make sense. The operative words in a performance are key to an audience understanding what is happening in a poem/story and for an interper to fully bring action to the text.

Think of the operative word as if looking at a painting. The operative word is the red dot in the midst of a sea of black. In other words, in a phrase/line/sentence, the words around the operative word are the shading or background. The operative word is the point or focus of the phrase/line/sentence – otherwise, everything sounds the same. You should slightly stress the operative word.

STEP FOUR:
Define the Super Objective of the text.
~~~

This is what the overall message or call to action is from the text. What does the text want the audience to do as a result of experience the text?

EXAMPLE: Lion King. People must realize that each of us has a force that is greater within us than that which is in the world. Each of us must remember who we are, in order to take our rightful place in life.

The Competitor's Edge

Silence is your friend. Pause intentionally and perform between the words as well as during the words.

Kathy Owens, University of Mary Hardin-Baylor

Additional Important Definitions

THROUGH LINE OF ACTION – overall life goal of each character/speaker in the text/poem

UNITS OF ACTION OR "BEATS" – A major change of thought, action or situation.
Every text is divided into units. By breaking the text down into smaller chunks, you are able to commit to the text moment-by-moment, rather than attempting to perform the entire selection at one time. A unit is over usually when a major event happens. You must clearly define each unit in order to be able to clearly share the story/poem moment by moment.

EXAMPLE: Lion King. The unit would be learning that being King has its limits.

OBJECTIVE – System of wants and needs of a character from unit to unit. The purpose of an objective is that one character is always needing or wanting something from the other character or the audience and s/he has a desperate need to win.

EXAMPLE: Lion King. Mufasa – I must persuade Simba to tell me that he will never visit the graveyard again. (With this objective, the performer can see the result of what Mufasa is fight for.)

An objective changes when your character either achieves the result, loses the battle or there is a major shift in the scene.

OBSTACLE – The thing that stops you from getting what you want. You must figure out what stops your character from getting what they want.

TACTIC – The way the character goes about overcoming an obstacle in order to achieve an objective. Tactics are verbs or actions that you do to get what you want.

EXAMPLE: I must persuade Simba to tell me that he will never visit the graveyard again. The obstacle is that Simba is young and does not understand the delicate balance of nature. During the story, Mufasa could try several tactics to win his objective like: persuade, uplift, demand, convince.

As a result of writing clear objectives, obstacles and tactics and following what you have written, your scene will take life and will have levels and a sense of journey.

STAKES – How important is it to your character to win his/her objective? The higher the stakes, the better the scene.

EXAMPLE: For Mufasa: if Simba does not do what he asks, then Simba could get killed.

When stakes become life or death, the characters will do anything to achieve them, which makes it exciting to perform the selection and for audiences to experience the literature.

Ethics for UIL Competition

Several years ago as the state advisory committee developed the categories for Prose and Poetry, we worked to have less restrictive documentation and in some instances lifted the "proof of publication" element. Once we committed to this "freedom", we then began to see pitfalls that might occur. The discussion unfortunately included comments about students and teachers who might "cheat", "manipulate", and go so far as to write material and say someone else wrote it and use it. So let's talk about that elephant in the room..... ETHICS.

First of all, as high school teachers, we have an obligation to teach our students the rules and regulations of contests in which they are entered. And then the students have the ethical obligation to follow those rules. The reasoning behind this is simple: in order to have any fair and equitable contest, a set of standards has to be maintained. This encourages professional and ethical behavior of not only the students and their teachers but also of the administration and parents.

The UIL Academic Contest Ethics Code requires "participants to participate in contests in the spirit of fairness and sportsmanship observing all rules - both in letter and in spirit." Coaches are required by the Code to "sponsor and advise individuals and teams without resorting to unethical tactics, trickery which attempts to skirt the rules, or any other unfair tactic which detracts from sound educational principles."

In the Speech world of UIL and specifically in Prose and Poetry, we as educators inherently have several obligations: not only to know the rules and teach them to our students, but also to accept the responsibility of being certain that students have the correct documentation for the contest. It is our responsibility that, even though some things may not be "checked" by contest officials, selections adhere to the rules. It is our responsibility to set the example. It is our responsibility to teach the students right from wrong and how can we do that if we ourselves are 'bending the rules'? Professional educators/coaches should set the standard and should be the proper example.

As we begin the creative process with these exciting categories, educators must follow the rules both in letter and spirit. The attitude can not be that "if we don't get caught, it's OK". We have to be ethical. As coaches and contestants, we must respect the rules and show leadership by following those rules. Let's get that elephant out of the room. Let's embrace the excitement of having innovative categories and BE ETHICAL!

Sammy Green and M'Liss Hindman
former coach, Spring High School and UIL oral interpretation state consultant

Guidelines for Judges of Poetry and Prose

When serving as a critic for a UIL oral interpretation contest, judges must be familiar with the season's prose and poetry categories. The descriptors are listed in the UIL contest rules which can be accessed from the UIL website. Additionally, the tournament official should provide a copy. If they do not, judges should request one. Reviewing the descriptors in advance of the contest will aid judges in addressing an important criteria included on the ballot: "Did the performer adhere to the prescribed category?"
Judges should examine the overall performance.

- Did it make you think?
- Did it cause you to have an emotional experience?
- Did you believe the "world" and characters created by the performer?

When judges are evaluating movement and eye contact, again take into account the overall performance. Eye contact and movement that do not distract from the performance but rather appear to be an extension and outgrowth motivated by the literature itself should not be penalized. This is a subjective area so judges should use the UIL contest rules for direction.

From the UIL CONTEST RULES AND GUIDELINES
*Note that these are not the rules in their entirety but are important sections applicable to judges. It is also important to note the word "shall" is a mandate. Judges do not disqualify contestants. That is the role of the Contest Director. However, judges may indicate on the ballot if a mandate was not fulfilled by the contestant.

Introductions. An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the poet(s) and the selection(s) to be performed and should prepare the audience to listen to the selection(s). The introduction should reflect spontaneity, though it should be prepared ahead of time. Judges should know what each category requires for its specific introduction.

Manuscripts or Copies. The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.

Style and Delivery. Contestants should not use costumes or props.
(A) Responsive use of the body (i.e., spontaneous changes in posture, gesture, and place-to-place movement) is permissible. However, this active use of the body should:
(i) be appropriate to the demands of the selection;
(ii) be a natural outgrowth from the literature to be performed, and
(iii) be limited in scope.
(B) Only incidental singing in the introduction, transitions, commentary and/or selection may be included. The judge's opinion regarding style and delivery is final. Coaches are encouraged to prepare contestants for the fact that perceptions of style and delivery will vary from judge to judge.

Time Limit. The time limit for each performance including introduction and any transitional material may not exceed seven minutes. There is no grace period. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round. The responsibility for keeping within the restricted time limit rests with the contestant.

Judges should read the category descriptors in their entirety before judging. Refer to the contest rules, chapter 2, nad the categories in chapter 3.

Writing Educational Ballots

Competition should be a valuable learning experience for students each and every time they perform. Judges play an integral role in making that happen by taking an educational approach to the UIL prose and poetry ballots.

How does a judge make their ballot educational? Write comments that have a purpose and comments that are meaningful.

What comments have purpose and meaning?

- Comments that are specific
- Comments that point out the positive
- Criticism that is expressed in a considerate manner

The UIL Oral Interpretation ballots are divided into three major sections: the introduction, the selection/performance and the overall evaluation. Questions are provided within each section to guide the judge in what to address on the ballot.

The introduction to a contestant's performance has taken on a very significant role within the performance and particularly with the current categories, the introduction has a distinct purpose. When listening, the judge should consider:

- Did the performer prepare you to listen to the selection?
- Secondly, did the content meet the category requirements? In the current category descriptors, contestants are instructed to include specific information. Judges should familiarize themselves with these mandated elements by carefully reviewing the category descriptors in advance of the round.
- Finally, critics should evaluate the contestant on delivery style of the introduction. Was it conversational in nature and did it add to the overall effectiveness of the performance?

A judge who writes on the ballot, *"Your introduction needs work!"* has not provided meaningful direction for a student to improve. An example of a more meaningful comment with purpose would be *"Category B requires that you tell the audience upfront in the introduction why the literature speaks to you. This information was not stated in your introduction."* Being specific with comments provides the detail a student needs to revise the introduction.

The second division of the ballot asks the judge to evaluate the performance of the selection, addressing issues such as:

- Was the material appropriate to the performer and the goal of the category?
- Did the performer successfully portray the narrator, the characters and the scene?
- Did the performer demonstrate an awareness of the person's purpose?
- Did the performer make appropriate use of physical and vocal skills?
- Was the use of the manuscript, internal pacing, pauses and closure appropriate?

If a student reads a judge's comment *"Too slow!"*, it is impossible to know if the judge thinks the entire performance is incorrectly paced. Because of the vagueness of the comment, the student cannot ascertain where adjustments need to be made. A more meaningful comment with purpose would be *"This scene (name specific part within the selection) needs to develop more through using a quicker pace in order to build intensity."*

Even a positive comment such as *"Characters were clear"* isn't as meaningful as *"You had well-developed characters. The mother in the story exhibited distinct qualities that distinguished her from all the other characters, making her stand out as a strong, believable individual."*

Perhaps the judge wants to point out that *"Bookwork needs to improve."* However, that comment doesn't direct the student on how to change handling the performance binder. Specific instruction is much more helpful in assisting in the growth of the student's holistic performance. *"Make sure the manuscript does not distract from your*

performance. Hold your binder in more of a "V" shape than an "L" or flat. Pull the binder closer to your body."

The final section of the UIL ballot asks the judge to consider what he or she liked about the performance and why. This is where critics also should give specific areas of improvement and most importantly, address whether or not the performer adhered to the prescribed category. It is unfair to require contestants to select literature and design their performance to meet the contest rules and then have judges not bring that criteria into consideration when ranking each contestant.

Essentially, a good critic will justify their ballot. To do so:

- Comments need to be consistent with the rank.
- Positive and the negative criticism should be balanced.
- Descriptive rather than evaluative statements should be used.
- The contestant should be given a goal.
- The ballot should help the student improve.

To make a ballot an educational experience for the contestant, be concise, be considerate, be specific. For further examples of writing educational ballots, visit the UIL Oral Interpretation webpage.

The Competitor's Edge

It is important to realize every ballot is an opportunity to gain knowledge and skills. Whether you receive a 1 in the round, or a rank of 6, it doesn't matter as long as you grow from each round. If you don't break to the next level, always watch the round to appreciate a superior performance.

Shawn Duthie, Holliday HS

Documentation Questions & Answers

(Note: Additional Q&A specific to current categories and rulings are listed on the UIL website.)

E-mail Documentation

Q. Is e-mail an acceptable form of documentation?

A. Many students can receive e-mail directly from the authors themselves. E-mail is acceptable as long as it provides sufficient information to legitimize it as being received from a proper source. If the email address does not indicate the legitimate source (such as Scholastic Publishing), it is preferable for students to request from the respondent that they include their title/position and contact information. Note: The respondent should be instructed to copy the original request for information onto their response so the particular request can be verified. (See the UIL website for sample email to author.)
http://www.uiltexas.org/speech/oral-interp/sample-letter-to-request-documentation-from-authors

Sometimes it may be necessary to contact an author or publisher for documentation purposes. In that case, you'll want to develop a letter like the sample below explaining who you are and why you need this information.

Dear (Author/Publisher),

I am a (student/coach/librarian) from (your high school), in (your city), Texas. I (participate/work with students) in an academic competition sanctioned by the Texas University Interscholastic League of the University of Texas. The nature of the competition is the performance of prose and poetry literature.

For the purposes of this oral reading competition, there are prescribed categories of literature and one of the contest rules is that we must meet documentation requirements for the literature that we are using. This year, we must provide proof that (the literary work has been published in hard copy, etc.)

You may view these requirements at the links below:
(Prose) *https://www.uiltexas.org/speech/oral-interp/2024-25-prose-categories*
(Poetry) *https://www.uiltexas.org/speech/oral-interp/2024-25-uil-poetry-categories*

Can you confirm that (your literary work has been published in hard copy, etc.) by clicking "reply" directly to this email and including a statement of confirmation?

I appreciate your time and look forward to your future publications.

Kind regards,
(your name)
(your contact signature)

Internet

Q. Is Internet an acceptable form of documentation?

A. When evaluating Internet sources for documentation purposes, quality standards are a necessity because the Internet contains web pages posted by youngsters as well as world-class experts. Just like the print medium, you must distinguish between quantity and quality. Students are allowed to access the Internet to locate documentation. As long as the site they have downloaded the information from is a legitimate one, it is acceptable to offer as documentation. Many contemporary authors today have their own website, and information from these are acceptable, since they are copyrighted to the author, as is information students download from a publishing company's website. However, be careful of personal websites that are not copyrighted. These do not provide acceptable documentation. (See also section on Internet Resources.)

Acceptable Internet sites include those run by:
Government Agencies
College/University pages that are maintained by faculty and university department personnel, not students
Online encyclopedias
Book Publishers
Online libraries maintained by government agencies, colleges, universities

Unacceptable Internet sites: (Also check the UIL website for latest rulings.)

Wikipedia	Goodreads.com	Trueknowledge.com
IMBb.com	Freebase.com	Unauthorized encyclopedias

If an online data service is used for documentation, the source of the published material should be included.

Letterhead Stationary Documentation

Q. Is a letter from the publisher/author on letterhead stationery acceptable?

A. Yes. The letter should be formal and on official stationery, not handwritten on plain paper.

Written Documentation

Q. What do the contest rules mean by "written documentation"? May I hand copy or type my documentation?

A. No. Documentation should be provided from its original source, either photocopied or downloaded and printed electronically. Students may not create their own original documentation or provide it on an electronic device such as a smart phone, tablet or Kindle.

Published

Q. In order to prove a selection is published, printed material and Internet material has been printed in hard copy as well as being on the Internet, may we use Library of Congress cataloguing information?

A. Yes. Students may research a book by accessing the Library of Congress Online Catalog. If the book is listed there, you may download and print the FULL RECORD cataloguing information in order to serve as proof the book is published in hard copy.

Special Collections

Q. My students enjoy the Chicken Soup for the Souls series. Can these be used for the contest?

A. It is strongly recommended students not use selections from the Chicken Soup series. They are problematic and usually result in disqualification due to incomplete documentation. Documenting the stories proves very difficult. Many times the individual attributed to a particular story in the collection is only a contributor and not the original author. Finding proof of original authorship will require a student and coach to obtain confirmation from the publisher. Often, more than one genre is included in the book. Again, although not prohibited, we recommend students not use this series.

Same Selection

Q. Can you explain the rule concerning using the same selection I've already used in UIL competition?

A. Contestants may not use the same literary work more than one year at UIL State Meet. See further discussion on this issue earlier in this handbook.

Prose Poetry

Q. I've found literature which is referred to on the book jacket as a prose poem. Should it be used in the prose contest or in the poetry contest? Where would it fit?

A. *A Handbook to Literature*, Harmon and Holman discusses this "modern phenomenon" and indicates that "some writers and critics argue that the prose poem doesn't really exist." "It may be that prose poem is a graphic or print category determined, finally, by how a piece is laid out in print." Literature scholar Lawrence Perrine indicates in *Literature: Structure, Sound, and Sense* that a prose poem is "usually a short composition having the intentions of poetry but written in prose rather than verse."

Because this is a competitive situation, contestants should use contest material which clearly can be determined as prose OR poetry. The risk of controversy or disqualification is not worth it. Literature which clearly fits the genre categories abounds and makes it unnecessary to risk using literature which creates a genre blur.

One Poem or Two

Q. Is poetry which includes stanzas divided by Roman numerals but not individual titles considered one poem or multiple poems?

A. Poetry that has one title but Roman numerals between stanzas is one poem. The divisions are called cantos. A Handbook to Literature defines a canto as a section or division of a long poem. Derived from the Latin cantus (SONG), the word originally signified a section of a narrative poem of such length as to be sung by a minstrel in one singing. The books of Spenser's *The Faerie Queene* and Byron's *Childe Harold's Pilgrimage* are divided into cantos. Early in this century, Ezra Pound published pieces at first called "cantos of a poem of some length" and eventually called that poem simply *The Cantos*. Contemporary examples include: *The People, Yes* by Carl Sandburg and *Rage* by Lesléa Newman.

Excerpt

Q. Sometimes the category says we can use an "excerpt" from a poem. How long is an excerpt?

A. There is no specified required number of lines; however, the cutting of the poem should meet the definition of excerpt which is "a passage selected or extracted".

Novels-in-Verse

Q. My literary selection is catalogued as a novel-in-verse. In which contest, prose or poetry, may it be performed?

A. If a literary work can be officially documented as a novel-in-verse (such as the Library of Congress Cataloging), it is considered poetry for UIL competition.

Magazines and Journals

Q. Does a periodical such as a syndicated magazine and/or journal qualify as a "hard copy" publication?

A. Yes, as long as the magazine and/or journal is not an online edition but is printed, paper material. It meets the definition required for published in hard copy. Note that local school departmental journals do not qualify since they do not have subscribers.

Books with Mixed Genres

Q. Can I perform a selection from a collection that has multiple genres, such as both poetry & prose included in the book?

A. You can, but you must complete an extra step in documentation. You will have to prove the piece you have chosen is the appropriate genre for the contest so find official documentation that clearly defines the selection is either prose or poetry. An example would be a statement from the author's official website that you have downloaded and printed with the URL in the header/footer.

Electronic Retrieval Devices Used for Documentation

Q. May I show the contest director my documentation on my e-reader or tablet or cell phone rather than printing the document?

A. No. This would not meet the constitutional requirements. (See further discussion online on the Oral Interpretation page of the UIL website.)

"e-books"

Q. Can I purchase an "e-book" rather than a hard copy of the book and use it to prove the book has been published in hard copy?

A. No.

No Table of Contents

Q. If my book does not contain a table of contents, how can I prove a selection is included in that book?

A. There are alternative methods to document your selection is included in a source, even if the original source has no table of contents.

- Run the book through World Cat Literature database (most school libraries subscribe so ask your librarian) and see if the search shows all the titles of poems in the book because often World Cat Literature will do that. If the source can be located in WCL and provides this info, simply download and print.
- Consult the poet's website. It may provide discussion of the book and indicate the titles,
- Contact the publisher for a confirmation your selection is included in the book.
- Use other databases. Grainger's Index to Poetry is also a great source libraries typically have where you can do a search. (This is also a great source for providing proof of what book a poem is published in.)
- Literary Criticism from an academic source that may include the mention of the poem title in a particular source. Example – McGill's Critical Survey of Poetry (for poems); McGill's Critical Survey of Long Fiction (for prose). Many school libraries contain these series.
- See the section over Internet Resources in the UIL Prose & Poetry Handbook for additional sites that may provide the documentation you need. (such as BooksinPrint.com, PoetryFoundation.org)

Changing category selections

Q. If my A and B performances fit either category, may I have my documentation checked and then determine which to perform once the sectioning for the round is posted?

A. Once documenation has been cleared for a given contest, you should not switch category selections.

Specific Writers and Books

The literary works *Out of the Dust* and *Witness* authored by Karen Hesse, Scholastic Press, are poetry.

The literary works by Sonya Sones, "One of Those Hideous Books Where the Mother Dies," "Stop Pretending: What Happened When My Big Sister Went Crazy," "What My Mother Doesn't Know" and "What My Girlfriend Doesn't Know" are poetry. For updates on additional writings of Ms. Sones, see the Documentation Rules section on the UIL Oral Interpretation webpage.

The Realm of Possibility by David Levithan is poetry, with the exception of the piece, "Writing."

The literary works "Crank," "Burned," "Glass," "Identical," "Impulse," "Pretty, Hungry" and "Tricks" by Ellen Hopkins are poetry. For updates on additional writings of Ms. Hopkins, see the UIL website or the author's official website.

Def Poetry jam on Broadway…and More is tricky. The book has a table of contents that is divided into two parts: Part One and Part Two. These are two separate parts of the book with two different title pages. Part I has been ruled by UIL to be performance literature and therefore may be ineligible for competition. It is a Broadway show that has won a Tony Award for "best Special Theatrical Event" and the Peabody Award. The manuscript includes stage directions. Poems in Part II at the back of the book, the "….and More" were not included in the Broadway show and many have been published stand alone in poetry anthologies. If you wish to use poems from the publication, be certain they meet the requirements of the specific category you are preparing.

Sold by Patricia McCormick has conflicting documentation. The author herself has been contacted, and the official UIL ruling is poetry.

Heaven Looks a Lot Like the Mall by Wendy Mass is confirmed by the author as "written in free verse" and therefore, is eligible for UIL poetry.

More Questions?
See the UIL Oral Interpretation webpage for official rulings on specific literary works and for additional questions and answers to be added throughout the year.

Digital Documentation

More and more, districts and regions are requesting that documentation be provided prior to the tournament in digital form. If you qualify for the State Meet, you will submit it in advance digitally. Guidance on how to assemble your documentation is provided below.

- UIL Documenation Form
- Cover of Book
- Publication Page (copyright information is on this page)
- Table of Contents*(if no TOC see Q & A section for alternative methods)
- Proof of Genre*

*Only necessary if selection is taken from an anthology that includes multiple genres (such as prose AND poetry AND drama). If so, in addition, you must include proof of the GENRE of your specific selection(s) unless the Table of Contents designates the genre.

For performances that contain multiple selections, scan in the same order each title is listed on your selection Documentation form.

A Special Word to the Wise

Coaches should be responsible for checking the documentations their students have secured long before the district meet date. It is important that your students meet the documentation guidelines specified. You will want to verify that the documentation is straightforward and without vagueness to avoid the risk of the documentation being questioned at district, regional, or state competition. In such cases even if the documentation is ultimately approved, your student has been unnerved, which may impact their potential to perform to their very best capabilities. Don't take the chance of that happening. Not taking great care in securing the correct documentation can nullify many hours of practice, since constitutional rules prohibit a student from performing their selection without proper documentation.

Sometimes, district officials may be uncertain as to the appropriateness of documentation and pass it on to the Regional level. Expect documentation to be checked carefully at all levels of League competition. It might not pass a higher level if it does not clearly follow the guidelines as explained in this manual.

Not all invitational tournaments follow UIL guidelines. Some do not even check documentation at all! This can cause a contestant and their coach to assume their documentation will not be questioned at District.

Expanded discussion of appropriate documentation is posted on the UIL website. All coaches should consult it during the competitive school year. The State Office cannot review every student's documentation. Read the contest rules as well as the detailed explanations about documentation included in this handbook very carefully. If your documentation is questionable, play it safe and search for additional documentation that will clear up the questions. Otherwise, there is no guarantee that the documentation, although possibly allowed at the district meet, will be approved at the regional or State Meet levels. Because this is a competitive situation, you are warned to select a different performance piece if you cannot secure documentation that is clear. Plenty of great literature worthy of performance falls within the contest categories, making it unnecessary to risk not being allowed to compete because of controversy.

Defining and Distinguishing Poetry, Prose, and Drama

In the early days of UIL competition, it was fairly easy to categorize literature into one of the three main genres. Basically, all you had to do was look at the text on the page. Prose was primarily written in paragraph form, poetry was structured in stanzas, and drama included character names before each line of dialogue. However, in today's post-modern literary world, writers often borrow qualities from many different forms to create their own unique style of literature. Furthermore, recent trends place a new emphasis on the spoken word and the performance of literature. Solo performers combine vaudeville, theatre, music, standup comedy, poetry, the visual arts and dance to showcase their talents and inspire their audiences.These literary and theatrical developments have made it increasingly difficult to determine the appropriateness of some material for use in the UIL prose and poetry contests. The category restrictions for each performance category indicate whether or not selections from plays, screenplays or theatrical monologues can be performed. Check all four categories carefully for clarification on when they are and are not allowed.

Unfortunately, many recently published plays look like prose or poetry on the page. Research indicates the use of the Dewey Decimal system is the most effective and credible way to establish the genre of a particular piece of literature.

The Dewey Decimal Classification is the oldest and most widely used classification system in the world. It is used by a majority of libraries, including nearly all public and school libraries in the United States. Information regarding Dewey Decimal categories and subdivisions is available on the University of Illinois library webpage at *www.library.illinois.edu/infosci/research/guides/dewey/*

The first three digits of a Dewey Classification number determine a book's class, division, and section for library

cataloguing purposes. For example, numbers beginning with 811 identify American poetry, 812 American drama, and 813 American fiction.

Bibliographic information on specific works, including classification according to the Dewey Decimal System, is available at the Library of Congress Online Catalogue *http://catalog.loc.gov/* To access this site follow these steps:

1. Go to the Library of Congress site and click on "Library Catalogs"
2. Click on "Basic Search"
3. Search by title, author, etc.
4. Enter the information in the search box, then click "begin search"
5. The search results will be displayed. You may be shown several different works with the same title. Make sure you click on the title that corresponds to the material and author you are investigating. There are oftensound recordings, videos, and other misleading items in the search results.
6. If the correct title and author appear at the top of the page, click on Full Record
7. Scroll down to the Dewey Classification Number. The subject record may also denote the genre.

As contemporary writers begin to blur the distinctions between genres, verifying a selection's viability as a UIL contest piece has proven very difficult. Arguments arise when it comes to drawing lines between performance art and poetry or monologues and prose. Fortunately, the Dewey Decimal numbers provide a clear and unbiased decision about this matter.

The following selections, which have been questioned in the past, are categorized as drama by the Dewey Classification System, and are inappropriate for use in UIL prose or poetry categories referenced earlier that prohibit the use of plays or screenplays:

Blown Sideways Through Life by Claudia Shear
Freak by John Leguizamo
Jails, Hospitals, and Hip-Hop and Some People by Danny Hoch
No Cure for Cancer by Denis Leary
Pretty Fire by Charlayne Woodard
The Redthroats and *Smooch Music* by David Cale
Savage/Love by Sam Shepard
Sex, Drugs, Rock & Roll by Eric Bogosian
Shimmer and Other Texts by John O'Keefe
Swimming to Cambodia by Spalding Gray
Two or Three Things I Know for Sure by Dorothy Allison

You may occasionally find a book or anthology that the Dewey System labels as "miscellaneous writings." These books are often collected works of individual authors that are not limited to or chiefly identified with one specific form. You may also encounter a book, published by a small press, which has not been assigned a Dewey Decimal number. In cases such as these, it is necessary to ask the following questions to identify the material's classification.

- **Does any part of the book mention its performance by the author?**

  Many writers and poets travel the country reading their works at bookstores and university campuses. This certainly does not transform their literature into theatre. Poets such as Patricia Smith, Bob Holman, and Hal Sirowitz also perform their writings in Poetry Slam contests. These events require the contestants to interpret their poetry without the aid of costumes, props or sets. Poetry Slams are not Theatre, but contests that celebrate the oral tradition of poetry.

  However, some texts are prefaced with a notation about their original performance as a work of Theatre. For example, the performance piece "Shimmer" follows a paragraph that states,

"*…Shimmer was first performed by the author on January 5, 1988…Among other awards he has won for Shimmer are the 1988 Drama Critics Circle Award for Solo Performance in San Fran cisco and a 1989 New York Dance and Performance Choreographer/Creator Award.*"

Even though the text is written in a prosaic, paragraph form, the introduction clearly establishes the work as a piece of Performance Literature.

Another popular book is Russell Simmons' *Def Poetry Jam on Broadway ... and More!* The editor's notes in the front of the book refer to Part I as performance literature. A show performed on Broadway, Part I of *Def Poetry* received a Tony Award, an award given for musicals. There are also stage directions in the opening to the show. Further in-depth research provides additional insight when accessing the website of Poetry, a performer in the show, where it is listed as *"the Tony Award-winning Broadway play."*

- **Does the piece contain stage directions?**
  Stage directions are instructions to the actor which are usually written in italics. They also help the reader of drama understand the text and story, serving a similar function as narration in a work of prose. The presence of stage directions can help you establish a piece as a work of drama. Sections of Whoopi Goldberg's *The Spook Show* are written in paragraph form, but contain stage directions such as (*Enters with a white shirt draped over her head*) and (*Sniffs and wipes nose with hand; looks at her hand*.)

- **Are there any published articles, reviews, or interviews which clarify the genre of this par ticular work?**

  Newspapers and magazines often review or analyze works of literature. Articles found in these periodicals can give you insight into a particular book's content and form.

- **Do I have the correct original source?**

  Many works of literature are published in more than one form. For example, John Irving's *The Cider House Rules* is available as a novel, a play, and a screenplay. A cutting from the novel would be an acceptable prose selection. The other two literary versions of the story could not be used in UIL oral interpretation categories that prohibit drama.

  It is important for you as a performer to thoroughly analyze the piece you will be using for competition. Most of the time it is easy to determine whether a book contains prose, poetry or drama. However, when the lines of literary genre are blurry, use the steps above to verify your material's credibility as a UIL prose or poetry selection. Make copies of your findings to bring to competition. If your material is called into question, you will need printed evidence to use in its defense.

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Preparing for the Contest

If you're fortunate, you will find a variety of ways to share literature through performance. Audiences might include your classmates, your family, friends, and people at community activities. But preparing for competition includes understanding both the general format of speech tournaments and some rules of etiquette and sportsmanship. Beyond the hard work you've already done in selecting, analyzing, and rehearsing your selections, being aware of these issues will enhance your chances of both enjoyment and success in a competitive situation.

Plan in Advance for Competition

- **Check your schedule carefully** before you sign up for a tournament. This should include family, work schedules, practices or rehearsals for other activities in which you are involved, and total class absences allowed for extra-curricular activities. Invitational and practice meets most often include a penalty or "drop fee" for students who register but fail to compete. If for some reason you cannot attend after you've committed yourself, let your coach know as soon as possible, so that someone else may fill your slot.
- For UIL competition, **check the academic conflict pattern** located on the UIL website and contest entry restrictions. According to the *Constitution and Contest Rules*, if you enter Prose Interpretation, you cannot enter Poetry Interpretation or Lincoln-Douglas Debate. Likewise, if you enter Poetry, you may not enter Prose or LD Debate. For invitational meets, check the rules for entering multiple events, since some invitational meets may not follow the UIL conflict pattern.
- Remember that this is an extra-curricular activity and that your **school work comes first.** Make arrangements about assignments or make-up work ahead of time if you are going to miss a class for competition. Then honor those obligations.
- **Know the rules.** Ask questions *before* the contest, not when you're in the middle of the meet and you are involved in a controversy over a possible rule violation. If you are not sure you understand the rules, contact the League for clarification well in advance of your competition.
- Make sure you have turned in any travel, medical, or other **permission forms** required by your school and that they are accurate.

Provide your parents or guardians with a schedule and travel information.

- **Pack for travel carefully**, but don't try to take everything you own. You'll probably be traveling with limited storage space, and remember, too, that you're the one who has to haul that luggage around. Some things you should take include:
- **Proper attire for performance** - Be confident and assume that you'll compete both days in a two-day tournament! Plan your wardrobe choices so you don't need several pairs of dress shoes. Sneakers are not appropriate. Ladies, pack proper undergarments (such as slips) for the outfits you have selected for contest. Attire for performance should be professional, conservative and neat. Avoid the fads of the day; classic is the best choice. You want to be remembered for your performance, not for your tie or the bow in your hair. Avoid any article of clothing or accessory that draws attention to itself, including white shoes, jewelry (i.e. large, dangling earrings) and other accessories. Judges see you before they hear you, so dress to impress them. Slacks, ties, and a jacket for men are preferred; jeans are not. For girls, short skirts, midriff tops, or revealing slits in skirts add a less-than-serious note as do low-cut or skintight blouses. Remember that conservative professionalism is the standard of dress for tournament competition so that your attire does not interfere with the judge's enjoyment of your performance. A neat, clean, un-wrinkled appearance is the goal, so choose your wardrobe carefully.
- Your **selections and documentation**, with an additional copy in a safe place (with your coach or in the squad files taken to the tournament). UIL rules specifically state that students shall not be allowed to compete in a League contest without sufficient documentation, so check and *double-check* that you have it *before* you leave for the meet! Remember: you must have enough copies not only for the contest director but all the judges you potentially will have. Some tournaments have a panel of judges (3 to 5 on each panel) to bring extra copies.
- Clothes for travel and any free time - Meet your school's or **squad requirements**.
- Sufficient **money** - but don't take a bankroll that might be lost!
- Your own **medication** - never take anyone else's!
- Cosmetics and/or shaving materials, and **incidentals** such as safety pins, band-aids, aspirin, etc. Like the Boy Scouts, "Be Prepared!"

What to Expect at the Contest

When your school registers at a meet, your coach will receive any information you need that is not posted in some central public place. Some tournaments assign contestants to sections of preliminary rounds by name, but many use code numbers: a number for the school and a number or letter for each contestant entered in any event. It is very important that a coach inform the tab room of any "no shows" or students who are substituting prior to the contest. Some tournaments may require this information in written form at registration.

For UIL prose and poetry contests, the contest director or some designated official will draw for the category to be read in the preliminary round. Every contestant in prose will perform from the same category for preliminary rounds. Every contestant in poetry will perform from the same category, although this might be different from the category selected in prose. In both events, contestants in the finals will read from the remaining category. Mark your manuscripts as "A" or "B" so you don't get confused at the tournament and accidentally read the wrong selection in the announced category.

At the district, regional and state meets, a contest official will check for documentation in any category where it's required, either in a general assembly room or in the room where each preliminary section will be judged.

This is the time when you will give the contest director your documentation forms you have printed from the UIL oral interpretation webpage; along with any required documents (see contest rules). UIL contest manuals allow contest directors to check both categories prior to the preliminary round, or even days before the meet. Recently, more contest are requesting documentation be organized, copied and scanned and then emailed or dropped into a digital folder for contest officials to review. Consider in advance how you will need to adapt when you are not able to simply "show them the book."Some also choose to verify in advance that students have not violated other category requirements (i.e., not reading the same author in both categories), taking care of a situation which might occur if a student advances to the final round and contest officials later discover that he has not met basic requirements of the contest. By that time, a student could have advanced to finals due to the ineligible status of another contestant. No student should be allowed to read without proper documentation. In invitational meets, the hosting director determines what procedures will be followed.

After the preliminary rounds, the students advancing to the finals will be announced or posted. At all official UIL meets, this occurs after ballot verification. Ballot verification is a time for coaches to check to see that no errors in tabulation of ranks have occurred, but it is not a time to question any decision of the judges. If UIL contest officials do not announce a verification time, coaches should inquire and insist that an official ballot verification be held. A student and/or coach not present for ballot verification forfeits the opportunity to verify tabulation. No questions may be raised after ballot verification, so don't let this opportunity slip by you. It is critical that you attend.

Tournament Guidelines

Speech tournaments can be exciting, even exhilarating experiences. You have the chance to test your own skills, learn from others, and meet people you might otherwise never know. But they are also situations in which uncertainty, nervousness, tension, fatigue, and competitiveness can ruin the day. Becoming familiar with tournament procedures and etiquette can reduce the uncertainty. Being well-prepared reduces the risk of nervousness and tension, and a little experience helps a lot. Using common sense prior to and during the tournament can reduce fatigue. And courtesy, graciousness, and sportsmanship can create an atmosphere where healthy competition can be fun for everyone involved.

The following guidelines should help you make the most of your tournament experiences. They obviously do not include all the issues that should be considered. Each school is urged to develop a complete code of conduct and tournament rules for speech competitors.

At the Contest Site

- Know your school and student code number. This will be in registration information or posted on the wall in a general assembly area. Most tourneys use a coding system to prevent judges from having knowledge of a contestant's name or school, in order to prevent bias.
- Locate the room of your section before the round begins.
- Be at the room for your event at least 10 to 15 minutes before the scheduled time to start.
- Even though UIL qualifying tournaments (such as region, state) follow a conflict pattern which does not allow you to cross-enter, many invitational meets do allow this. To cross-enter means you enter more than one event per time slot. If you are cross-entered at an invitational tournament, you need to write your name and code on the board in both competition rooms. Put an "XE" to the left of your name so judges will know that you will

be competing in the room (even though you need to report to the other contest room to compete first)
- Stay in contact with your coach and squad. Changes in schedules or room assignments occur frequently.
- After you have been eliminated from the competition, watch other rounds as often as possible. You can also watch rounds in events you are not entered in. It's a great chance to learn, especially watching finals rounds.
- Be aware of what's going on around you, and don't be noisy in contests areas. It is important to be courteous in the area where squads gather, too.
- Do not leave the contest site without the permission of your coach.
- Keep up with your own material and whatever else you brought. Do not leave valuables, including your contest selections, unattended.
- Put your name, school and address, and phone number in your performance folder.
- Follow the rules of the host site. Clean up after yourself.

In the Prep Room

- This is the assembly room where the Contest Director will draw which category you and the other contestants will read for the preliminary round.
- Be certain that your documentation fulfills the requirements stated in the rules.
- In advance, organize your documentation and label it by category.
- Highlight the key elements of your documentation to make it quick and easy for the Contest Director to check.
- For documentation retrieved from online, be certain that the URL address is clearly downloaded and appears printed on the page(s).
- For each category, have the official UIL Documentation Form to give to the Contest Director for documentation check.

In the Contest Room

- Give each judge (there should always be an odd number 1, 3, 5) a copy of your UIL Documentation Form.
- Never enter or leave a room when a contestant is performing.
- Listen courteously to other performers and stay for the entire round.
- When it's your time to perform, show confidence as you approach the front of the room. You start making an impression when you leave your chair. Before rising, be sure your folder is right side up!
- Know where the timekeeper and judges are seated before you begin. Ask for clarification of time signals before beginning; the responsibility of keeping time ultimately resides with you!
- Make sure the use of your manuscript, including turning pages, does not distract from your performance.
- The performance folder should contain only the selection you are performing that round. Remove all other paper from it.
- Make sure that you have the attention of all the judges before you start, since you don't want anyone to miss your opening sentences. You can do this by patiently waiting until they finish their previous ballot and then making direct eye contact with each judge. No need to ask: "Are the judges ready?"
- If you make a mistake during performance, and sometime you will, don't let it destroy you. Judges and audiences want you to do well, and they will remember a successful recovery more than a mistake. Do not stop to apologize, since that only draws attention to the error.
- Work with your coach on ways to control nervousness and stage fright, and techniques that can help you relax in a contest situation.

The Competitor's Edge

Be the audience you want to have every round. A spectator who gives support and engagesin the storytelling grows in empathy, grows others in confidence, and receives support from their peers.

Magda Mirelez, Bay City HS

At the awards assembly and afterwards

- It's fine to be surprised and pleased, but don't get carried away with your excitement. Be a gracious winner.
- It's okay to be disappointed, but it's not okay to let it show. Applaud for everyone.
- Remember that a judge's comments on the ballot are not a personal attack. It is an evaluation by one judge or set of judges on that one performance only. Learn from the ballot what you can. Read it again at a later time, when you are less emotionally involved.
- Berating the qualifications of a judge will not make you a better performer. Never talk about a judge at the tournament site. You never know when they might be within hearing distance. Also, you just might have them judging you at the next tournament!
- Be responsible for getting all of your belongings back to the bus or other vehicle as quickly as possible.
- Be sensitive to others' feelings. Congratulate those who won awards, encourage those who didn't, and help make return travel time relaxing.

The Competitor's Edge

Not only should you win with grace, but you should lose with grace. One tournament you may win the entire tourney and the next, you may not advance to out rounds. Learn from every ballot.

Phyllis Tucker, retired, Guyer HS

Ethics and Sportsmanship

Honest, ethical behavior is essential in speech competition, just as it is in our everyday lives. You have the responsibility to know the contest rules, to be certain your documentation is accurate, to make sure your selections meet all the requirements of the category guidelines and to insure that you are eligible to compete under the rules of UIL and state law.

You have obligations to your coach and squad members. Take care of your own material, and never disturb things that do not belong to you. Be punctual. Be sincere in your efforts to do your best. Remember that you are representing your school and community and always be courteous. Practicing good sportsmanship will make your experience at tournaments more pleasant for you and everyone else.

A Philosophy of Competition

"Winning isn't everything. Striving to is . . . ."

This motto is an honorable one, for it reveals the true essence of competition. At the end of a tournament season, the real issue isn't: "Who won first place at the State Tournament?" but rather: "Which competitors achieved their very best with performances they can be proud of long after the applause has died and the lights are down

on the awards ceremony?"

Consider, for a moment, why *you* want to compete. Are you here to explore literature? If that's the case, then you do this event because it gives you that special opportunity to exchange *your* ideas on what something means through *your interpretation* and performance of that piece of literature. This approach to competition enables you to learn more about literature and to learn new skills in how to present that material. This is precisely why categories are provided. They encourage the performer to find selections outside those authors and areas which we were first introduced to through our literature books at school. These texts are good beginning points, but let's face it, almost every other potential competitor has access to these same sources! These books may help you to determine authors you like, styles of poetry or prose that appeal to you, and even subject areas that you might wish to research further. Definitely, a root of competition is knowledge.This year's new categories challenge you as a performer to bring your own world into the selection process. You have a wonderful opportunity to not only bring literature to life, but make your performance truly unique and special to your own journey.

The Competitor's Edge

Be the storyteller! Become a performer! Transition to a competitor! And of course, share your love of the story…and have FUN!

Karen Gossett, retired, Guyer HS

What about another reason for competition? Are you here to see who you can beat? When winning is the only reason you compete in this event, then your personal alarms should be sounding. You see, far beyond winning, perhaps a more lasting goal of competition is that of seeking excellence.

The idea of seeking excellence rather than winning may seem only like a semantic difference. But if a student seeks to attain a personal best, then the goals are limitless as opposed to the goal of being better than someone else. Certainly, competition provides a vital motivation for excellence and a regular measuring stick for performance, but excellence must be a goal, and winning the bonus. Excellence may lead a student to winning a trophy, but the goal of excellence will take a student much farther. (from The Minnesota State High School League Instructional Guide)

The Competitor's Edge

Set a goal of learning, not yearning. See competition as a way to learn to improve yourself, not to yearn for medals and trophies.

M'Liss Hindman, Tyler Junior College

We challenge you to pursue excellence!

Avoid rushing to your coach's file to secure a performance piece that has already been cut by another squad member in year's past (with complimentary introduction!) True learning is in the "process" of preparation and performance. Don't cheat yourself out of growth by skipping steps within the process. The truly successful champions are those who have spent countless hours on their own in the library, reading great literature to find that piece that perfectly fits them, who scour through literary criticism to learn all they can about the writer, and to discover subtle details they may have overlooked during their own analysis. The champion is that one who reads beyond the high school literature book because they realize that there is wonderful literature out there waiting to be read, begging to be brought alive and shared through performance.

Do you want to be a champion? Then seek and observe those who are - perhaps they wear a UIL medal around their neck - perhaps they don't. Still, the true champions are those who have seized this activity and have grown as individuals through preparation and performance. The rewards of competition are immeasurable and medals and trophies are the very least of these. Speech competitors grow into special individuals not simply because they possess talent, but because they possess the desire, determination, and discipline to cultivate that talent to its fullest.

Take the challenge to pursue excellence, to attain your very best in an intriguing, entertaining literary event and you will be a winner!

The Competitor's Edge

One of the most valuable things you gain from competition is networking. Instead of just hanging out with the people from your own school, make friends with your fellow competitors. This can create lifelong friendships and business contacts.

Kathy Owens, University of Mary Hardin-Baylor

The Competitor's Edge

When creating art, the goal is not to win. The goal is to take us on a journey where we all can escape into the story!

Robert Shepard, Plano Senior HS

How to Run A Meet - Instructions for Contest Directors

These directions expand upon, but do not replace, the information in the UIL *Constitution and Contest Rules.* The contest director should read Sections 1000, 1003 and 1006 of the Constitution, the rules in this handbook, then read these guidelines for additional details. See also the Academic Quick Reference Chart, found on the UIL website.

Contest directors may choose to ask that documentation be sent prior to the meet. This allows for a quicker and more efficient documentation check process on contest day. If the district committee or region is inclined to request such, the contest director should have a system in place for requesting documentation prior to the meet and communicate this with the schools involved.

CONDUCTING THE CONTEST

(1) *Selecting the Category*. The director in charge of the contest will determine the category by a random draw and, once the category is drawn, shall use that category for all selections in that round. The contestants shall be bound by this one category; i.e., in any one contest they will all present selections belonging to one category. The other category will be used if finals are necessary. Contestants who fail to read material from within the selected category shall be disqualified.

(2) *Rooms*. In conducting this contest, one room will be needed for each preliminary section, as the sections should be run simultaneously.

(3) *Audiences*. Students should be offered the educational opportunity to experience the variety of literature and performances available through UIL participation. Therefore, contestants should listen to each other during the contest. Additionally, coaches of the contestants and anyone else interested in listening to the performers are allowed to be in the contest room. No coaching shall be permitted during the contest.

(4) *Timekeeper and Signal Standards*. A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit where they can be seen by contestants and should demonstrate before each contestant begins reading the type of time signals to be used. See Individual Speech Contests, General Instructions (b) (4) for timekeeper and signal standards. The responsibility for keeping within the seven-minute time limit rests with the contestant.

DUTIES OF THE CONTEST DIRECTOR

(1) *Sections*. If more than eight contestants are entered, preliminary and final rounds shall be held. See 1003 (b) (1) of the C&CR.

(2) *Speaker Order*. The contest director shall assign or conduct a drawing for speaker order among the contestants.

(3) *Interruptions*. The contest director, or the monitor, should prevent any interruption of a speaker during a contest. Cheering is prohibited.

(4) *Recording*. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(5) *Questions*. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

(6) *Judging*. Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates with experience in oral interpretation. A copy of the judging instructions and category descriptors provided by the League office will be given to each judge. Contest directors are responsible for explaining these instructions and categories to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Individual Speech Contests, General Instructions (b) (2). Coaches may request copies of judging instructions from the League office.

(7) *Ranking Contestants*. See Individual Speech Contests, General Instructions (b) (3).

(8) *Unofficial Results*. Until students and/or coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced verification period, results should be announced as unofficial.

Before the contest

REGIONAL ADVISORY COMMITTEE (REGION)
The League office appoints a committee of speech and debate coaches to advise and assist the regional contest director before, during and after the meet. A list will be sent from the State office in late fall. Include these committee members in conducting a planning meeting for regional competition. Their knowledge and insight will help ensure a smooth contest day.

ROOMS
- Contest assembly room where the category to be performed is drawn and documentation check may occur
- A separate room for each section in the preliminary round
- Tabulation room (may be shared with other speech events) Contest directors should inform coaches if the tabulation room will be "closed" or "open."

MATERIALS AND EQUIPMENT
The contest director provides the following:
- Stopwatch and time cards for each section, timing instructions from the contest rules
- Copy of current Constitution and Contest Rules, UIL *Prose and Poetry Interpretation Handbook*. (downloaded from the UIL website)
- Arrange to use SpeechWire tournament management online system which is customized for UIL contests. You can also download TalkTab from the speech tournament page of the UIL website. Do this well in advance to be certain TalkTab will run properly on your computer.

CONTEST PACKET
Check current information on the contents of the Contest Packet as the League is moving to digital documents and electronic ballots through specified tournament software.
The League office provides the following:
- Individual evaluation sheets
- Master Ballots/instructions to judges
- Timekeeping Record Sheet
- Judges' Ranking Sheet for a panel of judges
- Instructions to contest directors for documentations check
- (REGION) "No-Show" forms
- Districts and Regions are encouraged to use the official tournament system, Speechwire, to access electronic ballots.

PERSONNEL
- Sufficient number of competent and objective judges (1, 3, or 5 per section)
  At minimum, judges should be high school graduates.
- Chairperson/Timekeeper (1 per section; judges should not serve as timekeepers)
- Tabulation room staff (2-3)

SUBSTITUTION (DISTRICT)
Before the contest begins, students may be substituted for entries on the official district meet online entry form if the substitutes present the contest director with substitute eligibility forms or letters from the superintendent or designated administrator certifying their eligibility. At the conclusion of the meet, submit the letters to the district director. Make sure changes are entered into the online program.

ALTERNATES (REGION)
If a student who has qualified for the regional meet is unable to attend, district officials should notify in writing the alternate (listed on the district results form) who should then be permitted to compete. Only the designated alternate from that district is allowed to fill the empty slot.

SCHEDULING
If space permits, run the prose and poetry contests at the same time, as contestants are not allowed to enter both. Two and one-half hours has been allotted for the preliminary round of this contest. It is critical to stay on schedule since some students may need to go to other events. A verification period is required after the preliminary round and after the final round before the official results are announced.1234

STUDENTS ARE PROHIBITED from using the same literature more than one year in UIL State Meet poetry contest.

INVENTORY ALL materials well in advance to make sure you have what you need. If necessary, photocopy any of the UIL forms you may require.

COACHES OF contestants entered may be used to help administer the contest but should not judge their own students.

SECTIONING REQUIREMENTS

Section 1003(b)(1) of the *C&CR* specifies how many sections are required based on the number of contestants entered. This sectioning is mandatory. The chart from the *C&CR* is reproduced below:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section
32-39	8 Sections	1st from each section

FOR MORE information on substitution, see C&CR, Section 903 and 904.

* If desired, a preliminary round may be held.

Contestants should be entered on the district online entry form according to strength. Contest directors should section by distributing first, second and third place district entries as equally as possible, avoiding when possible, placing contestants from the same school in the same section. At the regional level, first, second and third place district winners should be distributed as equally as possible throughout the sections.

SpeechWire will section for you according to UIL procedures.

DISTRICT SECTIONING (DISTRICT)

Assign contestants to sections for the preliminary round in accordance to the *C&CR*. For example, an event with 24 contestants may be arranged into three or four prelim sections. Avoid, when possible, placing contestants from the same school in the same section. Distribute first, second and third seed entries as equally as possible throughout the sections.

Under no circumstances are different sections of the same event to be run at different times.

REGIONAL SECTIONING (REGION)

Sectioning is conducted the same way at the regional level as it is at district, but it is critical to distribute first, second and third place district winners as equally as possible throughout the sections. For example, avoid placing all the first places from districts in the same section which would most likely result in a strong section. The following rubric illustrates how the first, second and third places from eight districts are sectioned accordingly.

Example One: Three Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3
D - P	D - P	D - P
1 - 1	1 - 2	1 - 3
2 - 3	2 - 1	2 - 2
3 - 2	3 - 3	3 - 1
4 - 1	4 - 2	4 - 3
5 - 3	5 - 1	5 - 2
6 - 2	6 - 3	6 - 1
7 - 1	7 - 2	7 - 3
8 - 3	8 - 1	8 - 2

"D" DENOTES "district"

"P" DENOTES "place"

Example Two: Four Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3	Section 4
D - P	D - P	D - P	D - P
1 - 1	1 - 2	1 - 3	2 - 1
2 - 2	2 - 3	3 - 1	3 - 2
3 - 3	4 - 1	4 - 2	4 - 3
5 - 1	5 - 2	5 - 3	6 - 1
6 - 2	6 - 3	7 - 1	7 - 2
7 - 3	8 - 1	8 - 2	8 - 3

SPEAKING ORDER

Competitors may request to be placed first or second in the round in order to compete in a nonconflicting event, but students may not request to be placed in the last half of the round. The contest director may randomly determine

speaking order, or contestants may draw for speaking order.
(DISTRICT) If the contest director determines speaking order, each school should receive a variety of speaking positions. For example, if a school enters three students, ideally the three students from that school should receive an early, middle, and late speaking position. If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g., speaker #1 in prelims and #4 in finals). Speakers prefer drawing for speaking order.
(REGION) If speaking order is determined by the contest director, each district should receive a variety of speaking positions. Ideally the three contestants from a district should receive an early, middle and late speaking position. The following chart (based on example 1, previous page) illustrates giving the three places from a district a variety of speaking positions.

Section 1	Section 2	Section 3
D - P	D - P	D - P
1. 1 - 1	1. 6 - 3	1. 4 - 3
2. 2 - 3	2. 7 - 2	2. 5 - 2
3. 3 - 2	3. 8 - 1	3. 6 - 1
4. 4 - 1	4. 1 - 2	4. 7 - 3
5. 5 - 3	5. 2 - 1	5. 8 - 2
6. 6 - 2	6. 3 - 3	6. 1 - 3
7. 7 - 1	7. 4 - 2	7. 2 - 2
8. 8 - 3	8. 5 - 1	8. 3 - 1

AT REGION, speaking order should vary for each district. The contest director may randomly determine or speakers may draw.

If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g. speaker #1 in prelims and #4 in finals).

JUDGES
Inform each judge of the time and place of the contest and provide a copy of the individual evaluation sheet, instructions for judging and poetry category descriptions. One effective way to utilize judges is to permit prelim judges in one event to serve as judges for the final round in another event. For example, prelim judges in sections of prose interpretation can then serve as a panel of judges for the final round of poetry interpretation. Poetry prelim round judges will then serve as a panel of judges for the final round in prose. Panels should always be an odd number (3, 5, etc.). You may use a single judge in each section of the prelim rounds at district, but the UIL recommends using a panel of three judges when possible, especially at regionals. The UIL strongly encourages the use of a panel of judges in finals. An individual should not judge the preliminary and the final round of a given event.

A tournament is only as good as its judges. Therefore, judges should be selected on the basis of capability and impartiality. They may be recruited from forensic programs of nearby colleges and universities, or from current school coaches, faculties or communities. At minimum, they should be high school graduates with experience judging oral interpretation performances. Districts and regions should ensure they have completed training in UIL rules and contest procedures. Additional training in implicit bias (free online course at NFHSLearn.com) and multicultural competence (NSDA website: speechanddebate.org are also critically important.

Hold a judges meeting prior to beginning the contest to explain the categories and performer requirements. Instruct judges not to discuss their decisions with other individuals or judges while judging a given contest or prior to turning in completed ballots.

TIMEKEEPERS
Because time limits are critical to this contest (contestants who go over seven minutes are disqualified), it is crucial that a timekeeping training session be held prior to beginning the contest. See timekeeping instructions later in this manual under "During the Contest."

REGIONS SHOULD vary these patterns as they section additional speech contests at the meet so patterns are not identical for all speaking contests.

The UIL provides a database of potential speech judges on its website.

During the contest

ROLL CALL
Call roll to see that contestants are present.
(DISTRICT) Call for the substitute listed on the school's entry form if a contestant is not present.
(REGION) Call for the alternate on the online advance qualifiers list if a contestant is not present. Only certified alternates

from that district may fill the empty slot.

Make sure any alternate seated has correct documentation requirements for the event.

CATEGORY DRAW
Contestants must prepare a selection from each of the categories described in *The Prose and Poetry Interpretation Handbook* and must be prepared to read a selection from each category. The contest director should conduct a drawing prior to the beginning of the round to determine which category will be read by all contestants in the round. For example, if category B is drawn, all contestants will read from that category. Once a category is drawn for the round it must be used for that round. For the final round the remaining category will be used. A separate draw may be held for both the prose and poetry contests. The contest director may check documentation for all rounds before the first round begins, so that a student does not advance to the final round and is unable to read due to insufficient documentation. If documentation is checked for both categories before prelims and either one is insufficient, the student should not be allowed to read. Remember, documentation may also be checked in advance of the meet.

CATEGORY REQUIREMENTS/RULE REMINDERS
The contest director should read aloud to the contestants the specific requirements of the category drawn. Remind the contestants that the time limit, including the introduction, is seven minutes. There is no grace period nor minimum time. The responsibility for keeping within the seven minutes rests with the contestant, not the timekeeper. The penalty for exceeding the seven minute time limit is disqualification.

POETRY CATEGORIES
Category A Restrictions
Material chosen for use in Category A of Poetry Interpretation shall meet the following restrictions: (A) One to six poems may be used. (B) If performing a single selection, the poem shall be published, printed material; internet material shall be poetry published concurrently in hard copy. (C) If multiple poems are used, one poem may be unpublished, but not self-authored. (D) Selections from plays or screenplays, movies, and monologues shall not be used. (E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems. (F) No contestant shall use the same poet in more than one category in the contest. (G) No contestant shall use selections from the same literary work more than one year at UIL State Meet. (H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Recognizing Joy: Focusing on the Little Things
The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

In this category, the contestant may read one single poem, an excerpt of a poem or poems, or may create a program containing no more than six literary works of poetry. If a program is used, one poem from an unpublished source is allowed to be included in the program, but it may not be self-authored. The majority of the performance must be *published* poetry. The performance should evoke *an appreciation of finding joy.*

STUDENTS SHALL not be allowed to compete without sufficient documentation.

For Category A, co-authored and anonymous works are permissible. The poet(s) used in this category shall not be used in Category B of poetry.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Unless published as poetry, song lyrics may be used only as transitions between poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the literature to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

Documentation Requirements
1. If performing a single literary work, it shall be published printed poetry.

2. If performing a program, all selections shall be published, printed poetry with the exception that one poem may be unpublished, but not self-authored.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry A Documentation online form.
4. The contestant shall provide proof the selection(s) are published. Examples of acceptable proof of published include:
   - The original published source
   - A photocopy of the copyright of the original source
   - Online printout of Library of Congress cataloguing information
   - If a poem is drawn from a literary collection (anthology), the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the poem is included in that book
   - A printout from an online source proving the poem is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
   - If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry

Examples of unacceptable forms of formal documentation include:
- Social media
- Copying and pasting into a word processing document

Consult the contest memo included in the contest packet for expanded clarification of categories and documentation.

UIL PROVIDES a documentation template online for both categories. Students are required to use it at contest.

Bibliographic Information
Students are urged but not required to take to the contest site the original published source of the selection.

Category B Restrictions
Material chosen for use in Category B of Poetry Interpretation shall meet the following restrictions: (A) A minimum of two selections of poetry with a maximum of six selections of poetry shall be used in this program.(B) All literature may be published, printed material, internet material or transcribed material but must be poetry. (C) No contestant shall use the same poets in more than one category in the contest. (D) Selections from plays or screenplays, movies, and monologues shall not be used. (E) Song lyrics published as music only and not as poetry may be used, but their use shall be limited to transitions between the poems. (F) Anonymous works shall not be used. (G) No contestant shall use selections from the same literary work more than one year at UIL State Meet. (H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: Inspiring Change: Striving for a Better Tomorrow
The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using poetry that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two poetry selections and no more than six poems that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use poems from one or more poets. Co-authored and anonymous works are permissible but self-authored pieces shall not be used unless published in hardcopy. The poet(s) used in this category shall not be used in Category A of Poetry.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

Unless published as poetry, song lyrics may be used only as transitions between poems. Although these shall not count as poems in the six allowed in this category, lyrics used as transitions should not be excessive, with the focus placed on the poetry itself. If transitions are sung, the singing should be limited in scope.

The introduction and/or transitions shall include all titles and poets read and **should connect the poetry to the**

goal of the category. If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions between poems, it shall be stated in the introduction.

Documentation Requirements
In order to meet category restrictions, all poems may be published, printed material, online material or transcribed material. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry B Documentation online form. No proof of publication for Category B is required. If a poetry selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is poetry.

Bibliographic Information
Students are urged but not required to take to the contest site the original published source of the selection.

PROSE CATEGORIES
Category A Restrictions
Material chosen for use in Category A of Prose Interpretation shall meet the following restrictions: (A) One to four selections of prose may be used. (B) If performing a single selection, the prose shall be published, printed material; internet material shall be prose published concurrently in hard copy. (C) If multiple prose selections are used, one prose selection may be unpublished, but not self-authored. (D) Selections from plays, screenplays, movies, and monologues shall not be used. (E) Speeches shall not be used in this category. (F) No contestant shall use the same writer in more than one category in the contest. (G) No contestant shall use selections from the same literary work more than one year at UIL State Meet. (H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: Recognizing Joy: Focusing on the Little Things
The goal of this category is to recognize joy in even the simplest of things. The overall tone of the performance should be joyful.

UIL PROVIDES a documentation template online for both categories.

In this category, the contestant may read a single literary work of prose, an excerpt of a work of prose or may create a program containing no more than four literary works of prose. If a program is used, one prose selection from an unpublished source is allowed in the program but may not be self-authored. The majority of the performance must be *published* prose. The performance should evoke *an appreciation of finding joy.*

For Category A, the performance may be fiction or non-fiction. Co-authored and anonymous works of prose are permissible. The author(s) used in this category shall not be used in Category B of prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the literature to the goal of the category.** If the program is woven, it shall be stated in the introduction, and the different literary works should be distinguishable through interpretation.

Documentation Requirements
1. If performing a single literary work, it shall be published printed prose.
2. If performing a program, all selections shall be published, printed prose, with the exception that one prose selection may be unpublished, but not be self-authored..
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose A Documentation online form.
4. The contestant shall provide proof the selection(s) are published prose. Examples of acceptable proof of publication include:
   - the original published source
   - a photocopy of the copyright of the original source
   - online printout of Library of Congress cataloguing information
   - If a prose selection is drawn from a literary collection (anthology), the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the prose selec-

tion is included in that book
- A printout from an online source proving the selection is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
- If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose

Examples of unacceptable forms of formal documentation include:
- Social media
- Copying and pasting into a word processing document

Bibliographic Information
Students are urged but not required to take to the contest site the original published source of the selection.

Category B Restrictions
Material chosen for use in Category B of Prose Interpretation shall meet the following restrictions: (A) A minimum of two prose selections with a maximum of four prose selections shall be used in this program. (B) All selections may be published, printed material, internet material or transcribed material from literary sources but must be prose. (C) No contestant shall use the same author in more than one category in the contest. (D) Selections from plays, screenplays, movies, and monologues shall not be used. (E) Song lyrics shall not be used as selections or transitions in this performance. (F) Anonymous works may be used. (G) No contestant shall use selections from the same literary work more than one year at UIL State Meet. (H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: Inspiring Change: Striving for a Better Tomorrow
The goal of this category is to explore developments that have enhanced our world and to celebrate the positive change over time that has led to a better future. For this reason, students should consider using prose that spans different time periods.

In this category, the contestant shall create a program containing no fewer than two prose selections and no more than four prose selections that shines a light on how our world has evolved for the better, empowering us to move toward a better tomorrow. The program may, *but is not limited to*, examine progress in medicine, mental health, women's suffrage, technology, family relations, science, education, societal roles.

Students may use prose selections from one or more authors. Prose Category B includes fiction, nonfiction, news sources, speeches, essays, letters and diaries. Co-authored and anonymous works of prose are permissible but self-authored pieces shall not be used unless published in hard copy. The author(s) used in this category shall not be used in Category A of Prose.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

The introduction and/or transitions shall include all titles and authors read and **should connect the prose to the goal of the category**. If the program is woven, the contestant shall state it in the introduction, and the different prose works should be distinguishable through interpretation.

Documentation Requirements
All selections may be published, printed material, online material or transcribed material that is prose. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose B Documentation online form. No proof of publication for Category B is required. If a prose selection is drawn from a book containing mixed genre, the contestant shall provide proof the selection is prose.

TIMEKEEPING
Time must be kept for this contest. Judges in the round should not also keep time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate to contestants the type of time signals to be used. There is no grace period in poetry interpretation. The responsibility of keeping within the given time limit rests with the contestant, not the timekeeper. The penalty for exceeding the seven-minute time limit is disqualification from the round, with the only exception being in the final round of the State Meet. All timekeepers should be trained in advance of the contest according to instructions in the contest rules, which are provided below:

USING TIMECARDS is preferable.

Timekeeper and Signal Standards.

(A) A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.

(B) A timekeeper should use timecards to indicate to the speaker the remaining time. If timecards are available, when the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head, or otherwise indicate that the total allotted time has been consumed. An interpretative contestant who is still speaking as the "stop" card is raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. The timing should begin with the first word spoken and should stop on last spoken word, not the closing of the binder. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the competitor.

AUDIENCES

Contestants should be offered the educational opportunity to experience the variety of literature and performances available through UIL participation. Therefore, it is permissible for contestants to listen to each other. Additionally, coaches of the contestants, and anyone else interested in listening to the performers, are allowed to be in the contest room. Before the round begins, request that all cell phones be turned off.

After the contest

CHECKING BALLOTS

If using paper ballots check to see that the ranks on the judge's ballot and the individual evaluation sheets are the same. Check to see that each judge gave one and only one first, second, third, fourth, fifth, sixth, etc. Check to see that each judge signed all ballots, including master ballots. Do not dismiss your judges until completed.

SpeechWire is the tournament management online system The TalkTab computer program for tabulating multiple judge ranks may also be downloaded from the speech page of the UIL website. District and region contest directors should use it to avoid incorrect placement. If using the tournament management software currently selected by the League, it should be programmed to calculate rankings according to the UIL procedures.

SPEECH RANKINGS

TABULATING RESULTS

There are no ties in speech events. In the case of panel judging it is critical that the UIL system of majority or better ranks be utilized. (A Judges' Ranking Sheet for a panel of judges is included in the appendix.) The following criteria, in the following order, shall be used to determine all ranks:

Remember: In any case where there is a tie all contestants who are tied shall be awarded a place before going on to another contestant or place.

1. Any contestant who receives a majority of firsts shall be awarded first place.
2. In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.
3. If, at this point, two or more contestants tie with the same low sum of total ranks, the tie shall be broken by the use of judges' preference. Judges preference is a method of tabulation and does not infer that judges confer to reach a preference. See further explanation below.
4. Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale:

Rank of first	=	1.00
Rank of second	=	.50
Rank of third	=	.33
Rank of fourth	=	.25

Rank of fifth	=	.20
Rank of sixth	=	.17
Rank of seventh	=	.14
Rank of eighth	=	.13

The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.

5. If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.
6. If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.
7. Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for State finals.

> The order of this criterion shall be used to determine all ranks. When determining second place, a majority of second place ranks or better is the first criterion. When determining third place, a majority of third place ranks or better is the first criterion, etc.

Second place must be determined next. If a tie existed for first place, the person tied with the first place winner is automatically given second place. If no tie existed, a contestant (not already awarded a place) ranked second or better by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds or better or if two unranked contestants receive a majority of seconds or better, (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second.

In the following example, both unranked contestants have a majority of seconds or better, so contestant #2, whose sum of total ranks is lower, is ranked second. Contestant #1 is then awarded third before any other contestant or place is considered, and the next place to be awarded is fourth.

Contestant	Judge A	Judge B	Judge C	Total	Rank
One	3	2	2	7	3rd
Two	2	1	3	6	2nd
Three	1	5	1	N/A	1st

In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds or better. Contestants 1 and 2 have the same sum of total ranks, so the tie for second must be determined by judges' preference.

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C), and is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

Many three way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference, as in the following example:

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9.

1. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside number #1 indicate the judges' preference.
2. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1.
3. Now compare speaker #2 to speaker #3, and note that two of the three judges (A & C) ranked speaker #2

ATTENTION:
In any case where there is a tie all contestants who are tied shall be awarded a place before going on to another contestant or place.

ONLINE NOTE:
If this is your final speech event to certify ranks, be sure to calculate speech team points.

higher, as indicated by a (+) in the preference column for speaker #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first.

4. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second.
5. Contestant #1 is then awarded third.

Please note that although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first must be ranked before considering other contestants or places.

The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths or better (two second place ranks). Therefore, contestant #5 is awarded fourth place.
The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.
Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent.

In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ –
Two	2	1	1	N/A	
Three	3	2	6	11	– +
Four	6	3	5	14	
Five	4	5	2	11	– +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

- Contestant #1 has the highest sum total of decimal value, and is awarded second place.
- Contestant #3 has the next highest total and is awarded third place, and contestant #5 is awarded fourth place.
- Both contestants remaining unranked have a majority of fifths or better. Therefore, contestant #6, with the lower sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Judge Contestant	Judge A	Judge B	Total C	Value	Preference	Decimal	Rank
One	1	6	4	11	+ –	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	– +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	– +	.95	4th
Six	5	4	3	12			5th

- If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Total C	Pref	Decimal	Rank Value	
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	8	8	–	1.58	3rd

INDIVIDUAL POINTS
1st place.....15
2nd place.....12
3rd place.....10
4th place 8
5th place..... 6
6th place 4

SPEECH TEAM POINTS
1st place.....10
2nd place.....5

SPEECH TEAM POINTS
Speechwire will calculate and award speech team points.

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In this example, judges' preferences cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preferences shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A&B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

If at this point, a tie still exists among three or more contestants whose decimal value of ranks is equal, the tie must be broken by a blind draw, except at state finals.

All three contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance to Section 902 of the C&CR.

DISQUALIFICATIONS
Only the contest director is empowered to disqualify contestants for time or rule violations. Judges should rank all contestants in a round and then bring the issue to the contest director's attention after the round. Judges may not disqualify contestants. For disqualifications in the final round, the contestant should receive no place (rank). He or she also does not contribute points toward the speech team award or overall sweepstakes.

BALLOT VERIFICATION
This period is mandatory. Before the official results are announced in both preliminary and final rounds, the contestants and/or coaches should be given the unofficial results and allowed to view individual evaluation sheets for no more than 15 minutes. The judges' ranking sheet used to tabulate ranks from a panel of judges should be available during the verification period. Contestants and/or coaches may, at this time, bring up any questions concerning tabulation to the attention of the contest director. The contest director will then correct any errors before the official results are announced. Students may keep their evaluation sheets after official results are announced. Questions about judges' decisions are not allowed.

OFFICIAL RESULTS
When the ballot verification period is over, announce or post the official results. These results are final. At this time, individual evaluation sheets may be released to coaches/students.

AWARDS
Present medals and points to the individual winners according to the guidelines outlined in the UIL *Constitution and Contest Rules*. (places 1-6)

REPORT TO DIRECTOR
(DISTRICT) Individual contest directors shall give the contest roster/results form and sorting envelopes to the district director immediately after the contest. The district meet director is responsible for entering results into the UIL Online System, Speechwire. District results must be submitted into the online system and made available for public review by 5 p.m. on the Monday following the second district week.

(REGION) Individual contest directors shall give the contest roster/results form and sorting envelopes to the regional director immediately after the contest. The regional meet director is responsible for entering results into the UIL Online System, Speechwire, and making them available for public review by 5 p.m. of the Monday following the regional meet. Regional directors shall also provide to the UIL State Office a list of contestant absentees if alternates were not present to take these individuals' places.

Alert state-qualifying coaches to access the State Tournament website immediately for important deadlines and procedural information.

MAILING RESULTS
Mailing full meet results to participating schools is optional since results will be posted online.

EXTRA CONTEST MATERIALS
Destroy or distribute any extra contest materials.

Appendix

A Special Word to Coaches

Prose Judge Procedures

Poetry Judge Procedures

Hints for New Coaches

Virtual Meets - Best Practices

Special Needs Students

TILF Scholarship Information

MORE INFO AVAILABLE ONLINE!

Visit the UIL website at:

http://www.uiltexas.org/speech/oral interp

Do's and Don'ts of Submitting Documentation Video

https://youtu.be/kWRsYElgRus

Analysis of Text and Introductions in Prose/Poetry Video

https://youtu.be/Be3MReOuhGA

A Special Word to Coaches

Once upon a time…

I was a theatre teacher and coached acting and directed UIL one act plays, and then, behold, I was a speech teacher and coached prose and poetry interpretation….and each was separate, but equal. But then there was a union between acting and oral interpretation and a beautiful thing happened….literature came to life, the characters were real, and performances were exciting…

…and everyone lived happily every after!

As one of the "old" ones who received a degree in Speech and Drama, I have always believed the genres could and should benefit each other and that is the way I approach guiding my readers.

Many teachers, regardless of the subject they teach, coach oral interpretation and create that visual world as only theatre of the imagination can, painting pictures for the captivated audience. No costumes or props are used, just the creative connection between the interpreter, the literature, and the listener. Taking the best practices from both speech and theatre techniques and applying them to any performance benefits the message, as well as the messenger.

This world of oral interpretation is a thrilling place to be, as it is a form of communication and communication is the foundation for any future generation.

My children grew up traveling with me, sitting in the audience, listening to the stories I told that others have told before me. Their own mother rarely read to them at home since she was too busy reading and listening to others. Eventually, they too became storytellers despite this lack of maternal influence. The education they received in oral communication, whether in the theatre or in competitive forensics, proved to be invaluable as they started their careers – in sports!

So my challenge to any and all entering the world of oral interpretation, whether you are a veteran or novice coach, and whether your students are also involved in the One-Act Play, marching band, journalism, choir, even the captain of the drill team or football team, or, if you are lucky enough to find that student who devotes their entire being to forensics, make sure they understand that this activity not only enhances their speaking skills but also develops a strong work ethic, encourages independence, teaches insight, promotes self-discipline and self-awareness, and most importantly, prepares them for life.

And each year brings new stories to be shared, new characters to be created, and new goals to be accomplished…in speech AND in theatre. I hope you make this year your "happily ever after."

Karen Gossett, Speech Teacher
Coach of State Speech Team Champions
Guyer High School (retired)
Denton, Texas

UIL STATE MEET - PROCEDURES FOR JUDGES – PROSE

The lead judge should announce, "Turn off all cell phones." Be firm, please!

1. Access your ballot by logging in to https://live.Speechwire.com. Your ballot will be pushed to the email you used to set up your account. Make sure the sound on your laptop is turned down so notifications you receive will not disturb the performances.

2. Rank all contestants (1,2,3,4,5,6); double-check your decision.

3. **You may submit your ranks electronically and then go back and type in comments on each ballot.** The contestants appreciate this written feedback! Make your comments as specific as possible, balancing praise for strong points of the performance and helpful suggestions for future improvements. **Please avoid statements that reflect personal bias against selections and topics, as well as comments that could be harmful to a contestant's morale such as their attire**.

ORAL CRITIQUES: The contestants will remain in the contest room for your oral critique. Offer general suggestions, praise, and insight that might be helpful to all contestants. Please avoid specific critiques of individual performers. (DO NOT DISCUSS YOUR RANKINGS.) A total of 15 minutes for the critique period, including all three judges, has been scheduled.

QUESTIONS: Any questions concerning your decisions should be referred to the contest director. Coaches, parents and contestants are not to confer with you at any time concerning your judgment.

DISQUALIFICATION: Questions that might result in disqualification should be referred to the contest director or tournament director. Your testimony on these matters may be requested. If a contestant goes overtime, please go ahead and rank the contestant. **The Contest Director is empowered to disqualify but judges are not.**

About the Contest

Each student has prepared two prose selections for the UIL prose categories. The contest director has drawn at random for the category that all students will use in this round and documentation has been checked pre-tournament. Total presentation time, including introduction and transitions, must not exceed seven minutes. There is no grace period. An introduction is required, although its content, form, and delivery style is left to the student. The introduction (or transition, where applicable) must include the name of the writer and the selection. Performers must utilize a manuscript in the performance.

Evaluating the Performances

Please use the judging critera below to guide your evaluation of each student's performance. Your written comments and suggestions for improvement will be most helpful if they offer specific reasons for the judgments you make. Statements which suggest a personal bias toward an author or selection generally are counterproductive. Please keep in mind that the best critiques ***teach*** and ***encourage*** the student.

Ranking the Contestants

At the end of the round, you will rank the performers by number - 1st, 2nd, 3rd, etc. - according to your judgment about the quality of the performances. ***Do not tie any contestants.*** If you are on a panel of judges, please do not confer during the round or before you have completed your ballot. ***It is not the responsibility of the judge to disqualify a student.*** Any irregularity should be referred to the contest director who may request information from the judge(s) in making a decision.

The best critiques teach and encourage the student. Please offer specific areas of improvement and positive attributes of the performance.

Introduction

- Did the performer prepare you to listen to the selection?
- Did the content meet the category requirements, and did delivery style of the introduction add to the overall effectiveness of the performance?

Selection/Performance

- Was the material appropriate for the performer and the goal of the category?
- Did the performer successfully recreate the narrator, the characters and the scene?
- Did the performer demonstrate an awareness of the narrator's purpose and audience?
- Did the performer make appropriate use of physical and vocal skills?
- Was the use of manuscript, internal pacing, pauses, and closure appropriate?

Evaluation

- What did you like about the performance and why?
- What areas of improvement are needed?
- Did the performer adhere to the prescribed category?

THANK YOU FOR JUDGING!

UIL STATE MEET - PROCEDURES FOR JUDGES – POETRY

The lead judge should announce, "Turn off all cell phones." Be firm, please!

1. Access your ballot by logging in to https://live.Speechwire.com. Your ballot will be pushed to the email you used to set up your account. Make sure the sound on your laptop is turned down so notifications you receive will not disturb the performances.

2. Rank all contestants (1,2,3,4,5,6); double-check your decision.

3. **You may submit your ranks electronically and then go back and type in comments on each ballot.** The contestants appreciate this written feedback! Make your comments as specific as possible, balancing praise for strong points of the performance and helpful suggestions for future improvements. **Please avoid statements that reflect personal bias against selections and topics, as well as comments that could be harmful to a contestant's morale such as their attire**.

ORAL CRITIQUES: The contestants will remain in the contest room for your oral critique. Offer general suggestions, praise, and insight that might be helpful to all contestants. Please avoid specific critiques of individual performers. (DO NOT DISCUSS YOUR RANKINGS.) A total of 15 minutes for the critique period, including all three judges, has been scheduled.

QUESTIONS: Any questions concerning your decisions should be referred to the contest director. Coaches, parents and contestants are not to confer with you at any time concerning your judgment.

DISQUALIFICATION: Questions that might result in disqualification should be referred to the contest director or tournament director. Your testimony on these matters may be requested. If a contestant goes overtime, please go ahead and rank the contestant. **The Contest Director is empowered to disqualify but judges are not.**

About the Contest

Each student has prepared two performances for the UIL poetry categories. The contest director has drawn at random for the category that all students will use in this round and documentation has been checked pre-tournament. Total presentation time, including introduction and transitions, must not exceed seven minutes. ***There is no grace period.*** An introduction is required, although its content, form, and delivery style is left to the student. The introduction must include the name of the writer and the selection. Performers must utilize a manuscript in the performance.

Evaluating the Performances

Please use the judging critera below to guide your evaluation of each student's performance. Your written comments and suggestions for improvement will be most helpful if they offer specific reasons for the judgments you make. Statements which suggest a personal bias toward an author or selection generally are counterproductive. Please keep in mind that the best critiques ***teach*** and ***encourage*** the student.

Ranking the Contestants

At the end of the round, you will rank the performers by number - 1st, 2nd, 3rd, etc. - according to your judgment about the quality of the performances. ***Do not tie any contestants.*** If you are on a panel of judges, please do not confer during the round or before you have completed your ballot. ***It is not the responsibility of the judge to disqualify a student.*** Any irregularity should be referred to the contest director who may request information from the judge(s) in making a decision.

The best critiques teach and encourage the student. Please offer specific areas of improvement and positive attributes of the performance.

Introduction

- Did the performer prepare you to listen to the selection?
- Did the content, form, and delivery style of the introduction add to the overall effectiveness of the performance?

Selection/Performance

- Was the material appropriate for the performer?
- Did the performer successfully recreate the persona and the scene?
- Did the performer demonstrate an awareness of the persona's purpose and audience?
- Did the performer make appropriate use of physical and vocal skills?
- Was the use of manuscript, internal pacing, pauses, and sense of closure appropriate?

Evaluation

- What did you like about the performance and why?
- What areas of improvement are needed?
- Did the performer adhere to the prescribed category?

THANK YOU FOR JUDGING!

Hints For New Coaches

UIL tournaments are exciting for coaches as you see the hard work of your students come to fruition. However, without careful planning, first-year coaches may find tournaments almost overwhelming. It is important to be prepared for the additional responsibilities that competition requires of you so that you can create a healthy balance between forensics and your regular classroom duties. Being organized and knowing what to expect ahead of time are keys to meeting this challenge successfully. Here are a few hints and unwritten rules you might find helpful to know as you begin the tournament circuit.

Before the Tournament:

1. Upon receiving the tournament invitation, make sure there are no major conflicts with the school calendar that might adversely affect your students or their ability to compete (i.e., stock show, football or basketball game, prom). If there are, understand that all students might not wish to participate at that time.

2. Post the tournament date and events early and set your own deadline for signing up that will allow you to submit the entry form in time to meet the tournament's deadline.

3. Arrange for transportation (bus request, etc.) well in advance, following your district's guidelines.

4. If the tournament necessitates an overnight stay, make room reservations immediately. *(This is especially important if your students qualify for UIL State. Reserve rooms well in advance of the meet. For UIL CX Debate State, reserve in early fall and then cancel reservation promptly if your team does not qualify. We advise making reservations early for Congress and Speech State, as well.)*

5. Submit purchase orders for check requests as soon as you know how many competitors you will be entering. Most tournaments charge by the event entries rather than by the student. Know your school district policies and meet important deadlines for the central office/business department.

6. Arrange for the appropriate number of judges required, either by serving as the judge yourself, taking someone with you or paying the judging fees. Usually coaches are asked to fill one of the judging slots, so be prepared to do so. It's the best way to learn and you become a stronger coach. *(If you qualify debaters to State, you are required to provide a judge with strong experience that can adequately judge state-level rounds.) Avoid "buying out" of your judge obligation at invitational meets so you can serve as the judge.*

7. Hand out tournament attendance permission slips to be signed and returned by a specific deadline. This keeps parents aware of dates and holds students accountable for tournament attendance.

8. Pay attention to the "add/drop" deadline. Any drops made after that date usually result in an additional "drop fee". Most tournaments will not allow any additions after that date. Most also use software to register, such as Speechwire.

9. During the week before the tournament, make sure each competitor has performed for you. This not only allows you to make sure the student is prepared, but also focuses the student on the task at hand.

10. Make sure you have communicated to your squad what kind of attire is required for competition. Appropriate dress is almost as important as the performance.

11. Prepare your students for performing in front of an audience since UIL rules allow for observers.

Getting on the Bus

1. Set a departure time that allows you extra time for any unforeseen difficulties in getting to the contest and hold to it. Waiting for a late student only penalizes everyone else and sets a bad precedence for the future. If necessary, assign one or two team captains to contact all entrants 30 minutes before departure to make sure everyone arrives

in time for roll call.

2. Have specific travel directions for the bus driver.

3. Carry to the tournament:

   - Copy of the entry form and tournament schedule
   - All necessary checks or purchase orders
   - Medical releases and permission slips or copies of these since you might want to leave the originals in a file in your classroom
   - School and parent emergency telephone numbers
   - Legal pad, notebook, pens, pencils, stopwatches
   - Copies of your interpers' documentation
   - Magazine, book, papers to grade, laptop or tablet, etc. as there will be lots of "downtime" waiting for results
   - An "emergency" kit containing band-aids, Neosporin (or equivalent), head and stomach pain relievers, emergency toiletries, incidentals such as an extra necktie, hose, safety pins and a small sewing kit.
   - Permission slip from parents allowing you to dispense the above medications.

4. Just before leaving, have everyone show you their interp folders and documentation. SEE THEM. This can avoid surprises when you get to the tournament site.

Arriving at the Tournament Site

1. Make sure the students know where the common area is, usually the school cafeteria, where squads gather to wait for contests to begin and results to be posted. Arrange to meet them there once you get checked in at registration. Do not bring your entire team to the registration table.

2. Make sure you know where the bus will be during the tournament. The driver needs to be available for any emergency. Tournaments often provide hospitality for coaches, judges and bus drivers.

3. At the registration table, inform the tournament directors of any changes you haven't already made, including drops and replacements. There is usually no charge for replacements, but there will be an additional fee if you drop an entry. You might wish to consider instituting the policy that students are responsible for their own drop fee. Avoid dropping entries unless it is an extreme emergency. Even then, try to get another student to cover the event. Dropping contestants impacts sectioning and pairings your host has worked many hours to complete. Time to redo can make the tourney schedule late.

4. Make sure to check in your judges, if necessary. Make arrangements for paying the extra judging fees should any of your judges not show.

5. While at the registration table, check all entries to make sure everyone is on the appropriate list. Mistakes do happen, and it's better to catch them at the registration desk rather than when an event is about to begin.

6. Most tournaments have a registration packet containing school maps, sectioning, event times, and other pertinent information for you and your students. This is often referred to as a "poop book." Hosts may provide a version downloadable to your smart phone and tablet.

During the Tournament

1. Immediately upon finishing registration, meet with your students in the common area. Inform them of their school code (usually a number or letter, which can be found in the tournament packet) and each contestant's sectioning room number and time of event.

2. Arrange specific times when you will meet with the students in the common area throughout the day. Also, let the students know where they can find you should they need to do so.

3. While you don't have to accompany the students to every round, do make sure they know where they are going and when to arrive, especially if they advance to the final rounds.

4. Check in at the judges' table frequently to see if you are needed. The registration packet usually will have your judging assignments, but not always. If electronic ballots are used, your ballot will be pushed to your computer. Even if you have not been assigned, stand-by judges are always appreciated. Failing to pick up your assigned ballot may result in your student(s) being disqualified so fulfilling your judging obligation is imperative.

5. Make sure you know where you can pick up contestants' ballots after a round or how to access them digitally. UIL tournaments have a verification period after the preliminary rounds; know when and where it is and be there. Otherwise, tabulation errors cannot be corrected.

6. The official verification period at UIL tourneys are a must for you to be present. This is a time to check rankings on your students' ballots and final tabulation. Take your *Constitution & Contest Rules* and UIL contest handbook to verification so you are certain of the ranking procedure. Verification is not a time to dispute a judge's decision.

   You should stay for the entire verification period. Results remain unofficial until it is over and those results have publicly been declared official. While verification is still underway changes can still be made if tabulation is found to be incorrect.

7. Each tournament has its own tabulation room policy – some are *open tab rooms*, where you can go in at any time to view ballots, judging assignments, etc; others are *closed tab rooms*, where you cannot. (Most UIL district tab rooms are *open*, while most Regional and all State tab rooms are *closed*.) Should you experience a problem during the course of the tournament that requires entry to the tab room, find a tournament official.

8. Throughout the tournament, keep an eye on your students. Unruly behavior is, by far, the largest complaint at contests. Remind your students that decorum and politeness go a long way toward success.

9. Should you be called upon to judge, do so fairly and objectively. Bitter school rivalries have no place on a ballot. Be prompt to rounds so the tournament can stay on schedule. Fill your ballots with well-written, constructive comments; always include areas needed for improvement.

10. Should you wish to observe your students in competition, it is wise to ask them if they are comfortable with you doing so. Some students are intimidated by having their coach in the room with them; this will hinder their performance. Respect their wishes. Be careful not to "coach" during the round. UIL has a "no scouting" rule, so study it carefully to avoid any ethical violations.

11. Even if your students do not make finals, have them observe the round and learn from the "best" that day so they will see what the standards are for winning.

12. Two-day tournament sites may have an area assigned for overnight storage. Know where it is and make sure your students get their materials there prior to leaving for the night. Return early enough the next day to remove them in a timely manner. For ultimate security of materials, take them with you!

At the end of the Tournament

Once the competitive rounds are over, most tournaments have an awards assembly. If any of your students made the finals, you and your students should definitely attend. If there is no formal awards assembly scheduled (some tournaments give out the medals or trophies as soon as results are known) or if none of your students advanced, you may leave. But before you do so, do the following:

1. Collect all ballots from the tab room or hospitality room unless the tournament incorporated electronic ballots.

2. Make sure all debate tubs, extemp files, and/or computers are loaded on the bus. Don't just take the students' word this has been done; check yourself.

3. Make sure your portion of the commons area is free of all trash and cleaned to the best of your ability. (The tournament directors will thank you, remember you, and invite you back next year!)

4. Have the students change into traveling clothes, if necessary, and require that they double check they have all their possessions with them on the bus. Having a polo shirt or t-shirt with school logo works well for traveling. It makes it easy to keep up with your students if you plan stops along the way.

5. Thank the tournament directors.

6. On the way home, use cell phones to have the students call or text their parents, giving them an approximate time of arrival. Most tournament returns are very late at night, and parents will be very appreciative if they aren't left waiting in the school parking lots for hours. Besides, you don't want to have to wait long periods of time for students to be picked up once you get back to your home school.

7. Use social media to announce success of the squad, according to school district policy.

8. Tell your students you are proud of them. . .because you are!

The Following Week

1. Publicize the squad's success.

   - Write up the results for school announcements.
   - Develop contacts with the school and community newspapers. Present them with an article you wrote yourself. Attach digital photos. Doing this will make it easy for them to print and the details will be correct.
   - Make use of local radio, television, and cable stations if possible.
   - Post successes on your squad webpage and Facebook page, according to your school district social media policies.

2. Analyze the Judges' ballots.

   - Screen electronic ballots before sharing with students. Some judges may have written comments damaging to a student's self-esteem.
   - Review the ballots with your students. Afterwards, assign specific items for each student to be working on before the next competition. This ensures every tournament is a learning experience.
   - File ballots in the student's performance folder so they can be reviewed at different stages of the tournament season. Always use ballots as learning tools.

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to continue on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained once we do find normalcy again. Some schools will continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL PROSE AND POETRY INTERPRETATION

Preparation

Prepare for online Prose and Poetry Interpretation before the start of actual competition rounds by participating in online practice rounds. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up

Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. The battery is drained rapidly when using video conferencing software.

Laptop is the best option since most have a built-in microphone and web cam. Tilting the laptop screen can easily adjust the position of the webcam. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi.

A desktop with microphone and webcam can also work. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be tricky; a cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing; it requires a few more steps when using Video Meeting apps; moving these devices creates a lot of movement on the screen.

If you do not have the latest and greatest technology, do not worry. Judges will not be judging you on your technical set-up but on the quality of your performance.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location

Try to secure a separate room away from noise and other people and one that has good lighting. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras

Adjust the web camera taking into consideration what can be seen in the “virtual box”, and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

You want your camera to be at eye level. That may mean placing your laptop on boxes. Ideally, you want the camera to show you from your knees to slightly over your head. But if the space does not allow that, at least get mid-chest and up. Once you have begun your performance, do not adjust your camera.

Performers are encouraged to stand to perform, unless a disability or space issues prohibit standing. Avoid standing in front of a window or directly under a light fixture.

Audio

Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Technical Problems

Technology issues should be reported immediately through a tournament help line or email. The specific "help" procedure should be communicated by tournament officials in advance of the meet.

To Improve Connectivity:

- Wired Internet Connection
    - Plug your computer into the router (the network device that provides Internet connection) with a network cable. The computer may need an adapter to make this possible.
- Move closer to the router.
    - If wired is not an option, the next best option is to place your computer in the same room as the router. The closer the device is to the router, the better the signal quality. The video/audio could freeze if the device is too far away.
- Reboot the router.
    - If the device has repeated connection issues, reboot the router to reset all connectivity.
- Minimize interference.
    - Remove any solid objects between the wi-fi antenna and the router. Avoid using appliances while online, if possible.
- Don't crowd the router.
    - Reduce other Internet usage while online. (Netflix, etc. should not be streaming in the other room)

Coach Notifications

Online Procedures

Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a

note of which one you have entered in the tournament management software. Cell or email is how each person will receive postings and ballots.

Carefully make sure student names registered on the team roster in the tournament management system match the student account name entered. Example: if you entered the student as “Johnny Smith”, they should not enter themselves as “Jonathan Smith.” Take the time to proof email addresses and phone numbers (if used) to confirm they were entered not only correctly but consistently.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Reminders If Using *SpeechWire**

- Be sure you input your students’ email addresses into *SpeechWire.*
- Judges must set up accounts as well so they can receive their assigned e-Ballots.
- Retrieve your students’ ballots as a PDF and view the tabulation sheets in your team’s *SpeechWire* account.

SpeechWire is used at District, Region and State as the official UIL tournament managment system.

Judge Notifications

Preparation

Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology

Technology set-up is important to consider. Become familiar with the tournament management system and platform. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment

Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are performing. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the

round and then transcribing the notes to the e-Ballot at the end of the round. Others use 2 devices. Experiment in advance to discover what works best for you.

Note: *SpeechWire* allows you to submit your results and add the comments afterward submitting your ranks, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round

Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student. In the comment box of the e-Ballot, type the title of the student's selection(s) so Tab officials can verify that what is performed in the round is what was submitted for documentation.

Environment and Disruptions

Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background students have available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Technology Problems

Common tech issues, if a student needs help: (avoid interrupting a performance unless the issue is so bad you can't overlook it)

- Lagging audio – participant can turn off video briefly to improve bandwidth
- Noise in the audio – participant can mute themselves if they are not speaking
- Video quality – participant can readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect The Contest Director should use discretion in determining the length of time that is reasonable.

Contact Info

Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form

http://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation-9-16-posting.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.

Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.

Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

TILF Scholarship Opportunities

From 1959 to 2024, TILF has awarded more than 22,000 scholarships valued at over $39 million. Amounts of scholarships range from $500 for one year to $24,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications for 2025 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, the Latino History Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST, FIRST, or RECF-VEX state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org

Public Safety Club

ARTICLE I:

The name of this Organization is the Copperas Cove High School Public Safety Club and shall be abbreviated as "CCHSPSC" or "PSC".

ARTICLE II:

CCHSPSC is an extracurricular organization at Copperas Cove High School designed for students interested in the law enforcement career path and other public safety careers. The club is designed for students to be able to get an in-depth look into the different careers the public safety arena has to offer.

The purpose of CCHSPSC is to advance the education and welfare of its members in the following ways:

I. Providing a safe work and learning environment.
II. Further developing a respect for the public service career field.
III. Developing the leadership abilities of its members through a public service program of motivation, awareness, competition, and recognition.
IV. Encouraging the use of ethical practices in the public service arena.
V. Developing character, promoting responsible citizenship, and fostering patriotism.
VI. Developing an understanding of current public safety issues and being aware of them.
VII. Encouraging mental and physical health through participation in beneficial social and recreational activities.

ARTICLE III:

MEMBERS

SECTION 1. MEMBERSHIP

The Public Safety Club membership shall be open to any student enrolled in Copperas Cove High School interested in any public safety job. Any student also enrolled in the LPSCS track at CCHS is welcome to join the organization.

SECTION 2. FEES

Fees are set at the start of the school year by the Club Officers with advisor approval. Fees consist of Competition Fees as well as T-shirt Fees. The rest will be raised through club fundraisers.

SECTION 3. MEMBERSHIP YEAR

The membership year shall be from the date of enrollment in the CCHSPSC to the end of the school year.

SECTION 4. ELIGIBILITY

Since the CCHSPSC is a school-sanctioned organization, every club member must abide by University Interscholastic League (UIL) rules. These rules can be found at https://www.uiltexas.org/policy/eligibility. Members must have a passing average for the six weeks to participate in any CCHSPSC event or compete in competition.

SECTION 5. DRESS CODE AND PUBLIC APPEARANCE

Members shall abide by the CCHS dress policy when participating in anything involved with CCHSPSC. During meetings and training, casual clothing may be worn. When at a public event, officers may choose to be in the official CCHSPSC uniform and members will be encouraged to wear their club t-shirts, which will be issued at the beginning of each school year. While conducting anything with the CCHSPSC, members will be held to a high standard, because they are representing both the CCHSPSC and CCISD. This means unruly or inappropriate behavior will not be tolerated and handled with disciplinary actions defined in Article 4 Section 5. The advisors will have discretion when dealing with disciplinary actions.

When in uniform for competition and like, uniforms are to be clean pressed, and neat. Hair should be kept well groomed. The uniform should follow both school rules, SkillsUSA guidelines, and TPSA guidelines.

ARTICLE IV:

OFFICERS

SECTION 1. POSITIONS

The CCHSPSC officer board will consist of a President, Vice President, Secretary, Historian, Treasurer, Parliamentarian, and Sergeant of Arms. These officers shall perform the duties prescribed by these bylaws.

SECTION 2. DUTIES

I. The President is the head of the officer board and the highest-ranking student member of the organization. Their duties will include communicating the needs of the club to the advisors, conducting officer or club voting sessions, taking care of various issues that may occur in the club, overseeing the other officers, and developing rules and policies that they see fit. They will have the final say in anything that the club wants to bring to the advisors for approval.

II. The Vice President is the second highest-ranking student member of the organization. Their duties will include overseeing all matters concerning competition, running trainings as they see fit, supporting the President with leading the club, handling any issues that may occur in the club along with the President, and perform the duties of the President if and when the President is not present for something.

III. The Secretary is the third highest-ranking ranking member of the organization. Their duties include taking roll of all members that are present at meetings, trainings, or events the club attends, keep an active list of all members of the club, collect and count votes when necessary, keep all past records of the club, and keep an active calendar of meetings, trainings, and events set forth by the President and Vice President. They will also keep an active list of all the current member's points for lettermen and inform the President when someone is eligible. It is their duty to keep these things organized and neat.

IV. The Treasurer is the fourth highest-ranking student member of the organization. It is their duty to keep an active record of all club finances, share membership records with the Secretary, prepare financial statements, maintain accurate records of income and expenses, prepare the club budget, and plan fundraisers.

V. The Historian is the fifth highest-ranking student member of the organization. It is their duty to be the student liaison between the media and the club, maintain the social media accounts of the club, provide updates to the club about upcoming club functions such as trainings, meetings, and events, and take pictures of the club at different functions. The Historian may be issued a professional camera at the beginning of their term and will return the camera at the end of their term. In the event the Historian chooses to use their own professional camera, they may delegate the responsibility of the club's professional camera to another officer or member of the club.

VI. The Parliamentarian is the sixth highest-ranking student member of the organization. It is their duty to aid the President in implementing parliamentary procedure, act as the consultant to the president on procedural matters, have a working knowledge of rules of order and parliamentary law and give opinions based on it, call attention to errors in procedure, and aid the president in planning meetings.

VII. The Sergeant of Arms is the seventh highest-ranking student member of the organization. It is their duty to ensure that club rules and the bylaws are not violated, keep order at club meetings, trainings, and events, and ensure that members are comfortable at meetings, trainings, and events.

SECTION 3. VACANCIES

In the absence of the President, the Vice President will immediately be appointed President by the advisors and will remain President until the end of their term (end of the school year). In the absence of any other officers, their duties will be taken care of by the rest of the officer board. If the officers choose to do so, with the approval of the advisor, the President can conduct an election process to fill the vacant officer position. The club will vote on who they would like to be appointed to that position, and if there is a majority vote for a certain applicant, they will be elected to that position.

SECTION 4. ELECTIONS, ELIGIB\ILTY, AND COMMENCEMENT OF OFFICERS

SUBSECTION A. ELECTIONS AND COMMENCEMENT

At the end of the school year, elections will occur for next year's officer positions. Club members can nominate themselves for any position on the officer board. Once the nominations have ceased, the current officer board will comprise a list of all of them and post them to the club's social media and Schoology accounts for the club. At the next scheduled meeting, the nominees will be allowed to state their case to the club on why they should be elected to that position. After each nominee has made a statement, the current President will start the voting with the Sergeant of Arms position and work their way up to the President position. After each position, the current Secretary will collect the votes and count them. Once all the votes have been counted by both the Secretary and the President, the President will announce the new officer board for the next year.

In the event of low member participation or a low number of Officer Position applicants, the current leadership must take a vote on employing the use of an alternate leadership selection process. This process would consist of members submitting formal applications, being selected and going through an interview board, and then being selected by the board. The interview board will consist of the current officer, and at least one advisor. There may also be another person from outside the club allowed on the board for an unbiased opinion.

SUBSECTION B. ELEGIBILITY

To be eligible for the officer board, members must have completed one full school year of membership in the club, and they must be active, participating members of the organization. They also must meet UIL standards and have a passing semester average to nominate themselves. Nominees will fill out an application for their desired position and turn them into any current officer or designate drop-off area.

SECTION 5. DEMOTION/REMOVAL OF OFFICERS

If an officer is negligent to their duties or is abusing their authority, advisors may choose to demote them to a standard member. The officer team must first meet with the officer in question to address the issue. If nothing changes, then it will be brought to the advisors who will meet with the officer in question to properly assess the situation. If the officer's actions continue, then the advisors may address the demotion. In the event an officer is removed from their position, refer to Article 4 Section 3.

SECTION 6. POWERS OF OFFICER AND DICIPLINARY OPTIONS

If the officers reach a unanimous decision on any topic, the President will bring it to the advisors for approval. If any major issue arises with a member or multiple members, the officers will meet with the advisors to inform them of the situation and discuss disciplinary actions if the situation warrants it.

Disciplinary actions include but not limited to

Academic Probation- the member will not be allowed to attend any CCHSPSC event or participate in any meeting or training for a 1-month period. Depending on the situation, the member may be given multiple months of probation.

Expulsion from the Club- the member will be removed from the club entirely. The situations that warrant expulsion include being charged/convicted with/of breaking any local, state, or federal law, being given DAEP, or being expelled from CCHS.

The advisors will have full discretionary powers when dealing with disciplinary actions.

ARTICLE V:

DICIPLINARY ACTIONS FOR MEMBERS

SECTION 1: MINOR ACTIONS

Members who are given ISS, OSS, or DEAP by Copperas Cove High School Administration will receive a suspension from all club activities. When the member returns, they will sit down with the President, Vice President and Advisors for a meeting discussing the actions prior to returning to the club or being removed from the club. All the following will excuse you from competition.

ISS- Members who receive ISS will be given two weeks suspension from the club and all activities

OSS- Members who receive OSS will be given four weeks suspension and possibly expulsion.

DEAP – Members given DEAP will be removed from the club completely by the following year.

SECTION 2: MAJOR ACTIONS

Members that have received any legal charges will inform the advisors directly and will be removed from the club entirely. Any formal accusation of criminal activity or illegal actions will result in expulsion.

Members who have been apprehended by an officer, taken to or held in jail, or charged with any illegal activities will be removed from the club.

If any members have harassed or assaulted a member of the club, they will have a meeting with the advisors and the SRO's

ARTICLE VI:

ADVISORS

At least one advisor of CCHSPSC must be at every event held by the club.

The advisors must have members permission slips before Field trips or competition activities to ensure the members safety and parents'/guardians' authorization.

The advisors must provide a safe and supervised environment for the High School club members. Advisors should also set guidelines and expectations for all officers to ensure the club is being efficiently run.

As the club is student run, the advisors still must provide appropriate expectations and guidelines as well as set a good example for the student officers and club members.

ARTICLE VII:

FINANCES

When dealing with club finances, the club members will have full voting power over spending and finances. When voting to spend or raise money, the President will conduct a vote, and the vote needs a majority vote to pass. The officers must have also reached a unanimous decision.

The advisors will have physical control over any club funds but will not be able to use them without the majority vote from the club. It is the responsibility of the advisors to keep control of any club funds and the duty of the Treasurer to keep a record of all club funds.

ARTICLE VIII:

TEAM TRAININGS

The training will consist of two training officers appointed by the Vice President and approved by the advisors if the Vice President so chooses to have them. The training team will be in charge of helping with any club training and answering questions that other members may have. They are only there to assist the officers with training and are not above the other members of the organization.

Officers will be rotating through each team ensuring training is going smoothly and training officers are fulfilling their duties.

ARTICLE IX:

AMENDMENT OF BYLAWS

If a unanimous decision of the officers and two-thirds of the clubs is reached, these bylaws can be amended. Proposals of amendments may be brought to the officers, or the officer may propose that these bylaws be amended.

NEW PART OF BYLAWS: NEED VOTE;

ARTICAL XI:

ROMANTIC RELATIONSHIPS

All relationships among members/ officers are permitted, provided that the following guidelines are adhered to:

1. Public displays of affection in professional settings are strictly prohibited.
2. Members/ Officers are expected to maintain professionalism in interactions during club meetings and events.

Failure to comply with these expectations may result in disciplinary action.

ARTICAL XII:

ATTENDANCE AND PARTICIPATION RESTRICTIONS

1. A member found in violation of established conduct standards shall be prohibited from attending any CCHSPSC events and from participating in any meetings or training sessions for one month.

2. Depending on the severity of the violation, the member may be subjected to an extended probationary period of multiple months as deemed appropriate by overseeing authority.
3. All members must maintain an academic grade point average of at least seventy percent in their respective courses.

Failure to uphold these standers may result in disciplinary action as necessary.

1/12- The Ready Writing handbook is being updated to reference the new scoring guide that was implemented August 2025.

Ready Writing Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.

Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Ready Writing Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 948: HIGH SCHOOL READY WRITING CONTEST

(a) **THE CONTEST.**

(1) Purpose. The Ready Writing Contest builds students' skills and helps refine writing abilities through writing expository compositions, which explain, prove or explore a topic in a balanced way, allowing the argument and the evidence given to be the deciding factor in the paper.

(2) Format. This contest gives contestants a choice between two prompts, each an excerpt from literature, publications (past and present), or speeches from which to write an expository composition.

(3) Use of Computers. If contestants choose to use their own laptop/computers, they shall bring a portable printer, associated hardware,software and paper. Spell check, thesaurus and dictionary functions may be used if available on the computers. Students who opt to compose their entries on computers accept the risk of computer malfunction. In case of computer malfunction, the contestant may use the remaining allotted time to complete the composition in handwriting or compose on another computer (if available). When printing the contest on an electronic printer, the print command shall be started by the time contest time expires. Once time has expired, participants and coaches shall not disconnect or connect computer equipment or enter new commands in an effort to print the entry. District or regional host sites may provide computers for contestants but are not expected to make those provisions. Computers will not be provided at state, but contestants by use their own laptops and portable printers.

(4) Writing By Hand. Contestants who are handwriting their compositions shall use their own standard 8 1/2 x 11-inch ruled white notebook paper or typing paper or the paper provided by the host school. Contestants shall write or print the composition in ink and on only one side of the paper.

(5) Thesaurus and Dictionary. Contestants may use a printed thesaurus and dictionary or may use spell check, dictionary and thesaurus functions of a laptop during the contest. No other resource materials may be used during the contest.

(b) **ENTRIES.**

(1) Individual Competition. Each member high school may enter as many as three individuals in the district meet.

(2) Team Competition. There is no team competition in this event.

(c) **QUALIFICATION.** Individuals qualify for the next level of competition according to Section 902.

(d) **TIES.** There can be no ties in this contest. Judges shall rank papers in order of their excellence: 1, 2, 3, 4 etc.

Ready Writing
Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided by the contest director
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's topics, papers and essay.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room during the contest.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace individual contestants on the official district meet roster with a substitute as long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING.** Contestants will be seated sparsely around the room.
6. **LATE ARRIVAL.** Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **MATERIALS.** Contestants shall furnish their own pens or pencils and writing paper. Contestants may use computers or write by hand and use a thesaurus or dictionary. See Section 948 of the UIL Constitution and Contest Rules for specifics. District and Region host sites are not forbidden to provide computers for contestants, but are not expected to make those provision. Computers will not be provided at State.
8. **TYPED ENTRIES.** Typed entries should be single-sided and double-spaced, using any standard 12-point font and 1-inch margins on regular 8 1/2 x 11-inch white paper. The print command shall be entered prior to the time the contest expires.
9. **MANUSCRIPT INSTRUCTIONS.** Contestants are strongly encouraged, but not required, to include the following.
    a. Title. The title should be centered at the top of the first page of writing.
    b. Margins. Consistent left margins of approximately one inch should be used. However, contestants who compose on computers should not be penalized for variations in margins.
    c. Page Numbers. Pages should be numbered on the upper left-hand corners, without parentheses, to distinguish the page number from the assigned contestant number.
10. **TEST DISTRIBUTION.** Distribute the topics face down to the contestants and explain that they should choose one of the statements and write an essay on a clearly related topic. Contestants shall not turn the page over prior to instructions from the contest director.
11. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
12. **START AND STOP SIGNALS.** Contest directors will give the signal to start. After exactly two hours, the contest director will give the verbal notification to stop. The contest director should give a verbal notification when 15 minutes of contest time remain. However, responsibility for keeping up with time rests with contestants.
13. **ELECTRONIC DEVICES.** Cell phones, smart watches or any device other than a laptop that can

wirelessly connect to the internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. These and all other electronic devices not allowed in the contest should be turned off and should not be accessible during testing.

14. **TURNING IN PAPERS.** Contestants may turn in papers and exit the contest room as soon as they complete their paper.
15. **JUDGES.** Impartial judges exclusive of the coaches whose contestants are represented in the contest will be selected to judge. Prior to judging, the contest director should discuss thoroughly with judges the criteria for evaluating the compositions.
16. **BRIEFING JUDGES.** See Instructions for Judges.
17. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners according to Section 902 of the UIL Constitution and Contest Rules. Judges will rank the papers through sixth place. There are no ties in this contest.
18. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to identify papers (see After the Contest, Verification Period). Judging decisions and rankings are subjective and shall not be subject to protest. Coaches or contestants not present for the viewing period forfeit the opportunity to identify entries and accept final results as official.
19. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place. Official results, once announced, are final.
20. **RETURNING THE PAPERS.** If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than late Saturday of region weekend.
21. **NOTIFYING ALTERNATES.** If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified by the school whose student cannot compete and allowed to compete.
22. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
23. **SWEEPSTAKES POINTS.** Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.
24. **PUBLICATION OF COMPOSITIONS.** Compositions of contestants in the State Meet become the property of the League and may be printed and circulated or otherwise used by the League in promotion of the contest.

BEFORE THE CONTEST

ROOM
Secure a room of adequate size for the number of contestants expected. The room should have chairs and desks or tables of proper height. Sufficient electrical outlets should be available for students wishing to compose on the computer.

MATERIALS AND EQUIPMENT
The contest director will provide:

- Accurate clock for timing and clock which contestants can see during the contest
- Paper clips, stapler, scissors, extra ink pens
- (DISTRICT Recommendation) One 8 ½ x 11 envelope per school entered, for returning materials

CONTEST PACKET
The UIL office will provide:

- A copy of the UIL Ready Writing Handbook
- Copies of the writing topics
- Ready writing judging rubrics
- Suggestions for grading procedures

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may serve as contest directors, assistants and monitors.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Judges. Select properly qualified and impartial judges exclusive of the coaches whose contestants are represented in the contest to be judged. A minimum of three judges is recommended.

TIME
Allot 2 ½ hours for the contest: up to 30 minutes for equipment set up, roll call, opening remarks, and exactly two hours for the test. It is critical to stay on schedule as some contestants may need to go to other events.

Allow four hours for grading the essays.Arrange for and announce the time and place for viewing judges' comments and announcing official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Check all prompts to ensure that all pages are printed clearly and completely. Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. It may be helpful to put the contestant number on each topic page or on an index card to hand out during roll call to assist contestants to place the number on each page of their print out.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide and label a large (8.5 x 11) envelope for each school with contestants entered in the contest, and write the name of the school on the envelope. After the verification period, contestants' essays and judges' comments should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week. The meet director and the contest director are responsible for deciding whether testing materials can be taken by the contestants and coaches immediately after the contest's verification period is over.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with rubrics and surplus prompts.
6. Distribute the contest prompts, face down and remind students to not turn it over until instructed to do so.
7. Read aloud the announcements listed below.

Announcements Prior to Conducting the Contest

a. Do not turn over the topics sheet until instructed to do so.
b. Choose only one of the topics and write an essay clearly related to it.
c. Contestants must write or print the composition in ink only, not pencil, and write on only one side of the paper.
d. Typed entries must be single-sided and double-spaced, using any standard 12-point font.
e. Contestants composing by hand may use a printed or electronic thesaurus and dictionary during the contest. Contestants composing on computers may use spell check, dictionary, and thesaurus functions of the computer during the contest. No other resource materials may be used during the contest.
f. Center your title at the top of the first page.
g. Consistent left margins of approximately one inch should be used.
h. Pages should be numbered on the upper left-hand corners, without parentheses.
i. Your contestant number should be placed in the top right-hand corner of each page, and placed in parentheses.
j. This is a two hour contest. I will give you a 15 minute warning before the end of the testing time. Do not leave the room prior to turning in your paper except in an emergency situation.
k. Verification period will be held in room _____ at _____ a.m./p.m. This is contestants' and coaches only time to verify grading and unofficial results.
l. Are there any questions?

8. Give contestants the signal to start. Prevent any communication between contestants, or any reference on the part of contestants to notes, books or any printed matter other than a thesaurus or dictionary. Give a verbal notification when 15 minutes of contest time remain. Terminate the contest at the end of exactly two hours.
9. When time is called, gather all essays and the topic sheets for the contest so that none

are retained by the contestants, coaches or other interested parties.

10. Check that the correct contestant number is on each manuscript as they are turned in.
11. Deliver all materials to the grading room.
12. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

INSTRUCTIONS FOR JUDGES

1. Allow sufficient time for careful judging.
2. Contestants and coaches shall be excluded from room when judging.
3. Each judge will be provided with an adequate number of rubric sheets and a set of judging instructions. The composition is judged on interest (60%), organization (30%) and correctness of style (10%).
4. The contest director decides whether each essay shall receive one or three judging rubrics. See Judging Essays below. Please do not write on the contestants' papers. Make comments only on the rubrics. Attach the completed rubric(s) to the back of the essay.
5. Check the wording in the rules (contest directors may read portions of this information aloud to contestants):
    a. Nature. The composition is to be expository in nature. Descriptive or narrative passages may be used to illustrate or reinforce an idea or point that is being explained, but they must be clearly subservient or incidental to the purpose of exposition.
    b. Length. Avoid wordiness and sparseness indicative of lack of development. There is no minimum or maximum length requirement, but judges recognize well-developed ideas and the use of evidence to bolster main point(s).
    c. Requirements for writing the essay. Contestants must write essays in ink and on only one side of ruled, or plain white, regular sized paper or type the essay using any standard 12 point font and one inch margins, on a word processing computer. Print computer-generated compositions on unlined paper.
    d. Recommendations, but not requirements, for writing the essay:
        i. Title. Center the title at the top of the first page of writing
        ii. Margins. Follow consistent left margins of approximately one inch.
        iii. Page numbers. Number pages on the upper left-hand corners, without parentheses, to distinguish the page number from the assigned contestant number.
6. Judging Criteria.
    a. Interest depends primarily upon substance, i.e., having something to say that is worth saying because of its acuteness of analysis and its originality of thought. It depends next upon clarity and upon including specific details and examples that individualize the composition as an outgrowth of the writer's character and experience.
    b. Organization has clarity as its main goal. The plan of the whole composition should be such that each part contributes to an understanding of the writer's main idea or thesis, no part being misleading or unrelated to that thesis. The organization of each paragraph should be directed to the logical and full development of one idea.
    c. Correctness of style includes avoiding errors in sentence structure, punctuation, grammar, word usage and spelling that hinder clear communication.

7. Judging Essays.
    a. Judges shall read all of the compositions and without marking on the papers. Scan the papers first and award a plus (+) or minus (-) at the bottom of the last attached UIL judging rubric. Either one or three rubrics will be attached to the back of each essay, depending on the contest director's choice of judging procedures. There are three possible methods for providing responses:
        i. One judge may give written response in the space provided on a rubric;
        ii. All three judges may collaboratively provide responses on one rubric; or
        iii. All three judges may write separate responses on separate rubrics.
    b. Gather the essays and separate papers into (+) and (-) stacks.
    c. Redistribute the (+) papers to judges.
    d. Judges read and give preliminary ranking to the (+) essays. Judges may award a total of 30 points on the rubric by circling the appropriate numbers in each of the three major areas of consideration: interest, organization and correctness of style.
    e. The judges should discuss the papers contending for rank, and may alter decisions as a result of the discussion, to concur on rankings.
    f. Judges are to reach a consensus on the rankings of the top six essays. Rank, from highest to lowest, only the top six essays. There can be no ties in this contest.
    g. Give at least one rubric assessment for each essay (both the + and - papers) entered in the contest.
8. Judges should prepare comments on the Ready Writing Judging Rubric for each entry. Comments should reflect the UIL philosophy on judging. First identify and comment on the positive aspects of the essay. Then offer constructive criticism aimed to help students overcome areas of weakness or error. The comments need not be long, but should be specific rather than general because specific references are more beneficial. Evaluate each composition by checking the areas of content designated on the rubric and tabulate a score for each contestant. Scores should reflect the outcome of the consensus ranking of compositions.
9. Attach judging rubric(s) to the contestant's essay and return (with rubric) during verification, or immediately thereafter.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are ranked The district meet director is responsible for entering results into the online entry system. All ranks must be entered into the online entry system prior to verification and announcement of results. Enter only the top six ranks. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's papers
- Rubrics
- Display of ranks after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in online entry or mistakes in contestant numbers. Judging decisions and rankings are subjective and shall not be subject to protests.

Display or unofficially announce the top six contestant's ranks, preferably by displaying the printed page from the online scoring system after ranks were entered. This will allow data entry of score to be reviewed by contestants and coaches during the Verification Period.

If errors are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners as described in Section 902 of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all entries, prompts and rubrics so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants on the day of the meet.

READY WRITING QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing (can use same room as spelling)
1 – grading

SET UP–30
PREP TIME — 20
TEST TIME — 2 hours

CONTEST MATERIALS
UIL Packet: topics, rubrics, grading suggestions

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, paper clips, stapler, scissors, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- 1 or 2 room monitors
- 3 judges (minimum)

NUMBER OF ENTRIES
(District) 3 per school
(Region) 1st/2nd/3rd individuals per district.

TIES
- Individual — No ties.

GRADING/JUDGES
Panel 3-5. Judges may not be a coach of an entrant. English/language arts teachers or professional writers preferred.

RECOMMENDED AWARDS
Individual medals: 1st through 6th

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

ADVANCE
Top 3 individuals

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Study packets include materials from every level of competition of stated year.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Ready Writing Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download. http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The Ready Writing Manual features the judging rubric, recommendations for judging and previous winning essays from each conference with judges' comments. The handbook also includes a section of notes for judges and sample judges' remarks.

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic coordinators. Check the different web pages for Speech and Debate, Journalism, Theatre and the A+ Program for current information and forms specific to those contests.

Computer Usage

If contestants choose to use their own laptop/computers, they shall bring a portable printer, associated hardware,software and paper. Spell check, thesaurus and dictionary functions may be used if available on the computers.

Students who opt to compose their entries on computers accept the risk of computer malfunction. In case of computer malfunction, the contestant may use the remaining allotted time to complete the composition in handwriting or compose on another computer (if available).

When printing the contest on an electronic printer, the print command shall be started by the time contest time expires. Once time has expired, participants and coaches shall not disconnect or connect computer equipment or enter new commands in an effort to print the entry.

District or regional host sites may provide computers for contestants but are not expected to make those provisions. Computers will not be provided at state, but contestants by use their own laptops and portable printers.

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Science Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Science Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 952: HIGH SCHOOL SCIENCE CONTEST

(a) **THE CONTEST.**
- (1) Purpose. The Science Contest challenges students in the basic fundamental principles of science, promotes learning in biology, chemistry, and physics, fosters a sense of enthusiasm about advanced topics and courses in the sciences and prepares students for the rigor of college level courses.
- (2) Format. The contest will consist of objective questions designed to test the comprehension of fundamental principles in biology, chemistry and physics. Papers may be turned in 30 minutes after the start of the contest.
- (3) Calculators. Refer to the contest handbook for restrictions on calculators.

(b) **ENTRIES.**
- (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet.
- (2) Team Competition. A team shall have a minimum of three contestants compete in order to participate in the team competition. The four highest scoring members of the winning team will advance to the next higher level of competition.

(c) **QUALIFICATION.** Individuals, teams and wild cards qualify for the next level of competition according to Section 902. Contestants with the top score in each area (biology, chemistry, physics) qualify for the next higher competition and are eligible to compete equally with the overall winners. One alternate is named for each top scorer position. See ties below.

(d) **TIES**
- (1) Individual Competition. In the event of a tie, the formula for percent accuracy shall be used to break the tie. The formula is: percent accuracy equals number of problems correct divided by the number of problems attempted. The contestant with the highest percent accuracy shall be awarded the higher place. If the percent accuracy scores are the same, then a tie exists.
- (2) Top Scorers. In the event of a tie for the top score in biology, chemistry or physics, the formula for percent accuracy within the subject area shall be used to break the tie. The formula is: percent accuracy equals number of problems correct divided by the number of problems attempted. The contestant with the highest percent accuracy shall be awarded the higher place. If the percent accuracy scores are the same, then a tie exists.
- (3) Team Competition. Refer to Section 902 (h)(3)(D).

Science
Contest Rules and Procedures

1. **CONTEST ROSTER**. A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test and answer sheet. Contestants shall not write their name or the name of their school on their answer sheets.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district or the certified alternate or team substitute at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be dismissed from the room before the contest begins.
4. **SUBSTITUTIONS AND ALTERNATES**. Schools may replace individual contestants on the official district meet roster with a substitute so long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Sections 903-905 for clarification.
5. **SEATING**. Contestants will be seated sparsely around the room and away from other contestants from the same school.
6. **LATE ARRIVAL.** Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director of the meet.
7. **CALCULATORS**. A simple scientific calculator is sufficient for the Science contest. A list of acceptable calculators is provided in this handbook. Only calculators on the approved list shall be allowed for use in the Science contest. Contest directors should verify by brief visual inspection that each contestant is using an approved calculator. Contestants may use up to two approved calculators during the contest, and may bring spare batteries.
8. **TEST DISTRIBUTION**. Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test and answer sheet.
9. **SCRATCH PAPER.** Contest directors shall provide contestants with scratch paper to be distributed with the test and answer sheet. Contestants are permitted to write on the test and on the scratch paper.
10. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
11. **START AND STOP SIGNALS.** Contest directors should give a clear signal to start. Thirty minutes after the start of the contest, the contest director will give a verbal notification. After exactly two hours, the contest director will give a clear signal to stop. No other

time warnings shall be given. A clock should be provided to indicate the remaining time in the contest at a position easily seen by all contestants. If all contestants agree to its absence, the clock may be omitted. If contestants are in the process of writing down an answer when the stop signal is given, they may finish writing that answer; they may not do additional work on a test question.

12. **TIMING AND ELECTRONIC DEVICES**. Contestants may use timing devices provided they do not emit audible signals during the contest. Cell phones, tablets, smart watches, or any device that can wirelessly connect to the Internet, may not be used during the contest. Music players, headphones, etc. may not be used in the testing room. Prohibited electronic devices should be turned off and should not be accessible during testing.
13. **ANSWER SHEETS**. Answers shall be written on the answer sheet in the space provided. Contestants should not use the answer sheet for calculations or other marks. Graders will not consider answers written on the test or scratch paper.
14. **LEGIBILITY.** If a consensus of graders cannot read an answer, they will mark that answer as incorrect.
15. **TURNING IN PAPERS**. Following the first 30 minutes of the testing period, contestants may turn in papers and exit the contest room as soon as they complete the test. In the event of a medical or other emergency, the student shall request permission to leave the contest room and shall be accompanied by a monitor while outside the contest room. Students who leave and return to the contest room without permission shall be disqualified.
16. **GRADERS.** Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader.
17. **ANSWER KEY.** Graders may review the test and answer key during the testing period. Prior to the start of grading, the Head Grader should communicate to the contest director any concerns of the reviewers.
18. **ANSWER KEY ERRORS.** In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director to communicate the suspected error and to seek clarification before changing the key. Any error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
19. **GRADING THE CONTEST.** Each paper should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed.
20. **SCORING.** Six points shall be awarded for all questions answered correctly, no points shall be given or subtracted for unanswered questions, and two points shall be deducted for an incorrect answer.
21. **PLACES AND TIES.** Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL *Constitution and Contest Rules.*
    a. Individual Competition. First place is awarded to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 952 of the UIL Constitution and Contest Rules.
    b. Top Scorers. Each of the three subject areas (biology, chemistry and physics) should be graded independently to determine the top contestants in each subject area.

Contestants with the top score in each area qualify for the next higher competition and are eligible to compete equally with the other advancing contestants. One alternate is named for each top scorer position. Ties shall be broken according to Section 952 of the UIL Constitution and Contest Rules.

c. Team Competition. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. In district competition, the top four scoring contestants from a school will constitute the school's team. At all levels, the sum of the top three overall scores from each school constitutes the team score for the school. All four members of first place or wild card teams advance to the next level of competition. All team members who qualify to regional or state will also compete for individual honors.

d. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.

22. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Questions shall be resolved during the Verification Period. Contestants and coaches not present at verification waive their opportunity to ask questions. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
23. **ANNOUNCING OFFICIAL RESULTS**. Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place, top scorers in each subject area and the top two teams. Official results, once announced, are final.
24. **NOTIFYING ALTERNATES**. If an individual qualifier or team cannot compete at the region or state meet, the alternate shall be notified and allowed to compete. It is the responsibility of the school scheduled to attend to notify the meet director and the alternates school in writing as soon as possible prior to the contest. Failure to do so could violate the Academic Contest Ethics Code.
25. **RETURNING THE PAPERS**. When results are final and all questions resolved, district papers may be returned no sooner than the end of the last contest day of the district week. Regional papers may be returned no sooner than Saturday of region weekend.
26. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information regarding test content shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
27. **SWEEPSTAKES POINTS.** Points are awarded through sixth place, to top scorers in each subject area, and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM

Choose a room adequate in size and selected with quietness and excellent lighting as prime factors. The UIL recommends classroom armchairs or desks with accompanying armless chairs (no stools).
(DISTRICT) Remember that each school may enter six science contestants.

MATERIALS AND EQUIPMENT

The contest director will provide the following:

- Clean scratch paper for use by the contestants
- Accurate clock for timing and clock which contestants can see during the contest
- Pens for grading
- (DISTRICT) One 8 $\frac{1}{2}$ x 11 envelope per school entered, for returning materials

CONTEST PACKET

The League office will provide the following:

- A copy of the UIL Science Handbook
- Sufficient copies of the tests and answer keys
- Answer sheets
- Certificates for the top scorers in Biology, Chemistry and Physics

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL

Coaches of competitors may serve as contest directors, assistants, monitors and graders.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the Head Grader. Make these selections prior to the beginning of the contest.

TIME

Allot a minimum of 2 1/2 hours for the contest. Plan for 30 minutes for announcements, grader sign up, approval of calculators, roll call, instructions and distribution of materials. Two hours of working time will be allotted for the actual testing period exclusive of time required for instructions. The two hours begin when contestants are instructed to start. It is critical to stay

on schedule, as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period that will take place prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET

The contest director should obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. The roster will list the school, contestant number, contestant name, district or region number and will indicate students who are competitors and alternates. Scores and/or results are also recorded on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS

Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test and answer sheet. Check all tests to ensure that all pages are printed clearly and completely. Batch together a test booklet, answer sheet and five pieces of scratch paper that can easily be handed out once contestants are seated.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT)

Provide and label a large (8 1⁄2 x 11) envelope for each school entered in the district meet. Write the name of the school and contest on the top of the envelopes. After the verification period, contestants' tests and keys should be placed in the appropriate envelope for return to each school.

UIL High School Science Contest Approved Calculator List

~ Effective for the 2025-2026 school year ~

A simple scientific calculator is sufficient for the high school Science contest. The use of tablets, cell phones, smart watches or other types of electronic devices is prohibited. The proliferation of calculators with advanced computer-like features has made it necessary to identify an approved list of calculators for UIL Science. The approved calculators are widely available and typically priced at $10-$15 or less.

The following calculators are acceptable for use in the Science contest:

- Casio FX-260 (includes all single-line display variants)
- Sharp EL-501X
- TI-30Xa (includes TI-30Xa Solar School Edition)
- TI-30XIIS

Only the models listed above are allowed during the contest.

Notes: Some of the listed models are available in different colors; any color variation of the listed models is acceptable. The UIL website includes links to the company specifications for each of the listed calculators. Compare against these specifications if unsure about a particular calculator.

For each calculator listed, the model number is clearly visible on the body of the device. Do not cover the model number with stickers or other items that would prevent it from being seen easily by the contest director.

Before the contest begins, contest directors should verify by brief visual inspection that each contestant is using an approved calculator. No clearing or other action is necessary.

Contestants may use up to two approved calculators during the contest, and may bring spare batteries. If a contestant does not have one of the approved calculator models, they may use a simple 4-function calculator for the contest. No other models or types of calculators are permitted beyond those on the approved list, or a simple 4-function calculator if a contestant does not have one of the approved models. Contestants may also test without a calculator.

CONDUCTING THE CONTEST

1. Set up the room that will best facilitate the contest, and where contest officials can sit in view of the contestants.
2. Organize contest materials for easy distribution.
3. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
4. Seat the contestants sparsely around the room separating contestants from the same school.
5. Solicit the help of coaches to verify that contestants are using only calculators on the UIL Science Contest Approved Calculator List.
6. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room.
7. Distribute the test, answer sheet and scratch paper. Caution contestants not to open the test until instructed.
8. Read aloud the following:

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Write the assigned contestant number in the top right-hand corner on the cover page of the test and on the answer sheet. Check for accuracy if the number has already been written.
c. Contestants have two hours to complete the test. You may turn in papers and exit the contest room as soon as you complete the test, *following the first 30 minutes of the testing period.* All contestants must remain seated and working through at least the first 30 minutes. In the event of a medical or other emergency, you may request permission to leave the contest room and will be accompanied by a monitor while outside the contest room if you intend to return.
d. After the 30-minute notification, no other oral time warning shall be given. If you desire to see the amount of remaining time in the contest, you may refer to the clock or to your own timing device. Students shall not use a timing device that emits an audible signal. Cell phones, smart watches, tablets, music players, or other similar devices are not to be used as timers and are not to be visible during the contest.
e. You will be allowed to use calculators on the Approved Calculator List for the UIL Science Contest. Only calculators on the approved list may be used. You may use up to two approved calculators during the contest and may use spare batteries if needed.

f. You may write on the test paper and on the scratch paper provided. The answer sheet is reserved for answers only. Do not make notations or any other marks on the answer sheet. Write all answers on the answer sheet; answers written on the test or scratch paper will not be considered by graders.
g. Write answers clearly and legibly, using only capital letters.
h. When the stop signal is given, if you are in the process of writing an answer you may finish writing that answer only. You may not do any additional work on any test question. Contestants shall put their writing implement down and sit back while the tests are collected.
i. Verification period will be held in_____(name room) at____(give time). This is the only time for contestants and coaches to verify grading and unofficial results.
j. Are there any questions?
k. You may begin the contest.

9. Give contestants the signal to start. Thirty minutes after the start of the contest, announce that papers may be turned in, but those desiring additional time up to the full two hours may continue. After two hours, give the verbal notification to stop.
10. Papers that are turned in before the contest time has elapsed should be delivered to the head grader to begin grading. It is not necessary to wait for all papers to be turned in before beginning grading.
11. When the time has elapsed, the contest director should collect all test materials, including scratch paper.
12. Deliver all materials to the grading room.
13. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

Graders should report to the grading room as soon as the contest begins. The Head Grader will provide answer keys and surplus tests when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. If an error is suspected on the answer key of an objectively-scored contest, refer to instructions on Answer Key Errors in the Contest Rules and Procedures section of the contest handbook. Do not "throw out" a question or make any other alterations without a ruling from the UIL State Office and/or the respective state contest director, as this could affect wild card team selection.

Teams advancing to the Region and State Meet shall provide a qualified grader to score papers, unless excused for a valid reason by the contest director.

GRADING INSTRUCTIONS

Do not sacrifice accuracy for speed. Score each paper independently twice, and score papers contending to place a third or fourth time as needed.

When marking the answer sheets, no mark should be made if the item is correct. If an answer is incorrect, place an X over the question number. Do not mark over the contestant's answer. Do not write the correct answer if the answer written is incorrect. For answers that are left blank, draw a line through the blank.

SCORING

Score points according to the guidelines in Science Contest Rules and Procedures.

PLACES AND TIES

Refer to Science Contest Rules and Procedures.

IDENTIFYING PAPERS

After papers have been ranked, indicate on the answer sheet the name and school of the student that corresponds with the contestant number. This will expedite the verification process.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test and answer sheet
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify they have the correct papers and look for errors in grading, calculation or data entry of scores.

Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of scores to be reviewed by contestants and coaches during the Verification Period.

At State Meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period.

If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections. After resolving all questions, or at the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth, the top scorer and alternate in each of the three subject areas and announce the schools of the first place and alternate teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners, as the top scorer in each of the three subject areas or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

SCIENCE QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading

PREP TIME — 30
TEST TIME — 2 hours

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks, top scorer certificates.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, scratch paper, calculators/ pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL (all may be coaches)
- Director
- Monitor
- Head grader

 # OF ENTRIES
(District) 6 per school
(Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team; first place top scorer in biology, chemistry, physics.

TIES
• Overall individual—Break ties with formula for percent accuracy. See C&CR for details.
• Top Scorer— Break ties with formula for percent accuracy. See C&CR for details.
• Team — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3. Graders may be coaches.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Top 2 Scorers in biology, physics and chemistry
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

Top Scorer Biology - 3; Top Scorer Physics - 3; Top Scorer Chemistry - 3

ADVANCE
Top 3 individuals, top scorer in each subject area, 1st place team of four highest scoring contestants. One wild card team per regional.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Study packets include materials from every level of competition of stated year.

The Academics homepage of the UIL web site contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Science Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals.

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic coordinators. Check the different web pages for speech and debate, journalism, theatre, and the A+ Program for current information and forms specific to those contests.

Calculator Restriction

Only calculators on the UIL Science Contest Approved Calculator List may be used in the contest. The approved list is available in the UIL Science Handbook and on the UIL website.

Prior to the beginning of the contest, contest directors and/or designated assistants, who may be coaches, should verify through brief visual inspection that contestants are using approved calculators. No clearing or other action is necessary.

Contestants may have up to two approved calculators, as well as spare batteries, for use during the contest.

University Interscholastic League
Phone: 512.471.5883 • Academic Email: academics@uiltexas.org

SciNHS Bylaws

PURPOSE

The purpose of this organization shall be to encourage participation in and recognition of scientific and intellectual thought, to advance the students' knowledge of classical and modern science, to communicate with the scientific community, to aid the civic community with its comprehension of science, and to encourage students to participate in community service and, in turn, encourage a dedication to the pursuit of scientific knowledge that benefits all mankind.

ARTICLE I. Name and Objectives

- The name of this organization is the Copperas Cove High School Science National Honor Society (CCHS SciNHS)
- The Objectives of this organization are to:
    - Encourage and recognize scientific and intellectual thought
    - Advance students' knowledge of classical and modern science
    - Communicate with the scientific community
    - Aid the civic community with its comprehension of science
    - Encourage students to participate in community service which will employ scientific principle and in turn ,benefit all humankind

ARTICLE II. Membership

- Membership is an honor bestowed upon a student.
- A member must be in the last two years of secondary school education but exceptional sophomore students can be accepted into the chapter, in accordance to the guidelines of the chapter.

Section 1. Eligibility. Membership in the Society is open to students at Copperas Cove High School (CCHS). Potential applicants must:

- be at least a sophomore
- have completed at least one (1) honors or advanced level science course
- have at least a 3.5 unweighted grade point average (GPA) across all science courses
- have at least a 3.0 GPA overall unweighted GPA
- NOT have *any* disciplinary problems on record at the administrative level
- commit to attend one monthly meeting of the CCHS SciNHS scheduled meetings
- commit to attend at least one (1) community service event.

A member must maintain behavior that is acceptable to the guidelines as outlined by the CCHS and CCISD code of conduct. Any inappropriate behavior as outlined on the district's and campus student code of conduct , whether or not a disciplinary action is taken, will be subjected to review by an advisory

- All chapter members are required to present one brief scientific lecture annually.

ARTICLE V: Officers

- The officers of this chapter, their duties, and the method of their election shall be available prior to elections.
- The elected officers will comprise the executive board.
- Elected officers shall be a President, a vice president, a treasurer, a secretary, a community outreach officer, and historian. In addition to the specific duties and responsibilities listed below, the officers shall assume other duties and responsibilities as required of their respective offices.
- It shall be the duty of the officers to attend meetings.
- It shall be the duty of President to preside at all the meetings of this chapter and represent the chapter at public occasions.
- It shall be the duty of the Vice-President to fulfill the duties of the president in her/her absence.
- It shall be the duty of the Community Outreach Officer to coordinate all community service projects.
- It shall be the duty of the chapter Secretary to keep accurate minutes of each meeting, a record of all business, and a record of attendance by the members. These records should be provided to the chapter advisor when the term of the chapter secretary ends. Records should be stored, if possible, in electronic format. The chapter secretary shall also be responsible for publicizing the events of the chapter and keeping its members informed of those events.
- It shall be the duty of the Treasurer to keep an accurate account of the receipts and disbursement in accordance with school regulations.
- It shall be the duty of the Historian to keep an accurate record of the society's activities and achievements throughout the year by taking/collecting photographs, articles, and/or other similar types of materials that are important to the society.
- Members seeking to hold office are required to submit an application in order to be considered for election.
- Election of officers shall take place in the spring semester of each school year.
- Election results will be determined by simple majority of membership votes cast.
- All chapter officers are required to present one brief scientific lecture annually.

ARTICLE VI. Dues

- Annual dues for this chapter shall be $25.00. Dues go toward chapter expenses.
- Dues must be paid in full not later than February 1st.

ARTICLE VII. Amendments

These Bylaws may be amended in accordance with the following due process,

- All proposed amendments must be presented at a Chapter meeting and than published on the Chapter's website for 30 days prior to any scheduled vote.
- Passing a proposed amendment requires the affirmative vote of two-thirds of members in good standing, physically present at the scheduled Chapter meeting.
- All amendments to these Bylaws shall be in harmony with the Constitution of the Science National Honor Society of Secondary Schools.

Constitution and By-laws of
Copperas Cove High School
Chapter of the Science National Honor Society

ARTICLE I

NAME AND PURPOSE

Section 1. The name of this organization shall be the Copperas Cove High School Science National Honor Society.

Section 2. The purpose of this organization shall be to encourage scientific thinking and engagement by advancing students' knowledge of science, increasing communication between students and the scientific community, and aiding the public with its comprehension of science and the scientific process through student-led public outreach and community service.

Section 3. The Science National Honor Society is a non-profit organization under 501(c) 3 as Internal Revenue Service approval.

Section 4. The Science National Honor Society shall be a scholarship-granting body.

ARTICLE II

THE NATIONAL BOARD OF DIRECTORS

Section 1. The control of this organization at the national level is vested in the National Board of Directors, who will be elected by popular vote of the existing officers and directors.

Section 2. The National Board of Directors shall consist of three unpaid members.

Section 3. A simple majority shall constitute a quorum of the National Board of Directors.

Section 4. The members of the National Board of Directors shall serve a three-year term. A person can be re-elected.

Section 5. The members of the National Board of Directors shall elect a Chairman, Secretary, and Treasurer by popular vote. If there are only 3 board members, then one member is Secretary / Treasurer.

Section 6. Elections shall be held annually for one-third of the members on a rotational basis. If a vacancy occurs between elections, the board shall appoint a new member.

Section 7. The Chairman may form committees and appoint chairpersons to them.

Section 1. The chapter adviser shall be responsible for the direct, daily supervision of the chapter, and act as a liaison between faculty, administration, students, and community. There may be multiple chapter advisers.

Section 2. The chapter adviser shall maintain files on membership, chapter history, activities, and financial transactions. The chapter advisor shall send an annual report to the national office.

Section 3. The chapter adviser shall frequently review each member for compliance with Science National Honor Society standards, obligations, and ideals.

Section 4. The chapter advisor shall help the chapter officers understand and carry out their duties.

ARTICLE VII

MEMBERSHIP

Section 1. Membership is an honor bestowed upon a student.

Section 2. A member should be in the last two years of secondary school education, however, sophomore students that have completed Honors Biology with a yearly average that is a minimum of an 85 can be accepted into a chapter.

Section 3. A member must have and maintain a 3.0 grade point average (GPA) across all classes and a 3.5 GPA across all sciences. The GPA requirements are unweighted GPA values. If your school uses a weighted GPA scale, then the chapter advisor is responsible for converting these values based on the scale used at your school.

Section 4. A member must be enrolled in a science class. A member must be enrolled in at least one honors level science class during or prior to the eleventh-grade year. A member must be enrolled in at least one second year honors science class during or prior to the twelfth-grade year. A member must be enrolled in at least one upper-level science class during the twelfth-grade year or, alternatively, maintain an active role in science related activities (at the discretion of the chapter advisor). If second year honors or upper level science courses are not offered by the school, then the student must be enrolled in an additional science course that is either first year honors, upper level, or college level class. In the case of exceptional students who do not meet these requirements, the National Board may waive the requirements on a case-by-case basis.

Section 5. A member must maintain behavior that is acceptable to the guidelines as outlined by the school's code of conduct. All behaviors that result in ISS/OSS may lead to dismissal after review by advisory panel consisting of Science NHS advisors, administrator, and counselor.

Section 6. All members must attend one local chapter officer's lecture annually. All lectures must be approved by the chapter's advisor before being presented.

Section 7. Regular members are encouraged to also give a science related lecture annually during a regular member meeting with the chapter advisor's approval. These lectures will be directed to the current members of the society and may be given individually or with a fellow society member.

Section 8. Any active member who falls below the standard of 3.00/4.00 GPA or who falls below a 3.50 unweighted average across all science courses shall be placed on probation for the interim of one grading period. A 3.00 unweighted overall GPA and a 3.50 unweighted average across all science courses will be the standard that is mandated for students. The member will then be given one grading period to correct the

Section 5. The chapter treasurer shall keep an accurate account of the receipts and disbursements in accordance with school regulations.

Section 6. The chapter secretary shall keep the minutes of the meeting, a record of all business, and a record of attendance by the members. These records should be provided to the chapter advisor when the term of the chapter secretary ends. Records should be stored, if possible, in electronic format. The chapter secretary shall also be responsible for publicizing the events of the chapter and keeping its members informed of those events.

Section 7. The chapter community outreach officer shall coordinate all community service projects.

Section 8. The chapter historian shall keep an accurate record of the society's activities and achievements throughout the year by taking/collecting photographs, articles, and/or other similar types of materials that are important to the society

Section 9. All chapter officers are obligated to the duty of presenting one scientific lecture annually. The lecture shall be ten to fifteen minutes in length and are given during a regular chapter meeting or during a special meeting for this purpose. The lecture may cover any scientific idea, concept, or research finding from the past or from current research. The lecture may include hand drawings on a board or be in an electronic presentation format. The goal is to introduce the chapter to new ideas and encourage discussion.

Section 10. The local chapter officers shall have general supervision of the affairs of the chapter as overseen by the chapter adviser. All officers shall review *Robert's or Sturgis Rules of Order, Newly Revised* and hence, conduct the meetings according to the policies outlined therein. The officers shall meet regularly, make recommendations to the chapter, and perform all duties named in the chapter bylaws.

Section 11. Chapter officers shall fulfill all duties named in this Constitution and the local chapter bylaws.

Section 12. A majority of the votes cast shall be necessary to elect any chapter officer.

Section 13. The chapter officers shall have general charge over the meetings and the business of the chapter.

Section 14. The officers of the chapter shall determine the exact amount of the local dues, if any. If there are exceptional students who cannot pay the dues, the chapter shall raise the money by outreach activities.

ARTICLE XI

MEETINGS

Section 1. Each chapter shall have regular meetings during the school year on days designated by the officers and in accordance with school policy and regulations.

Section 2. The regularity of the meetings shall be designated in the chapter bylaws.

Section 3. Members are required to meet at least four times a year.

Section 4. The president may call emergency meetings, if approved by the officers and the chapter advisor.

Section 5. The officers of this chapter shall be elected in April and assume responsibilities in May.

ARTICLE XV

BYLAWS

Section 1. Each chapter shall write bylaws to amplify sections of this Constitution, and to clarify operating procedures of the chapter. Bylaws shall be consistent with this Constitution.

Section 2. The chapter bylaws shall contain information concerning the election and duties of officers, the schedule of meetings, member obligations, and dues. Chapters may add any other information pertinent to the chapter.

Section 3. Local chapter bylaws shall be sent to the National Board of Directors.

Social Studies Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Social Studies Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 956: HIGH SCHOOL SOCIAL STUDIES

(a) **THE CONTEST.**

(1) Purpose. The Social Studies Contest challenges students to read widely and deeply in the areas of social studies in order to: expand and apply their understanding of the nature of geography and the physical setting of the earth to physical and cultural environments; expand and apply their understanding of the governmental systems; and expand and apply their understanding of historical trends, movements and eras, the impact and significant of time and place, cause and effect, and change over time.

(2) Format. The contest will consist of objective questions and an essay assessing knowledge of history, geography, civics and economics. Students are tested over material based on a theme announced annually on the UIL website.

(3) Essay. Contestants who fail to submit an essay shall be disqualified. A judge or judges will evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. If a tie occurs for the eighth slot, then essays of all contestants tied for eighth will be judged. Each essay will be read and assigned a score based on a zero to 20 scale, with 20 being the highest score possible. The score will be added to the point total from the objective portion of the test, resulting in an overall score.

(b) **ENTRIES**.

(1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.

(2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher meet.

(c) **QUALIFICATION**: Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) **TIES.**

(1) Individual Competition. All ties shall be broken through sixth place. If a tie exists after the grading of the essays, then those essays involved in the tie will be judged one against the other(s) to break the tie.

(2) Team Competition. Refer to Section 902 (h)(3)(D).

Social Studies
Contest Rules and Procedures

1. **CONTEST ROSTER**. A contest roster listing contestants will be created from schools' online entries and provided to the contest director.
2. **NUMBERING CONTESTANTS**. Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test, answer sheet and essay.
3. **ROLL CALL**. The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate or team substitute at regional and state.
4. **SUBSTITUTIONS AND ALTERNATES**. Schools may replace individual contestants on the official district meet roster with a substitute as long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING**. Contestants will be seated sparsely around the room and away from other contestants from the same school. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room.
6. **LATE ARRIVAL**. Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **MATERIALS.** Contestants shall furnish their own pens or pencils. Contest directors shall provide contestants with a test, answer sheet and three sheets of blank (preferably lined) paper. Contestants may bring extra lined paper as long as it is presented to a test proctor for inspection prior to the start of the contest. Contestants may write on the exam. Textbooks, periodicals and other reference sources may not be brought into the contest room.
8. **TEST DISTRIBUTION**. Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the top right-hand corner of the test, answer sheet and essay.
9. **ESSAY REQUIRED**. The contest will consist of questions that will be posed in such a way as to allow for objective grading and an essay question that all participants are required to answer. The essay should be of an expository nature. Contestants who fail to write an essay shall be disqualified.
10. **ANNOUNCEMENTS**. Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
11. **START AND STOP SIGNALS**. Contest directors will give the signal to start. After exactly 90 minutes, the contest director will give the verbal notification to stop.
12. **TIMING AND ELECTRONIC DEVICES.** Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the internet, electronic tablets, music players, headphones, etc. may not be used in the testing room. These and all other electronic devices not allowed in the contest should be turned off and should not be accessible during testing.
13. **ANSWER SHEETS**. Answers shall be written on the answer sheet. Graders will not consider answers written on the test or scratch paper. The essay shall be completed on the paper

provided by the contest director.

14. **LEGIBILITY**. If a consensus of graders cannot read an answer, they will mark that answer as incorrect.
15. **TURNING IN PAPERS**. Contestants may turn in papers and exit the contest room as soon as they complete the test and the essay.
16. **GRADERS**. Coaches are expected to serve as graders and should be selected by the contest director prior to the beginning of the contest. One grader will be designated as the Head Grader. Impartial judge(s) who have no vested interest in the outcome should be selected to grade the essays.
17. **ANSWER KEY**. Prior to the start of grading, the Head Grader should communicate to the contest director any of the reviewers' concerns and any suggested changes to the answer key as soon as possible.
19. **ANSWER KEY ERRORS**. In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director as soon as possible to communicate the suspected error and to seek clarification before changing the key. Any key error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
19. **GRADING THE CONTEST**. Each test should be graded by more than one person and errors initialed by the grader who marked the error.
20. **SCORING**. The objective portion of all tests will be carefully scored, awarding points as outlined for each correct answer. The items in Part 1 are worth one point each. The items in Part 2 are worth two points each. The items in Part 3 are worth three points each. A judge or judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. If a tie occurs for the eighth slot, then essays of contestants tied for the eighth slot shall be judged. Each essay will be read and assigned a score based on a zero to 20 scale, with 20 being the highest score possible. If there is more than one judge, each judge must read and assign a score individually before conferring collectively to determine a final consensus score. ALL judges must read ALL essays separately. After reaching a consensus, the judge(s) should record individual and consensus scores along with comments. This score will be added to the point total from the objective portion of the test, resulting in an overall score. If, at this point, a tie exists, then those essays involved in the tie will be judged one against the other(s) to break the tie. The decision of the judge(s) and contest director is final.
21. **PLACES AND TIES**. Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to Section 902 of the UIL Constitution and Contest Rules.
    a. Individual Competition. First place goes to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 956 of the UIL Constitution and Contest Rules.
    b. Team Competition. The sum of the top three objective scores (not including the essay score) from each school constitutes the team score for the school. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. All team members who qualify to regional or state will compete for individual honors.
    c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.
22. **VERIFICATION PERIOD**. Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Contestants and coaches not present at verification waive the opportunity to ask questions and accept final results as official. The purpose of the

verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.

23. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.
24. **RETURNING THE PAPERS**. If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the respective district week. Regional papers may be returned no sooner than late Saturday of region weekend.
26. **NOTIFYING ALTERNATES**. If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified by the school whose student cannot compete and allowed to compete. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.
26. **CONFIDENTIALITY**. Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
27. **SWEEPSTAKES POINTS**. Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM
Secure the best room available that is large enough for the number of contestants expected. It is very important to have a room with tables or desks with sufficiently large writing areas.

MATERIALS AND EQUIPMENT
The contest director will provide:

- Three blank (preferably lined) sheets of paper to each contestant for writing the essay
- Accurate clock for timing, preferably one that contestants can see during the contest
- Stapler, pencils, pens for grading
- (DISTRICT) One 8 ½ x 11 envelope per school entered, for returning materials

CONTEST PACKET
The League office will provide:

- A copy of the rules from the UIL Social Studies Handbook
- Copies of the tests and answer keys
- Answer sheets
- Rubric

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. Each page of the test The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

PERSONNEL
Coaches of competitors may serve as contest directors, assistants and monitors.

- Contest director.
- Assistant to the contest director.
- Room Monitor.
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the head grader. Make these selections prior to the beginning of the contest.
- An impartial judge or judges who have no vested interest in the contest should grade the essays.

TIME
Allot up to two hours for the contest. Expect to spend no less than 20 minutes for roll call, opening remarks, and distributing contest materials and 90 minutes for the contest. Stay on schedule as some students may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the upper right-hand corner of the test cover sheet and on the answer sheet. Check all tests to ensure that all pages are printed clearly and completely.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide and label a large (8.5 x 11) envelope for each school with contestants entered in the contest, and write the name of the school on the envelope. After the verification period, contestants' tests, answer sheets and a key (one per school) should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week. The meet director and the contest director are responsible for deciding whether testing materials can be taken by the contestants and coaches immediately after the contest's verification period is over.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room separating contestants from the same school.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Distribute the test, answer sheet and three pieces of paper for the essay. Caution contestants not to open the test until instructed.
7. Read aloud the announcements listed below.

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Timing devices that do not emit audible signals during the contest may be used. All cell phones must be turned off and not set to vibrate.
c. Write the assigned contestant number in the top right-hand corner on the answer sheet and the test. (Check for accuracy if it has already been written by the contest officials.)
d. You may write on the test paper. Answers must be written on the answer sheet and the essay on the paper provided.
e. All participants must answer the essay question.
f. This is a 90-minute contest. A contestant may turn in contest materials, including brainstorming notes and rough drafts, once he or she has finished the test.
g. Verification period will be held in room _____ at _____ a.m./p.m. This is contestants' and coaches only time to verify grading and unofficial results.
h. Are there any questions?
i. You may begin the contest.

8. During the contest, remain silent. It is important that the contestants have a quiet setting for the contest.
9. Give contestants the signal to start. Terminate the contest at the end of exactly 90 minutes.
10. When the time has elapsed, the contest director should collect all test materials, including tests, answer sheets and essays, as well as rough drafts, notes, etc. Check that the correct contestant number is on each document to be graded or judged.
11. Deliver all materials to the grading room.
12. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

GRADING THE CONTEST

GRADERS

The contest director should select judges to grade tests. Coaches may serve as graders of the objective portions of the contest. Impartial judge(s) who have no stake in the contest will be selected to grade the essays. Contest coaches whose students are not involved in the standings may judge the essays.

Graders should report to the grading room as soon as the contest begins. The head grader will provide answer keys, surplus tests and scoring charts to the grading room when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. In the case of an error on the answer key of an objectively-scored contest, graders should notify the UIL state office of the nature of the error and/or contact the respective state contest director to seek clarification. Questions should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

GRADING INSTRUCTIONS

Have more than one person grade each answer sheet. Graders should initial the answer sheet where indicated. Using pencils or pens of different colors is a good option.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. If any answer space is left blank, draw a line through the blank. The graders should initial each error.

Each contestant shall be awarded the points indicated for each correct answer. Do not deduct points for incorrect answers. See test instructions for varying point values. Add points carefully. Grade and score papers contending to place no less than a third time.

GRADING THE ESSAY

After grading the objective portion of the contest, judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. Complete the rubric for each essay being graded. Each essay will be read and assigned a score by each judge individually based on a one to 20 scale, with 20 being the highest score possible. Once all judges have graded all essays separately a consensus score will be assigned and added to the point total from the objective portion of the test, resulting in an overall score.

The essay should be of an expository nature. The essay should be judged on content first. Writing style, clarity and precision of composition should be secondary considerations. Students should attempt to substantially develop a full range of points relative to the essay prompt. In the question of quality versus quantity, judges will determine whether an essay that introduces many points shall be scored higher than an essay that develops fewer points more substantially.

An effort should be made by the judge(s) of the essays to write constructive comments relating to the strengths or weaknesses of the essay. These comments should not be written on the scoring sheet until all judges have individually read and assessed each essay and a final score has been agreed to.

PLACES AND TIES
Refer to Social Studies Contest Rules and Procedures. All ties must be broken.

IDENTIFYING PAPERS
After papers have been ranked, indicate on the answer sheet the name and school of the student, or simply the school that corresponds with the contestant number. This will expedite both the verification process and the sorting of contest materials for return after the meet concludes.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR
Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD
Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test, answer sheet and essay
- An answer key, in its original form as supplied by the League office
- Essay rubric, if the essay was graded
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores. Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of score to be reviewed by contestants and coaches during the Verification Period.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period. If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS
The contest director should make any necessary announcements regarding the return of papers if necessary and any instructions regarding the awards ceremony. The contest director will announce official results with the name and the school of each contestant who places individually first through sixth and announce the schools of the first place and alternate teams. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify to the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

SOCIAL STUDIES QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Contest

ROOMS
1 – testing
1 – grading

PREP TIME – 20
TEST TIME – 90

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- Assistant
- Head grader

NUMBER OF ENTRIES
(District) six per school
(Region) 1st/2nd/3rd individuals per district;
1st place team per district; wild card team.

TIES
- Individual – Break all ties by judging essays.
- Team – Break tie with fourth team member's objective score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3. Graders may be coaches.Refer to Handbook regarding essay grading.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st place team — 10
2nd place team — 5

ADVANCE
Top 3 individuals and 1st place team.
One wild card team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- Study packets include materials from every level of competition of stated year.

- The Social Studies Study Guide contains additional information to assist coaches and contestants in preparing for the contest.

The Academics homepage of the UIL website contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The Social Studies Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

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Copperas Cove High School- Bylaws of the Américo Vespucio Chapter of the National Spanish Honor Society

¡Todo A Una!

Bylaws of the Américo Vespucio Chapter of the National Spanish Honor Society at Copperas Cove High School

Article I **Qualifications for Membership**

Section 1: The "honor average" mentioned in the constitution will be a 3.75 in the Spanish language to be considered for induction into the National Spanish Honor Society.

Section 2: The student must be a sophomore or a junior to be considered for induction and have completed a minimum of (3) semesters of Spanish. The student must also present documentation of at least 10 hours of community service hours at the time of their packet submission.

Section 3: The student must have an overall GPA of 3.5 to gain admittance.

Article II **Member Selection**

Section 1: Any student who meets the qualifications in Article I may fill out an application. The student's grade counselor must verify the student's overall and Spanish GPAs and provide the verification to the SNHS Advisor.

Section 2: The selection process will take place either in the fall or spring semester of the school year. There will be an induction ceremony, in which the nominated students must attend in order to gain official membership. There is a one-time induction fee of $20.00 prior to the induction of the student into the National Spanish Honor Society.

Article III **Membership Status & Requirements**

Section 1: The student must maintain an overall GPA of 3.5 and a 3.75 in Spanish to remain a member.

Section 2: An overall GPA of 3.5 is required for seniors to graduate with cords.

Section 3: Members of the society are required to attend at least 2/3 of the bi-monthly meetings as well as to attend the group community service activities to remain a member. Exceptions, such as illness, can be made with approval of the sponsor.

Section 4: The student must submit the required 10 hours of community service per semester. This demonstrates seriousness to the purpose of the National Spanish Honor Society.

Section 5: The student must participate in scheduled group projects. The sponsor will select as least two group community service projects per year.

Article IV **Officer Positions**

Section 1: Members of the society will choose and elect officers, which are the President, Vice-President, Secretary, Treasurer, and Committee Chairperson(s).

Section 2: In order to run for office, the student must be currently enrolled in a Spanish class.

Section 3: All officers must follow and carry out the duties mentioned in the Handbook for Chapter Sponsors and Officers.

Article V **Removal from the Society**

Section 1: If any of the requirements mentioned above or in the constitution is not met or honored by a member, removal from the Society in written and verbal form will be issued.

Section 2: If the student acts with misconduct while representing NSHS, immediate removal from the chapter will be enforced.

The Bylaws and Constitution of the SOCIEDAD HONORARIA HISPÁNICA

Article I. Name and Classification

Section 1. The name of this organization is the Sociedad Honoraria Hispánica and shall be referred to in this document as "the SHH."

Section 2. The purpose of the SHH is to recognize high achievement in Spanish and Portuguese by students of secondary schools and to promote continuity of interest in Hispanic and Luso-Brazilian studies.

Section 3. The SHH is classified as a national and international academic honor society in the study of high school Spanish and Portuguese and is sponsored by the American Association of Teachers of Spanish and Portuguese, Inc. (AATSP)

Section 4. Each unit of the SHH located in a secondary school is designated as a Chapter. The name of the Chapter, which is in Spanish or Portuguese and preferably relates to Hispanic or Luso-Brazilian culture, literature or history, shall be chosen by the Chapter Sponsor. Chapter names may not be duplicated within a state and must be approved by the SHH Director. The person in charge of the Chapter is the Chapter Sponsor. In special cases two or more schools in one school district may form a Chapter.

Article II. Qualification of Secondary Schools and Chapter Sponsors

Section 1. All public and non-public secondary schools are eligible to charter a Chapter of the SHH. Application from a secondary school seeking to charter a Chapter is made on an official form provided by the AATSP.

Section 2. The initial charter fee for a school Chapter is established by the SHH Advisory Board. No monthly or annual dues or assessments are charged to the schools affiliated with the SHH.

Section 3. In order to remain an Active Chapter of the SHH, the Chapter Sponsor must remit student membership fees to the AATSP National Office each school year with the names of the respective students to be inducted.

Section 4. Failure of the Chapter Sponsor to remit student membership fees to the AATSP National Office each school year places the Chapter on an inactive status, and a reactivation fee will be required after two years of no new membership fees. If the Chapter remains inactive for a period of five years, it may result in the withdrawal of the charter.

Section 5. A Sponsor who does not have an active Chapter may affiliate with an active Chapter in the area in order to promote Chapter activities.

Section 6. Sponsors and Co-Sponsors of Chapters must be members in good standing of the AATSP.

Article III. Qualifications for Chapter Membership

Section 1. A regularly enrolled student of a secondary school (grades 9-12) who has maintained an honor average in the study of Spanish or Portuguese for at least three semesters is eligible for membership in the SHH. The student must be enrolled in the study of the language at the time of induction.

A school with block scheduling may interpret each half of a course as one semester. Therefore, all eligible students must complete at least 1.5 courses prior to induction.

No induction is to take place earlier than the tenth grade.

However, in exceptional cases, such as a ninth grade student who has maintained an honor average in the study of Spanish or Portuguese for at least five semesters, a ninth grader may be inducted during the second semester of the ninth grade at the sole discretion of the SHH Director. In such cases, the Chapter Sponsor shall submit to the SHH Director an official transcript of the student's course, showing the first semester grade together with a letter of recommendation by the student's teacher stating the reason for the requested ninth grade induction.

Section 2. The SHH does not conduct business with students or parents. All local decisions concerning membership are to be handled by the Chapter Sponsor in accordance with school policies, which include decisions made by the Board of Education, the Principal, or the Department Chair.

Section 3. The student membership fee payable before induction is established by the SHH Advisory Board. Each student member will receive a Certificate of Membership.

Section 4. If a member chooses not to continue the study of Spanish or Portuguese, the student may remain in the SHH as an Associate Member until graduation at the discretion

of the Chapter Sponsor. Students who have completed the highest level of Spanish offered by the school may remain in the Chapter as Active members.

Section 5. A member may be removed from the Chapter at the discretion of the Chapter Sponsor for failure to maintain an honor average, misconduct, insubordination, or other serious infraction.

Section 6. Associate Members may enjoy limited privileges and benefits in the SHH. They may not vote, hold office, or be eligible to receive scholarship or travel awards of the SHH. All inducted members who participate in the Chapter through senior year may receive graduation regalia. Only members currently enrolled in Spanish or Portuguese or seniors who have already completed the highest level of Spanish or Portuguese provided by the school may participate in the national awards program of the SHH.

Section 7. Honorary Membership may be granted to a person in the school or community who has demonstrated an interest in the promotion and advancement of the purposes of the SHH. The fee for honorary membership is established by the SHH Advisory Board. Each Honorary Member shall receive a Certificate of Membership.

Article IV. National Organization

Section 1. The SHH consists of the SHH Advisory Board and the School Chapters.

Section 2. The SHH Advisory Board consists of the SHH Director; six elected officers: a President, a President-Elect, and four Regional Directors; the Editor of *Albricias*; the Director of the Sociedad Hispánica de Amistad; and the Executive Director of the AATSP. The SHH Advisory Board may create other appointed positions.

Section 3. In order to be eligible to serve as an officer, a person must have served for at least one year as a Chapter Sponsor and be the Sponsor of an active Chapter of the SHH at the time of his or her election. If at any time an officer no longer serves as Chapter Sponsor, he or she may complete the respective term of office upon approval of the SHH Advisory Board. Vacancies, except in the office of the President (See Article VII, Section 3), are filled by the SHH Advisory Board.

Section 4. All elected officers are chosen by majority vote by SHH Chapter Sponsors.

Section 5. Elected members of the SHH Advisory Board as such shall not receive any compensation for their services, but by resolution of the SHH Advisory Board expenses of attendance, not exceeding an amount determined by the AATSP Director of Finances, may be allowed for attendance at regular or special meetings of the SHH Advisory Board; but nothing herein contained shall be construed to preclude any Advisory Board Member from serving the SHH in any other capacity and receiving compensation therefore by resolution of the SHH Advisory Board. Compensation for the services of the SHH Director, the Editor

of *Albricias*, the SHA Director, and other appointed positions shall be determined by the AATSP Board of Directors.

Article V. Legislative National Convention

Section 1. The legislative body of the SHH is the SHH Advisory Board, which meets at least once each year to approve policies for the progress and welfare of the SHH. The meeting is held in conjunction with that of the AATSP. Electronic meetings and votes may also take place.

Section 2. Each member of the SHH Advisory Board has the right to speak and vote at the national meetings. Each member of the SHH Advisory Board shall be entitled to one vote on each matter submitted to a vote of the members of the Board. The rights of the ex officio members of the Board shall be identical to those of the elected members. The President may vote in all matters and business of the Board and may vote to create or break a tie. Voting rights of a Board member cannot be delegated nor exercised by proxy.

Section 3. Chapter Sponsors may be invited to attend the meeting of the SHH Advisory Board, but shall not be present in executive sessions and may not speak unless placed on the Agenda by the SHH Director before the meeting, and may not vote.

Article VI. Powers and Duties of the SHH Advisory Board

Section 1. The SHH Advisory Board is the governing body of the SHH and creates policy and guidelines for its activities and programs.

Article VII. Powers and Duties of the Officers

Section 1. The President shall preside at all meetings of the SHH Advisory Board and at all business meetings of the SHH and shall perform such duties as pertain to the office of President. The President appoints the Chairperson and new members of the Nominating Committee, the State Directors, and makes other necessary appointments with the approval of the SHH Advisory Board. The President must have previously served on the SHH Advisory Board prior to nomination. The President is elected for a term of two years as President-Elect, two years as President, and will be retained as a member of the SHH Advisory Board for an additional year to serve as Past-President. The term of office begins January l. The President is not subject to reelection for a consecutive term of office.

Section 2. The President-Elect performs the duties of the President if the latter is unable to serve. The President-Elect is to remain cognizant of all business and policies of the SHH and will serve as Chairperson of one of the awards offered by the SHH, as designated by the President and approved by the SHH Advisory Board. The President-Elect serves a two-year term before assuming the office of President. The term of office begins January l.

Section 3. In the event of a vacancy in the office of President during his or her term, the President-Elect shall assume the office of President for the remainder of the term, without any further action therefore and with all rights and responsibilities of the office. The term of office shall be for the remaining period of the former President's term of office, plus the period of time necessary to complete one full two-year term as President.

Section 4. The Sociedad Honoraria Hispánica Director is directly responsible for promoting the SHH, its mission, and its activities. The SHH Director approves new Chapters, communicates with all Chapter Sponsors, and participates in the supervision of the AATSP staff members designated to communicate with Chapter Sponsors. The SHH Director presides at meetings of the SHH Advisory Board and maintains minutes and records of SHH activities and business. The SHH Director, in conjunction with the AATSP Executive Director, develops and manages the annual budget which becomes part of the operational budget of the AATSP, and works closely with the AATSP National Office to collect monies due to the SHH (charter and membership fees). The AATSP National Office staff pays all monies owed by the SHH and maintains the financial records of the SHH. The fiscal year of the SHH is the same as that of the AATSP. Financial information about the SHH is shared with the AATSP Board of Directors and the SHH Advisory Board. The SHH Director is appointed by the AATSP Board of Directors for a term of three years that is renewable upon the approval of the AATSP Board of Directors.

Section 5. The Editor of *Albricias* is responsible for selecting and editing student work that appears in the publication. The Editor oversees the *Albricias* Editorial Board and the personnel contracted to assist with layout and copyreading of the journal. The Editor of *Albricias* is selected by the AATSP Board of Directors with input from the SHH Advisory Board representatives for a term of three years that is renewable upon the approval of the AATSP Board of Directors. The SHH Advisory Board provides feedback to the Editor annually.

Section 6. The Regional Directors will nominate Chapter Sponsors for the position of State Directors and submit these names to the President and SHH Director for approval and appointment. The Regional Directors with the President-Elect will serve as Chairpersons and administer the special awards and contests of the SHH. They will remain in contact with the State Directors of their area and solicit a yearly report from each State Director. In the event that there is no State Director within a state in the Region, the Regional Director communicates directly with the Sponsors in those states and recruits potential State Directors. The Regional Directors are elected for a term of three years. The term of office begins January 1. The Regional Directors are not subject to reelection for a consecutive term of office.

Article VIII. State Directors

Section 1. The President appoints a State Director in each state or territory of the United States and in each country in which Chapters of the SHH are located.

Section 2. The State Director is to represent the SHH Advisory Board in his or her territory and will cooperate with the SHH Advisory Board in carrying out the purposes of the SHH.

Section 3. The State Director will maintain communication with existing Chapters in the state or territory and promote new Chapter growth and reactivation of old Chapters.

Section 4. Term of office shall be for three years and is subject to reappointment for additional three-year consecutive terms upon approval by the SHH Advisory Board.

Article IX. Nominating Committee

Section 1. The President, in consultation with the National Director, appoints a Nominating Committee consisting of three persons: one or two outgoing members of the SHH Advisory Board and one Chapter Sponsor or State Director of the Year, to serve for one year, none of whom shall be the incumbent of any position to be filled. One of these persons is designated by the President as Chairperson.

Section 2. The Committee nominates candidates for President, President-Elect, and Regional Directors. The slate of nominees shall be delivered to the SHH Director and the President prior to the annual meeting of the SHH Advisory Board. Upon approval of the slate of nominees by the SHH Advisory Board, the SHH Director shall prepare a ballot and an online election will take place during the fall preceding the term of office.

Article X. Insignia

Section 1. The insignia of the SHH is the official one of the AATSP, as represented on the merchandise which may be purchased or awarded for excellence in Spanish and Portuguese. If pins are desired, they are to be ordered by the Chapter Sponsor directly from the official AATSP merchandise provider.

Section 2. SHH graduation regalia may be purchased from the official AATSP merchandise provider. Members who participate with the SHH Chapter through their senior year may receive graduation regalia.

Section 3. The seal of the AATSP is the official seal of the SHH, and it may be used in conjunction with any other seal upon approval of the SHH Advisory Board.

Section 4. The motto of the SHH is Todos a una.

Section 5. The colors of the SHH are red and gold.

Section 6. The flower of the SHH is the carnation.

Article XI. Publications

Section 1. The official publication of the SHH is *Albricias*. It shall be published online for all Sponsors and students to review. Printed publication recipients will be determined by the AATSP National Office and Editor of *Albricias* in consultation with the SHH Director.

Article XII. Amendments

Section 1. Any proposed amendment to this Constitution must be signed by three officers or Chapter Sponsors of the SHH and sent to the SHH Director. The SHH Director arranges for publication online of such proposed amendment.

Section 2. Any amendment so published may be adopted by two-thirds (2/3) of the officers and Chapter Sponsors present and voting at the Meeting of Members at the General Session of the SHH at any National Convention.

Article XIII. Chapter Constitutions

Section 1. Each Chapter of the SHH may adopt a constitution for its individual government, but no part of it shall be in opposition to the stated aims and requirements as expressed in this Constitution.

Section 2. Each Chapter of the SHH must keep a copy of its Constitution and Bylaws regarding the name of the chapter, qualifications for membership, and reasons for removal from the Chapter. The document should include nomination process and duties of officers and committee and chapter activities. Bylaws should include information necessary for running the Chapter within the parameters of the school setting.

Article XIV. Chapter Regulations

Section 1. Collection of dues for local purposes must have the approval of the Chapter Sponsor and local school authorities.

Section 2. No Chapter may impose any obligations of secrecy upon its members.

Section 3. With the approval of the Chapter Sponsor and of school authorities, a Chapter may adopt projects for raising funds or for advancing the cause of the study of Spanish and Portuguese, but always in accordance with the purposes of the SHH.

Section 4. No student shall be inducted before the student's name and induction fee are submitted to the AATSP National Office.

Section 5. Induction ceremonies shall follow the official ritual unless permission is given by the SHH Director for a substitute form.

Section 6. The SHH Director is empowered to revoke the charter of any Chapter that has been inactive for five years or more. The names of those Chapters may then be used by any new Chapters in the same state.

Section 7. The Secretary of the Chapter and the Chapter Sponsor shall keep complete records of all meetings, projects and services rendered by the Chapter.

Section 8. Each Chapter shall promote the purposes of the SHH not only in Spanish and Portuguese classes in the school, but also in the community whenever possible.

Section 9. The Chapter Sponsor is to submit a list of inductees to the AATSP office with the student membership fees.

Section 10. When a Chapter member is removed from the Chapter for the failure to maintain an honor average, misconduct, insubordination, or other serious infraction, the Chapter Sponsor must notify the SHH Director who will note the removal on the submitted list of inductees.

Section 11. When a Chapter Sponsor changes schools, it is his or her responsibility to leave with another teacher or school official all records of the Chapter and to arrange for its continuance the following year. Any change of Chapter Sponsor within a school is to be reported to the SHH Director.

Section 12. Sponsors of Active Chapters may award the *Certificado de Excelencia / Excelência* to inducted members, winners in the National Spanish/Portuguese Examinations, or to the inducted member who has achieved the highest grade point average in Spanish or Portuguese for that school year. Duplicate certificates are awarded in case of ties. The number awarded is limited to ten percent of current inductees. The certificates may be obtained from the SHH Director at no cost.

Section 13. Sponsors of Active Chapters may award the *Certificado por Servicios / Serviços* to recognize inducted members who have rendered meritorious service to their Chapter. The number awarded is limited to ten percent of current inductees. The certificates may be obtained from the SHH Director at no cost.

Section 14. Sponsors of Active Chapters may award the Premio de Honor to the best graduating senior member of the Chapter. The certificate may be obtained from the SHH Director at no cost and will be sent upon receipt of the student's name. Each Chapter may receive only one certificate each year.

Article XV. Emergency Bylaws

Section 1. Additional regulations for facilitating the government of the SHH and the activities of the Chapters may be prepared by the SHH Advisory Board whenever the exigencies for such regulations arise.

2024-2025
COPPERAS COVE SCHOOL
SPEECH AND DEBATE CONSTITUTION

MISSION:

The purpose of the Copperas Cove High School Speech and Debate Team is to study and practice the art of communication by working to improve communication, research, writing, performing and analytical skills by also having fun. We will fulfill our mission by **being an outstanding example at ALL times** and focusing on the team's three pillars - **professional, respectable and responsible**.

ARTICLE I – BOARD MEMBERS:

- We elect new officers/board members each fall semester for the school year.
- To hold an office one must fulfill the following requirements: 1. Have been an active member the previous year, 2. Be in one of the team classes, 3. Be academically eligible in all classes, 4. Submit the interview portfolio to Coach Boyce on time, 5. Submit three teacher evaluations, 6. Submit a 2-4 minute recorded speech to share with the team.
- The formula for determining officers will be as follows: 50% Team Votes (based off of each individual's NSDA membership strength); 25% Interview Portfolio evaluated by coaches; and 25% three other outside teacher evaluation scores.
- All officers must…
  - Be willing to dedicate time and effort to the entire team, successfully fulfill agreed upon duties, and remain supportive as well as a positive role model for all team members at all times.
  - Remain academically eligible.
  - Attend all meetings (one per month minimum with additional meetings to be added as necessary).
  - Attend every tournament unless his/her absence has been approved by Coach Boyce prior to tournament (including all district TFA, UIL, and NSDA tournaments).
  - Offer a minimum of **3 after-school practice slots per week** during the TFA season. There must be an officer present during slots at all times. Three weeks (not necessarily consecutively) of failing to fulfill this obligation will result in dismissal of office.
  - Be responsible for assisting with team conduct while traveling.
  - Be responsible for an important assigned piece of our tournament, must help with the team showcase and end of the year banquet.

- Officer Information: *Duties for the following offices include, but are not limited to what is written. Other duties could be added or changed in order to fulfill the team's needs as the year progresses.*

  - **President:** To run for President, one must be an active member. The President and Vice-President will take the lead on hosting CCHS TFA tournament and should be prepared to work extensively on that task. He/She is also responsible for working alongside the coach on all major projects, makes sure all officers have 4 slots a week during the TFA travel season, arranges which officer is present after school on what day, checks that updates to the team website have been made weekly, double checks that all team computers are accounted for while traveling, makes sure the team gets off the bus at the tournament with the debate box, waters, computers, etc…, arranges board meetings and helps the coaches prepare the agenda, and works with Coach Boyce at least twice a week on team progress/updates/travel. The goal of this office is to keep the officers/team organized and running with the vision set in the constitution and by the coaches.

  - **Vice-President:** To run for Vice-President, one must be with the intention of participating on the team through graduation. The President and Vice-President will take the lead on hosting CCHS TFA tournament and should be prepared to work extensively on that task. He/She is also responsible to take over duties of the president when he or she is unable to be present, helps the president arrange board meetings, helps with computer checks when traveling, double checks that the board is being updated, submits member points after tournaments, and works with Miss Boyce at least once a week on team progress/updates/travel. The goal of this office is to keep the officers/team organized and running with the vision set in the constitution and by the coaches.

- In the event of a vacancy in any officer position, the President, with the approval of the remaining officers, shall appoint a replacement to serve until the next regular election.
- Officers may be removed from the office for neglect of duty, misconduct, or other just cause by a two-thirds vote of club members present at a regular meeting, provided that written notice of the proposed removal has been given at least one week in advance.

ARTICLE II - HOSTING A TOURNAMENT:

- Every year we host a TFA / UIL tournament for other schools to compete in. This year the tournament will be a swing and will run all.
- All class/team members are required to assist with various aspects of hosting the tournament in its entirety. Finding judges is the most crucial part to making our tournament work. This is why filling judge slots is a team requirement and the effort to do so will have a grade attached.

ARTICLE III - FAILURE TO TRAVEL:

- All members of the class/team must travel (virtual tournaments count) to a minimum of two contests per semester; failure to do so may result in dismissal from the team/class (except the freshman class).
- If you are not able to attend a tournament, you must notify Coach Boyce at least one full week in advance **or** you will be responsible for paying drop fees as well as a portion of the hotel room. The only exception is personal or a family emergency that can be substantiated with paperwork (example: a doctor's note). Failure to validate an absence will result in the student being responsible for listed fees.

- All members should check entries for EVERY tournament listed on the travel calendar. Always check and double-check your entries for accuracy. Being entered in the correct events is YOUR responsibility.
- All members must be entered in a minimum of two events (one state qualifier) to qualify for travel.
- The coach makes the final decision on who travels to tournaments. The decision is based on each team member meeting the standard requirements for competition as demonstrated through class work, practice, effort, and performance.
- The coach reserves the right to withdraw any individual on the team from traveling to a tournament or tournaments depending upon grades, attitude, behavioral issues, lack of dedication and/or preparedness.

ARTICLE IV - ELIGIBILITY:

- While participating on the speech and debate team is demanding in terms of time and commitment, the primary focus of the organization is and will always be the well-being of the student. Fostering success academically should be the number one priority of each student.
- Students are held to the UIL and CCISD standard of eligibility ("No Pass, No Play"). If a student falls below a 70 in any regular class they are ineligible to compete until the next eligibility period (that excludes Pre AP, AP and DC class).
- If any member becomes ineligible for a tournament twice in one semester, he/she will be dismissed from the team/class for the remainder of the year.

ARTICLE V - FUNDRAISING AND FEES:

- We will be doing fundraisers (a minimum of three) to make competing possible! The goal is NOT for you or your parents to have to pay, the goal is to fundraise.
- Students are required to pay $25 in club fees this will cover club t-shirts, and banquet ticket
- Not paying/fundraising all fees by May 1st will induce an additional $25 fee.
- You will be held accountable for remaining fees by CCHS.
- If you lose or damage competition material/supplies you will be charged accordingly. (classroom books - $15-$80, black books - $7, material in book - $15/piece, computer - $800 any other item not listed is up to the discretion of the coach).

be sent home immediately (which will require a parent/guardian to drive to the team's current location at the time of the incident).

- Tape will be removed from the door one hour prior to load time if not specified otherwise.

- If it cannot be determined who is involved from the room in question, everyone assigned to that room will be sent home.
- Make sure you wake yourself, dress appropriately, and load the bus at the designated time.
- Clean your room before we leave the hotel. Put all the towels in the tub and trash in the trash can.
- Conduct yourself in a way that reflects a positive opinion about yourself, our team, and our school. Do not get rowdy in your rooms (being overly noisy, letting doors slam, running up and down the halls, etc…). If there is a complaint – we will talk!
- If there is an emergency and a team member needs to leave his or her hotel room, one of the coaches must be notified **prior** to exiting the room. Unless the building is on fire, there are no exceptions.
- Be respectful at ALL times to ALL hotel staff, restaurant employees, drivers…everyone.

ARTICLE XI - DRESS ETIQUETTE:

- If you are competing you are to wear an outfit that has been previously approved by the coaches and meets the requirements of the professional dress code. You are to stay in professional dress for the duration of the day, even when you have finished competing.
- Girls are encouraged to bring an extra pair of flat, closed-toed dress shoes to wear between rounds (make sure your heels are on prior to entering the competition room).
- If you are not competing that day you may wear team dress clothes to rounds.

- **Team Dress**: a solid black shirt/blouse or Debate Polo and khaki pants/skirt/capri-pants. (No shorts).

- NO sneakers, flip-flops, house shoes, sweatshirts, short skirts, midriffs, or anything else unprofessional will be allowed at a tournament. Be prepared to change if your outfit is not acceptable.
- Any time you are representing our team you should be in CCHS dress code (including travel & recruiting)
- Be sure you know if you can wear travel clothes or if you need to be in your professional dress clothes for that day. Every trip is different.

ARTICLE XII - COMPETITION ETIQUETTE:

- We may not always win or be the perfect team. It is important that we can leave each competition with our dignity and the respect of others. That means we need to **respect** ALL teams, ALL judges, ALL coaches, etc… at ALL times.
- Do not talk about the other competitors in a disrespectful manner. Please tell any friends or family members this as well.
- Stay at our team's table during the competition and DO NOT flirt…period (that is personal, not professional and a tournament is the wrong time for wrong impressions).
- If you have something to say, someone to complain about, a round you're upset with, you're over excited about winning, etc… wait until we get on the bus – Back On Bus (BOB). Never complain, cry, be angry, excessively celebrate, etc… in front of the other teams – again you never know who's around and how their day has been – **BOB**!
- **NO CHEWING GUM** in rounds!
- Skipping any rounds of competition or switching competitors is **NOT** tolerated!
- Pay attention to the schedule and be in your room on time!
- In rounds, be attentive to ALL performers. Do not be rude verbally or non-verbally.
- Interpers - Do not look through pieces or introductions during a round; you should know them by now!
- Debaters – Do not be rude in a round (there is a difference between feisty and rude).
- Sharing competition information with other teams (such as cases or piece cuttings) is prohibited.

- Only labels that you have been instructed to put on your books, boxes and computers are permissible. This applies to anything you are taking into a round for competition as a CCHS student, even if it's your personal property.
- Make sure you eat during the day at some point. It is easy to get caught up in the hustle and bustle of things. Please take care of yourself – it is your responsibility.
- Drink only water when you are competing (anything else will hinder your vocals).
- Your bags may be checked at any time on or before a trip.
- When using Social Media and text messaging, refrain from talking poorly about our team, people on our team, and others in general. Think before you text or post anything, make sure it is positive, appropriate and does not offend others. Never send/post anything that would be considered inappropriate or illegal.
  - If a team member posts any inappropriate statements or material of themselves or others, they will remove the material immediately and be subject to, suspension or dismissal from a tournament or the team (depending on the seriousness of the infraction). This includes any involvement with inappropriate texting, Facebook, instagram, snap-chat, twitter, videos, photographs, etc…
- The Student Code of Conduct will be enforced (eg: bullying, cyberbulling, distribution of pornography, sexting, harassment, degrading statements, etc…). Infractions should be reported to the coaches. This information will be referred to CCHS Administration.

- **Parents:** Our team has a website and a twitter page that we continually post team schedules and pictures. In addition, personal and district pages may be used as promotion of the CCHS Speech & Debate team. If you do not want your child's picture on these or other promotional social media pages, please make a note after your signature.
- Parents are invited to travel to tournaments to support our team (if it follows COVID guidelines for specific school)! If a parent/guardian choses to do so he/she must arrange for personal hotel accommodations and transportation.
- When we pull in from a tournament, **no one** has permission to leave (even if a parent is waiting) until the bus is clean, and all team materials are unloaded and properly put away.
- Because of the nature of this type of competition, parents need to be aware that there may be limited supervision during travel. It is always a possibility that there will be one coach to 40+ students. Students will be expected to act as mature, responsible adults.
- If for any reason it is thought that students cannot live up to these expectations, students will not be allowed to travel, which could result in dismissal from the team/class.

ARTICLE XV – REMOVAL FROM THE TEAM:

Definitions:

- Probation will be defined as a choice made by the coaches to suspend a member from participation or travel for one day up to nine weeks.
- Resignation will be defined as a choice made by an individual to terminate their membership from the team/withdraw from the class for personal reasons.
- Dismissal will be defined as a choice made by the coaches and/or school officials to terminate an individual's membership based on violations of the constitution and/or other school policies. This requires a schedule change to get out of the class.
- **None of the above removals from the team will exempt you from total amount of fees for the year.**
- Once you travel to one tournament, you are a part of the team. The full $100 in fees apply.
- If you are banned from more than one competition (for various reasons listed throughout the constitution) you may be dismissed from the team/class.
- Individuals who resign or are dismissed from the team/class cannot try out for one year from the day of dismissal or resignation.

Spelling & Vocabulary Handbook

For Contest Directors, Coaches and Contestants

2025 • 2026

This handbook is published annually by the University Interscholastic League.
Any or all sections may be duplicated.

2025 | 2026
University Interscholastic League
Spelling and Vocabulary Handbook

The details in this handbook expand upon the information in the UIL Constitution & Contest Rules. In addition to this handbook, coaches, contestants and contest directors should read Sections 900-906 for information pertaining to all contests. See also the Academic Quick Reference Chart found at the end of this handbook and on the UIL website.

From the UIL Constitution & Contest Rules:

Section 960: HIGH SCHOOL SPELLING AND VOCABULARY

(a) THE CONTEST.
  (1) Purpose. The UIL Spelling and Vocabulary Contest promotes vocabulary development and precise and effective use of words.
  (2) Format. The contest consists of objective questions of proofreading and vocabulary and words that are written from dictation.
  (3) Word Sources. At least 80 percent of the test will come from UIL Word Power. Outside words may include: words of common usage (e.g., gosling, hemorrhage); words and proper names currently in the news; and words which by their formation or origins build vocabulary and promote the study of English. These include words with affixes, roots and suffixes that appear in words on the printed list by being different parts of speech, and other words of interest for the general lessons, which teach about language.

(b) ENTRIES.
  (1) Individual Competition. Each member high school may enter as many as six individuals in the district meet, which may be limited to a maximum of four individuals with district executive committee approval.
  (2) Team Competition. A school shall have a minimum of three contestants compete in order to participate in the team competition. All four members of the winning team will advance to the next higher level of competition.

(c) QUALIFICATION. Individuals, teams and wild cards qualify for the next level of competition according to Section 902.

(d) TIES.
  (1) Individual Competition. If a tie exists for first through sixth place, the score on Part III of the test shall be used to break the tie and determine the winner. If a tie still exists, then it will not be broken.
  (2) Team Competition. (See Section 902 (h)(3).

Spelling & Vocabulary Contest Rules and Procedures

1. **CONTEST ROSTER.** A contest roster listing contestants will be created from schools' online entries and provided by the contest director
2. **NUMBERING CONTESTANTS.** Each contestant will be assigned a number. This number should be indicated on the contest roster and included on the contestant's test and both answer documents.
3. **ROLL CALL.** The contest director will call roll from the contest roster and replace any contestant who is not present with a certified substitute at district and the certified alternate or team substitute at regional and state. All persons except participating contestants, the contest director, assistants and monitors will be excluded from the room before the test begins.
4. **SUBSTITUTIONS AND ALTERNATES.** Schools may replace individual contestants on the official district meet roster with a substitute as long as the substitute presents the contest director with the appropriate documentation. Alternates may compete at region and state only in the absence of an individual who won first, second or third place in the preceding competition. If a member of a school's team cannot compete at region or state, only one substitution may be made. See the UIL Constitution and Contest Rules Section 903-905 for clarification.
5. **SEATING.** Contestants will be seated away from other contestants from the same school.
6. **LATE ARRIVAL.** Except in emergencies, the UIL does not recommend allowing contestants to enter the room after this contest has begun. The decision to allow late entry rests with the contest director.
7. **CONTESTANT ITEMS/MATERIALS.** The following list is not all-inclusive:
    a. Contestants shall furnish their own pens or pencils. Contest directors shall provide contestants with a test and answer sheets. Contestants may write on the exam.
    b. Dictionaries, Word Power and other reference sources should not be brought into the contest room and may not be accessible during testing.
    c. These items may not be used or accessed during the contest and may not be on the testing surface: any wristwatch that can wirelessly connect to a network or to the Internet, electronic tablets, cell phones (if brought into the contest room, electronic tablets, cell phones or wireless wristwatches must be turned off so no audible sounds are emitted and may not be accessible during testing), purses, backpacks, listening devices (headphones, earphones).
8. **TEST.** Contestants are required to take all three parts of the test or be disqualified.
9. **TEST DISTRIBUTION.** Testing materials will be distributed and contestants shall not open the test prior to instructions from the contest director. The assigned contestant number should be written in the space provided on the test cover sheet and in top right-hand corner of each page of the answer sheet.
11. **ANNOUNCEMENTS.** Following roll call and prior to the start of the test, contest directors shall read aloud to the contestants the section of this handbook titled Announcements Prior to Conducting the Contest.
12. **START AND STOP SIGNALS.** Contest directors will give the signal to start. After exactly 15 minutes, the contest director will give the verbal notification to stop Part I. Parts II and III will consist of words pronounced for the contestants at a rate of approximately four words per minute.
13. **ANSWER SHEETS.** Answers shall be written in the space provided on the answer sheet. Graders will not consider answers written on the test.

14. **PRONOUNCER.** The pronouncer may not be a coach of any of the contestants entered in the contest and shall be responsible for keeping the tests confidential.
    a. Pronouncer shall familiarize him or herself with all spellings, pronunciations and definitions of words on Parts II and III of the test.
    b. If a word has two or more acceptable pronunciations, at least two of the pronunciations shall be given by the pronouncer. Each pronunciation may be given only twice. All words will be defined by pronouncer.
    c. The pronouncer shall repronounce or redefine any words questioned by verifiers.
15. **VERIFIERS.** At least two verifiers shall be appointed to verify that the pronouncer has correctly and clearly pronounced the words and has given definitions of the words, as necessary. The verifiers should be given a copy of the test and should mark any word for which they question the pronunciation or definition. After the test, when all words have been pronounced, the pronouncer shall meet with the verifiers outside the contest room to verify and clarify any words in question. Those words shall then be pronounced again by the pronouncer.
16. **GRADERS.** Coaches are expected to serve as graders.
17. **ANSWER KEY ERRORS.** In the case of a suspected error on the answer key, the contest director should contact the UIL State Office and/or contact the state contest director as soon as possible to communicate the suspected error and to seek clarification before changing the key. Any key error confirmed by the UIL State Office or the state contest director should be corrected on the key used for grading.
18. **GRADING THE CONTEST.** Each test should be graded by three graders. Graders should initial the scoring sheet where indicated.
19. **LEGIBILITY.** All words must be not only spelled correctly but also written legibly. The correct spelling of a word consists of writing legibly the letters which compose it in their proper order. Printing the word is acceptable. Legibility, and not handwriting style, is to be emphasized. To determine whether a given letter is legible, place a blank piece of paper on either side of it, thus separating it from its context, and then see whether the character can be identified. Any letter, even though it may not be perfectly written, is considered correct if it can still be identified when separated from the remainder of the word. If two of three judges rule that a letter is legible, it should be considered correct.
20. **DICTIONARY.** The final authority for all words is *The American Heritage Dictionary of the English Language, Fifth Edition: Fiftieth Anniversary Printing (2018)* published by Houghton Mifflin Company. No online version, compact paperback, or any other edition will be accepted. A word's definition and not its etymology will be the sole determining factor for correct spelling. All forms of any given word will be eligible test items. The form of the word must not be changed in answer. For instance, if the misspelled word is plural, the correct answer must be plural. If the misspelled word is an adjective, the correct answer must be an adjective, etc.
22. **PUNCTUATION; CAPITALIZATION.** The misuse of an accent, hyphen or other non-alphabetic component of a word, or a mistake in capitalization is considered a miss.
23. **PRONUNCIATION.** Words are to be pronounced in the order given on the test furnished by the UIL, and any word omitted by the contestant is a miss. If all contestants omit the same word the pronouncer is presumed to have failed to give the word, so the omission by contestants is not considered a miss.
24. **CONTRACTIONS AND POSSESSIVE FORMS.** Contractions and possessive forms may be written with all letters connected or may be written separately. Either way is correct.
25. **SCORING.** Papers shall be carefully scored, awarding one point as outlined for each correct answer. The 30 items in Part 1 are worth one point each. The 70 items in Part II are worth one point each. The 20 items in Part III are worth one point each, but are considered only in the event of a tie.
26. **PLACES AND TIES.** Contestants can qualify for the next level of competition as individual first, second and third place winners or members of the winning team or wild card team according to

Section 902(d) of the UIL Constitution and Contest Rules.

a. Individual Competition. First place goes to the contestant making the highest total score, second place to the contestant making the next highest, third place to the next highest and so on. Ties shall be broken according to Section 960 of the UIL Constitution and Contest Rules.
b. Team Competition. The sum of the top three scores from each school constitutes the team score for the school. First place is awarded to the team with the highest team score and second place to the team with the next highest. Team ties shall be broken according to Section 902 (h)(3)(D) of the UIL Constitution and Contest Rules. All team members who qualify to regional or state will compete for individual honors.
c. Wild Card. A wild card team will advance according to Section 902 of the UIL Constitution and Contest Rules.

27. **VERIFICATION PERIOD.** Following grading and input of unofficial results into the online entry system, contestants and coaches shall be allowed a time period to review contest materials (see After the Contest, Verification Period). Contestants and coaches not present at verification waive their opportunity to ask questions and must accept final results as official. The purpose of the verification period is to check accuracy in scoring, tabulation and data entry, not to challenge the test or answer key.
28. **ANNOUNCING OFFICIAL RESULTS.** Following the verification period, the contest director should announce, as official, the names and schools of contestants through sixth place and the top two teams. Official results, once announced, are final.
29. **RETURNING THE PAPERS.** If results are final and all test questions resolved, district papers may be returned no sooner than the end of the last contest day of the respective district week. Regional papers may be returned no sooner than late Saturday of region weekend.
26. **NOTIFYING ALTERNATES.** If an individual qualifier cannot compete at the next higher meet, the alternate shall be notified by the school whose student cannot compete and allowed to compete. If a member of a school's team is unable to compete at the next higher level of competition, only one substitution may be made. The substitute shall give the contest director a substitute eligibility form or a letter certifying eligibility, signed by a school administrator.
31. **CONFIDENTIALITY.** Coaches, contest directors and contestants shall maintain confidentiality of contest material until the official release date. Transfer of information relative to the test shall be considered a violation of the Academic Contest Ethics Code and subject to penalties as outlined in the UIL Constitution and Contest Rules.
32. **SWEEPSTAKES POINTS.** Points are awarded through sixth place and to first and second place teams according to Section 902 of the UIL Constitution and Contest Rules.

BEFORE THE CONTEST

ROOM
Secure a quiet, properly-equipped room of adequate size for the number of contestants expected.

MATERIALS AND EQUIPMENT
The contest director will provide:

- A stopwatch or watch with a second hand for use by the pronouncer
- *The American Heritage Dictionary of the English Language, Fifth Edition: Fiftieth Anniversary Printing (2018)*
- (DISTRICT) One 8 ½ x 11 envelope per school entered, for returning materials

CONTEST PACKET
The League office will provide:

- A copy of the UIL Spelling & Vocabulary Handbook
- Pronouncer's Packet** to be opened by pronouncer at least 48 hours prior to the contest.
- Written tests (Part I), Verifiers' copies of test (Part II) & tiebreaker (Part III) and answer keys
- Part I Answer Sheet
- Part II and III Answer Sheets

The meet director may schedule a specific time and place for contest directors to pick up the test packet before the contest. Contest officials should inventory the contents before the contest. The packet should be checked to verify the correct materials are enclosed and the number of copies included is sufficient for the number of competitors. The test packet should then be resealed and not opened again until just prior to the beginning of the contest.

**The Pronouncer's Packet should be given to the pronouncer of your contest at least 48 hours before the contest. Packet contains: Instructions to the pronouncer, copy of test (Part II) & tiebreaker (Part III), along with instructions on how to access and use the audio file pronunciation model for the pronounced parts of the contest (Part II and Part III). This file may be used to administer the district and region test. It may also be used by the pronouncer to become familiar with the words before the contest. It is the responsibility of the contest director and the pronouncer to see that this list and audio file remain confidential.

PERSONNEL
Coaches of competitors may serve as contest directors, assistants, monitors and verifiers. The pronouncer should not be a coach of competitors.

- Contest director
- Assistant to the contest director
- Room Monitor
- Pronouncer
- Graders. Almost certainly your best graders will be coaches of the contestants, and we encourage you to use their skill and experience to ensure accurate and efficient grading of the test papers. Designate one grader as the Head Grader. Make these selections prior to the beginning of the contest.

TIME
Allot 2 1/2 hours for the contest: approximately 20 minutes for opening remarks, roll call, instructions and handing out materials and two hours for the test. It is critical to stay on schedule as some contestants may need to go to other events.

Arrange for and announce during the opening remarks the time and place of the verification period prior to the announcement of official results.

EVENT ROSTER & RESULTS WORKSHEET
Obtain a copy of the contest roster from the meet director, which will be generated from the UIL Spring Meet Online Entry System. It will list the school, contestant number, contestant name, district or region number and will indicate the competitors and alternates. You also record scores and/or results on this form to give to the meet director, who will then enter the results/scores into the online system before verification is held for the event.

ORGANIZING MATERIALS
Each contestant will be assigned a number indicated on the contest roster. As an example, the number will be listed on the roster as 6A-17 or 2A-4, indicating the conference and a number. The UIL recommends numbering the tests and answer sheets before the contest begins. Write the contestant number in the space provided of the test cover sheet and on the answer sheets for both Part I and on every page of Parts II & III. Check all tests and answer sheets to ensure that all pages are printed clearly and completely.

(REGION) If there is more than one conference at the meet, it is important to differentiate contestant numbers by conference.

SORTING ENVELOPES (DISTRICT RECOMMENDATION)
Provide and label a large (8.5 x 11) envelope for each school with contestants entered in the contest, and write the name of the school on the envelope. After the verification period, contestants' tests, answer sheets and a key (one per school) should be placed in the appropriate envelope for return to each school no sooner than late Saturday of the district week. The meet director and the contest director are responsible for deciding whether testing materials can be taken by the contestants and coaches immediately after the contest's verification period is over.

CONDUCTING THE CONTEST

1. Set up the room to best facilitate the monitoring of the room by contest officials.
2. Organize contest materials for easy distribution.
3. Seat the contestants sparsely around the room separating contestants from the same school.
4. Call roll from the roster and provide students with their assigned contestant number. Replace any contestant who is not present with a certified substitute at district and the certified substitute or alternate at regional.
5. Dismiss from the contest room all individuals, except the contestants, contest director and assistants. Instruct graders to report to the grading room with answer keys and surplus tests; remind them about confidentiality.
6. Distribute Part I tests and answer sheets. Caution contestants not to open the test until instructed.
7. Read aloud the announcements listed below.

Announcements Prior to Conducting the Contest

a. Do not open the test until instructed to do so.
b. Write the assigned contestant number on each page of the answer sheets where indicated and the on the cover page of Part I. (Check for accuracy if it has already been written by the contest officials.)
c. You may write on the test paper. Answers must be written on the answer sheet on the space provided.
d. Contestants must take all three parts of the test or be disqualified.
e. Part I consists of a written section and a total of 15 minutes is allotted. Questions 1-15 test your ability to recognize and correct misspelled words. From each of the 15 sets, select the misspelled entry, then write it correctly spelled in the corresponding blank on your answer sheet. Questions 16-30 test your knowledge of the meanings and origins of words. For each sentence, select the best answer; then, using a printed capital letter, write it in the corresponding blank on your answer sheet. You will have 15 minutes to complete questions 1-30, which are worth 1 point each. Credit will be given only for answers placed on your answer sheet.
f. Parts II and III will consist of words pronounced for the contestants. Only Parts I and II will be graded for all contestants. Part III will only be graded in the event of a tie.
g. It is very important that handwriting be legible. Contestants may print; however, the all-caps handwriting style is discouraged. Contestants should make sure that non-alphabetic components of words, such as accent marks, are clearly and unambiguously placed.
h. Make a clear distinction in the non-alphabetic marks which are parts of words, such as dots on i's and accent marks; place your accents and other marks carefully to show their appropriate relationships to letters – ambiguity of marks may cause a word to be counted as misspelled
i. Monitors will move about the room during the contest.
j. There are to be no interruptions of the pronouncer. After all the words have been pronounced and defined, the pronouncer and verifiers will confer in order to determine if any words need to be repronounced or redefined. After pronouncer repronounces or redefines such words, testing is complete.
k. Verification period will be held___(name room) at_____(give time). Contestants and coaches not present at the verification period forfeit their opportunity to raise questions.
l. Are there any questions?

8. Give contestants the signal to start. Terminate Part I of the contest at the end of exactly 15 minutes. When Part I has been completed, collect all tests and answer sheets. Check that the correct contestant number is on each document.
9. While the pronouncer administers Parts II and III, graders may begin grading Part I.
10. Distribute answer sheets for Parts II and III. Guidelines for pronouncing, defining and timing the delivery of the spelling contest words are explained in instructions to pronouncer. At least two adult verifiers and one or two monitors should be placed around the contest room.
11. Verifiers should be given a copy of the test list (marked "Verifier's Copy") located in the Spelling Packet. These should remain in the contest director's possession until immediately before the contest.
12. During the pronouncing of the words, the verifiers should sit or stand in strategic spots around the room with the verifier's copy of the test list. If a verifier cannot hear a word or if a definition is unclear, he or she should be instructed to circle that word on his or her copy.
13. After all the spelling words are pronounced for both Parts II and III, both verifiers will meet with the pronouncer outside the contest room and ask that the words noted be repronounced. This procedure should ensure clarity and consistency for all the contestants.
14. The monitors should be placed strategically throughout testing room to ensure testing integrity, watching for testing irregularities (i.e., wandering eyes and any cell phone usage). They will continue monitoring testing room while verifiers and pronouncer meet outside to discuss any words to either repronounce or redefine.
15. Because Part II consists of only 70 pronounced words, no break will be given between Part II and Part III. Begin Part III (the tiebreaker) immediately following Part II.
16. After the test is given, the verifiers and pronouncer shall meet outside the contest room to note any unclear words or definitions. The pronouncer shall then re-pronounce those words.
17. After the pronouncer repronounces or redefines words noted by the verifiers, testing is concluded.
18. Deliver all materials to the grading room.
19. Submit the substitution forms/letters to the meet director to update the original entry in the online entry system.

PRONOUNCER INSTRUCTIONS

Thank you for accepting this important job in the UIL Spelling/Vocabulary Contest. The contestants are relying on your abilities to pronounce and pace the spelling words in this contest. Your role as pronouncer is one of the most demanding jobs in the UIL academic program, and you are to be commended for offering your talents to Texas high school students.

You should receive the pronouncer's packet and review the Pronouncer's List no less than 48 hours before the contest. The packet contains instructions and access to the audio file pronunciation model, which demonstrates the pronunciation of all the words on this test. It is the responsibility of the contest director and the pronouncer to see that this list and audio file remain confidential. The audio file may be used to administer the test. It may also be used by you to become familiar with the words before the contest. During the contest, you should pronounce the test words using the Pronouncer's List. By reviewing the list before the contest, you will become familiar with the words and their pronunciations and be able to anticipate any words that may require special attention.

The authority for all words is *The American Heritage Dictionary of the English Language*, *Fifth Edition: Fiftieth Anniversary Printing (2018)*, by Houghton Mifflin Company. Please refer to the pronunciation symbols inside the dictionary for the proper interpretation of the diacritical marks on your list. When two acceptable pronunciations of a word are offered, you must give both pronunciations, but each pronunciation may be given only twice.

Up to 20 percent of the words on the tests are "outside words", those not included in this year's UIL Word Power, and they are noted on the Pronouncer's Copy with an asterisk. Please define not only the outside words, but read the definitions to ALL words on the Pronouncer's List.

To time the test properly, watch the numbers in the far left column of the list and the minute hand of a clock or stop watch. Numerals to the far left of the word on the test list indicate minutes. The words are pronounced at the rate of four words per minutes (one every fifteen seconds), but you may add extra time for those occasions when definitions given are very long.

The Tiebreaker (Part III) is to be given to all contestants immediately following Part II of the regular contest. No break will be given between Part II and the Tiebreaker.

For clarity's sake, the director should have placed two adult verifiers around the contest room. These verifiers have a copy of your test list. If they cannot hear a word or if a definition is unclear, the verifiers will circle that word on their copy. After all the spelling words from both Parts II and III are pronounced, the verifiers will meet with you outside the contest room and ask you to repronounce the words they noted. This procedure should ensure clarity and consistency for all the contestants.

Please remain at the contest site during the grading and verification period in the event any questions or protests are raised.

VERIFIER INSTRUCTIONS

Thank you for sharing your time with the UIL Spelling and Vocabulary Contest. Your role as verifier assures a fair, well-managed contest.

You will be given a copy of the test word list marked Verifier's Copy, which will remain in the contest director's possession until immediately before the contest. Verifiers should be located in strategic spots around the contest room. Please be certain the contestants cannot see your list of words during the contest.

As the pronouncer calls the words, your job is to verify that the pronouncer has correctly and clearly pronounced the spelling words and has given definitions to all the words. If you cannot hear a word or if a definition is unclear, circle that word on your copy.

After all the spelling words are pronounced for both Parts II and III, both verifiers will meet with the pronouncer outside the contest room and ask that the words noted be repronounced. This procedure should ensure clarity and consistency for all the contestants.

MONITOR INSTRUCTIONS

Thank you for sharing your time with the UIL Spelling and Vocabulary Contest. You should be located strategically throughout testing room to ensure testing integrity and to watch for testing irregularities (i.e., wandering eyes and any cell phone usage).

Your job is to assure that the contestants are separated from one another as far as space in the room permits and to see that the contest is conducted fairly. You should be located strategically throughout testing room to ensure testing integrity, watching for testing irregularities (i.e., wandering eyes and any cell phone usage). You should report any infraction to the contest director, who may disqualify the contestant.

Continue monitoring the testing room while verifiers and pronouncer meet outside to discuss any words to either repronounce or redefine.

GRADING THE CONTEST

GRADERS

The contest director should select judges to grade tests. Coaches may serve as graders of the objective portions of the contest. Impartial judge(s) who have no stake in the contest will be selected to grade the tiebreaker portion. Contest coaches whose students are not involved in the standings may grade the tiebreaker.

Graders should report to the grading room as soon as the contest begins. The head grader will provide answer keys and surplus tests to the grading room when the contest has started. Persons not assigned to grade should not enter the grading room.

Graders should review the test and verify the official answer key. In the case of an error on the answer key of an objectively-scored contest, graders should notify the UIL state office of the nature of the error and/or contact the respective state contest director to seek clarification. Questions should not be altered in any way or discarded without a ruling from the UIL state office and/or the respective state contest director.

GRADING INSTRUCTIONS

Allow sufficient time for careful grading. Use the grader's key supplied in the contest packet. This key can be folded and aligned with the contestant's answer sheet to facilitate grading. Extra keys may be copied, if needed. Distribute papers to avoid coaches grading their own contestants' tests. Three graders should verify the answers on each answer sheet in accordance with the key, and use a calculator to compute and verify the score.

When marking the answer sheets, no mark should be made if the item is correct. Place an X over the question number that is incorrect. Do not mark over the contestant's answer. If any answer space is left blank, draw a line through the blank. Graders should initial on the answer sheet where indicated.

Each contestant shall be awarded the points indicated for each correct answer. Deduct points for incorrect answers. Add points carefully.

Only Parts I and II will be graded. In the event of a tie in Parts I and II, Part III of only those involved shall be graded and used to break the tie. If the tie breaker does not break the tie, then a tie exists. Even though Part III is only graded in the event of a tie, contestants who fail to complete all three parts of the test will be disqualified.

If two of three graders rule that a letter is legible, it should be considered correct. Legibility is the only basis on which handwriting is to be evaluated. Contestants may print.

SCORING

Score points according to the guidelines in Spelling and Vocabulary Contest Rules and Procedures.

PLACES AND TIES
Refer to Spelling and Vocabulary Contest Rules and Procedures.

IDENTIFYING PAPERS
After papers have been ranked, indicate on the answer sheet the name and school of the student, or simply the school that corresponds with the contestant number. This will expedite both the verification process and the sorting of contest materials for return after the meet concludes.

CERTIFICATE FOR 100% PAPERS
It is the duty of the contest director to email the requests for 100% spelling certificates to the League office. Words misspelled on Part III do not disqualify a student from a 100 percent certificate.

AFTER THE CONTEST

REPORT TO MEET DIRECTOR

Individual contest directors shall give the contest roster/results form to the district director immediately after the contest papers are scored. The district meet director is responsible for entering results into the online entry system. All scores must be entered into the online entry system prior to verification and announcement of results. Enter all contestants' scores, not just the top six. All scores are needed to determine team results. Provide at least one copy of the unofficial results from the online entry system during verification.

VERIFICATION PERIOD

Announce that no one present may use writing or erasing instruments during the verification period. If the key was changed during the grading process (with the approval of the UIL state office or the state contest director), the contest director shall announce the changes made. The contest director shall allow the contestants and coaches a time period not to exceed 15 minutes to look at all of the following items:

- Contestant's test and answer sheet
- An answer key, in its original form as supplied by the League office
- Display of scores after entry into the UIL Spring Meet Online Entry System

Do not allow anyone to take papers from the room. During this period, the contestants and/or coaches shall verify that they have the correct papers and look for possible errors in the grading, calculation or data entry of scores. Display each contestant's score (not just the top 6 places) preferably by displaying the printed page from the online scoring system after scores were entered. This will allow data entry of scores to be reviewed by contestants and coaches during the Verification Period.

At state meet only, the contest director may omit a display of data entry into the UIL Spring Meet Online Entry System if data entry has been carefully reviewed and verified by graders or other assistants during the grading and scoring period. If errors in grading, scoring or online data entry are found during the verification period, the contest director shall make the corrections.

After resolving all questions, or the end of the 15 minutes, the contest director should announce that the Verification Period has ended. If papers are not being returned on the day of the contest, see Returning Papers below.

ANNOUNCING OFFICIAL WINNERS

After resolving all questions, or the end of the 15 minutes, the contest director should announce that verification has ended. Official results with the name and the school of each contestant who places first through sixth and the schools of the winning and alternate teams should be announced. These results, once announced as official, shall be final.

QUALIFICATIONS TO REGIONAL OR STATE

Contestants can qualify for the next level of competition as individual first, second and third place winners or members of the winning team or wild card team as described in Section 902 (h)(3) of the UIL Constitution and Contest Rules.

RETURNING PAPERS

If papers are not being returned, pick up all tests, answer sheets, scoring charts and keys so that none remain with a contestant or coach. Place the materials in the sorting envelopes by school. At the district meet, papers may be returned no sooner than the end of the meet on the last day of the district week. If the region meet is held on Saturday, the test, answer keys, scoring charts and answer sheets may be returned to the contestants the day of the meet.

CONTEST QUICK REFERENCE CHART

Note: Grading time varies. For most events, allocate a minimum of two hours.

Spelling & Vocabulary Contest

ROOMS
1 – testing
1 – grading

PREP TIME —30
TEST TIME — 90

CONTEST MATERIALS
UIL Packet: tests & keys, answer blanks, scoring charts.

Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, calculators for graders, pencils and one 8 1/2 x 11-inch envelope per school.

PERSONNEL
- Director
- 1 assistant
- Head grader

NUMBER OF ENTRIES
(District) 6 per school
(Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.

TIES
- Individual — Part III of the test shall be used to break the tie.
- Team — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

GRADING/JUDGES
At least 3, preferably more. Graders may be coaches.

RECOMMENDED AWARDS
Individual medals: 1st through 6th
Team medals: 1st, 2nd, 3rd place teams
Plaques: 1st, 2nd, 3rd place teams

POINTS
1st — 15
2nd — 12
3rd — 10
4th — 8
5th — 6
6th — 4

1st team — 10
2nd team — 5

ADVANCE
Top 3 individuals and 1st place team. One wild card team per regional will also advance.

Study Material

Visit the UIL Study Materials webpage (https://www.uiltexas.org/academics/resources/study-materials) to purchase or download study materials. Some materials are available for free download.

- UIL Word Power includes the current year's words, which 80% of test is composed.
- Spelling and Vocabulary Study Packet includes the prior year's tests.
- The final authority for all words is *The American Heritage Dictionary of the English Language, Fifth Edition, Fiftieth Anniversary Printing (2018)*. No online version, compact paperback, or any other edition will be accepted. A word's definition and not its etymology will be the sole determining factor for correct spelling.

The Academics homepage of the UIL web site contains a variety of additional forms needed for academic programs, including the Professional Acknowledgment Form for all sponsors, coaches and directors of academic events and the Substitute Eligibility Form needed for contestants not listed on the original entry form for UIL meets.

The UIL Spelling and Vocabulary Handbook includes a description of the current UIL contest format, rules and procedures. It is available as a free download: http://www.uiltexas.org/academics/resources/contest-handbooks-manuals

The generic forms needed to host invitational meets, such as grading rubrics, answer sheets and contest results form are posted, as are the Academic Meet Director Manual, the conflict pattern and various checklists for academic Coordinators. Check the different web pages for speech and debate, theatre, and the A+ Program for current information and forms specific to those contests.

WWW.UILTEXAS.ORG
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COPPERAS COVE HIGH SCHOOL
STUDENT COUNCIL CONSTITUTION

ARTICLE I: Name, Purpose, and Powers

Section 1: The name of this organization shall be the Student Council of Copperas Cove High School, herein referred to as the Student Council.

Section 2: The purposes of this organization are:

A. To serve as a liaison between the students, the administration, and faculty.
B. To provide meaningful contributions toward the overall enhancement of school life.
C. To promote school and community loyalty and service.
D. To promote high ideals of honor, good citizenship, and leadership.
E. To provide a means for student participation in school government.
F. To provide a forum for student expression.
G. To establish and build a healthy, thriving campus culture by being open minded and inclusive.

Section 3: All powers of the Student Council are delegated to it by the school administration. Therefore, the principal has the right to veto any act of the Student Council and the right to revoke any of the powers held by the council.

ARTICLE II: Membership

Section 1: The Executive Committee membership will consist of the following elected officers: President, Vice President, Secretary, Parliamentarian, Historian, committee chairs, and any other elected or appointed executive representatives. The general a ssembly membership will be open to qualified members of the student body.

Section 2: All members shall:

A. Have passed all classes for the previous school semester with an overall average of 70.
B. Be currently passing all classes in which they are enrolled.
C. Maintain a good citizenship record by not receiving disciplinary consequences such as GAP or JJ. In the case of suspension from school, the Review Board will take into account the circumstances surrounding the suspension.
D. Submit a signed contract to the Student Council officers and Advisor along with signed parent consent.

ARTICLE III: Election of Officers

Section 1: Procedures

A. Each candidate for office must be a member in good standing in the Student Council at the time of nomination. Election rules and candidate qualifications are outlined in the Bylaws.

Section 2: Election Dates

The officer elections will be held at the beginning of the 4th 9 weeks during the spring semester.

Section 3: Offices

A. President (TO BE HELD BY A SENIOR), Vice President (TO BE HELD BY A SENIOR), Secretary, Parliamentarian, Treasurer, and Historian
B. Committee chairs will be appointed as needed.

ARTICLE IV: Meetings

Section 1: Student Council will hold meetings during the Student Leadership class period. Other meetings to include General Membership will be held outside of school hours, primarily every other Wednesday and/or at the discretion of the Advisor and Officers.

Section 2: The Executive Officers may hold special meetings when deemed necessary, but will meet primarily once per week during the 6B class period.

ARTICLE V: Duties and Responsibilities of Membership

Section 1: General Members

General members shall:

a. Attend all meetings of the Student Council
b. Participate in at least 2 school activities per month.
c. Be an active member of the Student Council for the entire year or to qualify for Student Council office.

Section 2: Officers

A. President [must be a senior-level student]
    1. Presides over council meetings and Executive Committee meetings.
    2. Has power to appoint committees under the advisement of the advisor.
    3. Has the authority to call special meetings under the advisement of the advisor.
    4. Supervises the work of the other officers.
    5. Prepares an agenda prior to all meetings in cooperation with the Executive Committee.
    6. Reports council activities to the principal and seeks approval of principals for events.
    7. Oversees assigned committees.
    8. Must represent Student Council at appropriate school functions.
    9. Must be in the Student Council Leadership Class.
    10. Must be in at least one committee.

B. Vice President [no separate election–to be runner-up to President]

1. Presides over meetings in the president's absence.
2. Has the power of the President in the President's absence.
3. Oversees assigned committees.
4. Manages Point Merit System for all members of Student Council
5. Must be in the Student Council Leadership Class.
6. Attends Executive Committee meetings

C. Secretary

1. Must be in the Student Council Leadership Class.
2. Keeps an accurate record of attendance to Student Council and committee meetings.
3. Keeps an accurate record of the minutes from all council meetings and types them for principal and advisor approval.
4. Enters TASC State Reports in conjunction with Advisor.
5. Oversees assigned committees.
6. Attends executive committee meetings.

D. Treasurer

1. Must be in the Student Council Leadership Class.
2. Attends executive committee meetings.
3. Assists Advisor with fundraising activities
4. Reports on Activity Fund balance to Student Council whenever possible
5. Oversees assigned committees.

E. Parliamentarian

1. Serves to keep order in all Student Council meetings according to Robert's Rules of Order.
2. Helps oversee all elections.
3. Oversees assigned committees.
4. Attends all executive committee meetings.

F. Historian [by appointment]

1. Must be in the Student Council Leadership Class.
2. Handles all Student Council publicity in local papers, media technology, etc.
3. Attends executive committee meetings.
4. Responsible for the recording of all Student Council activities and correspondence.
5. Oversees assigned committees.

Section 3: Removal and Replacement

A. Any member or officer who is put on probation by the Review Board will be placed on probation for one month. If he/she fails to fulfill his/her contract the following month, he/she will be removed from membership for the remainder
B. of the semester.
C. Any officer or member may be removed from his/her position on the council if he/she fails to carry out his/her duties. These duties or responsibilities are understood by written agreement in his/her contract as well as in the Constitution ☐and Bylaws. The officer or member may be removed by the advisor

with the approval of the principal. If an officer is removed from office, he/she may not run for office the following year.

D. If an officer is unable to fulfill his/her position or is removed from office, he/she will be replaced by the runner up as per election results providing that the runner up meets the requirements of office. If there is no runner up, the Student Council officers and Advisor will choose a replacement.

ARTICLE VII: Misconduct

Section 1: Distraction/disruption during meetings

A. A member who causes distractions or disruptions during a meeting will receive a warning from the advisor. If a member shows further misconduct, he/she will be told by the parliamentarian to leave the meeting.

B. A member who is twice removed from a meeting will be dismissed from the Council.

Section 2: Insubordination during meetings

Members who cannot learn to work together and walk out of a meeting before its conclusion will be considered as having been removed by the parliamentarian.

Section 3: Insubordination to the advisor and/or any acts deemed as inappropriate to the image of a Student Council member will be evaluated by the Executive Committee and can be reason for dismissal by vote of this Committee or can be considered for removal by the Parliamentarian.

Section 4: Members removed by the parliamentarian for behavior in Section 1 and/or Section 2 may appeal their removal to the Executive Committee within one week of the meeting in question. Members are to leave the meeting when told to do so by the parliamentarian and then make an appeal afterwards.

ARTICLE VIII: Committees

Section 1: Members may be placed on committees when deemed appropriate, for example: homecoming, pep rallies, holiday celebrations, & teacher appreciation.

Section 2: Special committees are to be formed as needed, including DASH, E & E, P & P, and Community Service.

ARTICLE IX: Ratification

This Constitution must be ratified by two-thirds majority of the general assembly with the approval of the Advisor and Principal.

ARTICLE X: Amendments

Section 1: The constitution may be amended by a two-thirds vote of the Student Council provided a member makes the amendment and submits it in written form.
Section 3: The amendment must be read and discussed at a General Meeting.
Section 4: In case of emergency as determined by the advisor, the one week deadline may be absolved and the Council, by a two-thirds vote, may vote and ratify an amendment.

ARTICLE XI: Effective Constitutional Date

Section 1: This Constitution shall become effective after ratification by a two-thirds vote of the Student Council.
Section 2: This Constitution may be abolished by a two-thirds vote of the Student Council, provided there is a Constitution to replace this one immediately after it is abolished.

CCISD – TAFE –BYLAWS

Constitution

Article I - NAME AND LOCATION

Section 1: The name of the association shall be Copperas Cove ISD - Texas Association of Future Educators/Educators Rising; hereinafter known as the **CCISD-TAFE**.

Article II - PURPOSES

Section 1: **CCISD-TAFE** shall learn about the teaching profession, its opportunities, responsibilities and its important role in our democracy.

Section 2: **CCISD-TAFE** shall explore our own interests and abilities in relation to the various fields in teaching.

Section 3: **CCISD-TAFE** shall promote scholarship and academic excellence in our schools.

Section 4: **CCISD-TAFE** shall cultivate in our selves the qualities of personality, character, and leadership which are essential in good teachers.

Section 5: **CCISD-TAFE** shall foster an understanding of how and where teachers receive their training, the cost, scholarships available and number of years required, certification requirements, and standards

Section 6: **CCISD-TAFE** shall provide information on professional career opportunities in education and the special competencies required.

Section 7: **CCISD-TAFE** shall assist in gaining an appreciation of the contributions that schools have made to citizenship in our democratic society.

Section 8: **CCISD-TAFE** shall promote teaching experiences which are both exploratory and developmental in nature.

Section 9: **CCISD-TAFE** shall study the lives and influence of great teachers.

Section 10: **CCISD-TAFE** shall encourage its members to exercise their rights and privileges as citizens and to willingly accept leadership in civic affairs.

Article III – AFFILIATION & ASSOCIATION MEMBERSHIP

Section 1: This **CCISD-TAFE** chapter shall be chartered by the Texas Association of Secondary School Principals and remain in effect as long as dues are kept current.

Section 2: **CCISD-TAFE** may be a co-curricular career pathways chapter or extracurricular club chapter.

Section 3: **CCISD-TAFE** membership is open to all students of CCISD in grades 6-12. Individual student membership in the **CCISD-TAFE** shall be confirmed by payment of the required fee.

Section 4: The principal (or an assistant principal appointed by the principal) should serve in an advisory role for chapter operations.

Section 6: The faculty advisor(s) shall advise the chapter in all its activities and relations.

Section 7: To be eligible to hold an office, the candidate must be an active member in grades 9 – 12 of CCISD-TAFE chapter and must maintain membership in the chapter throughout the term of office. Other specific criteria for officer candidates, such as minimum grade point averages or a record of chapter involvement may be established by the advisors and officer committee. Candidates must submit a completed application with supporting documents and all required signatures to be considered as an officer candidate. The candidate must be present at the election meeting and show willingness to accept the responsibility of position elected to.

Section 8: The term of office for the officers shall be one year from the date of officer induction or until their successors are duly elected or appointed. Incumbents are eligible to seek reelection for an additional year if eligible.

Section 9: Every officer shall keep a permanent file for his/her office. Officers will each have a OneDrive folder to keep records digitally and these shall be handed over to the incoming officers upon election at the end of term.

Section 10: The officers are responsible for the following duties:

The President:

a. Shall preside at all meetings and aid in preparing the agendas;
b. Shall represent the chapter as spokesperson or assign responsibility for such representation as needed;
c. Shall attend and assist with new officer training for the upcoming year.
d. May serve as Member Ex Officio on all committees;
e. Shall appoint the chairperson and members of such committees as are deemed necessary;
f. Shall prepare the **Outstanding Chapter Application** with advisors and other officers for state conference submittal.
g. Shall attend Chapter, Area-3, State and National conferences and meetings as required.
h. Shall have working knowledge of parliamentary procedure.
i. Shall be responsible for coordinating and overseeing all activities in the **LEADERSHIP TRAFLES**

The Vice-President (President Elect) - Parliamentarian:

a. Shall preside in the temporary absence of the President;
b. Shall assume the office of President upon removal or resignation of the President;
c. Shall be responsible for order during meetings;
d. Shall oversee all votes and elections;

h. Shall prepare a financial update to present at a chapter meeting once a month;
i. Shall assist in monitoring and updating any social media websites for CCISD-TAFE;
j. Shall maintain a financial report and record of all payments and expenses for TAFE After School program and other fundraiser activities;
k. Shall be responsible for coordinating events in the **RECREATION TRAFLES** and;
e. Shall have a working knowledge of parliamentary procedure.

TAFE Care Coordinator: (Fundraising):

a. Shall maintain binder of childcare registration packets and parent information;
b. Shall coordinate all bus volunteers and ensure buses are picked up on time;
c. Shall coordinate volunteers and schedule for each day to staff the care program;
d. Shall maintain inventory of snacks/drinks for kids and place order requests with advisors as appropriate;
e. Shall manage and supervise TAFE Care days for professional development teacher days, schedule, activities, lunches, etc.;
f. Shall report all payments or receipts to the Treasurer;
g. Shall be responsible for coordinating events in the **FUNDRAISING TRAFLES** and;
h. Shall have a working knowledge of parliamentary procedure.

Public Relations/Media/ Historian:

a. Shall be present and take pictures at all TAFE events for the yearbook; will ensure a responsible member attend and takes pictures in your absence.
b. Shall submit electronic versions of all photos to the TAFE albums on Schoology within 48 hours;
c. Shall collect pictures from other members who may have attended the events;
d. Shall be responsible for the Chapter Yearbook Contest at Area and State;
e. Shall assist the President with the Outstanding Chapter Application;
f. Shall be responsible for Staff member appreciation each month and for the Staff Member of the Month award;
g. Shall be responsible for creation of all newsletters, announcements, flyers and posters;
h. Shall be responsible for obtaining approval from the Student Activities Coordinator before publishing or hanging any materials;
i. Shall lead the monitoring and updating any social media websites on which CCISD-TAFE maintains an account;
j. Shall keep a file electronically and a hard copy of all letters sent or received and provide the official correspondence as necessary;
k. Shall be responsible for coordinating events in the **APPRECIATION TRAFLES** and;
l. Shall have a working knowledge of parliamentary procedure.

TRAFLES / Project Coordinator:

vote for one of the current non-officer student members to assume the office.

Section 5 If the above Succession of Officer procedures still leaves a student officer position open, the Executive Committee may vote to leave the position open until the next election or may vote on a candidate nominated by members of the Executive Committee.

Section 6 Three consecutive weeks of unexcused absences from regularly scheduled meetings may cause loss of membership and/or office.

Section 7 The scholastic and citizenship standing of each member shall be reviewed twice annually. Below average grades may result in placing the member on probation or cause loss of membership.

Article IX – QUORUM

Section 1: A quorum for the CCISD TAFE chapter shall consist of a majority of the members in attendance and voting.

Section 2: A quorum for the CCISD TAFE chapter may be obtained through multiple small group meetings if held during the same week.

Article X - PARLIAMENTARY AUTHORITY

Section 1: *Robert's Rules of Order, Newly Revised* shall be the authority on all questions of procedure not specified in these Bylaws.

Article XI - SUSPENSION PROVISION

Section 1: Any provision of these Bylaws may be suspended by a two-thirds vote of the members present and voting at any meeting of CCISD-TAFE.

Article XII - AMENDMENTS

Section 1: Amendments to these Bylaws may be introduced at any regular meeting of the CCISD-TAFE chapter and voted on.

Section 2: The president will submit in writing to the members any amendment at least seven (7) days prior to the meeting where it will be voted on, when possible,

Section 4: To be approved, an amendment must receive a majority vote of the official members present and voting.

Section 5: Amendments to these Bylaws shall become effective at the close of the meeting where they were adopted.

CCHS VOICES OF COVE

CONCERT CHOIRS

1. Concert Treble (1st Period)
2. Concert Tenor/Bass (3rd Period)
3. Concert Mixed (8th Period)

CONCERT = UIL NON-VARSITY

CHORALE CHOIRS

1. Treble Chorale (6th Period)
2. Tenor/Bass Chorale(2nd Period)
3. Mixed Chorale (5th Period)

CHORALE = UIL VARSITY

1359

POP CHOIR

4th Period

POP = Show Choir Lite

Choir Parents

BAND app Sign Up

Mr. G invited you to the Voices of Cove Choir Members Band.

Band description

Voices of Cove Choir Handbook

2025-2026

Copperas Cove High School
Guide for Parents and Students

Rick Gates, Head Director

James Barker, Associate Director

Heeyoung Cho, Accompanist

Band App Student: Voices of Cove Choir Members Band

Band App Parents: Voices of Cove Choir Booster Club

Facebook: Voices of Cove—High School Choirs

Instagram: @cchs_choirrr

CCHS VOICES OF COVE

Auditions / Contests / Evaluations / Competitions

Texas Music Educators Association (TMEA) All-State Choir
This audition is open to all high school choir members, required for Chorale students, and involves participation outside of school hours. Competitive auditions progress in difficulty from September through January. Students who advance through every audition will sing in one of three All-State choirs at the TMEA convention in February. All singers who advance at the first audition will participate in a Region Choir Clinic and Performance in November. A music purchase may be necessary. ***THIS IS AN INDIVIDUAL AUDITION.***

Texas Music Educators Association (TMEA) 9/10 Region Choir
This audition is open to all 9th and 10th grade choir members and involves participation outside of school hours. The audition is held in November and is required for Chorale students. Singers who are accepted will participate in the 9/10 Region Choir Clinic and Performance in November. ***THIS IS AN INDIVIDUAL AUDITION.***

UIL Solo & Small Ensemble Contest
University Interscholastic League sponsors a contest in which choir members perform a solo in a live setting before a judge. Singers who qualify will advance to the State level contest in May. Outside practice is mandatory and is required for Chorale students, ***THIS IS AN INDIVIDUAL CONTEST.***

UIL Choir and Sight Reading Assessment
This is an important evaluation event for selected choirs. The teamwork and skill that each singer develops during the school year culminates in a live concert and sight singing evaluation before a panel of judges. This event takes place in April. The choir program has earned many trophies in past evaluations and the expectation is that current groups will represent CCHS well. ***THIS IS A GROUP UIL ASSESSMENT.***

Festival Choir Competitions
Some choirs will participate in competitions that include a day trip to perform before judges, generally followed by a fun activity. ***THIS IS A GROUP COMPETITION.***

Choir Activity Fee

Because of our growing program and needs, we charge a non-refundable activity fee of **$50** for each student who participates in any of our choirs here at CCHS. The fee will cover:

$20.00	Uniform rental & cleaning / (Pop Choir = props)
$15.00	Choir Retreat
$15.00	Choir Semester Socials / Supplies

ALL FEES DUE BY SEPTEMBER 2nd

* SCHOLARSHIPS AVAILABLE. SEE MR. GATES FOR DETAILS *

Uniforms

Each choir member will be provided a concert uniform to use during the school year. The student will wear the uniform for each concert and contest unless otherwise stated. There is a rental/cleaning fee charged in our activities fee for the use of the uniform. The uniform is to be returned at the end of the school year before school is dismissed for summer. Any damaged or lost items will be assessed an additional fee and placed on the school fines list.

Accessories to be provided by the student are described below.

Ladies: plain black flats, black leggings, tights, or stockings.

Men: solid black dress shoes and plain black (or printed crazy) socks. No white or gray athletic socks allowed.

Voice Lessons (optional)

Each half hour lesson is **$20** (not included in choir activity fee) and is payable at the beginning of each month in advance for that month. Through the years, our students have excelled in individual competitions, partially because of the one on one attention they received through private instruction.

We will offer these lessons after school MONDAY and TUESDAY only, with music teachers from CCISD. Victor Becerra (CCJHS), Kendra Nelson (SCLee) and Marla Raoelina (CPE) will teach privately on Monday & Tuesdays. Should we have interest in Wednesday afternoons, we will consider that as well.

Special Education Department

Total Special Education Population	7,587
Total Student Population	2,215 (29%)

Data EOY of 2025-2026	Referrals	Number of 3-Year Re-Evals Remaining	Totals
CCHS	23	10	33
XRHS	5	0	5
CCJHS	21	12	33
LJHS	29	20	49
FJE	16	9	25
HCE	20	13	33
HHE	19	2	21
CPE	25	7	32
MSELA	24	0	24
MWE	12	3	15
WLE	30	13	43
Totals	224	89	313

District/Campus Support

Trainer of Trainer Sessions

- Handle With Care (HWC): Provided training in verbal de-escalation and safe physical intervention strategies to one campus administrator from each campus, along with three district staff members. Participants were equipped to train their campus teams in responding safely and effectively to student behavioral crises while promoting proactive de-escalation practices.
- Ukeru: Provided training in the Ukeru crisis intervention model to one campus administrator or counselor from each campus, along with three district staff members. The training emphasizes trauma-informed practices and physical alternatives to restraint, supporting safe crisis response and reducing the need for restrictive interventions.

Team Highlights

- The Special Education Department hosted a three-week summer camp for seven students transitioning into or exiting the 18+ program. Throughout the camp, students developed and practiced essential independent living skills, including meal preparation, laundry, and grocery shopping. These hands-on experiences provided meaningful opportunities to build confidence, increase independence, and strengthen the practical skills needed for success in adult life.

CCISD Elementary Counseling

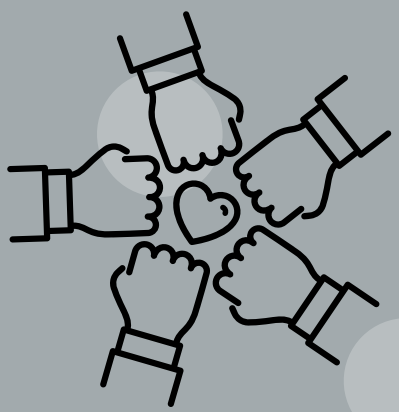
Meet Our New Team Members!

Luke Hopkins
SEL Facilitator at Clements Parsons Elementary School

Kristian Grant
SEL Facilitator at Williams Ledger Elementary School

Amanda Pierce
SEL Facilitator at House Creek Elementary School

Amber Kennedy
SEL Facilitator at Hettie Halstead Elementary School



Alone we can do so little, together we can do so much!
-Helen Keller

SUPPORTING STAFF newsletter

August 2026

From the TOP

"The problems our schools face can be solved through the hearts and minds of our educators, one teacher at a time. It's time to make our educators the heroes and allow them to rediscover their authentic greatness so they can connect with and empower every student to meet their full potential."
-From Ridiculously Amazing Schools by Tracey Smith and Jeff Waller

Your Challenge:

Celebrate moments that matter!

Build meaningful, honest, respectful relationships with your staff!

See something? Say something. Notice the work your teachers and staff do and share your appreciation for that work.

Lead by example.

Building Connections

"The struggle is real for all of us, but if we want to win with the students, we have to first win with the teachers (staff). The only way we can truly transform schools is with, for, and through one another."

A Simple Gesture

Monday, August 31st is National Trail Mix Day! Celebrate your staff's energy with a create-your-own trail mix bar!

Secondary COUNSELING

CCISD

Meet the New Members of Our Secondary Team!

Mrs. Lisa Lee-
Counselor S.C. Lee Junior High

Mrs. Ainsley Smith-
Academic Advisor CCHS

Ms. Brittany Mabry-
Academic Advisor CTIA

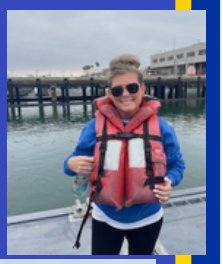
We are delighted to welcome these wonderful ladies to our counselor and academic advising teams. We're passionate about helping students thrive inside and outside the classroom, and we know they are going to do incredible things for our school community!

Upcoming Dates for August

- 4th- DawgHouse Welcome- Freshman 1:00- 4:00 pm
- 4th- Senior Dawg Days 8:00- 11:00 a.m.
- 6th Junior Dawg Days 8:00- 11:00 am
- 6th Sophomore Dag Days 1:00- 4:00 pm
- 7- 9th - Stuff the Bus
- 11th - Meet the Teacher 5:00- 7:00 p.m.
- 17th - First Day of School

Navy Education Outreach Visit- San Diego

HAVING JUST ATTENDED THE NAVY EOV TRIP, I SAW FIRSTHAND THE AMAZING POST-SECONDARY OPPORTUNITIES AVAILABLE TO OUR CCHS STUDENTS. THE MILITARY OFFERS INCREDIBLE PATHWAYS FOR LIFE AFTER HIGH SCHOOL, AND THIS PROGRAM GIVES OUR KIDS A HEAD START ON EXPLORING THOSE OPTIONS AND GETTING TRULY COLLEGE- AND CAREER-READY THROUGH THE MILITARY!



DIGITAL LEARNING DEPARTMENT

We aim to drive meaningful impact across the district by balancing purposeful technology with strong support for our educators, STEM, GT, and library programs.

July 2026

VIRTUAL SCHOOL

- Facilitated Virtual Teacher Essentials training for all CTIA staff
- Configured all 3-5, 6-8. and 9-12 courses to include core, elective and CTE courses

Incident IQ Tickets

59

CELEBRATIONS

- Deployed newly received STEM materials for the WLE library
- Mr. Long and Mrs. Bigford got selected for IEETEA Quantum conference in Toronto, Canada. (Sept 2026)
- Ms. Minus passed her Technology Applications K-12 certification sponsored by WeTeach CS.

TEACHER TRAINING

- Trained 86 teachers in Google Classroom
- Google Workspace
- Provided Google for Auxiliary Staff training for over 40 support staff
- STEM Integration training for 3-5 teachers
- Trained 28 teachers on Cleartouch intereactive panels
- Canva and Adobe Express training
- Hosted Librarian PLC at FJE
- Launched New Teacher Orientation with over 40 new teachers in attendance

UPCOMING EVENTS

- Flexpoint training - Aug 3-4
- Google Classroom Training - Aug 7
- CTIA Enrollment Aug 10-14

SCHOOL NURSING

Copperas Cove ISD
School Nursing

What does a school nurse do for students?

PROVIDE FIRST AID AND EMERGENCY CARE

CHRONIC CONDITION MANAGEMENT

HEALTH SCREENINGS

MEDICATION ADMINSTRATION

HEALTH EDUCATION & ADVOCACY

MONITOR ILLNESS & PREVENT THE SPREAD OF INFECTION

SUPPORT MENTAL HEALTH AND WELL-BEING

Nursing Staff

FJE-Dionna Furr, LVN
HHE- Renee Williams, RN
CPE- Marcie Moreno, RN and Elyzabeth Almaraz nurse aide
MSELA-New nurse hired Aoria Sylphe, LVN Starts 8/17
MWE- Kimberely Gatlin, LVN
WLE- Emily Petrik, RN
HCE-Nichole Arnett, RN
CCJH-Emily Noteboom, RN
SLJH-Denise Ingram, RN and Victoria Vazquez, CMA
CCHS- Ella Doubleday, RN and Hayley Engnell, LVN

WHAT IS GOING ON IN THE SCHOOLS

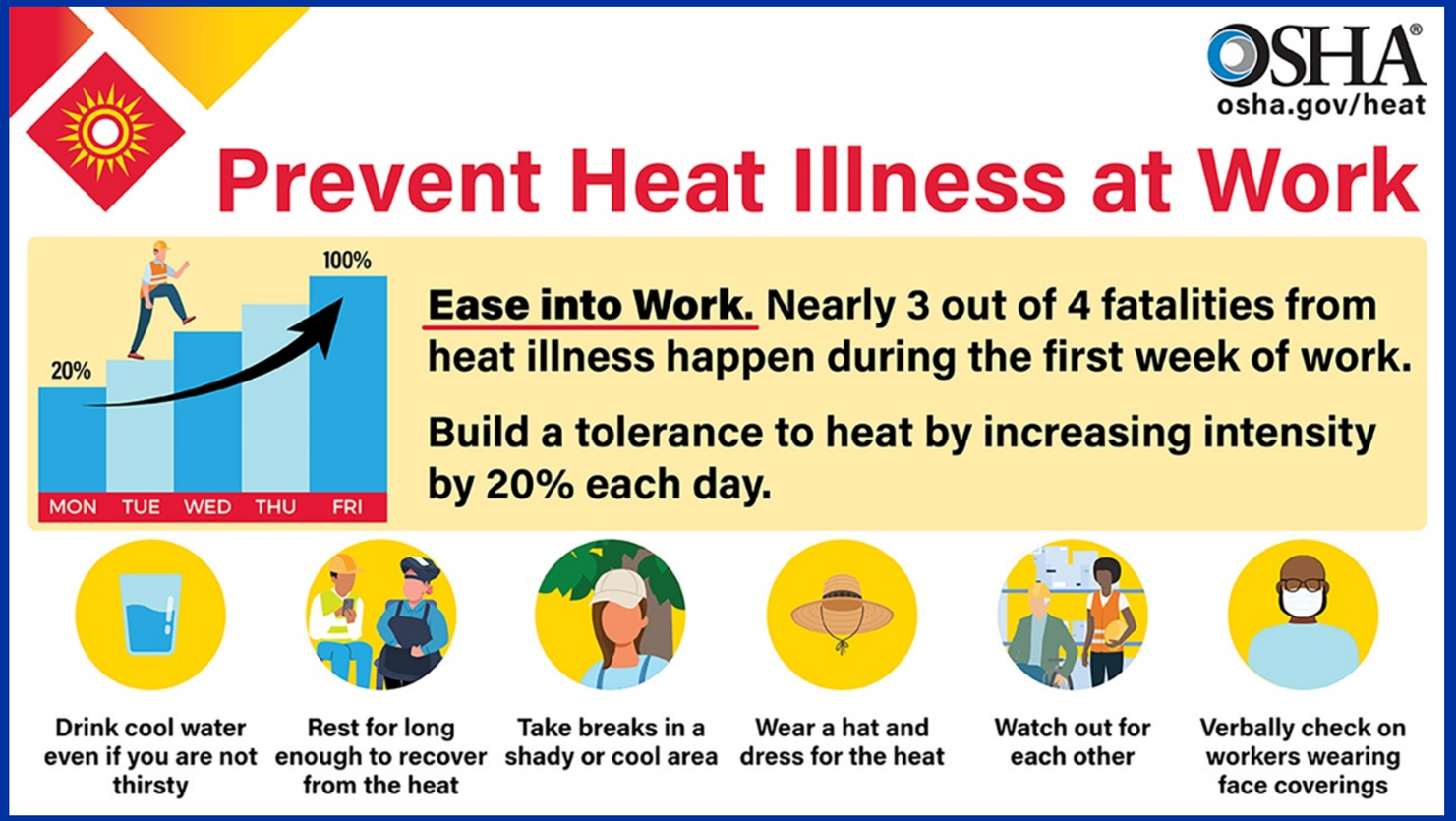
GETTING READY FOR THE SCHOOL YEAR.

FLU SHOT CLINIC SET UP FOR SEPTEMBER 21ST 9-12 FOR STAFF

CHECKING ALL STUDENTS HEALTH FORM FOR UPDATES

SENDING OUT NOTICES AND PUTTING IN VACCINATIONS FOR STUDENTS.

THANK YOU!


OSHA
osha.gov/heat
Prevent Heat Illness at Work
20%
100%
MON TUE WED THU FRI
Ease into Work. Nearly 3 out of 4 fatalities from heat illness happen during the first week of work.
Build a tolerance to heat by increasing intensity by 20% each day.
Drink cool water even if you are not thirsty
Rest for long enough to recover from the heat
Take breaks in a shady or cool area
Wear a hat and dress for the heat
Watch out for each other
Verbally check on workers wearing face coverings

Copperas Cove ISD
Child Nutrition Department and Warehouse Department

The Child Nutrition Department August 2026 Nutrition Nibbles:

All Students Eat Free Breakfast and Free Lunch at Copperas Cove ISD! CCISD will once again run the Community Eligibility Program which allows us to feed all students free breakfast and free lunch without having to complete an application.

As we wrapped up our Summer events, we held a special taste test at CCHS with some students to determine the best pizza variety and style that they preferred.

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Copperas Cove ISD
Child Nutrition Department and Warehouse Department

Lorrie Hornaday shares with the students some of the Federal Nutrition Standards on how we are required to follow specific nutritional guidelines such as calories, sodium and added sugars.

The Child Nutrition Department Managers return to work On July 28, 2026 and jump in with training and preparations to welcome our students back to school. We wanted to spotlight our Child Nutrition Cafeteria Managers for the 2026-2027 School Year!

Jogenia Agsaoay; Mae Stevens Early Learning Academy Cafeteria Manager

Brandy Coppin; Williams/Ledger Elementary Cafeteria Manager

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Copperas Cove ISD
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Juneth Anderson; Halstead Elementary Cafeteria Manager

Leslie Fraser; Clements/Parsons Elementary Cafeteria Manager

Melissa Moreno; Martin Walker Elementary Cafeteria Manager

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Copperas Cove ISD
Child Nutrition Department and Warehouse Department

Sandra Harshbarger; Fairview/Miss Jewell Elementary Cafeteria Manager

Wendy Funug; S. C. Lee Junior High School Cafeteria Manager

Brittany Fraser; Copperas Cove Junior High Cafeteria Manager

Copperas Cove ISD...A Foundation of Excellence – A Future of Success

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Copperas Cove ISD
Child Nutrition Department and Warehouse Department

Michelle Erickson; Housecreek Elementary Cafeteria Manager

Elke Marchincin; CTIA Cafeteria Manager

Rachel Vasquez; Copperas Cove High School Cafeteria Manager

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Age Group	Paid Lunch	Reduced Lunch	Paid Breakfast	Reduced Breakfast	Student Second Tray
Grades **PreK	Free	Free	Free	Free	$2.60
K-5th	Free	Free	Free	Free	$2.60
Grades 6th – 8th	Free	Free	Free	Free	$2.80
Grades 9th-12th	Free	Free	Free	Free	$3.00
Adult/Visitor (any age)	$5.55**	N/A	$3.55**	N/A	

Ala Carte Pricing:

** Adult Prices subject to change for special events**

*Ala Carte Pricing will be released at each campus prior to school starting.

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Revised: 7/22/2026

Copperas Cove ISD
Child Nutrition Department and Warehouse Department

During the Summer months our Warehouse has a huge amount of work to accomplish! Each year we hire some students from Copperas Cove High School to complete our goals! We are so thankful for our student warehouse workers; Tristian Armstrong, Alena Right, Tristen Plottner, Jayden Carswell.

Working in the heat of the Summer and in the hot warehouse is not an easy task... only the toughest CCISD DAWGS can do this!

#Unlock The Dawg!

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Copperas Cove ISD
Child Nutrition Department and Warehouse Department

CCISD Warehouse Staff: Yolanda Pitts, Mary Sanchez, Matt Boyce, James Welling, Ryan Miner

Warehouse Deliveries: July 2026

Monthly number of Office Supplies delivered to schools: 11

Monthly number of Custodial Deliveries to schools: 1

Monthly number of deliveries of Child Nutrition items to cafeterias: 58

Number of Deliveries from Vendors to CCISD Warehouse: 7

Number of Book deliveries: 2715 Books

Number of **transcripts ordered/picked up** by former CCISD Students:

TRANSCRIPTS PICKED UP: 15

TRANSCRIPTS MAILED: 46

TOTAL TRANSCRIPTS ORDERED: 51

MAIL PIECES AVERAGE PER DAY: 150

WE

OUR CCISD

WAREHOUSE STAFF!

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COPPERAS COVE

A Foundation of Excellence • A Future of Success

JULY 2026

Safety & Security Update

Division accomplishments, compliance updates, partnerships, and upcoming marshal training

Doug Hunter | Director of Safety & Security

Copperas Cove Independent School District

JULY 2026

July at a Glance

July's work focused on four connected priorities: compliance, team development, school readiness, and community partnerships.

01 Compliance & Reporting

Safety audit & deadlines
SSSP submission
Sentinel reports
Raptor drill schedule

02 Team & Operations

Floyd and Olga return
New roles established
Badge access support
Athletic schedules

03 Programs & Readiness

Marshal Handbook
Campus EOP meetings
COPS grant planning
August training

04 Community & Law Enforcement

CCPD outreach
CCSO promotion board
Leadership Summit
Combatives course

Core outcome **A stronger operational foundation, clearer responsibilities, and deeper coordination as CCISD prepares for 2026–2027.**

1380

Audit, Sentinel & Drill Readiness

JULY REPORTING STATUS

- Biannual Maintenance Report submitted in Sentinel
- Annual Bus Crash Report submitted in Sentinel
- 2026–2027 drill schedule published in Raptor
- Campus EOP and drill meetings in progress

Result: required July reporting is complete or on schedule for timely submission.

3-YEAR SAFETY & SECURITY AUDIT

Completed & approved

Safety & Security Committee — July 16
School Board presentation — July 27
State submission deadline — September 15

SAFE & SUPPORTIVE SCHOOL PROGRAM

Data collected

SSSP data is being entered into Sentinel for submission before the July 31 deadline.

1381

Team Roles & Operational Support

TEAM READY

Leadership capacity expanded as staff returned to contract and began working in new roles.

Assistant Director

Floyd Stevenson returned to contract and began serving in his new role as Assistant Director of Safety & Security.

Train-the-Trainer

Floyd completed Handle With Care—Train the Trainer and received certification.

Security Specialist

Olga Sullivan returned to contract and began serving in her new Security Specialist role.

Primary Point of Contact

Olga is now the primary point of contact for badge access and athletic schedules.

1382

School Readiness & Program Development

July work moved updated plans, procedures, and security priorities from development into district-wide implementation.

01	**Marshal Handbook**	Disseminated the new School Marshal Handbook to administrators and school marshals for review.
02	**Scenario Guidance**	Provides guidance for searches, fights, marijuana odor, intoxicated parents, and other common “what if” situations.
03	**District Drill Schedule**	Published lockdown, hold, secure, evacuate, shelter, and other required drills in Raptor for 2026–2027.
04	**Campus Implementation**	Meeting with campus administrators to review EOP changes and annual drill expectations.
05	**COPS Grant Planning**	Working with CTO Kip Robbins to pursue funding for expanded badge access and replacement of outdated interior cameras.

1383

Community & Interagency Partnerships

Doug Hunter supported community education, leadership development, and local law enforcement throughout July.

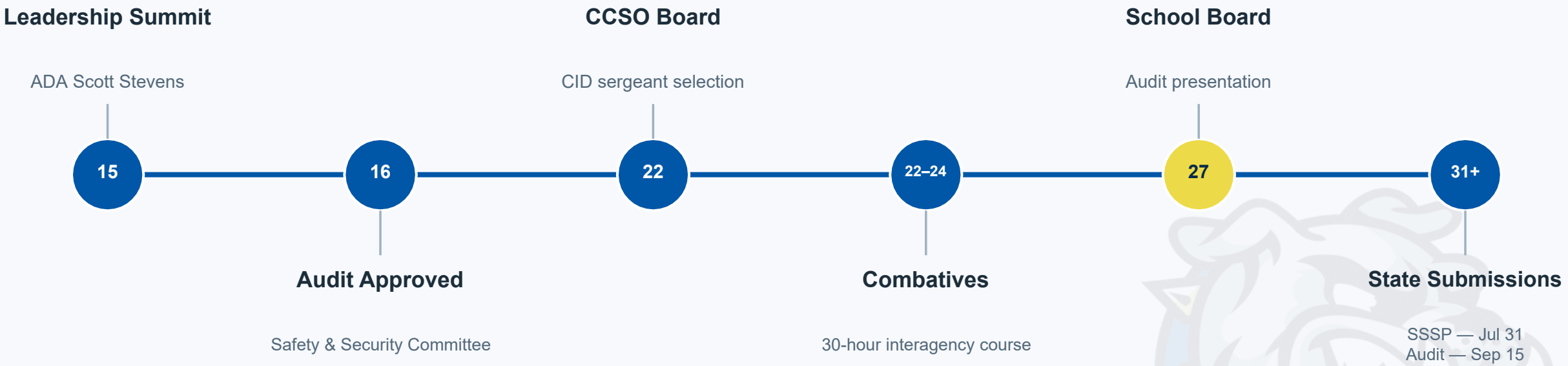
JUL 08	**Welcome Wednesday**	Spoke to children and parents about back-to-school safety and explained how the Standard Response Protocol works.
JUL 15	**Leadership Summit**	Coordinated Coryell County Assistant District Attorney Scott Stevens to address school reporting responsibilities for allegations of physical abuse and sexual assault.
JUL 22	**CCSO Promotion Board**	Served on the promotion board selecting the Coryell County Sheriff's Office's new CID sergeant.
JUL 22–24	**Combatives Course**	Helped teach a 30-hour course for recent CCPD academy graduates, with instructors and participants from CCPD, CCSO, and CCISD.

Partnership value: stronger relationships, shared training, and improved coordination between CCISD and local law enforcement.

KEY DATES

July Milestones & Submission Deadlines

Major July actions moved from leadership education and committee review to Board presentation and state submission.



Immediate focus: complete July submissions, present the audit to the Board, and prepare the marshal team to return August 3.

1385

BEGINNING AUGUST 3

School Marshal Training Plan

Marshals will return to contract August 3 for policy, tactical, medical, and student-intervention training.

01 EOP + Handbook Review

Review district EOP updates and the new School Marshal Handbook, including duties and scenario guidance.

02 8 Hours | Building Clearing

Team movement, communication, room entry, and coordinated search techniques.

03 16 Hours | ALERRT

Active shooter response training focused on rapid, coordinated intervention.

04 8 Hours | Handle With Care

Student-centered de-escalation and safe physical intervention practices.

05 Range + Medical

8 hours of range training with CCPD, plus CPR and First Aid certification.

Planned training includes at least 40 hours of scheduled topic instruction, plus EOP/handbook review and CPR/First Aid certification.

1386

NEXT STEPS

Close July.
Launch August.

- Present the safety audit to the School Board on July 27
- Submit SSSP data by July 31 and audit data by September 15
- Continue campus EOP and annual drill meetings
- Launch School Marshal training when staff returns August 3
- Advance COPS grant planning for badge access and interior cameras

One Pack. One Purpose.
Prepared to Respond.

Copperas Cove ISD Safety & Security

MAINTENANCE

Department Update

OUR MISSION:

- "Support services takes pride in providing exceptional customer service for our Students, Staff and the community with the utmost dedication to assure safe, clean and functional district facilities."

LEADERSHIP:

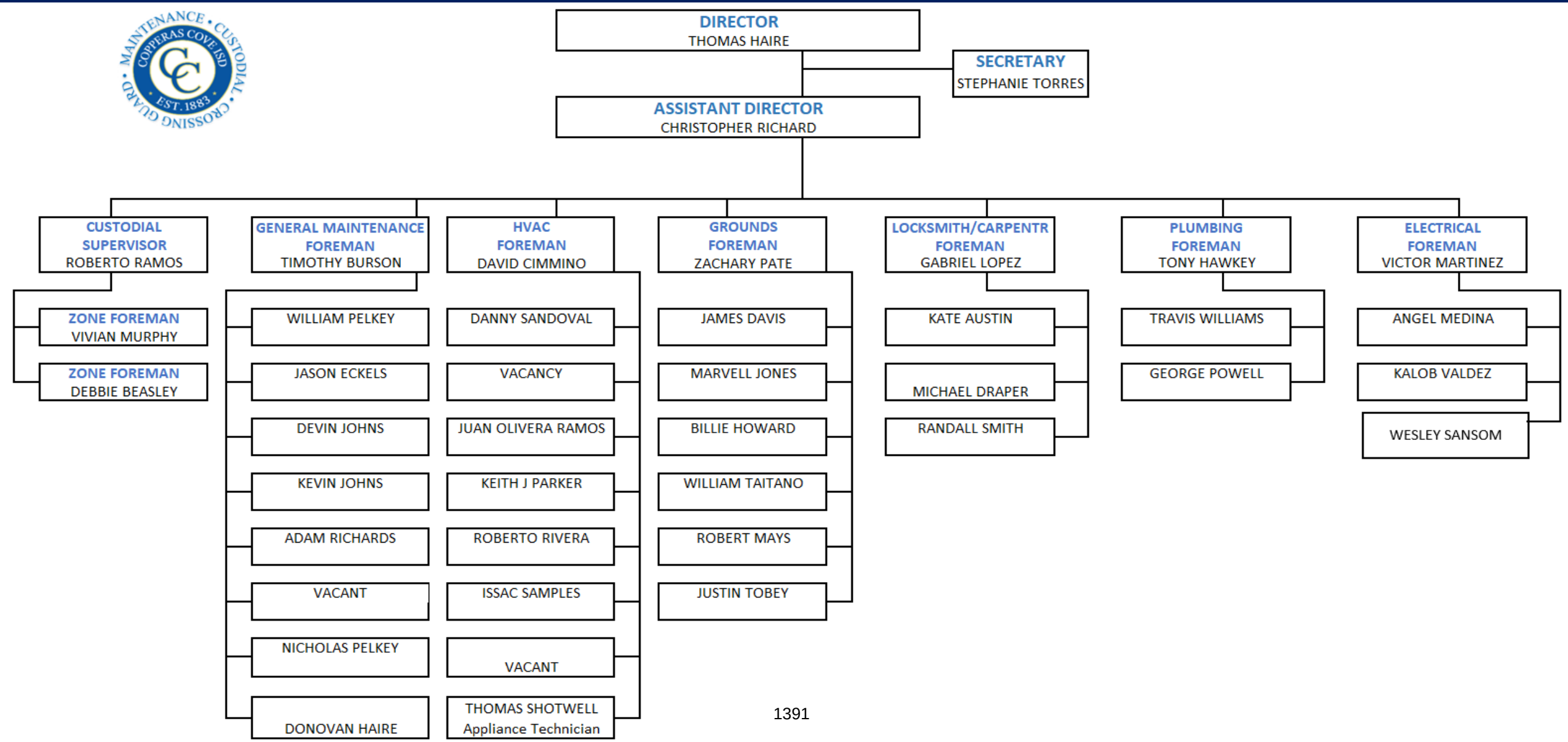
Thomas Haire
Director

Christopher Richards
Assistant Director

Robert Ramos
Custodial & Crossing guard supervisor

Stephanie Torres
Secretary

Maintenance



CUSTODIAL OVERVIEW:

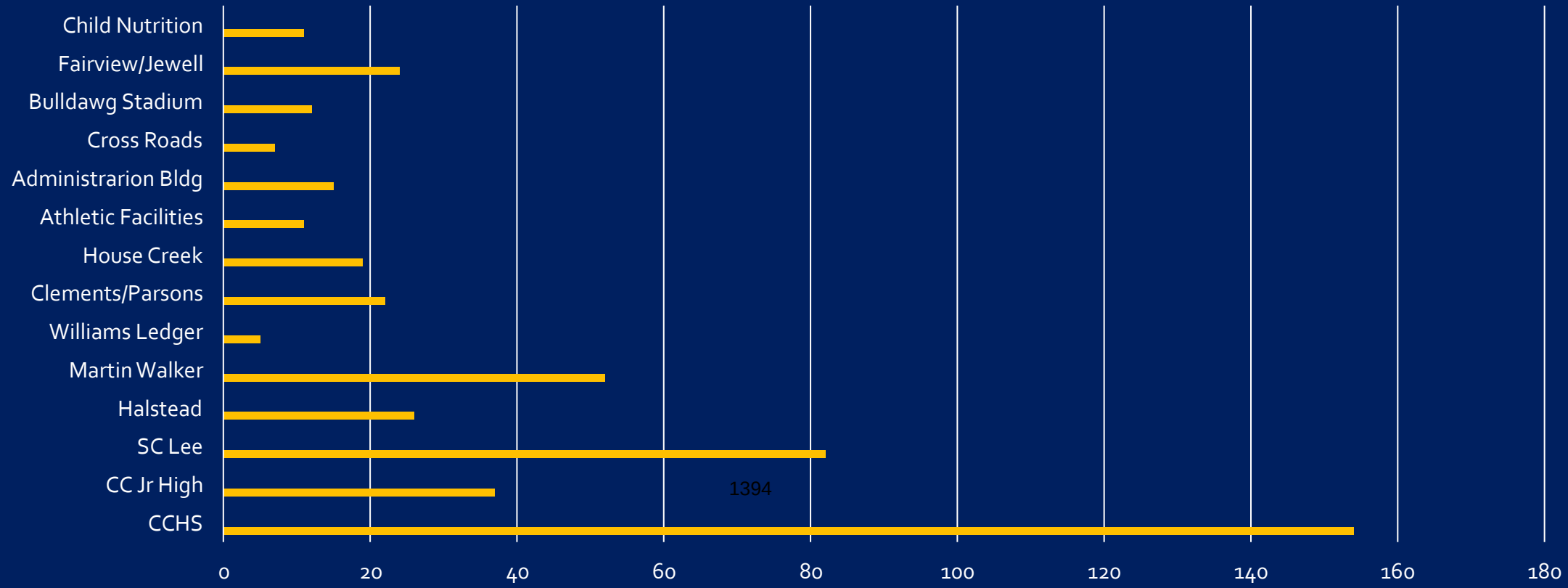
- Routinely changing ceiling tiles.
- Routinely changing lightbulbs.
- Ensuring campuses remain clean and up to district standards.
- Preparing for summer cleaning of campuses district wide.

CROSSING GUARDS:

- Fully Staffed.
- Following safety procedures.

WORK ORDERS:

Work Order Submission Monthly Average by Location:



CARPENTRY/ LOCKSMITH:

- Fully staffed
- Completing Work Orders.
- Lock PM's.

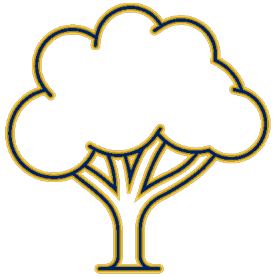
ELECTRICAL:

- Fully staffed.
- Obtaining accurate count of lighting inside designated campuses.
- Finished electrical at daycare,

GENERAL MAINTENANCE:

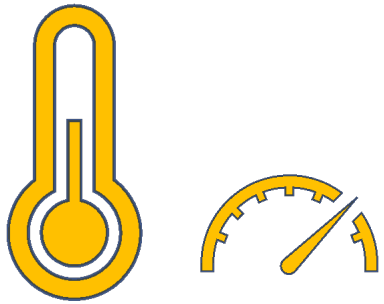
- Fully Staffed.
- Completing Work orders.
- Final touches at daycare, Crossroads and Jr high.
- Assembling furniture district wide.

GROUNDS:



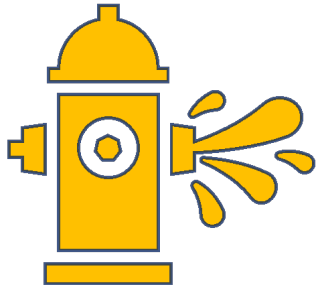
- Fully Staffed.
- Treating ants district wide.
- Trimming and removing bushes around campuses.
- Routine grass mowing district wide.
- Completing work orders.

HVAC:



- Fully staffed.
- Routine Filter Changes.
- PM’s.
- Completing work orders.
- Finished HVAC at crossroads and JR high remodels.

PLUMBING :



- Fully staffed.
- Completing work orders.
- Replaced water heater at the new daycare.
- Installed sinks and new fixtures at the daycare.
- Finishing gas testing district wide.

MAJOR PROJECTS:

- None at this time.

Our team is proud to serve CCISD!

1402

Transportation Operations Performance Summary

TEA ROUTE SERVICES	
ROUTE	**MILEAGE**
REGULAR	329,002.8
SPECIAL	130,467.5
CAREER & TECH	13,899.9
TOTAL	**437,370.20**

Williams Ledger Displacement Routes

1) Bus #41 – AM Route: 13.06 miles/day × 163 days = 2,128.78 miles.
2) Bus #41 – PM Route: 12.74 miles/day × 163 days = 2,076.62 miles.
3) Bus #48 – AM Route: 11.95 miles/day × 163 days = 1,947.85 miles.
4) Bus #48 – PM Route: 12.49 miles/day × 163 days = 2,035.87 miles.
5) Bus #80 – AM Route: 12.32 miles/day × 163 days = 2,008.16 miles.
6) Bus #80 – PM Route: 9.26 miles/day × 163 days = 1,509.38 miles.
7) Bus #81 – AM Route: 12.53 miles/day × 163 days = 2,042.39 miles.
8) Bus #81 – PM Route: 17.26 miles/day × 163 days = 2,813.38 miles.

New Semi Truck

New SPED Car Seat

Transportation Operations Performance Summary

TRIP ATTENDANCE REPORT		
From 06/01/26 to 06/18/26		
TRIP NAME	**Daily Miles**	**Total Miles**
SS #8 HS (South) AM	5.35	64.18
SS #2 ELEM/JH AM	23.94	287.22
SS #1 ELEM/JH AM	7.94	95.30
SS #5 ELEM/JH AM	24.66	295.87
SS #7 ELEM/JH AM	31.08	372.97
SS #9 HS (South) AM (2)	5.35	64.26
SS #11 (01) HS (North) AM	41.74	500.86
SS #5 ELEM/JH PM	20.28	243.37
SS #4 ELEM/JH PM	12.32	147.79
SS #8 HS (South) PM	4.48	53.77
SS #2 ELEM/JH PM	29.01	348.13
SS #1 ELEM/JH PM	15.35	184.23
SS #3 JH AM	25.72	308.65
SS #3 JH PM	30.56	366.78
SS #7 ELEM/JH PM	31.69	380.31
SS #9 HS (South) PM (2)	4.48	53.73
SS ESL/SPED AM	27.55	330.59
SS #10 (01) HS (North) AM	34.91	418.89
SS ESL/SPED PM	31.10	373.14
SS #10 (01) HS (North) PM	54.10	649.19
SS #11 (01) HS (North) PM	20.07	240.90
SS SPED AM (to school)	30.18	362.14
SS SPED ELEM (NOON)	9.31	111.76
SS SPED JH/HS NOON	32.63	391.57
SS #4 ELEM/JH AM	13.38	160.60
TOTAL FOR 25 TRIPS	**553.80**	**6,806.22**

CCISD

Career & Technical Education

CTE prepares students for high-skill, high-wage, and high-demand careers through hands-on learning, industry partnerships, dual credit, and workforce certifications. The dashboard below highlights the growth and impact of CCISD's CTE programs.

EOY Performance Metrics

CTE Enrollment	Programs of Study	IBC's Earned
3,088	*41*	*467*

Keagan Sullivan earned a Top 10 International finish in HOSA Home Health Aide and received the HOSA Excellence Award for outstanding patient care skills, technical knowledge, and professionalism.

Madeline Frazier earned a Top 10 International finish in HOSA Interviewing Skills and received the HOSA Excellence Award for her outstanding professionalism and employability skills.

$188,000 CTE student achievements help generate the district's projected CCMR Outcomes Bonus funding.

UPCOMING EVENTS

- September 19th: FFA Farmers Market & CTE Trade Show
- November 14th: FFA Farmers Market & CTE Trade Show
- November 14th: CCISD Hosting Regional BBQ Competition
- November TBD: P-TECH Signing Day
- February 20th: FFA Farmers Market & CTE Trade Show
- April 17th: FFA Farmers Market & CTE Trade Show

CCISD P-TECH UPDATE

CCISD has been approved by TEA to launch a P-TECH program and is entering the planning year. Recruitment of the first cohort of 8th-grade students begins this year, providing students a pathway to earn college credit, industry certifications, and workforce experience while in high school. The CTE Leadership Team recently attended the TEA New Leader Convening and is prepared to successfully launch this exciting new opportunity for CCISD students.

CTE ACTIVITIES REPORT

CCISD continues to expand Career & Technical Education opportunities to meet workforce needs and prepare students for high-demand careers. Beginning next school year, students will have access to new programs in Dental Assisting, Emergency Medical Technician (EMT), Electrical, and Plumbing.

The district has also expanded CTE Dual Credit opportunities by credentialing more than 20 CTE teachers to deliver college-level coursework.

CCISD will launch TEA-approved P-TECH pathways in Welding, Registered Dental Assisting (RDA), EMT, Patient Care Technician (PCT), Certified Medical Assistant (CMA), Nursing, and Education & Training, providing students with accelerated pathways to college credit, industry certifications, and high-wage careers.

FINE ARTS BY THE NUMBERS

Our social media presence is growing! Here are our July numbers:

- **Views** 20.6K
- **Reach** 6.2K
- **Interactions** 698
- **Pg Visits** 444
- **Followers** +28

CCISD Fine ARTS

TEACHER SPOTLIGHT

Congratulations to Ms. Day and Mr. Owens on completing Level I Kodály Training this summer in neighboring Killeen! Over two intensive weeks, they dedicated 80+ hours to classroom instruction, plus additional time studying and completing assignments, all culminating in a group performance showcasing their learning. We are incredibly proud of their commitment to professional growth and know their new skills will have a lasting impact on our elementary music students!

UPCOMING EVENTS

- 8/6: Fine Arts PLC
- 8/10: Quaver Elementary Music Training
- 8/14: Pride of Cove Parent Preview
- 8/15: Spirit Spectacular
- 8/22: Theatre Bootcamp
- 9/4:Senior Night @ Football
- 9/19: Choir Region Auditions

CELEBRATE THE DAWGS

Congratulations to our five talented CCHS Theatre students who proudly represented Troupe #549 at the International Thespian Festival! Competing against some of the nation's top high school theatre students, they earned outstanding individual honors, including a Thespy Award with a perfect score, a Superior rating, and multiple Excellent ratings. We are incredibly proud of their hard work, dedication, and the way they represented Copperas Cove ISD on the national stage

For the first time in district history, Copperas Cove ISD has been named a Texas Art Education Association (TAEA) District of Distinction! This prestigious recognition honors districts that demonstrate excellence in visual arts education through outstanding student opportunities, exhibitions, community engagement, and artistic achievement. Congratulations to our incredible visual art teachers and students for making history and continuing to inspire creativity across CCISD!

Copperas Cove ISD

Ag Science Barn Agreement

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Ag Barn Use Agreement

The purpose of this facility is to provide an extension to classroom instruction to maximize learning and to allow FFA members to utilize the facility for their Supervised Agriculture Experience (SAE) program animal projects. In order for all parties to utilize the facility, there are rules and regulations which must be observed.

This Agreement is between the student and parent whose names appear below and sets forth the terms of the student and parent's usage of the Copperas Cove ISD Agriculture Science Barn Facility.

General Rules

- This agreement must be signed by the student, parent/guardian, and FFA Advisor **prior to** any animal entering the barn.
- CCHS FFA members receive first priority for stall placement on a first-come, first-served basis.
- Students are solely responsible for the daily care, health, and maintenance of their animals.
- All CCISD handbook rules apply at the barn.
- Barn hours: **6 AM – 10 PM**. Access outside these hours requires prior approval.
- Gate codes will be issued for student access. Do not share codes.
- Vehicles must remain on roads and in designated parking areas.
- Do not enter another animal's stall unless accompanied by the owner.
- Only immediate family members are allowed on premises with students.
- Students have **14 days** following their final designated show to remove animals from the barn. After this, a **$5 per day** boarding fee will be applied. Breeding and market animals wishing to jackpot after the last target show must have written approval by an FFA Advisor.
- All barn communication will occur via the CC FFA Google Classroom. This includes notices for setup, teardown, and cleanup.
- A cleaning schedule and weekly facility chore rotation will be posted on Google Classroom and at the Ag Barn.
- All facility issues must be reported via CCISD email to an Ag Science Teacher.
- If an animal dies at the facility, the student is responsible for determining cause of death (including autopsy if necessary) and for the immediate, proper disposal.
- Ag Science Teachers are available to advise FFA members.
- Permission must be granted by the FFA member's species advisor before any outside consultants (breeder, nutritionist, Extension agent, etc.) may enter the premises.
- **Excess or unused supplies must be removed from the barn** to maintain safety and organization.

- No outside animals will be allowed on the property, including pets and other outside livestock, without written permission from an advisor.
- Any time an animal leaves the premises for any reason, the species advisor and barn manager must be notified in advance.
- Families must notify their species advisor and barn manager as soon as possible when planning to move a new animal in to make sure the facilities are ready.

Animal Care Requirements

1. Animals must have access to **clean water at all times** and be fed at least **twice daily** on a consistent schedule.
2. Feed must be stored in **sealed, labeled containers**.
3. Pens must be **spot-cleaned daily** and **deep cleaned weekly**.
4. Abuse of animals will not be tolerated and may result in **immediate removal** of the animal and possible legal consequences.
5. All medications must be veterinarian-approved. Teachers will not administer any medication.
6. Illnesses or injuries must be reported immediately to an Ag Science Teacher. A vet must be contacted within 24 hours.
7. Animals returning from shows must be **cleaned and disinfected** before returning to the barn.
8. During extreme weather, the student is responsible for appropriate care and monitoring.

Facility Maintenance

1. Stall modifications require Ag Teacher approval.
2. Advisors reserve the right to reassign pens as needed. Animals not moved in a timely manner will be issued a warning.
2. Hay, feed, and bedding must be stored safely and appropriately.
3. **No excessive storage** of personal show supplies is permitted.
4. Students are responsible for keeping pens and shared areas clean.
5. Waste must be taken to designated compost areas.
6. Students are responsible for damages they cause to CCISD or FFA equipment.
7. Maintenance issues should be submitted to an Ag Teacher for official work orders.

Recordkeeping

- Students must maintain records of feed types, expenses, and medications. These records must be accessible to Ag Teachers upon request.

Livestock Shows

1. The shows we will haul to are the following BUT only if there are at LEAST 3 animals registered.
    a. State Fair of Texas
    b. Heart of Texas
    c. Coryell County Youth Fair
    d. San Antonio Livestock Show
    e. San Angelo Livestock Show
    f. Austin Rodeo

2. Advisors are not required to haul to jackpot shows. Additionally, no animals will be permitted to leave the barn 28 days prior to the first target show (CCYF), unless for veterinary care approved by an advisor. If an animal leaves during the 28 day biosecurity period, it will not be allowed to return to the barn until after the last target show (Austin).

3. Animals must be weighed before loading on the trailer to go to a show. If the advisor determines that the animal will not possibly meet the weight requirements at the show, the animals will not be loaded onto the trailer.

4. All entry forms must be completed and paid in full by the Stock Show Sign Up Meeting in the fall. Late entries will not be accepted.

Warning and Removal Policy

To ensure accountability and responsibility for all barn rules, a tiered warning system is in place for **any violation** of this agreement:

1. **First Infraction** – Verbal warning issued by an FFA Advisor
2. **Second Infraction** – Written warning issued and documented by FFA Advisor
3. **Third Infraction** – Removal from the Ag Science Barn, communicated in writing by the Principal or Director of CTE.

Additionally, a $20 cleaning fine may be assessed for unsanitary pen conditions or neglect that compromises barn standards.

Acknowledgment and Acceptance Page

By signing below, we acknowledge that we have read and agree to all rules, regulations, and expectations outlined in this agreement. We understand the consequences of non-compliance and agree to communicate directly with an Ag Science teacher regarding any barn-related or project concerns. We accept responsibility for our actions at the Ag Barn and commit to maintaining a positive and cooperative working relationship with teachers, CCISD staff, students, and families at all times.

Please indicate the species and quantity requesting to be housed at the Ag Science Barn:

Heifer _____ *Steer* _____ *Lamb* _____

Goat _____ *Swine* _____ *Poultry* _____

_____	_____	_____
Student Name (Printed)	Date	Student Signature
_____	_____	_____
Parent Name (Printed)	Date	Parent Signature

CTE Trailer Rental Form

Name of Renter (Lessee): _____

Phone Number: _____ Email Address: _____

Trailer Information (Select One)

☐ Blue Low Boy 18' CM Trailer with Pens — Tag #901 4775
☐ White Full Size 16' CM Trailer — Tag #901 0843
☐ Cimarron Aluminum Stock Box

Date Out: _____ **Date Due Back:** _____

Rental Agreement & Fees

- **Rental Fee:** $25.00 per day unless hauling to a major show.
- **Cleaning Requirement:** All trailers must be cleaned out completely upon return.
  - $10.00 daily fee will be charged if the trailer is not cleaned within 24 hours of return.
- **Damage/Repairs:** The lessee is responsible for any repair costs due to abuse, misuse, or negligence.
- **Priority Use:** Ag Advisors and school activities have priority if rental dates conflict.

Condition Check:

Pre-Checkout Condition: _____

Post-Return Condition: _____

Required Attachments

☐ Copy of Driver's License ☐ Copy of Auto Insurance Policy

Acknowledgment

I, the undersigned, agree to the terms of this trailer rental agreement and accept responsibility for the proper care, cleaning, and timely return of the trailer.

Renter Signature (Lessee): _____ Date: _____

Advisor Signature: _____ Date: _____

COVE
CAREER & TECHNICAL EDUCATION

The CTE Standard

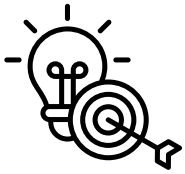
NON-NEGOTIABLES

BULLDAWGS FIRST

- Build positive relationships with every student.
- Maintain high expectations while providing the support students need .
- Foster a safe, respectful, and inclusive learning environment.

SAFETY IS THE STANDARD

- Teach, model, and enforce safety procedures every day.
- Maintain clean, organized, and industry-ready classrooms and labs.
- Never compromise safety for convenience or production.



TEACH WITH PURPOSE

- Deliver rigorous, hands-on instruction aligned to industry standards.
- Connect classroom learning to real-world careers.
- Ensure every lesson has relevance, purpose, and student engagement.

PREPARE STUDENTS FOR THE FUTURE

- Promote Industry-Based Certifications, dual credit, and work-based learning.
- Teach professionalism, employability, and leadership skills daily.
- Help every CTE student develop a plan for college, career, or the workforce.

LEAD BEYOND THE CLASSROOM

- Integrate CTSOs as an extension of classroom instruction.
- Provide meaningful, career-connected learning opportunities.
- Build relationships with business, industry, and postsecondary partners.

ONE CTE TEAM

- Collaborate across programs, campuses, and departments.
- Share ideas, resources, and best practices.
- Represent Copperas Cove ISD CTE with professionalism and pride.

EXCELLENCE EVERY DAY

- Be prepared, organized, and student-focused.
- Continuously improve through reflection, feedback, and professional learning.
- Hold yourself and your students to industry-level expectations.

College Ready • Career Ready • Workforce Ready

Career and Technical Education Regulation Manual

2026 – 2027

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SECTION ONE: General Information

Students in grades 7-12 are eligible to be served in Career and Technical Education (CTE) programs throughout the District.

CTE Non-Discrimination Statement

Career and Technical Education Public Notification of Nondiscrimination

Copperas Cove ISD offers Career and Technical Education programs in the following career clusters: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business, Marketing, and Finance; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law and Public Service; Manufacturing; Engineering; and Transportation, Distribution, and Logistics. Admission to CTE programs is based on training objectives, aptitude, interest, age appropriateness, available class space, and other qualifications essential to successful employment. Students interested in enrolling should contact their Copperas Cove High School counselor.

Copperas Cove ISD does not discriminate on the basis of race, color, national origin, sex, disability, or age in its educational programs, career and technical education programs, services, activities, or employment practices, and provides equal access to the Boy Scouts and other designated youth groups, in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and Section 504 of the Rehabilitation Act of 1973, as amended. The District also ensures that lack of English language proficiency will not be a barrier to admission or participation in any educational or career and technical education program.

Questions regarding Title IX or grievance procedures may be directed to the Title IX Coordinator, **Stacie Golden**, at **goldens@ccisd.com** or **(254) 547-1227**. Questions regarding Section 504 may be directed to the Section 504 Coordinator, **Amy Simpson**, at **simpsona@ccisd.com** or **(254) 547-1227**.

Notificación Pública de No Discriminación en los Programas de Educación Profesional y Técnica (CTE)

El Distrito Escolar Independiente de Copperas Cove (Copperas Cove ISD) ofrece programas de Educación Profesional y Técnica (CTE) en las siguientes áreas profesionales: Agricultura, Alimentación y Recursos Naturales; Arquitectura y Construcción; Artes, Tecnología Audiovisual y Comunicaciones; Gestión y Administración de Empresas; Educación y Capacitación; Ciencias de la Salud; Hospitalidad y Turismo; Servicios Humanos; Tecnologías de la Información; Ley y Seguridad Pública; Manufactura; Ingeniería; y Transporte, Distribución y Logística. La admisión a los programas CTE se basa en los objetivos de capacitación, aptitud, interés, edad apropiada, espacio disponible y otras calificaciones esenciales para el éxito laboral. Los estudiantes interesados en inscribirse deben comunicarse con su consejero de Copperas Cove High School.

Copperas Cove ISD no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas educativos, programas de Educación Profesional y Técnica, servicios, actividades o prácticas de empleo, y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados, de conformidad con el Título VI de la Ley de Derechos Civiles de 1964, el Título IX de las Enmiendas Educativas de 1972, la Ley de Discriminación por Edad de 1975 y la Sección 504 de la Ley de Rehabilitación de 1973, según sus enmiendas. Asimismo, el distrito tomará las medidas necesarias para garantizar que la falta de dominio del idioma inglés no sea un obstáculo para la admisión o participación en ningún programa educativo o de Educación Profesional y Técnica.

Para obtener información sobre sus derechos o los procedimientos para presentar una queja, comuníquese con la Coordinadora del Título IX, **Stacie Golden**, en **goldens@ccisd.com** o al **(254) 547-1227**; o con la Coordinadora de la Sección 504, **Amy Simpson**, en **simpsona@ccisd.com** o al **(254) 547-1227**.

CTE Vision, Mission, Commitment and Goals

CCHS MISSION STATEMENT

The mission of Copperas Cove ISD Career & Technical Education is to prepare every student for success after high school by providing hands-on learning, industry certifications, work-based experiences, and leadership opportunities that lead to college, careers, military service, and lifelong success.

CCHS VISION STATEMENT

We will build a CTE program where every student graduates skilled, confident, and workforce ready. Through strong partnerships with business and industry, students will develop the knowledge, work ethic, leadership, and character that define what it means to be **Bulldawg Built**.

OUR COMMITMENT

Every student who completes a Copperas Cove CTE program will leave **Bulldawg Built.**

A **Bulldawg Built** graduate is:

- **Skilled** – Demonstrates technical and workplace skills.
- **Certified** – Earns industry-recognized certifications whenever possible.
- **Experienced** – Applies learning through projects, internships, practicums, and real-world experiences.
- **Professional** – Demonstrates leadership, communication, teamwork, responsibility, and work ethic.
- **Community Focused** – Serves others and contributes to the success of our local workforce and community.
- **Future Ready** – Prepared for college, careers, military service, and lifelong success.

CTE STRATEGIC GOALS

★ Goal 1 – Student Success
  - *Ensure every CTE student develops the technical, academic, and employability skills needed to succeed after graduation.*

★ Goal 2 – Workforce Readiness
  - Provide every student with authentic learning experiences, industry certifications, work-based learning, and leadership opportunities that prepare them for high-skill, high-wage, and high-demand careers.

★ Goal 3 – Excellence in Instruction
  - Provide high-quality instruction, modern equipment, and learning environments that reflect current industry standards and prepare students for today's workforce.

★ Goal 4 – Business & Community Partnerships
  - Build strong partnerships with local businesses, industry leaders, colleges, military partners, and community organizations to expand opportunities for students and strengthen our local workforce.

★ Goal 5 – Bulldawg Built Culture
  - Develop a culture of professionalism, responsibility, integrity, leadership, and pride so every CTE student graduates **Bulldawg Built** and ready to represent Copperas Cove with excellence.

Copperas Cove ISD Vision, Mission, and Objectives

Copperas Cove ISD. . . A Foundation of Excellence ● A Future of Success

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

District Strategic Priorities

The Copperas Cove ISD Board of Trustees adopted the **2024–2029 Strategic Plan** to ensure every student has access to high-quality instruction, meaningful learning experiences, and the support needed for postsecondary success. The Strategic Plan is organized around four district priorities:

- ★ **Instructional Capacity Building**
  - Develop strong instructional leadership and support systems that empower educators and improve student achievement through continuous professional growth and effective instructional practices.
- ★ **Academic Experience**
  - Provide rigorous, engaging, and relevant learning experiences while preparing every student for college, careers, military service, and lifelong success through high-quality instructional programming and postsecondary readiness.
- ★ **Integrated Student Supports**
  - Ensure every student has access to the academic, behavioral, and social-emotional supports needed to achieve success and reach their full potential.
- ★ **Stakeholder Engagement**
  - Strengthen partnerships with families, businesses, higher education, military partners, and the community while increasing awareness of district programs and expanding opportunities for student success.
- ★ **Career & Technical Education Alignment**
  - Career & Technical Education directly supports the District Strategic Plan by preparing students for college, careers, military service, and the workforce through industry-based certifications, dual credit opportunities, work-based learning, internships, student leadership organizations, and meaningful business and industry partnerships. CTE provides students with real-world experiences that develop the knowledge, technical skills, and professional skills needed to succeed in high-skill, high-wage, and high-demand careers while strengthening the workforce of tomorrow. This aligns with the district's commitment to preparing students for postsecondary success and expanding opportunities through programs such as Early College High School, P-TECH, Career & Technical Education, and STEAM.

CTE High-Quality Program Framework

Copperas Cove ISD Career & Technical Education is committed to providing high-quality programs that prepare students for college, careers, military service, and the workforce. Our programs are aligned with the Texas Education Agency's Programs of Study, current industry standards, and the Copperas Cove ISD Strategic Plan. Through continuous improvement and strong partnerships with business, industry, higher education, and the community, we provide students with rigorous instruction, meaningful experiences, and opportunities to develop the technical, academic, and professional skills needed for lifelong success.

The following framework serves as the foundation for all Career & Technical Education programs in Copperas Cove ISD and guides program development, implementation, evaluation, and continuous improvement.

Standards-Aligned Curriculum	Programs of Study & Course Sequencing	Industry-Based Certifications & Student Achievement
Highly Qualified & Industry-Experienced Teachers	Engaging Instruction	Student Access, Opportunity & Support
Modern Facilities, Equipment & Technology	Business and Community Partnerships	Career Exploration & Postsecondary Readiness
Career and Technical Student Organizations	Work-Based Learning, Practicums & Internships	Continuous Program Improvement

District CTE Leadership Team

Amanda Crawley	Deputy Superintendent of Instructional Services	254-547-1227
Robert Turner	Director of CTE	254-547-2534, Ext. 10603
Shelby Martin	CTE Instructional Coach	254-547-2534, Ext. 10643
Kayla McGinnis	CTE Secretary	254-547-2534, Ext. 10643
Marie Sansom	Practicum/P-TECH Coordinator	254-547-2534, Ext. 10643
Jodie Jost	Director of Dual Enrollment	254-547-2534, Ext. 10688
Bobbie Green	Director of Assessment & Accountability	254-547-1227
Jeffrey Shannon	High School Principal	254-547-2534, Ext. 10600
Amy Trimm	Director of Secondary Counseling	254-547-2534, Ext. 10610

SECTION TWO: Standards-aligned and Integrated Curriculum

Texas Essential Knowledge and Skills (TEKS)

The Texas Essential Knowledge and Skills (TEKS) establish the state standards for what students should know and be able to do at each grade level and in every course. Texas curriculum is organized into two instructional categories:

- Foundation-English, math, science, social studies
- Enrichment-Career and Technical Education (CTE), Fine Arts, Health Education, Languages other than English (LOTE), Physical Education (PE), Technology Applications

The standards, Texas Essential Knowledge and Skills (TEKS), undergo regular review and revision. The State Board of Education (SBOE) periodically reviews and revises the TEKS through a public review process. Teachers are expected to implement the current adopted TEKS for every course they teach.

Career and Technical Education TEKS are found in two chapters of the Texas Administrative Code (TAC), Chapter 127, Career Development, and Chapter 130, Career and Technical Education (by career cluster). **Note:** Technology Applications courses for grades 9–12 are included within Career and Technical Education (CTE) and are incorporated into Chapter 130 of the Texas Administrative Code under the appropriate career clusters.

The TEKS do:

- Reflect what every student should know and be able to do, including how students show proficiency
- Form a foundation for continued education (K-12 and beyond)

The TEKS do not:

- Provide a complete scope/sequence, course outline, or all the knowledge/skill students could have
- Dictate how standards are taught, limit instructional choices or curricular resources

District Expectation

All CTE teachers are expected to teach the full Texas Essential Knowledge and Skills (TEKS) for each assigned course. The TEKS are the required curriculum and serve as the foundation for lesson planning, instruction, and assessment.

All CTE TEKS include:

A. General requirements-grade level recommendation, prerequisites, credit structure
   ***Note**: If a prerequisite is required the text will say simply "prerequisite", if the prerequisite is recommended but not required the text will say "recommended prerequisite."*

B. Introduction
   1. Alignment to academic standards, technical knowledge and skills for employability/continued education
   2. Summary of the career cluster
   3. Summary of the course
   4. Statement of extended learning (Career Technical Student Organizations, CTSOs, are co- curricular)
   5. Definition of "including" and "such as"

C. Learning objectives and outcomes
   1. Knowledge and skills (broad concepts or skills to learn)
      a. All courses begin with professional standards and employability skill

2. 2. Student expectations (demonstration of learning: analyze, describe, etc.)
3. ***Note:*** *It is important not to separate the knowledge and skill statements from the student expectations noted within the TEKS.*

Curriculum Resources

Texas CTE has a resource center that includes helpful features for teachers, administrators, and counselors. Curriculum and lesson planning resources available include:

- Browse TEKS for lesson plans, live binders, etc.
- Browse Resources (linked on home page, organized by career cluster)
- Resource Index (filter by cluster, file type, grade range, material type, content type, special populations)
- Career Cluster Pages (may include: Scope/Sequence, Lesson Plans, Programs of Study, Course Pages)

Texas Gateway offers teachers an online clearinghouse of resources, professional learning and a portal for saving and organizing instructional resources.

All CTE teachers that teach a science or math course must take the Science or Math course on CTE gateway. Please submit your certificate of completion to the CTE Secretary, Kayla McGinnis.

CCISD Curriculum Management Plan

CCISD has a Curriculum Management Plan by which all content is organized, reviewed and revised. Curriculum is defined in district policy EG (Local) as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate grade levels or in the appropriate courses in the District schools. The curriculum shall reflect an understanding of the growth, development, and needs of learners, the expectations of the community, state laws, and State Board rules.

Course curriculum documents include:

- Scope and sequence
- Course-at-a-Glance (core content refers to this as a Year-at-a-Glance)
- Standards
- Additional Resources

Engaging Instruction is defined as the curriculum plus teaching. All teachers are expected to teach and assess the written curriculum, and the taught curriculum will align to the written and assessed curriculum. Responsive teaching, to the individual needs of each learner, will include instructional strategies such as instructional accommodations. Teachers are also encouraged to integrate technology into the curriculum and instruction. Technology Integration Specialists, Instructional Coaches, and teacher leaders work together to support teachers in designing lessons that include the integration of technology.

SECTION THREE: Sequencing and Articulation

Programs of Study & Industry Based Certifications

Programs of Study (POS) provide students with a structured sequence of courses that develop technical knowledge, academic skills, and employability skills within a chosen career field. Each Program of Study is aligned with Texas Education Agency requirements, labor market needs, and postsecondary opportunities, preparing students for industry-based certifications, college credit, military service, and high-demand careers.

To emphasize technical skill attainment, students are encouraged to take coherent sequences of courses that increase in content specificity. CTE concentrators are students who have completed two or more courses for at least two credits within a program of study. CTE completers are students who have completed three or more courses for four or more credits, with at least one advanced course within a program of study and have earned an aligned Industry Based Certification. An advanced course is a Level 3 or Level 4 course within a Program of Study.

Perkins V, the federal legislation supporting career and technical education, describes a program of study as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Aligns with challenging state academic standards
- Develops academic, technical, and employability skills
- Responds to state, regional, and local workforce needs
- Progresses from broad career exploration to occupation-specific instruction
- Provides multiple entry and exit points through industry credentials and postsecondary opportunities
- Leads to the attainment of a recognized postsecondary credential

The Texas Education Agency (TEA) has established statewide Programs of Study to provide consistent career pathways across Texas. Copperas Cove ISD aligns all CTE Programs of Study with TEA guidance to ensure students have access to coherent course sequences, industry-based certifications, dual credit opportunities, and postsecondary pathways.

For accountability purposes:

- **CTE Concentrator** – A student who successfully completes two or more courses for at least two credits within a Program of Study.
- **CTE Completer** – A student who successfully completes three or more courses for four or more credits, including at least one Level 3 or Level 4 course and an approved Industry-Based Certification (IBC), in accordance with current TEA accountability requirements.

Industry-Based Certifications (IBCs) may align with multiple career clusters. When an approved certification is earned, it should be reported in accordance with current TEA accountability guidelines regardless of the primary career cluster listed by TEA.

The current TEA Programs of Study and approved Industry-Based Certification list are reviewed annually. CCISD CTE will update local Programs of Study as state guidance changes.

Copperas Cove ISD CTE Programs of Study

The following tables outline the current Career and Technical Education (CTE) programs. Any potential impact on a student's ability to complete an existing program of study will be thoroughly evaluated. Individualized solutions will be developed to ensure that each student can complete a program aligned with their career aspirations while also meeting all state graduation requirements, including endorsement attainment.

Career Cluster	Program of Study	Notes
Agriculture, Food, and Natural Resources	Animal Science	The Agriculture, Food, and Natural Resources programs provide hands-on training in animal care, plant science, environmental conservation, agricultural business, and mechanical systems. These programs prepare students for careers in the agricultural industry and offer opportunities to earn industry-based certifications such as Elanco Animal Science, Veterinary Assistant, BASF Plant Science, Texas State Florists' Association Floral Design, NOCTI Landscaping, Ducks Unlimited Ecology, Production Agriculture, Entrepreneurship and Small Business, and AWS Structural and Sheet Metal Welding.
	Plant Science – Greenhouse Operations	
	Plant Science – Landscape Management	
	Environmental Resources	
	Agribusiness, Leadership & Communications	
	Ag Mechanics	
Architecture and Construction	Carpentry	The Carpentry and Masonry programs provide hands-on training in construction, focusing on safety, tools, and building techniques. Students can earn industry-based certifications such as the HBI Pre-Apprenticeship Certificate Training (PACT) in Core, Basic Carpentry, and Basic Masonry, preparing them for careers in the construction industry.
	Electrical	
	Plumbing	
Arts, Audio Visual Technology and Communications	Graphic Design	The Commercial Photography and Graphic Design programs teach creative skills in visual communication, editing, and design. Students can earn the Adobe Certified Professional in Visual Design Using Adobe Photoshop. Graphic Design also offers dual credit through Lamar State College Orange.
	Commercial Photography	

Career Cluster	Program of Study	Notes
Business, Marketing, and Finance	Entrepreneurship	The Business, Marketing, and Finance programs equip students with real-world skills in entrepreneurship, marketing, sales, real estate, and business operations. These pathways emphasize hands-on learning, communication, and critical thinking in both classroom and workplace settings. Entrepreneurship and Real Estate are offered as dual credit programs through Lamar State College Orange (LSCO), giving students the opportunity to earn college credit. Students can also earn industry-based certifications such as Entrepreneurship and Small Business, Business of Retail: Certified Specialist, Real Estate Sales Agent License, Stukent Social Media Marketing Certification, and Customer Service and Sales: Certified Specialist.
	Real Estate	
	Marketing & Sales	
	Sports & Entertainment Marketing	
	Social Media & Advertising	
	Career Prep	
Education and Training	Early Learning	The Early Learning and Teaching & Training programs prepare students for careers in education through hands-on experience and classroom instruction. Teaching & Training is a dual credit program through Tarleton State University. Students can earn the Level 1 Education Aide certification.
	Teaching & Training	
Health Science	Certified Nurse Aide	The Health Science programs prepare students for careers in the medical field through hands-on training, classroom instruction, and clinical experience. Courses include Certified Nurse Aide, Certified Clinical Medical Assistant, Patient Care Technician, Licensed Vocational Nurse, and Sports Medicine. These pathways equip students with essential skills in patient care, medical procedures, and healthcare support. Students can also earn a Medical Assistant Certification through a dual credit program with Lamar State College Orange (LSCO), giving them a head start toward a career in healthcare.
	Certified Clinical Medical Assistant	
	Patient Care Technician	
	Licensed Vocational Nurse	
	Sports Medicine	

Hospitality and Tourism	Culinary Arts	The Culinary Arts program offers students hands-on experience in cooking, baking, and restaurant operations. Courses include Culinary Arts, Baking & Pastry Making, and Restaurant Management. Students gain skills in food preparation, kitchen safety, and hospitality management, and can earn industry-based certifications such as ServSafe Manager and the Pre-Professional Certification in Food Science.
	Baking & Pastry Making	
	Hotel Services	
Human Services	Cosmetology	The Cosmetology and Community Services programs prepare students for careers in personal care and service industries. Cosmetology is a dual credit program through Lamar State College Orange (LSCO), where students work toward earning their cosmetology license. Community Services is a practicum-based course focused on building customer service and workplace skills.
	Community Services	
Information Technology	Computer Technician	The Information Technology programs in Computer Technician, Web Design, and Cybersecurity provide students with hands-on experience in hardware repair, coding, networking, and digital security. Students can earn industry-based certifications such as Computer Repair Technology – Job Ready, Computer Networking Fundamentals – Job Ready, Python Level 1, Web Design Level 1, and CodeHS Cybersecurity Level 1.
	Web Design	
	Cybersecurity	
Law and Public Service	911 Dispatcher	The Public Safety programs in 911 Dispatch and Law Enforcement & Security prepare students for careers in emergency response and public protection. Students can earn certifications such as the IAED Emergency Telecommunicator and the Non-Commissioned Security Officer Level II License.
	Law Enforcement & Security	

Manufacturing	Robotics	The Robotics and Welding programs provide hands-on training in automation, design, and metal fabrication. Welding is offered as a dual credit program through Lamar State College Orange (LSCO), allowing students to earn college credit and industry-recognized certifications. Students can earn certifications including FANUC Robot Operator 1, Autodesk Associate Fusion 360, AWS D1.1 Structural Steel, and AWS D9.1 Sheet Metal Welding.
	Welding	
Engineering	Engineering	The Engineering and Drone Pilot programs provide students with hands-on experience in design, technology, and unmanned aerial systems. These courses build skills in problem-solving, innovation, and real-world application of engineering principles. Students also have the opportunity to earn the FAA Part 107 Remote Drone Pilot certification, preparing them for careers in drone operation and related fields.
	Drone Pilot	

*** For more information, please refer to the [CTE Program of Study Course Guide].

Industry-Based Certifications (IBCs)

Accountability

The Texas Education Agency (TEA) evaluates school districts through the state accountability system. At the high school level, Industry-Based Certifications (IBCs) are included within the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain. Students who complete a TEA-approved Program of Study and earn an approved IBC contribute toward the district's CCMR accountability outcomes in accordance with current TEA accountability requirements.

TEA maintains the official list of approved Industry-Based Certifications, including certification alignment, associated Programs of Study, labor market information, and accountability eligibility. CCISD reports IBC results annually through state and federal reporting systems.

District Expectation for Industry-Based Certifications (IBCs)

Copperas Cove ISD is committed to providing every eligible CTE student the opportunity to earn one or more Industry-Based Certifications (IBCs) aligned with their Program of Study. Certifications are selected based on employer demand, industry relevance, workforce value, and alignment with TEA accountability requirements.

CTE will cover the cost of a student's first two certification exams once the student has earned an 80% or higher on the corresponding practice test. If a student does not meet the practice exam benchmark, they may choose to self-pay for the exam. If they pass, they may be eligible for reimbursement. Please note that CTE funds will not cover retests or multiple attempts.

When a course offers an IBC, it is expected that students will actively prepare for and attempt the certification. Industry-Based Certification testing should occur in the course where students have received the instruction necessary for success. In most Programs of Study, certification exams will be administered during Level 2 or Level 3 courses unless the certification is available only through a practicum or capstone experience.

To be considered College, Career, and Military Ready (CCMR), students must both pass the IBC and complete the full Program of Study.

CTE teachers will collaborate with the Director of CTE to determine the most appropriate IBC(s) for each Program of Study. In cases where an IBC is identified, all teachers assigned to the aligned course are expected to provide the certification opportunity to their students.

An IBC Readiness Guide is available for each certification in the CCISD CTE Shared Resource Folder. This guide must be shared with students and parents/guardians and used to evaluate student readiness. CTE will provide preparation materials and training for each IBC.

It is the teacher's responsibility to ensure that all required materials are ordered in a timely manner. The expectation is that all certification exams will be administered by the first week of May.

CTE teachers will maintain valid certifications aligned to the Industry-Based Certifications (IBCs) associated with their respective program(s) of study, as applicable. The CTE district leadership team will provide financial support to ensure each teacher has the opportunity to prepare for and earn the appropriate industry-based certification.

Campus and district administrators will be able to access IBC outcome data at the course level, including the certification status of CTE teachers, through Skyward and CCMR Insights. An annual report may be generated from CCMR Insights or provided upon request by the Director of CTE.

Teachers are responsible for embedding certification preparation into daily instruction throughout the course rather than relying solely on review sessions immediately prior to testing. Students should demonstrate readiness through benchmark assessments, classroom performance, and completion of the district IBC Readiness Guide before attempting certification testing.

District Certification Reporting Process

Responsible Person	Task	Deadline/Date
CTE Teacher or Program Team	Develop or update the IBC Readiness Guide, including TEKS alignment, preparation resources, benchmark expectations, testing timeline, and student readiness criteria.	During pre-service, prior to the start of school
CTE Teacher	Share the IBC Readiness Guide and certification expectations with students and parents/guardians.	Within 3 weeks of the course start date
CTE Teacher	Integrate certification preparation into daily instruction, administer benchmark assessments, monitor student progress, and provide interventions as needed.	Throughout the course
Student	Participate in instruction, complete preparation activities, meet benchmark expectations, and demonstrate readiness for certification testing.	Throughout course
CTE Teacher	Submit projected certification testing numbers to the Director of CTE for exam planning and purchasing.	End of the 2nd grading period (Fall testing) or end of the 4th six weeks (Spring testing)
CTE Teacher	Administer certification exams and ensure all student testing is completed.	No later than the first week of May (unless an approved exception exists)
CTE Teacher	Report all certification results (attempted, earned, passed, and failed) in the district reporting system (LiveShare) and notify the Director of CTE of testing completion.	By the last Friday in December (Fall) and the first Friday in May (Spring), with updates submitted as additional students test
Director of CTE	Review certification participation and performance data to monitor program outcomes, identify support needs, and report district results.	Ongoing

College Credit

Copperas Cove ISD Career & Technical Education provides students with opportunities to earn college credit while completing their high school CTE courses. Through partnerships with institutions of higher education, students can simultaneously earn high school and college credit, reducing the time and cost required to complete a certificate or degree after graduation.

Copperas Cove ISD maintains Memorandums of Understanding (MOUs) with **Central Texas College (CTC), Lamar State College Orange (LSCO), Tarleton State University (TSU), and Texas State Technical College (TSTC)** to support dual credit and articulated credit opportunities aligned with Career & Technical Education Programs of Study.

Dual Credit Opportunities in CTE

CCISD CTE is committed to expanding dual credit opportunities that provide students with meaningful postsecondary experiences while enrolled in high school. Dual credit courses are aligned with approved Programs of Study and are offered through district partnerships with colleges and universities. Current dual credit opportunities include:

College Partner	Program of Study(s)
Tarleton State University (TSU)	Animal Science
Lamar Institute of Technology (LIT)	Robotics
Lamar State College Orange (LSCO)	Welding, Agriculture, Construction, Graphic Design, Business, Education & Training, Health Science, Criminal Justice, Cybersecurity, Cosmetology

Students enrolled in dual credit courses are expected to meet all admission, eligibility, and academic requirements established by both Copperas Cove ISD and the partnering institution. Courses are taught by CCISD teachers who have been credentialed as adjunct faculty by the partnering college or university, when applicable.

College credit is awarded by the partnering institution based on successful completion of all course requirements and institutional policies. Students are expected to maintain satisfactory academic progress in both the high school and college portions of the course.

The list of dual credit opportunities is reviewed annually and may change based on college partnerships, instructor credentialing, student demand, and program availability.

CTE Dual Credit Crosswalk

The CCISD CTE Dual Credit Crosswalk identifies the high school courses, corresponding college courses, credit hours, partner institution, instructor credentialing requirements, and postsecondary pathway alignment for each approved dual credit offering. Teachers, counselors, and administrators should refer to the current Crosswalk when advising students, scheduling courses, or planning dual credit opportunities.

Resource: *CCISD CTE Dual Credit Crosswalk*

SECTION FOUR: Prepared and Effective Program Staff

Teacher Certification

Career and Technical Education (CTE) teachers must maintain the appropriate Texas educator certification(s) required for the courses they are assigned to teach. Certification requirements are established by the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC). Certain CTE certification areas may also require verified wage-earning experience, industry licensure, or other occupational qualifications.

Initial Certification

Individuals seeking initial Texas educator certification must meet all current TEA certification requirements, which generally include:

- Holding the appropriate college degree or meeting an approved exemption for designated CTE certification areas.
- Completing an approved Educator Preparation Program (EPP).
- Successfully passing all required Texas educator certification examinations.
- Completing all required background checks, fingerprinting, and application requirements established by TEA.

Teachers seeking additional information regarding certification requirements should consult the current TEA Educator Certification website.

Maintaining Certification

All standard Texas educator certificates must be maintained in accordance with TEA and SBEC requirements.

Current renewal requirements include:

- **Classroom Teachers:** 150 Continuing Professional Education (CPE) hours every five years.
- **Administrative and Student Services Certificates:** 200 Continuing Professional Education (CPE) hours every five years.

Teachers are responsible for maintaining valid certification throughout their employment with Copperas Cove ISD and renewing certificates before expiration.

Additional Certification Areas

Teachers may add additional certification areas by meeting current TEA eligibility requirements and successfully completing the required certification examination(s). Certain CTE certification areas may also require documented industry experience or professional licensure.

Teachers interested in obtaining additional certification should work with Human Resources and the Director of Career & Technical Education to determine eligibility and district staffing needs.

Dual Credit Credentialing

Teachers assigned to dual credit courses must also meet the credentialing requirements established by the partnering institution of higher education. Credentialing requirements vary by institution and academic discipline.

The Director of Career & Technical Education will assist teachers in obtaining and maintaining the credentialing required to teach dual credit courses.

Industry Certifications

When applicable, CTE teachers are encouraged to earn and maintain industry certifications aligned with the

Programs of Study they teach. Copperas Cove ISD may provide financial assistance, when available, to support teachers in obtaining or renewing approved industry certifications that directly support student learning and Industry-Based Certification (IBC) opportunities.

District Expectations

All CTE teachers are expected to:

- Maintain all required Texas educator certification(s).
- Obtain any additional certification(s) required for assigned teaching responsibilities.
- Maintain required dual credit credentialing, when applicable.
- Maintain applicable industry certifications aligned with their assigned Program(s) of Study.
- Notify Human Resources and the Director of Career & Technical Education immediately of any change that affects certification status.
- Complete all required district and state professional learning requirements.

Resources:

- TEA Educator Certification *(hyperlink)*
- SBEC Certificate Renewal Requirements *(hyperlink)*

Leadership Development

Copperas Cove ISD believes that highly effective Career & Technical Education (CTE) programs begin with highly effective teachers. The district is committed to supporting the professional growth of CTE teachers through leadership development, industry engagement, and continuous professional learning.

CTE teachers are encouraged to pursue leadership opportunities that strengthen instructional practice, expand industry knowledge, and support Career & Technical Education at the local, state, and national levels. Professional learning should align with both district priorities and each teacher's professional goals.

Professional Learning Expectations

CTE teachers are expected to actively participate in ongoing professional learning to remain current with:

- Texas Essential Knowledge and Skills (TEKS)
- Industry standards and emerging technologies
- Programs of Study
- Industry-Based Certifications (IBCs)
- Work-Based Learning best practices
- Career and Technical Student Organizations (CTSOs)
- Instructional strategies that improve student achievement

Professional learning may include district training, regional service center workshops, college coursework, industry training, conferences, webinars, and professional organization events.

Professional Organizations

Membership in professional organizations is strongly encouraged. These organizations provide valuable opportunities for networking, leadership development, advocacy, curriculum resources, industry updates, and professional learning.

Examples include, but are not limited to:

- Association for Career and Technical Education (ACTE)
- Career and Technical Association of Texas (CTAT)
- Texas Industrial Vocational Association (TIVA)
- Vocational Agriculture Teachers Association of Texas (VATAT)
- Family and Consumer Sciences Teachers Association of Texas (FCSTAT)
- Appropriate career field-specific professional organizations

District Support

Copperas Cove ISD supports professional learning by providing funding for approved conferences, workshops, and training opportunities, subject to available funding and district travel procedures.

The district may cover approved registration fees, travel expenses, and lodging for professional development activities. Membership dues for professional organizations are generally the responsibility of the employee unless otherwise approved.

Teachers requesting summer professional development travel must submit all required travel documentation to the Director of Career & Technical Education no later than **March 1** to allow adequate time for budgeting and approval.

Leadership Opportunities

CTE teachers are encouraged to pursue leadership opportunities within the district and the profession, including:

- Serving as a mentor teacher
- Presenting at professional conferences
- Participating in curriculum development committees
- Serving on TEA or industry advisory committees
- Supporting Career and Technical Student Organizations (CTSOs)
- Collaborating with business, industry, and postsecondary partners
- Leading district initiatives that advance Career & Technical Education

The Director of Career & Technical Education will work with teachers to identify leadership opportunities that align with district priorities and individual professional goals.

Career and Technical Association of Texas (CTAT)
Family and Consumer Sciences Teachers Association of Texas (FCSTAT)
Texas Health Occupations Association (THOA)
Texas Industrial Vocational Association (TIVA)
Vocational Agriculture Teachers Association of Texas (VATAT)

Conferences, Workshops, & Professional Learning

Copperas Cove ISD encourages all Career & Technical Education (CTE) teachers to participate in ongoing professional learning that strengthens instructional practice, expands industry knowledge, and supports student success. CTE teachers are encouraged to attend conferences, workshops, and training opportunities offered by the Texas Education Agency (TEA), Education Service Center Region 12, professional organizations, colleges, universities, and industry partners.Professional development travel is subject to district travel procedures, budget availability, and administrative approval.

District Expectations

- Participate in all required district and CTE professional development.
- Seek professional learning aligned with assigned Programs of Study.
- Submit summer conference travel requests to the Director of CTE by **March 1**.
- Out-of-state travel requires approval from the Director of CTE, Superintendent, and Board of Trustees in accordance with district policy.

Professional Learning Resources

The following resources are available to support CTE teachers:

- Region 12 ESC – Workshops and professional development
- Texas Gateway – TEKS-aligned instructional resources
- Texas A&M AgriLife Extension – Agriculture and special populations training
- iCEV – Curriculum and Industry-Based Certification preparation
- eDynamic Learning – CCISD-adopted CTE curriculum
- Project Lead The Way (PLTW) – Curriculum and professional learning for PLTW programs

Funding and Travel for Professional Learning

Copperas Cove ISD Career & Technical Education is committed to supporting professional learning that strengthens instructional practice, expands industry knowledge, and improves student achievement.

Professional learning opportunities should be identified through each program's annual CTE Needs Assessment and aligned with district priorities and assigned Programs of Study. Funding requests not included in the annual planning process may be considered based on available funding but are not guaranteed.

When approved, CTE funds may be used to cover eligible travel expenses in accordance with CCISD travel procedures, including registration, lodging, transportation, parking, substitute teacher coverage, and allowable meal expenses.

All travel requests and required documentation must be submitted to the Director of Career & Technical Education **at least six (6) weeks prior to travel** to allow adequate time for approval, purchasing, and processing.

District Expectations

- Professional learning must align with the teacher's assigned Program(s) of Study and district priorities.
- All travel must receive prior approval before registration, reservations, or purchases are made.
- Summer conference and workshop requests should be submitted to the Director of Career & Technical Education by **March 1** to assist with annual budgeting.

- Teachers are responsible for complying with all CCISD travel, purchasing, and reimbursement procedures.
- Refer to the **CCISD Business Office Travel Procedures** for current travel guidelines, allowable expenses, purchasing card procedures, and reimbursement requirements.

Supporting Documents and Travel Procedures

Teachers requesting professional development travel are responsible for submitting all required documentation in accordance with CCISD travel procedures and established deadlines.

At a minimum, travel requests should include:

- Registration information
- Conference agenda or event schedule
- Estimated travel expenses
- Lodging information, when applicable

Registration

All conference and workshop registrations must receive prior approval from the Director of Career & Technical Education before any registration is submitted or expenses are incurred.

The CTE Secretary will assist with registration and purchasing for approved professional development activities. Teachers should submit registration information to the CTE Secretary and should not register independently unless specifically authorized.

Travel Arrangements

Teachers are expected to use the most economical and efficient method of travel while complying with all CCISD travel procedures.

When practical, teachers attending the same event should coordinate transportation and lodging to maximize district resources. Shared lodging may be required in accordance with district travel procedures.

District Expectations

- Obtain approval before making any travel arrangements or purchases.
- Submit all required travel documentation by established district deadlines.
- Follow all CCISD purchasing, travel, and reimbursement procedures.
- Submit required receipts and travel documentation immediately upon returning from approved travel.

For current travel procedures, allowable expenses, mileage reimbursement, meal allowances, lodging requirements, tax exemption procedures, and purchasing card guidelines, refer to the **CCISD Business Office Travel Procedures**.

SECTION FIVE: Access and Equity

Marketing Programs

Promoting the value of CTE programs, the success of students and programs, and raising awareness of program offerings is the responsibility of teachers, campus and district leadership, program partners, and current/past students.

Teachers may set up social media sites for the program, but such sites shall not interact with personal pages or feeds. For assistance with social media use related to the CTE program of study/CTSO please contact campus administration and/or the District Director of Communications.

Refer to the CCISD Media Communications Guide (district website) for additional information:

- District News
- Media Procedures

Dawg House Welcome & Future Freshmen Night

Each year the high school campus will host the incoming eighth grade students from the respective feeder middle school(s) prior to course selection to tour the campus, learn more about the various programs and extended learning opportunities available, and meet teachers and students.

During this time parents and students will visit the high school to receive information about Programs of Studies available on campus. It is encouraged that CTE teachers set up a booth to promote their programs with marketing materials and handouts. It is also encouraged to have current students there to assist with questions and promotion of your programs.

Student Recruitment and Participation

CTE programs are open to all students (refer to the nondiscrimination statement on page 3) and participation in programs is not dependent on an application process. Program participation is limited only by the following parameters:

- successful completion of prerequisite courses
- space in the course (dependent on facility capacity, safety, and partner requirements-ex. hospitals)

CTE teachers are directly responsible for marketing their program(s) and recruiting students. High school teachers are encouraged to collaborate with middle school teachers to visit classes, host visits, and share information about the program with rising high school students. CTE teachers will participate in campus sponsored course fairs and should utilize the CTE Student Ambassadors on campus to engage with guests during these events.

Teachers will make a concerted effort to highlight the program in such a way as to encourage participation of all student groups without bias. When teachers engage students in recruitment activities, every consideration should be given to including diverse student population representation.

Classroom and lab environments should be welcoming to all students and any art, posters, books, or other displays should be representative of diverse populations. Furniture, equipment, tools and other instructional resources must be accessible to all students and if accommodations are needed to facilitate use of any resource teachers should coordinate with the Director of CTE or the Counselor Coordinator.

SECTION SIX: Facilities, Equipment, Technology, Materials

Safety

Providing a safe learning environment is a shared responsibility and a priority in every Career & Technical Education (CTE) classroom, laboratory, and work-based learning setting. CTE teachers are responsible for implementing and enforcing all applicable safety procedures to protect students, staff, visitors, and district resources.

Safety practices shall include, when applicable:

- Appropriate use of personal protective equipment (PPE)
- Required safety instruction before students use equipment or tools
- Proper storage of chemicals, flammable materials, compressed gases, and hazardous materials
- Clearly posted safety signage and emergency procedures
- Routine inspection and maintenance of equipment
- Compliance with all district, state, federal, and industry safety requirements

Teachers are expected to immediately report unsafe conditions, damaged equipment, or safety concerns to the Director of Career & Technical Education and campus administration.

Funding Sources

Career & Technical Education programs are supported through a combination of local, state, and federal funding sources, including the Carl D. Perkins Career and Technical Education Act (Perkins V).

All expenditures must comply with CCISD purchasing procedures, grant requirements, and applicable state and federal regulations.

Teachers should consult the Director of Career & Technical Education before requesting purchases using grant funds to ensure allowability and compliance.

Program Budgets

Each year, the Copperas Cove ISD Board of Trustees approves funding to support Career & Technical Education programs. Budget allocations are provided as funding becomes available and are intended to support high-quality instruction and student success.

Program funds may be used for approved expenditures including:

- Instructional equipment and tools
- Classroom and laboratory supplies
- Instructional software and digital resources
- Equipment maintenance and repair
- Industry-Based Certification (IBC) testing
- Career and Technical Student Organization (CTSO) activities
- Professional learning and travel
- Student transportation for approved CTE activities
- Contracted instructional services
- Other approved CTE program expenses

All purchases must receive prior approval and follow established CCISD purchasing procedures.

District Expectations

- Use district funds responsibly and only for approved educational purposes.
- Submit purchase requests with sufficient supporting documentation and vendor quotes, when required.
- Utilize approved district purchasing procedures and vendors.
- Maintain accountability for all district-owned equipment and materials.
- Report damaged, lost, or stolen equipment immediately.

Resources:

- CCISD Purchasing Procedures *(hyperlink)*
- CTE Purchase Request Form *(hyperlink)*
- Perkins Allowable Uses of Funds *(hyperlink)*

Campus Purchase Order Request Process

All purchases using Career & Technical Education funds must follow CCISD purchasing procedures and receive prior approval.

District Expectations

- *Submit Campus Purchase Request forms **at least four (4) weeks** before materials or equipment are needed.*
- *Include all required supporting documentation, including vendor quotes or pricing information.*
- *When requesting items from Amazon, attach a PDF of the shopping cart and indicate **"See Attached"** on the purchase request.*
- *Local vendors should be utilized whenever practical and cost-effective.*
- *Submit all purchase requests to the CTE Secretary for review and processing.*
- *Purchases may not be made until all required approvals have been obtained.*

All expenditures should directly support Career & Technical Education programs and align with district purchasing procedures, approved budgets, and applicable funding requirements.

Donations and Grants

Copperas Cove ISD encourages teachers to pursue grants and community partnerships that enhance Career & Technical Education programs. All grant applications, fundraising activities, and donations must comply with district policy and receive prior administrative approval.

District Expectations

- Obtain approval from the Director of Career & Technical Education before applying for any grant on behalf of the district.
- All fundraising activities must be approved and processed in accordance with district procedures.
- Donations made to Career & Technical Education programs become the property of Copperas Cove ISD and must comply with Board Policy **CDC (LOCAL)**.
- Teachers may not independently solicit or accept donations on behalf of the district.
- Unapproved fundraising platforms, including **GoFundMe**, **PayPal**, raffles, and bingo activities, may not be used for district fundraising.

For additional details regarding donations and gifts refer to Board Policy CDC (LOCAL).

The Copperas Cove Education Foundation provides innovative teaching grants annually. Teachers are encouraged to pursue funding for special projects through this community resource.

Student Activity Funds (SAF)- 865 Accounts

Career & Technical Education teachers serving as advisors for Career and Technical Student Organizations (CTSOs) are responsible for supervising Student Activity Funds (SAFs) in accordance with district policy and accounting procedures. Student Activity Funds exist to support student organizations and must be managed for the benefit of students.

District Expectations

- Students are responsible for determining how CTSO funds are used through the organization's established decision-making process.
- All expenditures must be approved by the student organization and documented in official meeting minutes.
- Sponsors are responsible for ensuring all expenditures comply with district policy and are appropriate for the student organization.
- All purchase requests must be submitted to the CTE Secretary with the required supporting documentation.
- Purchase requests will not be processed until all required approvals have been obtained.
- Sponsors must attend the annual district budget and Student Activity Fund training to be authorized to manage a CTSO account.
- Teachers are responsible for maintaining accurate financial records and complying with all CCISD Student Activity Fund procedures.

Purchasing

Program budgets are provided to support high-quality instruction and the operation of Career & Technical Education (CTE) programs. Funds should be used to purchase instructional equipment, materials, supplies, and other approved resources that directly support student learning.

District Expectations

- At least **50%** of the annual program budget should be encumbered by the end of the first semester.
- The remaining program budget should be encumbered by **March 1** unless prior approval has been obtained from the Director of Career & Technical Education.
- All purchases must receive prior approval before an order is placed or a purchase is made.
- Purchase requests must be submitted at least **four (4) weeks** before materials or equipment are needed.
- All purchases must comply with CCISD purchasing procedures and use approved vendors.
- Teachers are responsible for verifying that purchased equipment meets facility, utility, and instructional requirements before submitting a purchase request.
- Upon receipt of an order, teachers must inspect all items for accuracy and promptly submit all required receiving documentation to the CTE Secretary.
- Teachers are responsible for maintaining accurate inventory records for all district-owned equipment and materials assigned to their program.

Responsible Purchasing Practices

Teachers should:

- Purchase only items that directly support instructional objectives and approved CTE programs.
- Coordinate purchases within their department to maximize resources and avoid unnecessary duplication.
- Obtain vendor quotes, including shipping costs, when required.
- Ensure purchases remain within approved budget amounts.
- Consult the Director of Career & Technical Education before requesting purchases involving contracts or specialized equipment.

  Resources:

  - CCISD Purchasing Procedures *(hyperlink)*
  - Campus Purchase Request Form *(hyperlink)*

Instructional Materials

Copperas Cove ISD provides Career & Technical Education (CTE) instructional materials that support the Texas Essential Knowledge and Skills (TEKS), Programs of Study, and district instructional priorities. Instructional materials may include textbooks, digital curriculum, instructional software, online resources, workbooks, and supplemental instructional materials.

Instructional materials are acquired through the Texas Instructional Materials Allotment (IMA), local district funding, or other approved funding sources in accordance with CCISD purchasing procedures.

District Expectations

- Teachers are expected to use district-approved instructional materials that align with the TEKS and assigned Programs of Study.
- Teachers are encouraged to participate in the evaluation and selection of instructional materials during district and state adoption cycles.
- Requests for new instructional materials or digital resources must be submitted to the Director of Career & Technical Education for review and approval.
- All instructional material purchases must follow CCISD purchasing procedures and be approved before an order is placed.

Selection Criteria

Instructional materials should:

- Align with the Texas Essential Knowledge and Skills (TEKS).
- Support high-quality instruction and student achievement.
- Meet the needs of the assigned Program(s) of Study.
- Provide current, accurate, and industry-relevant content.
- Include appropriate instructional and teacher support resources.
- Integrate technology when appropriate to enhance student learning.

Inventory

Career & Technical Education teachers are responsible for maintaining accurate inventory records for all district-owned equipment, tools, technology, and other non-consumable instructional materials assigned to their program. Proper inventory management ensures accountability, protects district assets, and supports compliance with local, state, and federal requirements.

District Expectations

- Maintain an accurate inventory of all district-owned equipment assigned to the program.
- Record newly purchased equipment promptly using the district-approved inventory system.
- Verify inventory annually by the **first Friday in May** or as directed by the Director of Career & Technical Education.
- Immediately report lost, stolen, damaged, or unsafe equipment to the Director of Career & Technical Education and campus administration.
- Maintain appropriate checkout procedures when equipment is issued to students or staff.
- Update inventory records whenever equipment is transferred to another teacher, program, or campus.
- Obtain approval from the Director of Career & Technical Education before relocating, surplusing, disposing of, or repurposing district-owned equipment.
- Consumable instructional supplies are not required to be inventoried unless otherwise directed.

Teachers are responsible for safeguarding all district-owned equipment and ensuring it is used only for approved educational purposes.

Equipment Maintenance, Repairs, and Disposition

Career & Technical Education teachers are responsible for ensuring that all district-owned equipment is maintained in safe working condition and used in accordance with manufacturer recommendations, industry standards, and district safety procedures.

District Expectations

- Inspect equipment regularly and report any safety concerns or operational issues immediately.
- Perform routine preventative maintenance as recommended by the manufacturer, when applicable.
- Submit repair requests through the appropriate CCISD maintenance or technology support process.
- Do not attempt repairs beyond the scope of normal maintenance unless authorized.
- Obtain approval from the Director of Career & Technical Education before arranging repairs through a third-party vendor.
- Do not dispose of, relocate, transfer, or cannibalize district-owned equipment without prior approval.
- Maintain records of significant repairs and maintenance for equipment assigned to the program.

Equipment Repairs

Equipment repairs should begin with the appropriate CCISD department (Maintenance or Technology Services, as applicable). If a third-party vendor is required, the repair must receive prior approval and follow all CCISD purchasing procedures before work is scheduled.

Equipment Disposition

Equipment that is obsolete, damaged beyond economical repair, or no longer needed must be processed in accordance with CCISD surplus and disposal procedures.

Teachers should notify the Director of Career & Technical Education before initiating the disposal, transfer, or replacement of any district-owned equipment.

Resources:

- CCISD Maintenance Work Order System *(hyperlink)*
- CCISD Technology Help Desk *(hyperlink)*
- CCISD Fixed Asset and Surplus Procedures *(hyperlink)*

SECTION SEVEN-Business and Community Partnerships

CTE Advisory Committee

Copperas Cove ISD Career & Technical Education (CTE) programs are supported by Advisory Committees that provide valuable input from business, industry, postsecondary education, parents, students, and the community. Advisory Committees help ensure Programs of Study remain aligned with workforce needs, industry standards, and postsecondary expectations.

Each Program of Study should maintain an active Advisory Committee that meets **at least annually**.

District Expectations

Advisory Committees should include representatives from:

- Business and industry (majority representation)
- Postsecondary education
- CTE teachers
- Campus administration and/or counseling
- Students
- Parents
- Community partners or nonprofit organizations
- Special populations representatives, when appropriate

Responsibilities

Advisory Committees provide recommendations regarding:

- Program quality and continuous improvement
- Curriculum and instructional relevance
- Industry trends and workforce needs
- Industry-Based Certifications (IBCs)
- Work-based learning opportunities
- Business and community partnerships
- Equipment, facilities, and technology needs
- Professional learning recommendations
- Program evaluation and student outcomes

Documentation

Each Advisory Committee shall:

- Meet at least once each school year.
- Maintain meeting agendas and attendance records.
- Record meeting minutes and recommendations.
- Submit documentation to the Director of Career & Technical Education following each meeting.

Advisory Committees serve in an advisory capacity and provide recommendations to support continuous improvement of CCISD Career & Technical Education programs.

Partner Engagement and Activities

Business and community partners are vital to high quality CTE programs; they provide input, support, and advocacy. Teachers should regularly engage with existing partners and conduct outreach for new partners.

Partners can engage with CTE programs in many ways:

1. Advisory Board Committee member
2. Guest speaker, co-teacher
3. Site tours
4. Guidance for equipment, curriculum and training
5. Student projects
6. Judge events, serve on panels
7. Job shadowing and mentorship
8. Internships and externships
9. Donations

SECTION EIGHT-Student Career Development and Work-based Learning

This element of the High-quality CTE Program Framework addresses strategies that help students gain career knowledge and engage in education, career planning, and decision-making.

Role of CTE Teacher, Campus Supports

The program teacher is the first point of contact for students. Career options within the program of study should be a focus of instruction and learning experiences. Teachers are responsible for embedding employability skills training into every CTE course. **This framework and checklist, from the Perkins Collaborative Resource Network (PCRN) is helpful for identifying components to include in lessons.** Teachers should also collaborate with the campus College and Career Advisor and counselors to share information, develop resources, and provide guidance to students.

Teachers assigned to teach Career Preparation courses must complete the Texas Education Agency approved training as outlined in §231.271. Career Development, Grades 9-12. subsection (e):

(e)The school district is responsible for ensuring that each teacher assigned to Career Preparation I, Career Preparation II, or Extended Career Preparation, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.
TEA WBL Online Course

Field trips/Site Visits

Teachers are encouraged to take students off campus to visit program relevant sites; the district provides funding for transportation. Funding support for field trips will be in accordance with District policy and procedures. Site visits must be directly related to program goals, TEKS, and/or career development and requires pre-approval. Teachers will submit the CTE Travel Request Form and Field Trip Request Form, which must include a detailed explanation of the value to be derived from the trip, to the CTE Coordinator. **Bus requests must be submitted at least (21) school days prior to the trip**; utilize the transportation form to enter a "bus request" for student transportation. Students must submit the "Parent Permission and the Consent for Medical Treatment Form" with signature to the sponsoring teacher. Teachers will keep the signed forms for reference during travel.

Career Preparation and Practicum Courses

Career Preparation and Practicum courses provide students with authentic work-based learning experiences that connect classroom instruction to real-world careers. Through paid or unpaid employment, internships, clinical experiences, apprenticeships, or other approved training experiences, students apply technical and employability skills while preparing for postsecondary education and the workforce.

Practicum courses, as defined in **19 TAC Chapter 130**, provide supervised opportunities for students to demonstrate and refine the knowledge and skills acquired throughout their Program of Study. Learning experiences may occur in the classroom, laboratory, school-based enterprise, or an approved worksite.

District Expectations

Teachers assigned to Career Preparation or Practicum courses are responsible for:

- Ensuring students meet all eligibility requirements for enrollment.
- Developing and maintaining required training plans and work-based learning documentation.
- Conducting and documenting required worksite visits and student evaluations.
- Monitoring student progress, attendance, and workplace performance.
- Collaborating with employers to provide meaningful learning experiences aligned with the student's Program of Study.
- Maintaining all required documentation in accordance with district procedures and state requirements.

All Career Preparation and Practicum programs must comply with the **Texas Student Attendance Accounting Handbook (SAAH), Section 5.7**, the **Texas Essential Knowledge and Skills (TEKS)**, and applicable **Texas Administrative Code (TAC)** requirements.

Resources:

- Texas Student Attendance Accounting Handbook (Section 5.7) *(hyperlink)*
- 19 TAC Chapter 130 *(hyperlink)*

Resources

There are many open source tools available to support student career development. Teachers are encouraged to review and use the following tools from the Workforce Solutions-Central Texas office to assist students with career development.

- **Occupational Outlook Handbook** outlines wages, growth, and education requirements for many in-demand jobs
- **Creating a Basic Resume** Our online courses are optimized and broken into small easy-to-follow segments with actionable strategies, real-world examples, and more…
- **Career Planning** contains hyperlinked profiles for different industries and occupations
- **Targeted Occupations and Industries** provides hyperlinked profiles for Healthcare, IT, and Advanced Manufacturing/ Skilled Trades that include a **career ladder infographic** to help break down large goals into smaller manageable steps when looking at career advancement
- **Texas Internship Challenge** is a partnership among the Texas Workforce Commission (TWC), Texas Education Agency (TEA) and The Higher Education Coordinating Board (THECB), who challenge employers to offer paid internships and make it easy for students to search and apply for them.

Digital Literacy: Common Sense Digital Citizenship curriculum is free and includes lesson plans, videos, professional learning and more!

Other Resources:

- Goodwill, American Youthworks, Lifeworks, College Forward, and Communities in Schools
- The Career Readiness Handbook from the Texas Higher Ed. Coordinating Board (THECB) and Texas Workforce Commission (TWC) can be a valuable resource for lesson planning and student activities.
- The Texas CTE Resource Center WBL page and Employability Skills Framework page are valuable teacher resources for professional learning, lesson planning, and administrative information/documents.

SECTION NINE-CTSOs

Perkins defines CTSOs as "an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program." The State of Texas and the Texas Education Agency also recognizes the value of career and technical student organizations by emphasizing the importance of "participation by students and teachers in activities of career and technical student organizations supported by the agency and the State Board of Education (Sec. 29.182)." Additionally, for all CTE courses (19 TAC Chapter 127 Career Development and 19 TAC Chapter 130 Career and Technical Education) the TEKS (b)(4) states "Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations."

Career and Technical Student Organizations (CTSOs) are a **co-curricular** aspect of CTE programs. CTSOs provide students with opportunities to highlight their learning through competition, develop leadership skills, earn scholarships, and network with professionals. There is a state approved CTSO for every program of study.

Approved CTSOs

Logo	Name of Organization	Participation Level
	Business Professionals of America (BPA) - Texas	High School Level
	DECA, Texas Association	High School Level
	Future Business Leaders of America (FBLA)	High School Level
	Family, Career and Community Leaders of America (FCCLA)	High School Level
	Health Occupations Students of America (HOSA)	High School Level
	SkillsUSA Texas	High School Level
	Texas Association of Future Educators	High School Level
	Texas FFA Association	Junior High & High School
	Texas Technology Students Association (TSA)	High School Level

Role of Teacher Advisor

CTE teachers are expected to support CTSO participation; the District provides CTSO Advisor stipends to offset additional time and effort expended. Teacher sponsorship for UIL sanctioned is not included under CTSO Advisor stipends, rather through UIL coordination.

The number of stipends will be dependent on the enrollment in the CTSO. CTSO Advisors will keep records, and upload their Bylaws in Schoology NLT than October 30th of the new school year. Refer to the CTSO folder in Schoology for forms.

The CTSO Advisor stipend is $500. One $500 stipend will be given for every 25 members per chapter. If there are less than 25 members per chapter, the stipend will be divided among the advisors.

Career and Technical Student Organization (CTSO) Advisor Expectations

The successful operation of a CTSO depends on informed, organized, and engaged advisors. CTSO Advisors play a critical role in supporting student leadership, managing logistics, and fostering a strong organizational culture. Advisors are responsible for:

- Recruiting student members
- Providing organizational oversight and guidance
- Preparing students for competitive events
- Chaperoning travel, competitions, and events
- Participating in conference functions (e.g., conference management, judging, and other assigned duties)

To establish and maintain an effective CTSO chapter, Advisors should:

- Inform prospective students and families about the CTSO and its benefits
- Support students in organizing and managing CTSO activities year-round
- Encourage broad student participation across the program of study
- Maintain and share current CTSO information in a central, accessible location
- Provide instruction in leadership development and soft skills
- Offer opportunities for student competition, leadership, and travel
- Publicly recognize student achievements and promote the CTSO within the school and community
- Collaborate with other CTSO chapters on school and community projects
- Understand and follow all local, state, and national CTSO guidelines
- Align CTSO activities with the district-adopted curriculum
- Stay informed via state and national CTSO websites
- Actively participate in district, area, regional, and state CTSO advisor events
- Ensure students demonstrate appropriate conduct at all CTSO functions

CTSO Documentation Requirements

CTSO Advisors are required to maintain updated records in Schoology. The following items must be uploaded annually or as specified:

1. **Chapter Information**
   Includes CTSO affiliation, chapter number, constitution/bylaws, membership roster, and officer list.
   Due: October 30
2. **Program of Activities**
   A calendar and list of planned events, initiatives, and chapter goals.
   Due: October 30
3. **Competitive Event Results**
   Submit outcomes, placements, and recognitions from each event.
   Due: Within 3 days of each event
4. **Meeting Documentation**
   Includes meeting agendas, minutes, and Treasurer's Reports.
   Due: Within 3 days of each meeting

Membership and Dues

CTSO membership is open to all students enrolled in the corresponding CTE program of study. Recruitment efforts must be inclusive and extend to students from special populations. While encouraged, participation in a CTSO is entirely optional and not a requirement for students enrolled in any specific course.
Individual membership fees may total up to $45 for local chapter dues, in addition to any applicable regional, state, or national fees, and the cost of a club t-shirt. No student should be discouraged or denied membership due to financial need. Chapters may vote to use proceeds from approved fundraisers to help offset membership costs. All affiliation dues must be paid directly to Student Services.

CTSO Banquet

Each CTSO is responsible for hosting an annual banquet to celebrate student achievements, present special awards, and transition officers. These events should reflect the organization's purpose and be similar in structure to the FFA Banquet or HOSA Pinning Ceremony. If a meal is provided, students, parents, business partners, community members, administrators, and school board members should be invited. Banquets must be funded through the CTSO's activity account or fundraising efforts. Advisors are expected to plan and organize the event, ensuring it aligns with district guidelines. Performance Acknowledgments will be awarded separately during Senior Achievement Night or the 9th–11th Grade Awards Night.

District Policies

CCISD expects CTSO participation for all programs of study. To support CTSO Advisors and the CTSO chapters the following information serves as a guide. CTSO Teacher Advisors and student officers should refer to the CTSO state and national organizations for more detailed information, requirements, processes and timelines.

See the following page for an activity and timeline guide.

Activities guide and recommended timeline:

Month	Activity
Aug./Sept.	Member recruitment and collection of membership dues. Membership dues will be deposited in Student Services.
Sept.	1st meeting of school year; chapter constitution and by-laws reviewed and approved; fundraisers approved and scheduled (in accordance with campus policies) Fundraising forms are due NLT September 15th, 2025, to the Student Activities Coordinator. Only approved fundraisers will be allowed.
Sept./Oct.	Members determine competitive events CTSO Advisors upload Program of Activities (POA) to Schoology by Oct. 30th
Oct./Nov.	Fall conferences/conventions/leadership meetings
Dec.	First fundraiser completed and fundraising forms filled out and turned into the business office
Jan.-Apr.	Participate in competitive events, leadership conferences/conventions
Feb.	CTE month activities (each chapter should host an event, activity on campus)
Mar./Apr.	Preparations for CTSO banquets (early April-send invitations to CTE district leadership team for distribution to district leaders) Banquets to be held in May
Apr./May	Elect student officers for upcoming school year
June/July	Officer Retreat and Program of Activities planning for upcoming school year (including proposed schedule for the year)
July	CTSO Advisors finalize all Schoology entries by July 20th

Required activities:

- Recruiting and enrolling members
- Electing officers and conducting meetings
- Program of Activities, Constitution and By-laws
- Leadership development, teambuilding, and community service activities
- Fundraising and fiscal management of student activity account. All CTSO's can have at least 2 fundraisers per year. This does not include Booster or Parent Group fundraisers.
- Public relations, marketing the chapter, and recognition programs
- Competitions aligned to the district, region/area, state, and national CTSO organizations (as appropriate)

- Attending district, region/area, state, national conferences and meetings (as appropriate)

Program of Activities:

Each chapter will conduct the following activities, at minimum.

1. one (1) community service projects, annually
2. monthly meetings with team building activity for each
3. member recruitment activities
4. publish a calendar of events (including meetings, competitions, conferences, camps, chapter events, etc.)
5. fundraising activities
6. other activities required by parent CTSO organization

Student officers:

Each CTSO chapter will elect, at minimum, the following officer positions annually. Duties of each position are outlined in the CTSO chapter by-laws and state/national organization documents.

- President
- Vice-president
- Secretary
- Treasurer
- Reporter or Historian

Chapter meetings:

Each CTSO chapter will meet once a month, at a minimum. Chapter meetings require an agenda, minutes and a Treasurer's Report; the chapter Secretary maintains these records and the CTSO Teacher Advisor uploads them to Schoology. Chapter meetings must occur outside of the regular school day.

Funding and Travel

Each year CTE district funds are allocated to support CTSO activities but cannot fully fund every CTSO activity. If membership is 25 or >, local chapters are required to participate in 2 approved fundraisers to support most CTSO activities and travel. This does not include booster or parent organizations. Please refer below for the definitions of booster and parent organizations.

1. Booster Clubs and Parent Organizations must remain "wholly separate" from the District and all must be approved by the Superintendent. Annual financial statements must be submitted annually to the Superintendent. A packet and a checklist must be completed when initially starting a booster or parent organization.

2. These organizations may never use the District's Tax ID number to claim tax exemption but must apply for a 501c3 status. The organization must also maintain their own bank account and prove that the bank account is reconciled monthly.

CTSO Teacher Advisors should refer to the CCISD Financial Information Resource Manual for details regarding deposits, activity funds, fundraising guidelines, student incentives/awards, tax, and travel; related district forms are located on the Finance district website under "Finance Forms". Campus bookkeepers are a source of information and assistance regarding campus and student activity funds. **All CTSO expenditures must be voted/approved by the student membership and recorded in the meeting minutes. Minutes must be attached to the PO request at the time it is submitted. All CTSO advisors must attend the annual budget meeting at the beginning of the year before any expenditures will be approved.**

CTSO chapters will collaboratively plan travel and lodging when participating in the same CTSO

activity. District funds are not available for leadership/recreational/motivational trips, nor for "invitational" events. Campus activity or student activity funds may be utilized if proper campus approval processes are followed; for additional details regarding student travel and district policies refer to FMG (Regulation).

District purchasing cards are available for some travel related expenses. **Early planning is essential and requires submission of all required documentation at least six weeks prior to travel.** The District CitiBank card cannot be used for all travel related expenses, see the table below for details.

Expense	**Credit Card eligible?**	**Note**
Hotel Reservations	Yes	All costs/associated documentation due at least 4 weeks before travel
Staff Meals	No	Staff meals are issued in the form of a direct deposit or check prior to the trip
Student Meals	No	Student meals will be issued in the form of a check or direct deposit to the teacher. The teacher will cash and distribute the money to each student and have the student sign a receipt form. This must be turned in will all receipts.
Parking	Yes	Receipts must be provided immediately upon return. (Valet is only allowed if self-parking is not available)

Below is a table explaining the District CTE fund support available for equitable travel support to each CTSO.

NOTE: Student meals are funded at $9 each. However, additional funding for meals can be approved through your CTSO, with minutes of student approval.

Level	**Activity**	**Support**
1st (District/Local)	● Competitive events with opportunity to advance ** Must place in Top 5 to advance to Regionals/Area	● Teacher Advisor expenses ● Student participant registration, meals*, and transportation *dependent on length of the event, travel distance
2nd (Regional/Area)	● Competitive events in which student participants who advanced from 1st level (Placement varies for each CTSO) ** Must place in top 3 to advance to State	● Teacher Advisor expenses ● Student participant registration, meals, and transportation, lodging

3rd (State)	• Competitive events in which student participants advanced from 2nd level (Placement varies for each CTSO)	• Teacher Advisor expenses • Student participant registration, lodging, meals, and transportation *Funding support may be limited to a dollar amount per participant if district CTSO funds have been depleted. CTSO's may be asked to fund certain expenses.
4th (National)	• Competitive events in which student participants advanced from 3rd level (1st-3rd place)	• Teacher Advisor expenses • Student participant registration, lodging, meals, and transportation *Funding support may be limited to a dollar amount per participant if district CTSO funds have been depleted. CTSO's may be asked to fund certain expenses. Fundraising is imperative.

SECTION TEN-Data and Program Improvement

CTE programs must maintain accurate data and utilize this data regularly to maintain and improve program outcomes. Listed below are just a few of the data sources the District uses to analyze program success, in addition to a comprehensive program evaluation and needs assessment, conducted annually.

Comprehensive Local Needs Assessment (CLNA)

The Perkins Collaborative Resource Network (PCRN) explains, "Section 134 of Perkins V requires eligible applicants to conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application. The Association for Career and Technical Education (ACTE) has published a Guide for Local Leaders that explains how to maximize the CLNA and Perkins application to drive program quality and equity.

In accordance with federal requirements, the CLNA updates every two years, and must include:

- a student performance evaluation
- teacher recruitment, training, and retention efforts
- progress toward implementing programs of study
- a description of how CTE programs are
    - sufficient in size, scope, and quality to meet the needs of all students served;
    - aligned to state, regional, tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board;
    - and designed to meet local education or economic needs not identified by state boards or local workforce development boards.

When conducting the local needs assessment, eligible recipients are required to consult with a diverse group of stakeholders, which must include, at minimum:

- CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
- State or local workforce development board representatives
- Representatives from a range of local businesses and industries

- Parents and students
- Representatives of special populations
- Representatives from agencies serving at-risk, homeless and out-of-school youth
- Representatives from Indian Tribes or Tribal organizations, where applicable

The foundation for a rigorous CLNA is:

1. Determine local goals (CCISD will utilize program evaluation results and PLCs to establish goals)
2. Identify stakeholders and a leadership team
3. Make a plan for soliciting feedback
4. Gather and develop materials

Program Evaluations

Local CTE programs are required to conduct an annual program evaluation to comply with federal and state legislation. The program evaluation utilized in CCISD will be the High-quality CTE Program Evaluation Instrument. This tool is currently under development, a revision of the ACTE High-quality Program Self-Evaluation Instrument. The following stakeholders will provide input for the CCISD CTE Program Evaluation process:

- CTE Advisory Board,
- CTE teachers,
- campus and district administrators,
- parents and students, and other stakeholders, as appropriate.

The CCISD CTE High-quality Program Framework, CLNA results, and program self-evaluation results will guide development of program goals. Program PLCs will then set strategic priorities and targets for program improvement.

Reporting Data for Perkins

States are required to report disaggregated data on the performance of students by race, ethnicity, gender, and special population categories. Texas submits the following CTE secondary level data:

- Graduation Rate 1S1: Four-Year, 1S2: Extended-Year
- Academic Proficiency 2S1: Reading/Language Arts, 2S2: Mathematics, 2S3: Science
- 3S1: Post-Program Placement
- 4S1: Non-traditional Program Concentration
- Program Quality 5S1: Attained Recognized Postsecondary Credential, 5S2: Attained Post-Secondary Credits, 5S3: Participated in Work-Based Learning, plus CTE Completers

SECTION ELEVEN – SCHEDULE CHANGE REQUESTS

The purpose is to ensure any change to a student's CTE schedule protects Program of Study (POS) progress, Industry-Based Certification (IBC) attainment, CCMR outcomes, seat-time/credit, and classroom stability while keeping parents, teachers, advisors, and administrators aligned.

Quick flow (at a glance)

1. Teacher submits request to the CTE Director.

2. CTE Director reviews CCMR, POS, IBC, grades, attendance, discipline, and capacity.
3. If appropriate, CTE Director authorizes scheduling to proceed.
4. Academic Advisor and Counselor process the change and update the PGP in Skyward.
5. Questions or concerns are resolved in the weekly Academic Advisor meeting.
6. Academic Advisor finalizes the schedule per the final decision and documents in Skyward.

Teacher-initiated Scheduled Change

The CTE teacher submits a formal email request to the Director of Career & Technical Education. The request must include:

- Reason for the requested schedule change
- Course(s) and class period(s) affected
- Documentation of parent/guardian communication
- Supporting documentation, including academic concerns, behavior documentation, office referrals, or other relevant information

Director of CTE Review - The Director of Career & Technical Education reviews the request to determine the impact on the student's academic and career pathway. The review includes:

- Program of Study (POS) alignment
- Personal Graduation Plan (PGP) implications
- Graduation requirements and credit status in Skyward
- Industry-Based Certification (IBC) pathway feasibility, including prerequisites, testing windows, and program requirements
- College, Career, and Military Readiness (CCMR) implications
- Current grades, attendance, and discipline history
- Master schedule availability, course capacity, and scheduling conflicts
- Seat-time, credit, and safety considerations

Following the review, the Director of CTE provides a recommendation and supporting rationale to the **Director of Secondary Counseling**.

Scheduling Decision - If the **Director of Secondary Counseling** and the Director of Career & Technical Education reach consensus, the Director of Secondary Counseling will notify the Academic Advisor to process the schedule change.

The Academic Advisor will:

- Update the student's schedule in Skyward.
- Notify the student and parent/guardian of the approved schedule change.

Escalation - If consensus cannot be reached, the request will be elevated to the **Academic Dean** or Campus Principal for review. The Deputy Superintendent for Instructional Services will be copied on the communication, as appropriate.

Personal Graduation Plan (PGP) -If the schedule change impacts the student's graduation plan, the Academic Advisor will:

- Update the Personal Graduation Plan (PGP) in Skyward.
- Document the rationale and approval in the student's PGP notes.

- Notify the student, parent/guardian, and affected teachers of the final schedule and any resulting graduation plan changes.

Removals Due to Behavior

Documented Interventions - Prior to requesting a student's removal from a CTE course, the teacher must document:

- Classroom management interventions, reteaching, redirection, consequences, and restorative practices
- Parent/guardian communication
- Skyward discipline documentation in accordance with campus procedures (e.g., office referrals, progressive discipline, parent contacts)

Parent/Teacher Conference - A parent/teacher conference must occur prior to a removal request. Document the:

- Date
- Attendees
- Summary of the discussion
- Agreed-upon next steps

Teacher Request - The CTE teacher submits the removal request to the Director of Career & Technical Education and the Grade Level Assistant Principal, including:

- Intervention documentation
- Skyward discipline records
- Parent conference summary
- Any supporting documentation

Director Review - The Director of Career & Technical Education and the Grade Level Assistant Principal review the request. If removal is recommended, the Director of CTE forwards the recommendation and supporting rationale to the **Director of Secondary Counseling**. If consensus is reached, the **Director of Secondary Counseling** notifies the Academic Advisor to process the schedule change and update the student's Personal Graduation Plan (PGP), if applicable.

Escalation - If consensus cannot be reached, the request is elevated to the **Academic Dean** or Campus Principal, with the Deputy Superintendent for Instructional Services copied on the communication.

Background Check Considerations - Certain Programs of Study, including **Health Science** and **Education & Training**, require criminal background checks and clinical or observation experiences. Felony charges may prevent students from meeting program requirements, completing clinical placements, or earning required certifications and should be considered during the review process.

SECTION TWELVE – ARDS & CTE REQUIREMENTS

An Admission, Review, and Dismissal (ARD) Committee must include a Career & Technical Education (CTE) representative—preferably the student's assigned CTE teacher—whenever the student's initial or continued placement in a CTE course or Program of Study is being considered. This ensures appropriate input regarding

curriculum, course sequencing, accommodations, and the implementation of the student's Individualized Education Program (IEP).

ARD Meeting Invitations

The designated **Special Education ARD Facilitator** will schedule ARD meetings by creating a calendar invitation for all required ARD committee members listed in eSped, including any additional required staff such as ESL and CTE representatives.

The ARD notice must identify the role of each participant.

To ensure CTE representation, invitations will be issued in the following order:

1. Assigned CTE Teacher
2. Counselor (if the CTE teacher declines)
3. Academic Advisor (if the counselor declines)

Only **one** of these representatives should attend the meeting unless additional participation is requested.

ARD meetings should be scheduled during the assigned CTE teacher's conference period whenever possible. If a meeting request is received outside of the teacher's conference period, the teacher should **decline the invitation** so the ARD Facilitator can reschedule the meeting during the teacher's conference period or invite the next appropriate representative.

On the day prior to the ARD meeting, the **Special Education ARD Facilitator** will review invitation responses and notify the **Campus Principal** of any required attendees who have declined.

SECTION THIRTEEN – LESSON PLANNING AND INTERNALIZATION

In-depth planning is of the utmost importance to ensure that students are receiving structured, complete knowledge within CTE courses. While that planning may look different from general education classes, preparation is still a necessary part of teaching. The following guidelines identify the CTE planning expectations.

Planning Expectations

- A Scope and Sequence outlining the general timeline of the course units/topics will be submitted during preservice at the beginning of the school year.
- If using a curriculum that provides lesson plans, use the given plan and annotate to demonstrate analysis and internalization.
- Principles classes and any class focused on classroom learning need full plans to be submitted per week or per unit and will be checked on the first instructional day of the week.
    1. Dates covered and the course/unit name should be in the document title.
    2. Two levels of a course may cover the same units, but address the topic to a different depth. Teachers may submit one plan that differentiates the depth of knowledge and adjusted activities for each level.
    3. Pacing and time stamps help keep a lesson on track. Plans should be time stamped to sequence class time effectively.
    4. Incorporate opportunities for student discourse
    5. Integrate the Gradual Release model (I Do, We Do, You Do).

6. Anticipate student struggles or misunderstandings and plan for them.

- Lab classes may focus on large scale projects or commissions from the district/community. While this means the bulk of the lesson may fluctuate, there should still be structure and documentation for the class.
    1. Submit a general daily schedule with approximate time stamping that reflects daily operational procedures
    2. Include a weekly or six-week production schedule to track student contributions, project timelines, and community involvement
    3. Identify non-production times that can be utilized for training

Exhibit Documents

EXHIBIT #1: Special Travel Considerations

1. Teachers are responsible for carefully reading and following the CCISD Financial Information Resource Manual and District Policy FMG (Regulation and Exhibits) before planning travel.
2. Teachers are responsible for immediate report to the appropriate campus administrator of any incidents during district-related travel. Your first line of contact will always be the CTE Coordinator.
3. CTSO Advisors will be approved/funded to travel with students at the ratio of 1:10 (teacher: student).
4. No student "move-ups" allowed at any level of competition. Ex.: 4th place competitor cannot take the place of a 3rd place competitor unable/unwilling to compete at the next level of competition.
5. Employee meal reimbursement is not available for day trips in accordance with District policy.
6. District employees must be economical in travel plans. If an employee makes alternate travel arrangements for his/her own benefit, the District will pay for the lesser of actual costs incurred or the cost that would have been incurred if normal travel procedures had been followed.
7. The District cannot pay for an employee's family or chaperone's expenses, nor can the District pay for an employee's personal expenses. Chaperone expenses will only be paid, if no other district employee can attend.
8. Overnight, in-state travel is limited to one (1) trip annually unless the travel results from advancement from a previous level of competition. Exceptions require campus administrator or the CTE Coordinator pre-approval.
9. Out of state travel requires Campus Administrator, Superintendent, and Board of Trustees pre-approval.
10. High school trips will not take students out of class more than two consecutive days and shall return students at a time that makes school attendance the following day an expectation. Exceptions can be made with approval from the School Principal and the CTE Coordinator.
11. Students participating in a school sponsored trip must be passing all classes and follow all UIL eligibility requirements (even if the organization is not governed by UIL). For the most updated eligibility requirements, please consult the UIL Side-by-Side from the UIL website: www.uil.utexas.edu.
12. Students must follow CCISD's code of conduct on all trips as well as the CCISD dress code policy.
13. Student transportation must be in a district provided mode, in accordance with district policy. Alternative transportation arrangements require pre-approval by campus administration.
14. Each student participant must submit the Copperas Cove ISD Parent Permission and Information for Student Travel Form (Exhibit C) to the CTSO Teacher Advisor at least ten (10) days prior to the event.

15. CTSO Advisors are required to carry completed Parent Permission (with emergency contacts) and Medical Release forms, for each participant on each trip.

All District travel must also comply with district regulations and guidelines.

EXHIBIT #2: Travel Forms and Travel Request Types

Incomplete forms will be returned to the CTE teacher for resubmission.

Forms	**Professional Leave Request**	**Field Trip Request**	**CTSO Travel Request**
Travel Request Form w/ Signatures	●	●	●
Out of District Travel Form (If applicable)			●
Agenda/ Itinerary or Event Flyer	●	●	●
Registration Invoice*	●		●
Hotel Reservation (Out of District Only)	●		●
Vehicle Request (Address Included) Bus Request (21 days prior)	●	●	●
Student Roster**		●	●

*Registration- select “PO” as the method of payment for all Professional Learning requests

**Student Roster- Turned in at least 7 days prior to the trip. Please fill out in its entirety.

CTE Regulation Manual

Acknowledgement

I acknowledge that I have received or been provided electronic access to the **2026–2027 Copperas Cove ISD Career & Technical Education Regulation Manual**. I understand that it is my responsibility to read and comply with the standards, policies, procedures, and expectations contained in this manual.

I understand that this manual is available electronically through the district's designated CTE platform. If I am unable to access the electronic version, I will contact the **Director of Career & Technical Education** or the **CTE Secretary** for assistance.

I understand that the information contained in this manual is subject to change. Changes in federal law, state law, Texas Education Agency (TEA) guidance, State Board of Education (SBOE) rules, Board Policy, administrative regulations, or district procedures may supersede, modify, or replace the information contained in this manual. Updated information will be communicated as appropriate, and I accept responsibility for reviewing and complying with those updates.

I understand that this manual is intended to provide operational guidance and does not create a contract of employment or modify the terms and conditions of my employment with Copperas Cove ISD.

I also understand that I am responsible for communicating with my supervisor regarding program requirements, student or parent concerns, Career and Technical Student Organization (CTSO) activities, and any issues that may impact the operation of my Career & Technical Education program. If I have questions regarding the contents of this manual, I will seek clarification from my supervisor or the Director of Career & Technical Education before taking action.

Name: _____ Program of Study: _____

Signature: _____ Date: _____

****Please sign and date this receipt and provide a copy to CTE Secretary, Kayla Mcginnis .*

PERDUE BRANDON FIELDER COLLINS & MOTT LLP

ATTORNEYS AT LAW

Status Report to

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT

Concerning the Collection of Delinquent Property Taxes

August 6, 2026

Sergio Garcia, Partner
sgarcia@pbfcm.com
512-610-0713
Adam Dockery, Associate Attorney
adockey@pbfcm.com
512-610-0741
3301 Northland Drive, Ste. 505
Austin, Texas 78731

PERDUE BRANDON FIELDER COLLINS & MOTT LLP
ATTORNEYS AT LAW

August 6, 2026

Dr. Brent Hawkins, Superintendent
Mr. Clifton Heath, CFO
Copperas Cove Independent School District
408 S. Main St.
Copperas Cove, TX 76522

RE: Status Report on Delinquent Property Tax Collections – July 2026

Dear Dr. Hawkins and Mr. Heath:

Enclosed, you will find our latest status report including:

A. Monthly Collections Overview
B. July Collection Highlights
C. 5-year Turnover Collections Summary
D. 5-year Levy Collections Summary

Through the month of July, as accounts were turned over to our firm, the primary focus has been outreach and entering payment agreements. Often this includes heir research and locating potential interest holders who want to avoid foreclosure.

As we move into the coming months, we anticipate an increase in litigation activity for accounts that remain unresolved following these outreach and research efforts.

It is a pleasure to continue working with Copperas Cove ISD. We appreciate your confidence in our firm and remain available to answer any questions regarding the enclosed report or any aspect of the collection process.

Sincerely,

Adam Dockery

PERDUE BRANDON FIELDER COLLINS & MOTT LLP
ATTORNEYS AT LAW

A. MONTHLY OVERVIEW

Delinquent Tax Collections July 2026	
Base Tax Collections	$36,218.31
Penalty & Interest	$7,681.53
Total Delinquent Collections	$43,899.84

B. COLLECTION HIGHLIGHTS

Telephone Contacts	775
Title Work Ordered / Suit Imminent	3
Payment Agreements	29
Addresses Found - Heir Research	12

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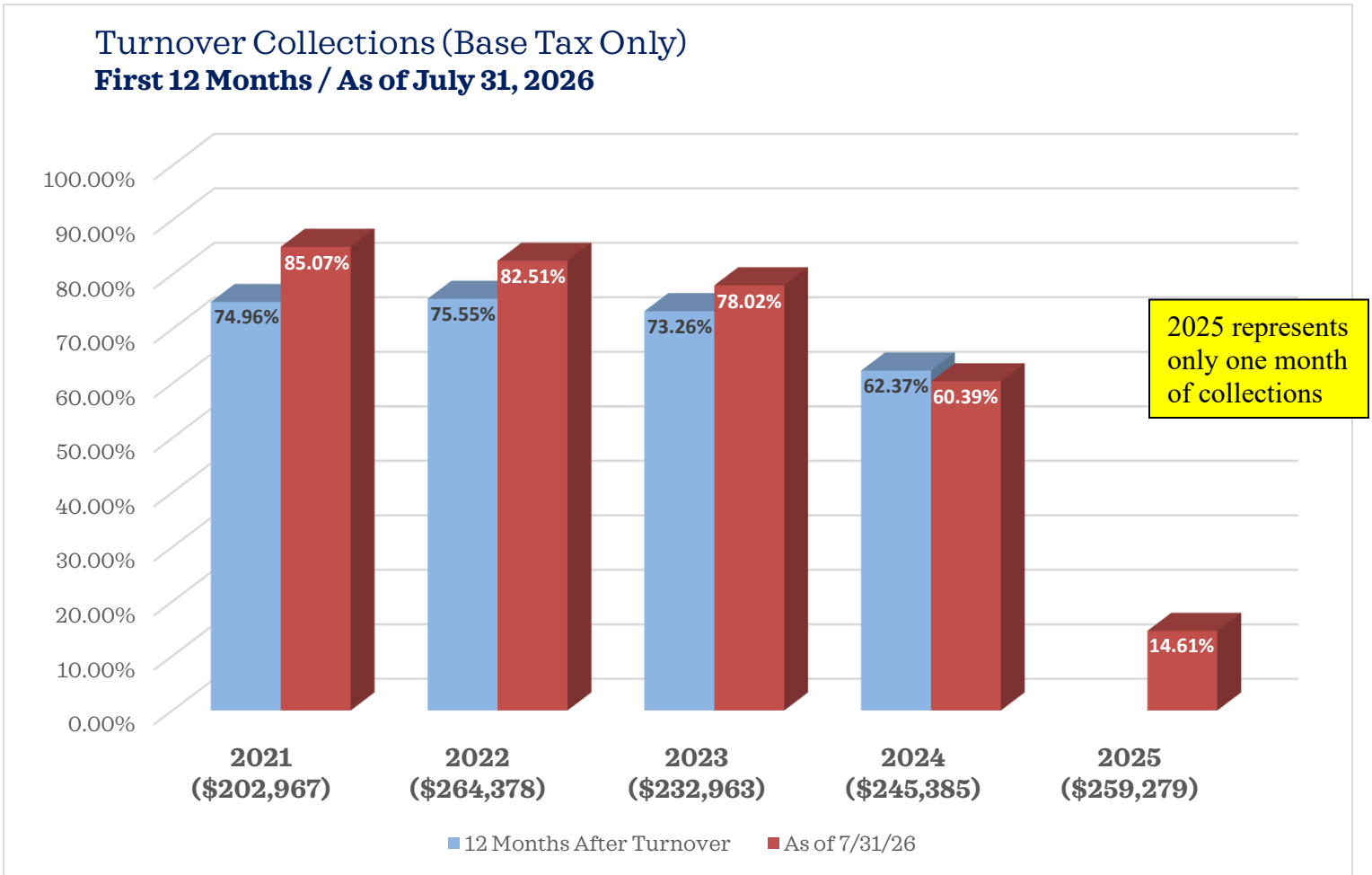
C. TURNOVER COLLECTIONS SUMMARY

Tax Year	Levy	Turnover (July 1)	Balance as of 7/31/26	Turnover Collected
2021	$ 16,128,798	$202,967 (1.26%)	$ 30,299	85.07%
2022	$ 18,459,681	$264,378 (1.43%)	$ 46,235	82.51%
2023	$ 15,907,108	$232,963 (1.58%)	$ 51,208	78.02%
2024	$ 15,204,034	$245,385 (1.56%)	$ 97,199	60.39%
2025	$ 14,004,412	$259,279 (1.85%)	$ 221,393	14.61%

Large amount of roll adjustments caused prior years' collections to appear negative from June to July based on outstanding collectible balance (will revisit this chart format for August report to most accurately reflect base tax turnover collections)



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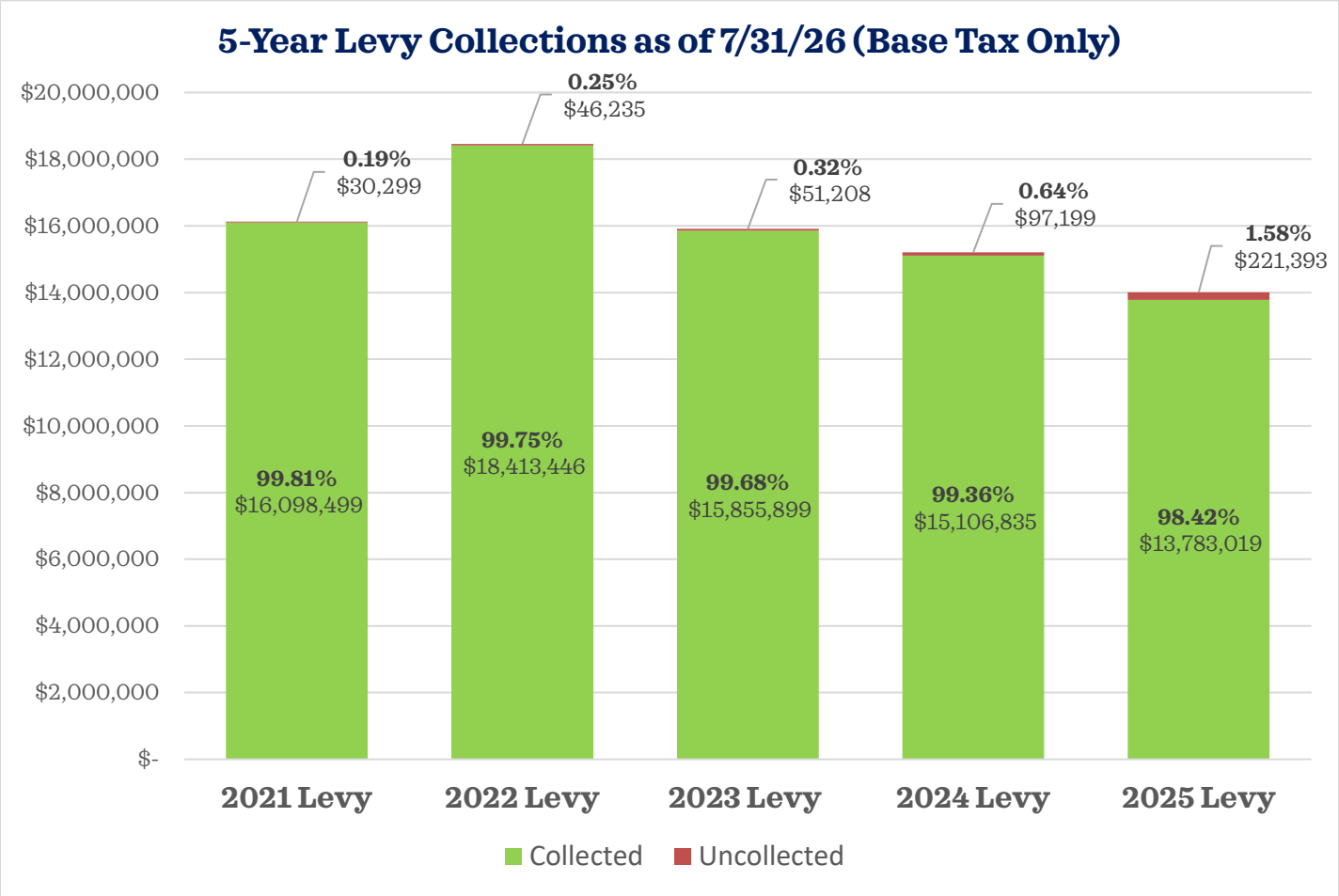
D. TOTAL LEVY COLLECTIONS



Copperas Cove ISD

Comparison Reports

As of July 31, 2026

	199 General Operating	511 Interest & Sinking	240 Child Nutrition
Revenue:	$101,038,320.99	$61,472.66	$3,453,070.14
Expenditure:	$103,939,385.53	$0.00	$4,315,799.34
Encumbered:	$9,140,296.37	$0.00	$342.675.29
Balance:	($12,041,360.91)	$61,472.66	($1,205,404.73)

Check Number	Payee	Check Amount	Check Date
167266	CTRMA PROCESSING	$183.66	07/06/2026
167267	AMERICAN RED CROSS	$42.00	07/10/2026
167268	AT&T MOBILITY	$240.00	07/10/2026
167269	AUTOZONE	$622.76	07/10/2026
167270	BELTON HS CROSS COUNTRY	$500.00	07/10/2026
167271	BRIGHTSPEED (DBA), CONN PARENT CORP	$324.36	07/10/2026
167272	BSN SPORTS LLC	$30,257.51	07/10/2026
167273	CENTEX RECOGNITION	$7,552.00	07/10/2026
167274	CF SUPPLY INC	$1,483.41	07/10/2026
167275	CHALK'S TRUCK PARTS INC	$224.80	07/10/2026
167276	CITY OF COPPERAS COVE UTILITY ADMIN	$2,271.35	07/10/2026
167277	COPPERAS COVE LEADER PRESS	$272.25	07/10/2026
167278	DON HEWLETT CHEVROLET BUICK INC	$0.00	07/10/2026
167279	DON HEWLETT CHEVROLET BUICK INC	$302,775.12	07/10/2026
167280	DON HEWLETT CHEVROLET BUICK INC	$21,740.00	07/10/2026
167281	ELLIOTT ELECTRIC SUPPLY	$387.36	07/10/2026
167282	GATESVILLE HIGH SCHOOL	$725.00	07/10/2026
167283	GENSERVE, LLC, LJ POWER	$369.00	07/10/2026
167284	GRAINGER	$748.68	07/10/2026
167285	HAJOCA CORPORATION, MOORE SUPPLY CO.	$168.75	07/10/2026
167286	HANK'S TIRE & MUFFLER	$340.00	07/10/2026
167287	HEAT TRANSFER SOLUTIONS, HTS TEXAS	$918.88	07/10/2026
167288	JONES SCHOOL SUPPLY INC	$571.52	07/10/2026
167289	KEMPNER WATER SUPPLY	$123.21	07/10/2026
167290	LAWSON PRODUCTS INC	$397.50	07/10/2026
167291	LIBERTY PAPER	$24,267.60	07/10/2026
167292	LOMETA INDEPENDENT, SCHOOL DISTRICT	$1,050.00	07/10/2026
167293	MARK'S PLUMBING, JOHN GASPARINI	$420.66	07/10/2026
167294	NATIONAL WHOLESALE SUPPLY, INC, NWS	$0.00	07/10/2026
167295	NATIONAL WHOLESALE SUPPLY, INC, NWS	$0.00	07/10/2026
167296	NATIONAL WHOLESALE SUPPLY, INC, NWS	$2,203.11	07/10/2026
167297	O'REILLY AUTO PARTS*	$0.00	07/10/2026
167298	O'REILLY AUTO PARTS*	$0.00	07/10/2026
167299	O'REILLY AUTO PARTS*	$0.00	07/10/2026
167300	O'REILLY AUTO PARTS*	$0.00	07/10/2026
167301	O'REILLY AUTO PARTS*	$0.00	07/10/2026
167302	O'REILLY AUTO PARTS*	$0.00	07/10/2026
167303	O'REILLY AUTO PARTS*	$4,527.46	07/10/2026
167304	OAK FARMS	$1,671.91	07/10/2026
167305	PERRY WEATHER CONSULTING, LLC	$4,400.00	07/10/2026
167306	PRO-FIT RACE TIMING - RAVEN SKINNER	$500.00	07/10/2026
167307	SAFETYMED	$144.00	07/10/2026
167308	TEMPLE CROSS COUNTRY	$500.00	07/10/2026
167309	TEXAS COMMISSION ON LAW ENFORCEMENT	$50.00	07/10/2026
167310	TEXAS DEPARTMENT OF PUBLIC SAFETY	$41.00	07/10/2026
167311	TEXAS MULTI-CHEM, LTD.	$3,385.00	07/10/2026

167312	TXU ENERGY	$6,099.79	07/10/2026
167313	UNITED REFRIGERATION INC	$0.00	07/10/2026
167314	UNITED REFRIGERATION INC	$1,131.84	07/10/2026
167315	UNIVERSITY OF OKLAHOMA, ZARROW INSTITUTE	$5,500.00	07/10/2026
167316	VOCATIONAL AG TEACHERS, AG TEACH ASSOC	$350.00	07/10/2026
167317	WC OF TEXAS	$107.99	07/10/2026
167318	WORKERS ASSISTANCE PROGRAM, INC	$2,163.20	07/10/2026
EFT	ADVANCE AUTO PARTS	$446.93	07/10/2026
EFT	AMAZON.COM LLC	$16.99	07/10/2026
EFT	AMERICAN EXPRESS PURCHASING	$4,506.89	07/10/2026
EFT	BEING WELL COUNSELING SERVICES, PLLC	$250.00	07/10/2026
EFT	BOTTOMS, AMBER NICOLE	$84.00	07/10/2026
EFT	CARTER, KAYLA	$3,705.11	07/10/2026
EFT	DELL MARKETING L P	$1,778.00	07/10/2026
EFT	FINNEY, YLIRIS	$65.00	07/10/2026
EFT	GARZA, ALFREDO K	$84.00	07/10/2026
EFT	HEB GROCERY COMPANY	$352.71	07/10/2026
EFT	HOLT TRUCK CENTERS OF TEXAS LLC	$2,988.79	07/10/2026
EFT	IMPERIAL BAG & PAPER CO LLC, IMPERIAL BAG &	$3,093.42	07/10/2026
EFT	KELLEY, KATHRYN JEAN	$111.00	07/10/2026
EFT	LAVALLEE, CYNTHIA DIANE	$84.00	07/10/2026
EFT	LINK, CHRISSA	$84.00	07/10/2026
EFT	MARINA, KENNETH NEIL	$111.00	07/10/2026
EFT	MARTIN, SHELBY LEE	$139.00	07/10/2026
EFT	NEXTIVA, INC	$258.41	07/10/2026
EFT	NOBLE, CHARLES SCOT	$65.00	07/10/2026
EFT	POWELL LAW GROUP, LLP	$1,531.00	07/10/2026
EFT	PRO TECH TRACK & TENNIS INC	$10,000.00	07/10/2026
EFT	ROCHESTER ARMORED CAR CO, INC	$798.07	07/10/2026
EFT	SANSOM, MARIE LEE	$139.00	07/10/2026
EFT	SAVOIE, MATTHEW MARK	$297.70	07/10/2026
EFT	SCHOOL SPECIALTY INC	$3,635.89	07/10/2026
EFT	SHARP, ANGELA LYNN	$84.00	07/10/2026
EFT	SHEAFFER, TRICIA RENE	$84.00	07/10/2026
EFT	STEVENSON, JENNIFER DAWN	$84.00	07/10/2026
EFT	THORNTON, REBECCA ELLEN	$84.00	07/10/2026
EFT	TURNER, ROBERT EDWARD	$139.00	07/10/2026
EFT	UNIFIRST HOLDINGS, INC.	$1,225.88	07/10/2026
EFT	VIRKIM INC	$375.00	07/10/2026
EFT	WIDDER, MEGAN RAE	$84.00	07/10/2026
167319	AM DESIGNS	$20,700.00	07/20/2026
167320	AT&T MOBILITY	$1,494.77	07/20/2026
167321	ATMOS ENERGY	$0.00	07/20/2026
167322	ATMOS ENERGY	$0.00	07/20/2026
167323	ATMOS ENERGY	$0.00	07/20/2026
167324	ATMOS ENERGY	$6,069.82	07/20/2026
167325	AU CONCEPTS & DESIGNS	$4,720.00	07/20/2026

167326	AUSTIN BILLIARDS, LLC	$1,488.00	07/20/2026
167327	AUTISTIC TREATMENT CENTER, INC.	$40,963.07	07/20/2026
167328	AVINEXT	$7,596.30	07/20/2026
167329	BAKER DISTRIBUTING COMPANY LLC	$2,358.43	07/20/2026
167330	BLUUM USA, INC.	$993.86	07/20/2026
167331	BSN SPORTS LLC	$22,347.66	07/20/2026
167332	CENTEX RECOGNITION	$140.00	07/20/2026
167333	CHASE, DEREK W	$278.08	07/20/2026
167334	CITY OF COPPERAS COVE *DUMP	$121.58	07/20/2026
167335	CMS COMMUNICATIONS, INC	$34,616.06	07/20/2026
167336	CTRMA PROCESSING	$35.23	07/20/2026
167337	DEALERS ELECTRICAL SUPPLY COMPANY	$0.00	07/20/2026
167338	DEALERS ELECTRICAL SUPPLY COMPANY	$3,812.41	07/20/2026
167339	DIVINE SIGNS & PRINTING, SHANNON DODD	$100.00	07/20/2026
167340	EDUCATION SERVICE CTR REG 10	$25.00	07/20/2026
167341	EDUCATION SERVICE CTR REG 12	$55.00	07/20/2026
167342	FISHER FIRM, PLLC	$7,196.31	07/20/2026
167343	THE FLIPPEN GROUP LLC	$293,300.00	07/20/2026
167344	HCTRA, VIOLATIONS	$103.38	07/20/2026
167345	HEIGHTS LUMBER & SUPPLY	$0.00	07/20/2026
167346	HEIGHTS LUMBER & SUPPLY	$0.00	07/20/2026
167347	HEIGHTS LUMBER & SUPPLY	$6,371.55	07/20/2026
167348	HOTSY CARLSON EQUIPMENT CO.	$3,290.02	07/20/2026
167349	KEITH ACE HARDWARE	$0.00	07/20/2026
167350	KEITH ACE HARDWARE	$0.00	07/20/2026
167351	KEITH ACE HARDWARE	$0.00	07/20/2026
167352	KEITH ACE HARDWARE	$0.00	07/20/2026
167353	KEITH ACE HARDWARE	$0.00	07/20/2026
167354	KEITH ACE HARDWARE	$0.00	07/20/2026
167355	KEITH ACE HARDWARE	$0.00	07/20/2026
167356	KEITH ACE HARDWARE	$0.00	07/20/2026
167357	KEITH ACE HARDWARE	$0.00	07/20/2026
167358	KEITH ACE HARDWARE	$0.00	07/20/2026
167359	KEITH ACE HARDWARE	$0.00	07/20/2026
167360	KEITH ACE HARDWARE	$0.00	07/20/2026
167361	KEITH ACE HARDWARE	$0.00	07/20/2026
167362	KEITH ACE HARDWARE	$0.00	07/20/2026
167363	KEITH ACE HARDWARE	$0.00	07/20/2026
167364	KEITH ACE HARDWARE	$0.00	07/20/2026
167365	KEITH ACE HARDWARE	$0.00	07/20/2026
167366	KEITH ACE HARDWARE	$0.00	07/20/2026
167367	KEITH ACE HARDWARE	$0.00	07/20/2026
167368	KEITH ACE HARDWARE	$0.00	07/20/2026
167369	KEITH ACE HARDWARE	$0.00	07/20/2026
167370	KEITH ACE HARDWARE	$0.00	07/20/2026
167371	KEITH ACE HARDWARE	$0.00	07/20/2026
167372	KEITH ACE HARDWARE	$0.00	07/20/2026

167373	KEITH ACE HARDWARE	$0.00	07/20/2026
167374	KEITH ACE HARDWARE	$3,592.22	07/20/2026
167375	KIRBO'S OFFICE SYSTEMS	$28,160.96	07/20/2026
167376	LAKESHORE LEARNING MATERIALS	$12,091.60	07/20/2026
167377	LIGHTSPEED SYSTEMS	$12,166.00	07/20/2026
167378	LOWE'S COMPANIES, INC, LOWE'S HOME CEN	$2,692.78	07/20/2026
167379	MATH TEACHERS PRESS, INC.	$7,527.80	07/20/2026
167380	MOBOTREX, INC.	$6,500.00	07/20/2026
167381	NORTH TEXAS TOLLWAY AUTHORITY	$4.04	07/20/2026
167382	ORI LEARNING	$4,250.00	07/20/2026
167383	PITNEY BOWES GLOBAL FINANCIAL SVCS	$1,346.73	07/20/2026
167384	PLAN4LEARNING, 806TECHNOLOGIES	$6,600.00	07/20/2026
167385	POWERPRINT TEES	$1,867.50	07/20/2026
167386	PRESTO-X-RENTOKIL NORTH AMERICA, INC.	$0.00	07/20/2026
167387	PRESTO-X-RENTOKIL NORTH AMERICA, INC.	$0.00	07/20/2026
167388	PRESTO-X-RENTOKIL NORTH AMERICA, INC.	$4,914.21	07/20/2026
167389	PROGRESS LEARNING	$21,000.00	07/20/2026
167390	RAE SECURITY	$0.00	07/20/2026
167391	RAE SECURITY	$8,083.84	07/20/2026
167392	RED ROVER TECHNOLOGIES, LLC	$4,000.00	07/20/2026
167393	RUSH BUS CENTER	$2,730.60	07/20/2026
167394	SHARON WELLS MATHEMATICS CURRICULUM INC.	$19,198.00	07/20/2026
167395	TASB HR SERVICES	$1,160.00	07/20/2026
167396	TASB RMF WORKER'S COMP	$17,218.65	07/20/2026
167397	TXU ENERGY	$89,252.89	07/20/2026
167398	UNITED RENTALS (NORTH AMERICA) INC	$1,929.21	07/20/2026
167399	VALERO MARKETING & SUPPLY, WEX BANK	$423.60	07/20/2026
167400	WESTWOOD VOLLEYBALL, BOOSTER	$600.00	07/20/2026
167401	WORTH HYDROCHEM OF CENTRAL TEXAS, INC	$297.00	07/20/2026
167402	ZOOM ROSES, MARK FERRER	$1,114.08	07/20/2026
EFT	AMAZON.COM LLC	$20,117.63	07/20/2026
EFT	ANDERSON, JUNETH ELAINE	$25.33	07/20/2026
EFT	CHRISTNER, PHILIP WAYNE	$105.13	07/20/2026
EFT	COONS, THERESA MARIE	$66.20	07/20/2026
EFT	DERY, VICTOR L	$133.26	07/20/2026
EFT	FRANCIS, KATRINA RENEE	$197.00	07/20/2026
EFT	GARLAND, SYDNEY KAY	$197.00	07/20/2026
EFT	GROUNDFORCE BUILDING SYSTEMS, LLC	$26,440.00	07/20/2026
EFT	HOLLIS, KEVIN ANDREW	$29.19	07/20/2026
EFT	LENNOX INDUSTRIES INC	$9,684.75	07/20/2026
EFT	MORALES, BRENDA	$185.00	07/20/2026
EFT	MORENO, MELISSA	$33.39	07/20/2026
EFT	NEVCO SPORTS LLC	$152,291.00	07/20/2026
EFT	NIETO, JODY LEE	$60.00	07/20/2026
EFT	PARTS TOWN, LLC.	$1,656.06	07/20/2026
EFT	POWELL LAW GROUP, LLP	$370.50	07/20/2026
EFT	REDING, CALLY MCKENZIE	$185.00	07/20/2026

EFT	RODRIGUEZ, MARIA ESPERANZA	$185.00	07/20/2026
EFT	SCHOOL SPECIALTY INC	$2,262.80	07/20/2026
EFT	SHEAFFER, TRICIA RENE	$90.00	07/20/2026
EFT	SHERWIN-WILLIAMS	$324.24	07/20/2026
EFT	SHIRLEY, MEGHAN KAY	$197.00	07/20/2026
EFT	STRIVE PUBLIC POLICY RESOURCES	$21,350.00	07/20/2026
EFT	TUCKER, JUSTIN MATTHEW	$118.83	07/20/2026
EFT	VASQUEZ, RACHEL	$22.06	07/20/2026
EFT	VESTIS SERVICES, LLC, VESTIS GROUP	$2,341.86	07/20/2026
EFT	WEST, MADISON	$185.00	07/20/2026
EFT	WHITE, ELLIOT MARIA	$185.00	07/20/2026
167010	GORRES, JEFFREY	-$74.00	07/28/2026
167011	GORRES, JEFFREY	-$280.00	07/28/2026
167194	WHITE, ELLIOT MARIA	-$54.00	07/28/2026
167403	AT&T MOBILITY	$2,464.63	07/31/2026
167404	AUTOZONE	$89.24	07/31/2026
167405	BAND TODAY	$9,570.00	07/31/2026
167406	BILL FRENCH ENTERPRISES	$1,280.00	07/31/2026
167407	BLUUM USA, INC.	$39,399.95	07/31/2026
167408	BRIGHTSPEED (DBA), CONN PARENT CORP	$0.00	07/31/2026
167409	BRIGHTSPEED (DBA), CONN PARENT CORP	$0.00	07/31/2026
167410	BRIGHTSPEED (DBA), CONN PARENT CORP	$10,911.24	07/31/2026
167411	BSN SPORTS LLC	$28,559.91	07/31/2026
167412	CAPSTONE	$1,944.58	07/31/2026
167413	CEN-TEX FIRE & SECURITY, LLC	$0.00	07/31/2026
167414	CEN-TEX FIRE & SECURITY, LLC	$0.00	07/31/2026
167415	CEN-TEX FIRE & SECURITY, LLC	$0.00	07/31/2026
167416	CEN-TEX FIRE & SECURITY, LLC	$0.00	07/31/2026
167417	CEN-TEX FIRE & SECURITY, LLC	$8,519.36	07/31/2026
167418	CHAMPION TEAMWEAR	$719.80	07/31/2026
167419	CHARTER COMMUNICATIONS HOLDINGS, LLC, SPEC	$856.32	07/31/2026
167420	CITY OF COPPERAS COVE UTILITY ADMIN	$0.00	07/31/2026
167421	CITY OF COPPERAS COVE UTILITY ADMIN	$0.00	07/31/2026
167422	CITY OF COPPERAS COVE UTILITY ADMIN	$20,228.75	07/31/2026
167423	CROSSIN RESTORATION, LLC	$54,119.56	07/31/2026
167424	CTRMA PROCESSING	$63.02	07/31/2026
167425	DEMCO INC	$5,062.93	07/31/2026
167426	EDUCATE WALK WITH PURPOSE	$49,800.00	07/31/2026
167427	EDUCATION SERVICE CTR REG 12	$3,000.00	07/31/2026
167428	GALLEN, JOHN F	$50.88	07/31/2026
167429	GENSERVE, LLC, LJ POWER	$369.00	07/31/2026
167430	HALO CLEANERS	$369.63	07/31/2026
167431	HCTRA, VIOLATIONS	$185.11	07/31/2026
167432	HOFFPAUIR, SHERRY	$112.19	07/31/2026
167433	JEWELL, REBECCA SUE	$3,500.00	07/31/2026
167434	KILN FROG, LLC	$4,000.50	07/31/2026
167435	MANSFIELD OIL COMPANY OF GAINESVILLE INC.	$9,719.32	07/31/2026

167436	MERCADO, JULIAN	$33.15	07/31/2026
167437	MILOY, MOLLY	$29.05	07/31/2026
167438	MORRIS PRINTING DBA SCHOOL MATE	$1,198.75	07/31/2026
167439	NORTH TEXAS TOLLWAY AUTHORITY	$58.42	07/31/2026
167440	PARKER, REAJUAN MARIE	$105.15	07/31/2026
167441	PINSON, MELANIE	$32.70	07/31/2026
167442	POWERPRINT TEES	$907.60	07/31/2026
167443	QUALITY HARDWOOD FLOORS INC	$27,262.49	07/31/2026
167444	RABROKER A/C & PLUMBING	$1,254,288.00	07/31/2026
167445	RAY & WOOD	$4,084.00	07/31/2026
167446	RIDDELL ALL AMERICAN SPORTS	$9,849.35	07/31/2026
167447	SCHOLASTIC INC	$3,754.36	07/31/2026
167448	STEVE WEISS MUSIC, INC.	$32.00	07/31/2026
167449	T-MOBILE USA INC.	$31.37	07/31/2026
167450	TEXAS DEPARTMENT OF PUBLIC SAFETY	$99.00	07/31/2026
167451	TEXAS RURAL EDUCATION ASSOCIATION	$700.00	07/31/2026
167452	THINK TANK, SCHOLAR	$8,388.00	07/31/2026
167453	TXU ENERGY	$3,723.18	07/31/2026
167454	UNITED RENTALS (NORTH AMERICA) INC	$5,625.48	07/31/2026
167455	VARSITY SPIRIT FASHIONS, VARSITY BRANDS	$2,631.30	07/31/2026
167456	WENGER CORPORATION	$18,297.07	07/31/2026
167457	SHORT RIB DRUM SMOKERS	$2,353.60	07/31/2026
EFT	U.S. BANK NATIONAL ASSOCIATION	$71,608.97	07/31/2026
EFT	AMAZON.COM LLC	$1,118.46	07/31/2026
EFT	BLUETRITON BRANDS INC	$244.03	07/31/2026
EFT	GARRETT BOOK COMPANY	$1,275.10	07/31/2026
EFT	HOOPER, CHASTSIE MENETTE	$428.50	07/31/2026
EFT	INDIANA WESLEYAN UNIVERSITY	$4,487.99	07/31/2026
EFT	J. W. PEPPER & SON, INC	$250.00	07/31/2026
EFT	LENNOX INDUSTRIES INC	$195.19	07/31/2026
EFT	ONCOR ELECTRIC DELIVERY COMPANY	$190.25	07/31/2026
EFT	PROJECT LEAD THE WAY INC	$3,200.00	07/31/2026
EFT	ROBBINS, MADDISON GRACE	$1,543.80	07/31/2026
EFT	SCHOOL SPECIALTY INC	$59,824.82	07/31/2026
EFT	SHERWIN-WILLIAMS	$5,446.80	07/31/2026
EFT	SUTHERLAND BUILDING MATERIAL CENTERS, LP, HO	$2,103.95	07/31/2026
EFT	TK ELEVATOR	$778.52	07/31/2026
EFT	UNIFIRST HOLDINGS, INC.	$6,012.64	07/31/2026

Board of Trustees

Date of Meeting: August 17, 2026

Item Type: Action

Item Name	New Hires
District Goal	Human Resources: CCISD will recruit, develop and retain a high-quality and diverse staff.
Summary (Purpose/ Objective)	New hire recommendations for the 2026-2027 school year are submitted for the August 2026 board meeting.
Fiscal Impact	None
Administrative Recommendation	Administration recommends approval of the recommendations attached.
Attachments	New Hire Recommendations

Contact Person: Dr. Lindsie O'Neill Almquist , Executive Director of Human Resources 1472

E-Mail Address: almquistl@ccisd.com

2025-2026 NEW HIRE PROFESSIONAL CONTRACTS

NAME	EMP/TRANS DATE	POSITION	CAMPUS	YEARS EXP IN PROPOSED POSITION	YEARS EXP IN EDUCATION OR FIELD	COLLEGE TO ISSUE DEGREE	CERTIFICATION	LAST DISTRICT TAUGHT
Gomez, Gina	8/3/2026	RISE Classroom Instructor	Mae Stevens Early Learning Academy			University of the Incarnate Word		n/a
Jalbert, Arin	8/3/2026	RISE Classroom Instructor	S.C. Lee Junior High	2	2	Tarelton State University		Copperas Cove ISD

2025-2026 NEW HIRE PROFESSIONAL CONTRACTS

Board of Trustees

Date of Meeting: August 17, 2026

Item Type: Report

Item Name	Resignations (Written Only)
District Goal	Human Resources: CCISD will recruit, develop and retain a high-quality and diverse staff.
Summary (Purpose/ Objective)	Resignations are provided, as needed, for Board information.
Fiscal Impact	None
Administrative Recommendation	None
Attachments	Resignations

Contact Person: Dr. Lindsie O'Neill Almquist, Executive Director of Human Resources 1475

E-Mail Address: almquistl@ccisd.com

2026-2027 Resignations Instructional Support

NAME	TERM DATE	POSITION	CAMPUS	REASON
Briggs, Claudia	12/18/2026	Teacher	Copperas Cove Junior High School	Retirement
Steele, Ariana	5/22/2026	Teacher	House Creek Elementary	Resignation

2026-2027 Resignations Instructional Support

2025-2026 Vacancies Instructional Support

Position	# of Vacancies	Campus/Department	as of Date	Notes
Aide, ESL	1	Copperas Cove High School		
Teacher, Science	1	Copperas Cove High School		
Teacher, Spanish	1	Copperas Cove High School		
Aide, SPED	1	Copperas Cove Junior High School		
Teacher, Theater Arts	1	Copperas Cove Junior High School		
Aide, Life Skills	1	C.R. Clements/Hollie Parsons Elementary		
Aide, Instructional	1	J.L. Williams/Lovett Ledger Elementary		
Aide,Title Intervention	2	J.L. Williams/Lovett Ledger Elementary		
Aide, Pre Kindergarten	1	Mae Stevens Early Learning Academy		
Teacher, Pre Kingarten	1	Mae Stevens Early Learning Academy		
Aide, Speech	1	Special Education Department		
Compliance Facilitator	1	Special Education Department		
Speech Language Pathologist Assistant	1	Special Education Department		
Aide Total Vacancies -	8			
Teacher Total Vacancies -	4			
Professional Support Vacancies -	2			
Admin Total Vacancies -	0			

2025-2026 Vacancies Instructional Support

Aide Total Vacancies -	8			
Teacher Total Vacancies -	23			
Professional Support Vacancies -	10			
Admin Total Vacancies -	1			

2025-2026 Vacancies Instructional Support

SUPPORT PERSONNEL VACANCIES - AUGUST 2026

POSITION	CAMPUS/DEPT	# of Vacancies	as of date
Receptionist	CCISD	1	7/27/2026
Cafeteria Manager	Child Nutrition	1	7/27/2026
Cafeteria Worker/Cook	Child Nutrition	5	7/27/2026
Cafeteria Monitor	HHE	1	7/27/2026
Academic Advisor	HHE	1	7/27/2026
Crossing Guard	Maintenance	1	7/27/2026
Custodian	Maintenance	3	7/27/2026
HVAC I	Maintenance	1	7/27/2026
Academic Advisor	LJHS	1	7/27/2026
IEP Clerk	SPED	1	7/27/2026
Bus Aide	Transportation	2	7/27/2026
Bus Driver	Transportation	4	7/27/2026

Notes

Board Calendar

Aug 2026 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27 6pm - Board of	28	29	30	31 8:30am - New Teacher 5pm - Mentor/New	1
2	3 7:30am - Convocation @ 7:30am - Convocation 8am - HS V Tennis @ 2pm - WLE Ribbon Cutting	4 9am - HS V Tennis vs 4pm - HS V Tennis @ 5pm - Special Called	5	6 2pm - HS V Tennis vs 6pm - RISE Academy	7 9am - HS V Tennis @ 10am - Stuff the Bus @	8 9am - HS Volleyball 10am - Stuff the Bus @
9	10 9am - HS V Tennis vs 5pm - Special Called |	11 9am - HS V Tennis vs 9am - HS V Tennis vs 10am - Volleyball v 4pm - HS V Tennis vs	12	13 Volleyball v Westwood Tourney (time TBD) @ Austin 9am - V Tennis vs Marble	14 5:30pm - HS 9th/JV	15 6pm - Spirit Spectacular
16	17 7am - FIRST DAY OF 6pm - Regular Board	18 4pm - HS V Tennis @ 5pm - Volleyball v Burnett	19	20 Volleyball Gatesville Tourney (time TBD) @ Gatesville JV Gold Football v 4:30pm - HS JV Tennis vs 5:30pm - Lee vs Cove 7pm - Dawg Football v.	21 8am - Cross Country @ 4pm - HS V Tennis @	22
23	24	25 4pm - HS V Tennis vs 5pm - Volleyball v Marble	26	27 9b & 9c Volleyball Lometa Tournament (time TBD) @ Lometa Volleyball Texas Legends Invitational (time TBD) @ Bryan 4:30pm - HS JV Tennis @ 5pm - HS 9th Football vs 5pm - HS JV Football @ 5:30pm - 7th Lee VB vs 5:30pm - 8th Lee VB vs 5:30pm - CJH Volleyball @	28 8am - Cross Country @ 7pm - Dawg Football v	29
30	31	1 4pm - HS V Tennis @ 4:30pm - HS Volleyball vs	2 JH CROSS COUNTRY @ 1483	3 HS 9th Volleyball @ HS JV Football @ Cedar 8am - HS Cross Country 4:30pm - HS JV Tennis vs 5pm - HS 9th Football vs 5:30pm - CJH Volleyball	4 4pm - HS V Tennis vs 5:30pm - Volleyball v 7pm - Dawg Football v RR	5 HS 9th Volleyball @

Board Calendar

Sep 2026 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1 4pm - HS V Tennis @ 4:30pm - HS Volleyball vs	2 JH CROSS COUNTRY @	3 HS 9th Volleyball @ HS JV Football @ Cedar 8am - HS Cross Country 4:30pm - HS JV Tennis vs 5pm - HS 9th Football vs 5:30pm - CJH Volleyball	4 4pm - HS V Tennis vs 5:30pm - Volleyball v 7pm - Dawg Football v RR	5 HS 9th Volleyball @
6	7	8 4pm - HS V Tennis @ 5pm - CJH 7th Football @ 5pm - Volleyball v Bryan @	9 JH CROSS COUNTRY @ 9am - Lee VB @ 3pm - Quarterly Summit 5pm - CJH 8th Football vs	10 9AB JV Volleyball Burnet Tourney (time TBD) @ Burnet 8am - HS Cross Country 4:30pm - HS JV Tennis @ 5pm - HS 9th Football vs 5pm - HS JV Football @ 5pm - JV Gold Football v	11 1:45pm - CCHS Pep Rally 4pm - HS V Tennis @ 5pm - Volleyball v Harker 7pm - Dawg Football v	12 Lee VB @ Georgetown
13	14 5pm - CJH 7th Football vs 5pm - Lee 7th Football vs 5pm - Special Called |	15 4pm - HS V Tennis vs 5pm - CJH 8th Football vs 5pm - Lee 8th Football vs 5pm - Volleyball v	16 JH Cross Country @ L 5pm - HS 9th Football @ 5pm - HS JV Football vs 5pm - JV Gold Football v	17 8am - HS Cross Country 4:30pm - HS JV Tennis @ 5:30pm - CJH Volleyball @ 5:30pm - Lee VB @ Lamar 7pm - Dawg Football v RR	18 5pm - Volleyball v Lake	19 9AB JV Volleyball Salado
20	21 5pm - CJH 7th Football vs 5pm - Lee 7th Football vs	22 4pm - HS V Tennis @ 5pm - CJH 8th Football @ 5pm - Lee 8th Football @	23 CJH Volleyball @ 5:30pm - CCJHS Lady	24 4:30pm - HS JV Tennis vs 5pm - HS 9th Football @ 5pm - HS JV Football vs 5:30pm - 7th Lee VB vs N 5:30pm - 8th Lee VB vs N. 5:30pm - CJH Volleyball	25 5pm - HS Volleyball @ 7pm - HS Football @	26 CJH Volleyball @
27	28 5pm - CJH 7th Football @ 5pm - Lee 7th Football @ 6pm - Regular SB	29 4pm - HS V Tennis vs 5pm - CJH 8th Football vs 5pm - Lee 8th Football vs 5pm - Volleyball v Midway	30 CJH CROSS COUNTRY @ 1484	1 8am - HS Cross Country 4:30pm - HS JV Tennis @ 5pm - HS 9th Football vs 5pm - HS JV Football @ 5:30pm - 7th Lee VB vs L. 5:30pm - 8th Lee VB vs L. 5:30pm - CJH Volleyball	2 5pm - Volleyball v Bryan 7pm - Dawg Football v	3 10am - 9B Volleyball v

Board Calendar

Oct 2026 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28 5pm - CJH 7th Football @ 5pm - Lee 7th Football @ 6pm - Regular SB	29 4pm - HS V Tennis vs 5pm - CJH 8th Football vs 5pm - Lee 8th Football vs 5pm - Volleyball v Midway	30 CJH CROSS COUNTRY @	1 8am - HS Cross Country 4:30pm - HS JV Tennis @ 5pm - HS 9th Football vs 5pm - HS JV Football @ 5:30pm - 7th Lee VB vs L. 5:30pm - 8th Lee VB vs L. 5:30pm - CJH Volleyball	2 5pm - Volleyball v Bryan 7pm - Dawg Football v	3 10am - 9B Volleyball v
4	5 5pm - CJH 7th Football @ 5pm - Lee 7th Football vs	6 5pm - CJH 8th Football vs 5pm - Lee 8th Football @ 5pm - Volleyball v Harker	7 JH CROSS COUNTRY	8 5pm - 9th Football @ 5pm - HS 9th Football @ 5pm - HS JV Football vs 5:30pm - CJH Volleyball @	9 5pm - Volleyball v 7pm - Dawg Football v	10
11	12 Columbus Day @ United	13 5pm - CJH 7th Football vs 5pm - Lee 7th Football vs 5pm - Special Called | 5pm - Volleyball v Lake	14 5pm - CJH 8th Football @ 5pm - Lee 8th Football @	15 8am - HS Cross Country 4:30pm - HS JV Tennis vs 5:30pm - Lee VB @ River 5:30pm - CJH Volleyball	16	17
18	19 5pm - CJH 7th Football vs 5pm - Lee 7th Football @ 5:30pm - 7th Lee VB vs	20 5pm - CJH 8th Football @ 5pm - Lee 8th Football vs 5pm - Volleyball v Temple	21	22 4:30pm - HS JV Tennis @ 5pm - 9th Football vs 5pm - HS 9th Football vs 5pm - HS JV Football @	23 5pm - Volleyball v Midway 7pm - Dawg Football v	24
25	26 5pm - Lee 7th Football @ 6pm - Board of	27 5pm - Lee 8th Football vs 5:30pm - 8th Lee VB vs	28 1485	29 5pm - 9th Football @ 5pm - HS 9th Football @	30 7pm - Dawg Football v	31

2026-2027

Copperas Cove ISD
Employee Handbook

The Copperas Cove Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law in its programs, activities, or employment practices. For inquiries regarding the non-discrimination policies, contact: Executive Director of Human Resources or Chief Administrative Officer, Student Services at (254) 518-6551, 408 South Main Street, Copperas Cove, TX 76522.

If you have difficulty assessing the information in this document because of a disability, please email hr@ccisd.com. **Last updated 6.30.26**

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Vision 2029 / District of Innovation

A Foundation of Excellence - A Future of Success

Mission of Copperas Cove ISD:

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instructions which inspires academic success, personal excellence, and responsible citizenship.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all federal, state, local and/or district policies and procedures are included. Those that are, have been summarized. Our goal in Copperas Cove ISD (CCISD) is to well educate and support students; All of our Employee Handbook is structured in such a way to do that for our Bulldawgs. Suggestions for additions and improvements to this handbook are welcome and may be sent to Dr. Lindsie Almquist, Executive Director of Human Resources at lindsie.almquist@ccisd.com.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way; rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. Policy manuals are located online at ccisd.com and are available for employee review during normal working hours.

Employee Document Receipt [2026-2027] and Acknowledgement of Chapter 37

Name_____Campus/Department:_____

I hereby acknowledge receipt of a copy of the 2026-2027 Copperas Cove ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

You may read the handbook directly from the web site or print a copy for yourself. If you are unable to print a hard copy of this handbook, contact Human Resource Services for a copy. Further, I acknowledge I have been informed I can access Education Code Chapter 37 at www.ccisd.com under "For Parents" and "TEA-Chapter 37."

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the District provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information, such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the Human Resource Services Office if I have questions or concerns or need further explanation.

_____ _____

Signature Date

Please sign and date this receipt and forward it to your supervisor.

Please review the District's policies concerning professional employees and contract procedures on the TASB web site @ pol.tasb.org/PolicyOnline or @ www.ccisd.com under Policy On Line, for the following policies that pertain to you. **You should review both legal and local policies**: DAA; DBAA; DBD; DC; DCB; DEA; DEC; DF; DFAC; DFB SERIES; DFD; DFE; DFF; DGBA; DH; DHC; DHE; DI; DIA; DK; DN SERIES; FFH; FFI; FN AND FO SERIES.

District Information

Description of the District

Copperas Cove is the largest city in Coryell County. It adjoins the western boundary of Fort Hood and is located 68 miles north of the state capital in Austin, 63 miles southwest of Waco, and 160 miles southwest of Dallas. The population of Copperas Cove is approximately 30,000. It has grown significantly since its establishment in 1883. Because of its convenient proximity to Fort Hood, the largest armored post in the free world, many Covites are affiliated with the federal government.

Copperas Cove Public Schools are an integral part of the community. The school system enjoys a solid reputation as one of the finest in Central Texas. Year after year, achievement tests have shown that Cove students benefit from a high-quality education. Cove students regularly exceed state and national averages in achievement testing. A high percentage of Cove graduates go on to college or other forms of post-secondary education.

Copperas Cove schools serve nearly 8,200 students with a staff of over 1,300 teachers, administrators, and support personnel. There is one early childhood center, six kindergarten through fifth grade campuses, two junior high campuses, one high school, and an alternative school.

Copperas Cove schools offer a well-balanced, objective-based curriculum to all students, regardless of special need or condition. The District strives to provide an educational environment that will allow the students to successfully develop intellectually and to acquire the necessary skills to live and work in a rapidly changing world. The program encompasses early childhood education, prekindergarten through twelfth grade, and continuing adult education.

School Directory

Administration Building 547-1227
408 South Main Street
Copperas Cove, TX 76522

Crossroads High School 547-9164
306 E. Avenue E
Copperas Cove, TX 76522

C. R. Clements/Hollie Parsons Elementary 547-2235
1115 Northern Dancer
Copperas Cove, TX 76522

Central Special Education 547-1227
408 South Main Street
Copperas Cove, TX 76522

Copperas Cove High School 547-2534
400 South 25th Street
Copperas Cove, TX 76522

J.L. Williams/Lovett Ledger Elementary
905 Courtney Lane 542-3070
Copperas Cove, TX 76522

Mae Stevens Early Learning Academy
302 Manning Drive 547- 8289
Copperas Cove, TX 76522

Martin Walker Elementary 547-2283
100 FM 3046
Copperas Cove, TX 76522

Hettie Halstead Elementary 547-3440
910 North Main Street
Copperas Cove, TX 76522

House Creek Elementary 518-3000
351 Lutheran Church Road
Copperas Cove, TX 76522

Copperas Cove Jr. High 702 Sunny Street Copperas Cove, TX 76522	547-6959	Fairview/Miss Jewell Elementary 1002 Veterans Avenue Copperas Cove, TX 76522	547-4212
S. C. Lee Jr. High 1205 Courtney Lane Copperas Cove, TX 76522	542-7877		

Mission statement, envisioned student experience statements

Policy AE

The mission of CCISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

- Every day, each student can expect the very best from each staff member they encounter, learning in an environment that is safe, respectful, welcoming, and encouraging.
- Every day, each student can expect skilled educators who deliver high quality, rigorous, and engaging lessons to address the unique learning needs of each student, providing them with joyful experiences and hope for the future.
- Every day, each student can expect to develop skills that will prepare them for post-secondary opportunities leading them to be successful, contributing members of society.

Board of Trustees

Policies BA, BB series, BD series and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the District's schools. The board is the policy-making body within the District and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal law and regulations.

The board of trustees is elected by the citizens of the District to represent the community's commitment to a strong educational program for the District's children. Board members are elected annually and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the District. (BBB Local)

Current board members include: **Joan Manning** – President; **John Gallen** - Vice President; **Mike Wilburn** – Member; **Sherry Hoffpauir** – Member; **Jeff Gorres** – Member; and **Timothy Traeger** - Member.

The board usually meets the second Tuesday of each month at 6:30 p.m. in the CCISD Board Room located at 408 South Main Street. If a large attendance is anticipated, the board may meet at the Lea Ledger Auditorium, located on the campus of Copperas Cove High School. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and in the foyer of the CCISD Administration Building at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice as required by Texas Government Code §551.045. Notice of emergency meetings will also be posted on the front door of the CCISD Administration Building.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or to consult with attorneys regarding pending litigation.

School calendar:

The CCISD School Calendar for the 2026-2027 school year is posted online at www.ccisd.com under the calendar link on the home page. This information may also be accessed on our Employee Resources SharePoint.

Helpful contacts:

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

Superintendent of Schools	Dr. Brent Hawkins
Deputy Superintendent of Instructional Services	Dr. Amanda Crawley
Deputy Superintendent of Operations and Support	Dr. Jimmy Shuck
Chief of Staff	Mr. Brandon Boyd
Chief Administrative Officer	Dr. Derrick James
Chief of Instructional Support	Ms. Katherine Baney
Chief of Instructional Support	Ms. Katherine “Breanne” Turner
Executive Director of Human Resources	Dr. Lindsie Almquist
Executive Director of Special Education	Ms. Cynthia Lavalle
Director of Transportation	Mr. Michael Haire
Director of Maintenance	Mr. Thomas Haire
Director of Safety & Security	Mr. Douglas Hunter
Director of Health Services	Ms. Amy Hudson
Director of Child Nutrition Services	Ms. Melissa Bryan
Director of Payroll	Ms. Kimberly Blalock
Executive Director of Athletics	Mr. Rodney Southern
Chief Financial Officer	Mr. Clifton Heath
Chief Technology Officer	Mr. Kip Robins
Director of Communications	Mr. Kurtis Quillen
Director of Digital Learning and Innovation	Ms. Jessica Bredwell
Director of Secondary Counseling	Ms. Amy Trimm
Director of Elementary Counseling	Ms. Amy Simpson

Assistant Director of Human Resources	Ms. Chastsie Hooper
Human Resources Coordinator	Ms. Krystle Morrow
Human Resources Manager	Ms. Elizabeth “Liz” Sherman
Human Resources Specialist - Benefits	Ms. Margarita “Maggie” Ramirez
Human Resources Specialist - Leave	Ms. Ilani Balderas

Employment

Policies DAA, DIA

Equal employment opportunity:

Policies DAA, DIA

The Copperas Cove School District does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both

Employees with questions or concerns relating to discrimination on any of the bases listed above as well as should contact Dr. Lindsie Almquist, Executive Director of Human Resources, at lindsie.almquist@ccisd.com or call 254-518-6551. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person at 408 S. Main St., Copperas Cove, TX 76522.

Employees with questions or concerns relating to discrimination on the basis of a disability (ADA/Section 504) should contact Dr. Lindsie Almquist, Executive Director of Human Resources, at lindsie.almquist@ccisd.com or call 254-518-6551. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person at 408 S. Main St., Copperas Cove, TX 76522.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job postings/vacancy announcements:

Policy DC

Announcements of job postings or vacancies by position and location are posted on a regular basis on the District's web site via our Red Rover hiring system (www.CCISD.com/Jobs). Additional postings may be made to the electronic bulletin boards of state-wide educational organizations such as: The Texas Association of School Administrators, The Texas Library Association, The Texas Music Educators Association, The Texas High School Coaches Association, etc. All CCISD employment opportunities can also be found via our Human Resources CCISD website. Click the tab at the top that says "Employment Opportunities."

Employment after retirement:

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances or on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment After Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Web Site (www.trs.texas.gov). In

CCISD, retire-rehire individuals must pay all of their penalty for TRS Insurance and pay at least half if not all of the retirement-TRS pay requirements/percentages.

Contract and noncontract employment:

Policies DC series

State law requires the District to employ all full-time professional employees in positions requiring a certificate from State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the District.

Probationary contracts

Nurses and full-time professional employees new to the District and employed in positions requiring SBEC certification must receive probationary contracts during their first year of employment. Former employees who are hired after at least a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The district may issue a probationary contract for up to two years for experienced teachers, counselors, nurses, or librarians or other employees required to be employed under a Chapter 21 contract who are new to the district and who have been employed as a teacher or certified professional in public education for at least five of the eight previous years. For those with less experience, the probationary period will be three school years (i.e. three one-year contracts), with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term contracts

Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract, and employment policies can be accessed online or copies will be provided upon request.

Noncertified professional and administrative employees

Employees in professional and administrative positions that do not require SBEC certification (such as non-instructional administrators) are employed by a one-year contract that is not subject to the provisions for nonrenewal or termination under the Texas Education Code.

Paraprofessional and auxiliary employees

All paraprofessional and auxiliary employees, regardless of certification, are employed at-will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the District.

Substitute employees

All substitute employees, regardless of certification, are employed at-will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the District. Substitute employees follow the CCISD Substitute Handbook, this CCISD Employee Handbook and all CCISD policies.

District of Innovation (DOI)

CCISD is a District of Innovation where we serve our students with excellence. Any DOI inquiries can be emailed to our Chief of Staff, Mr. Brandon Boyd, at brandon.boyd@ccisd.com. CCISD also works with Texas Strategic Leadership with Texas Education Agency (TEA) and the Region 12 Education Service Center. Any inquiries regarding Texas Strategic Leadership, email Dr. Amanda Crawley, our Deputy of Instructional Services as amanda.crawley@ccisd.com.

Certification and Licenses:

Policies DBA, DF, DK

Professional employees whose positions require SBEC certification or professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation, in a timely manner, that they have passed the required certification exam and/or obtained or renewed their credentials to Krystle Morrow, Human Resources Coordinator. Additionally, employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify Krystle Morrow at krystle.morrow@ccisd.com when there is action against, or revocation of their license within three business days. Employees can also email HR@ccisd.com.

A certified employee's contract may be voided without Chapter 21 due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact Krystle Morrow, Human Resources Coordinator, if you have any questions regarding certification or licensure requirements at krystle.morrow@ccisd.com.

All Aides and staff in our Rising Instructors Soaring in Education (RISE)Grow Your Own Program or that are certified via our DOI program in CCISD must obtain their Texas Education Agency (TEA) Aide Certificate. Here is the info/link from TEA: Becoming an Educational Aide in Texas | Texas Education Agency

Here is the information from TEA regarding Standard Certificate Renewal and Continuing Professional Education (CPE) Information: https://tea.texas.gov/texas-educators/certification/certification-renewals/standard-certificate-renewal-and-continuing-professional-education-cpe-information

To log in to TEA's Log in (which is called TEAL), go to: https://tealprod.tea.state.tx.us/ and sign in and update your certificate within TEAL.

For TEA you'll have to reach out to their help desk directly if you need assistance with their system. Districts are unable to assist with TEAL/TEA Certification questions within the TEAL system: https://helpdesk.tea.texas.gov

CCISD has a wonderful grow your own program called Rising Instructors Soaring in Education (RISE); More information can be found at: https://sites.google.com/site/ccisdportal/r-i-s-e-academy-grow-your-own. Contact our Director of Strategic Staffing, Stacie Golden, at Stacie.Golden@ccisd.com for any RISE inquiries.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they

maintain continuous employment authorization or valid employment authorization documents. Contact Human Resources Coordinator, Krystle Morrow, at krystle.morrow@ccisd.com, if you have any questions regarding re-verification of employment authorization.

Verification of Employment (VOE)

CCSD provides VOEs through our Copperas Cove ISD Verification of Employment Form that can be found at our Employee Resources SharePoint site. ***ANY VOEs needed with pay information must be requested through our Director of Payroll, Ms. Kim Blalock, at kimberly.blalock@ccisd.com.***

Service Records

CCISD provides service records via our Copperas Cove ISD Service Records Request Form which can be found at our Employee Resources SharePoint site. Any service records sent from other districts/entities must be emailed directly to servicerecords@ccisd.com.

Searches and alcohol and drug testing:

Policy CQ,DHE

Non-investigatory searches in the workplace, including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the District reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The District may search the employee, the employee's personal items, work areas, including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business. Under its own authority, the District shall apply the DOT testing regulations to any other employee who routinely drives for the District but who is not otherwise subject to the DOT testing regulations. The District shall notify the individuals in those positions that they will be subject to testing under these regulations.

Employees required to have a commercial driver's license:

Any employee who is required to have a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people, counting the driver; drivers of large vehicles; or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements when their duties include driving a commercial motor vehicle. Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted when an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs returns to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the District's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs. Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact the Director of Support Services, Dr. Jimmy Shuck. Under its own authority, the District shall apply the DOT testing regulations to any other employee who routinely drives for the District but who is not otherwise subject to the DOT testing regulations. The District shall notify the individuals in those positions that they will be subject to testing under these regulations.

Health safety training:

Policies DBA, DMA

District employees who are head directors of a marching band or head coaches or chief sponsors of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL must maintain and submit to the dis-trict proof of current certification in first aid and cardiopulmonary resuscitation (CPR) issued by the American Red Cross, the American Heart Association, or another au-thorized organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to our Human Resources Coordinator, Krystle Morrow, at krystle.morrow@ccisd.com by September 1st each year.

Nurses, athletic coaches or sponsors, PE teachers, marching band directors, cheer-leading coaches, and other certain employees must obtain and maintain certification in the principles and techniques of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) provided by the American Red Cross, the American Heart Association, or another authorized organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to our Human Resources Coordinator, Krystle Morrow, at krystle.morrow@ccisd.com by September 1st each year.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, online training regarding seizure disorder aware-ness, recognition, and related first aid.

See Policy DMA (Legal) for required training related to students with seizure disorders.

Reassignments and transfers:

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent determines that the assignment or reassignment is in the best interest of the District. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the District process for employee complaints as outlined in this handbook and district policy DGBA(Local).

Employees with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request in writing prior to the first day of May. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Human Resource Services office and must be approved by the receiving supervisor.

Workload and work schedules:

Policies DEAB, DK, DL

Professional Employees

Professional employees and academic administrators are exempt from overtime pay and are employed on a ten, eleven, or twelve-month basis, according to the work schedules set by the District. The number of days considered as ten, eleven, or twelve months may vary according to the position and district needs. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules, including start and end dates and scheduled holidays, will be distributed each school year.

Duty hours for teachers, administrators, or other exempt and/or contract personnel will consist of a minimum of eight hours. These hours will be observed daily, Monday through Friday, by all professional personnel unless the superintendent authorizes an early dismissal, delayed opening time, or other necessary change. Work day beginning and ending times will be determined based on the campus instructional schedule, transportation needs, and any other factor considered important by the campus principal. The campus principal will set the teacher reporting and dismissal times for his or her campus.

The principal or designee may assign duties and/or conduct meetings that require the presence of teachers for a reasonable length of time beyond the minimum duty day. Such extensions of duty time may take place before or after regular duty hours.

Classroom teachers will have planning periods for instructional preparation and conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The District may require teachers to super- vise students one day a week when no other personnel are available.

Paraprofessional and auxiliary employees

Support employees are employed at-will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated or receive comp time for overtime, but are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. Individuals working beyond their assigned work schedule without authorization may be dismissed. For purposes of clarity, the lunch break does not count towards the required 37.5 or 40 hours of employment. Hourly waged employees are not, by law, required to receive a morning or afternoon break. Any such break periods must be approved by the campus principal or the central director of the program for which the individual is employed. Any break over 20 minutes in length will not count towards the individual's weekly work hours requirement. Duty hours for hourly wage (at-will) employees will be determined by the Superintendent or designee.

Job Descriptions

All employees must sign an updated job description; Please contact HR@ccisd.com if you do not have your current,updated job description signed by the employee. All employees have their job descriptions signed in their personnel file in Human Resources.

ADA Accommodations Policies DAA, DBB, DIA

The district will provide reasonable accommodations to employees with a disability if the accommodation would allow the individual to perform the essential functions of their job, unless doing so would create an undue hardship. An employee or their supervisor may initiate a request for accommodation by contacting Margarita "Maggie" Ramirez at margarita.ramirez@ccisd.com and identifying an adjustment or change at work that is needed because of a disability.

Upon receiving the reasonable accommodation request, HR will meet with the employee and conduct an informal, interactive discussion to identify an accommodation that will allow the employee to perform the essential functions of the job effectively. The district may request medical information concerning the employee's disability to assist in determining what accommodation(s) may be available and appropriate. The employee will be responsible for obtaining the information from their health care provider. Medical information received will be confidential and kept separate from the employee's personnel file. After meeting with the employee and reviewing medical documentation, HR will determine whether the employee is a qualified individual with a disability and develop a reasonable accommodation plan for the employee. Accommodation will be determined on a case-by-case basis. HR will work closely with the

employee and supervisor to ensure that reasonable accommodation is provided and effective.

Pregnant Workers Fairness Act

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth or related medical conditions. An employee seeking a PWFA accommodation should contact Margarita "Maggie" Ramirez at 254-542-1227 or email margarita.ramirez@ccisd.com to begin the interactive process.

Breaks for expression of breast milk:

Policies DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns should contact Dr. Lindsie Almquist, Executive Director of Human Resources at lindsie.almquist@ccisd.com or call 254-518-6551.

Notification to parents regarding qualifications:

Policies DK, DBA

In schools receiving Title I funds, the District is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned, or taught for four or more consecutive weeks, by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to an uncertified substitute, inappropriately certified teacher, or an uncertified teacher. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit, including substitutes. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call Dr. Lindsie Almquist, Executive Director of Human Resources at lindsie.almquist@ccisd.com.

Outside employment and tutoring:

Policy DBD

Employees are required to disclose, in writing to their immediate supervisor, any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or which may not be in the best interest of the District. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest. Supervisors will submit the request to the CCISD Superintendent for final approval. This must be done in writing. Email is not an

acceptable request. District teachers shall not tutor their own students for pay during the school day; only during the summer months. Only employees who coach, direct, or instruct co-curricular courses in the summer or after-school programs approved by the District may charge students a fee for tutorial services or private lessons. The employee collecting a fee for such services shall notify the Superintendent, in writing, of the tutorial/private lessons arrangement. Employees shall not use District facilities, materials, or property for this purpose. Any exceptions to this must be approved by the Superintendent or designee.

Performance evaluation:

Policies DN, DPB series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the District. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and be provided the opportunity to respond to the evaluation. A teacher's performance evaluation will be governed by the appropriate state and district policies and the adopted evaluation calendar. Complaints regarding teacher appraisal shall be addressed in accordance with DGBA(LOCAL).

Upon receiving a report, a nursing review committee may review a nurse's nursing services, qualifications, and quality of patient care, as well as the merits of a complaint concerning a nurse, and a determination or recommendation regarding a complaint. A nurse may request, orally or in writing, a determination by the committee regarding conduct requested of the nurse believed to violate the nurse's duty to a patient.

Employee involvement:

Policies BQA, BQB

At both the campus and district levels, Copperas Cove ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the District. As part of the District's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the Office of Instructional Services.

Staff development:

Policy DMA

Staff development activities are organized to meet the needs of employees and the District. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for non-instructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation and renewing prior to the expiration date.

To meet SBEC continuing professional education requirements, all teachers, counselors and diagnosticians who took the ExET after 09/19/99 will need to have 150 hours of Continuing Professional Education (CPE) every five years to renew their Standard Certificate. SBEC has outlined specific guidelines for these employees when accumulating these hours and documentation. CCISD district and campus professional activities, as well as other professional activities with other service organizations, will be designed to assist educators to meet the 15—hour requirement.

Educators are responsible for maintaining a copy of certificates and documentation of attendance. If an educator changes districts during the five-year period, they must be sure to take their documentation with them. At the end of the five-year period, the educator will sign an affidavit indicating they have met all the requirements as outlined by SBEC and send the affidavit to SBEC to renew their teaching certification. If you have any questions regarding this process, please contact Krystle Morrow at krystle.morrow@ccisd.com.

Mental Health Training

Policy DMA

All district employees who regularly interact with students are required to complete an evidenced-based mental health training program that is designed to provide instruction regarding the recognition and support of children and youth who experience mental health or substance use issues that may pose a threat to school safety. Employees must provide a certificate of completion to the district that includes the name of the training course, along with supporting documentation confirming that the training meets the requirements of the commissioner rules for mental health training. Campus staff required to complete the training includes, but is not limited to, teachers, coaches, librarians, instructional coaches, administrators, administrative support personnel, school resource officers, paraprofessionals, substitutes, custodians, cafeteria staff, bus drivers, crossing guards, and district special program liaisons, and supervisors of personnel who regularly interact with students.

Compensation and Benefits

Updated CCISD Salary Instrument can be found on our Human Resources CCSID website; Click the tab at the top of the website that says "Salary Instrument."

Salaries, wages, and stipends:

Policy DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and pay structure established for each position. The District's pay plans are reviewed by the administration each year and are adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt, are paid monthly salaries, and are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each overtime hour worked beyond 40 in a workweek. (See *Overtime Compensation,* page18)

All employees will receive written notice of their pay and work schedules prior to the payment of their first check of the new school year via our Skyward system. Contact Kimberly.Blalock@ccisd.com for Skyward access system support. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the District's extra-duty pay schedule. Employees should contact Mr. Brandon Boyd, Chief of Staff, for any pay questions or inquiries at brandon.boyd@ccisd.com.

Paychecks:

All professional and clerical/technical employees are paid monthly on or about the fifteenth of the month. Other employees that are paid salary/hourly are paid twice a month on or about the fifteenth of the month

and the last working day of the month. The District provides for electronic direct deposit of all paychecks. CCISD's payroll week is Sunday thru Saturday of each week. An employee's payroll statement contains detailed information including deductions and withholding information and can be found on Skyward. All employees need to be responsible to access their Skyward account. Employees are responsible for regularly reviewing the accuracy of their pay statements and should contact our Director of Payroll, Ms. Kim Blalock via email at Kimberly.Blalock@ccisd.com if they have any questions with their pay or Skyward access.

Pay adjustments:

When an employee runs out of all available paid leave, a payoff will be calculated based on the number of days the employee worked (including all available leave), times the employee's daily rate, less any amounts already paid to the employee. When the employee returns to active work, a new pay sheet will be calculated to reflect the employee's salary for the remainder of the year.

Adjustments may be made to an employee's check if, due to a payoff, an employee has used more leave days than actually earned during a school year (the employee worked less than 180 days). Adjustments for leave are normally made on the July paycheck. The following table describes how leave days are actually earned based on the number of days an individual is employed and is used to determine adjustments; At CCISD we upfront all local and state leave at the beginning of the school year. Any days used, but not earned are owed back to CCISD.

Number of days Employed	State Leave Earned	Local Leave Earned	Total Leave Earned
0-17	0	0	0
18-35	0.5	0.5	1
36-53	1	1	2
54-71	1.5	1.5	3
72-89	2	2	4
90-107	2.5	2.5	5
108-125	3	3	6
126-143	3.5	3.5	7
144-161	4	4	8
162-179	4.5	4.5	9
180 or more	5	5	10

Payroll deductions:

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas
- Federal income tax
- Medicare tax (applicable only to employees hired in this district after March 31,1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Temporary and part-time employees who are not eligible for TRS membership must have their deferred

compensation contributions deducted. Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and savings and loan payments through local credit unions and or banks. Employees may also request payroll deduction for payment of membership dues to professional organizations and charitable contributions to the United Way© or the Copperas Cove Education Foundation. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments

Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year. An agreement between an employee and the district must be in place in order to deduct any overpayment.

Overtime compensation:

Policies DEAB, DEC

The District compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action.

Overtime is legally defined as all hours worked in excess of 40 hours weekly and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:01 a.m. Saturday and ends at midnight Friday. Employees may be compensated for overtime (i.e. hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate no more than 60 hours of compensatory time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation)
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.
- Employees are required to record their time on the District time clock; failure to do so or repeated errors may result in disciplinary action, including termination of employment.
- Employees are prohibited from using the District time clock for other than recording their own time.

Clocking co-workers in or out may result in immediate termination of employment.

Travel expense reimbursement:

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor and/or the appropriate assistant superintendent must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the State of Texas and/or the Internal Revenue Service. Employees must submit receipts to be reimbursed for allowable expenses other than mileage and meals.

Teacher Incentive Allotment:

CCISD is a district that participates in the Teacher Incentive Allotment (TIA). The point of contact is our Deputy of Instructional Services, Dr. Amanda Crawley. amanda.crawley@ccisd.com is her email.

Health, dental, and life insurance:

Policy CRD

Group health insurance coverage is available to employees who participate in the Teacher Retirement System of Texas or who are employed for 10 or more regularly scheduled hours per week. The District's contribution to employee insurance premiums is determined annually by the board of trustees. The District's contribution for the 2026-2027 school year has been set at $446 per month for each participating employee. TRS retirees who are enrolled or have waived participation in TRS-Care (retiree health insurance program) are not eligible to participate in TRS-Active Care. Detailed descriptions of insurance coverage, premiums, and eligibility requirements are provided to all eligible employees through Human Resource Services and online at www.ccisd.com under Departments and Employee Benefits. The insurance plan year is from September 1 through August 31. New employees must complete enrollment forms within the first 30 days of employment. Current employees can make changes in their insurance coverage during the annual enrollment period or when they experience a qualifying event (e.g., marriage, divorce, birth). Employees should contact Margarita "Maggie" Ramirez, Benefits Specialist, in Human Resource Services for more information at margarita.ramirez@ccisd.com.

Supplemental insurance benefits:

Policy CRD

At their own expense, employees can enroll in supplemental insurance programs for life, cancer, critical illness, accident, and disability (income replacement). Premiums for these programs can be paid by payroll deduction. Employees should contact Margarita "Maggie" Ramirez, Benefits Specialist, in Human Resource Services for more information at margarita.ramirez@ccisd.com.

Cafeteria plan benefits (Section 125):

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pre-tax basis (e.g., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). Employees may also enroll in a Flexible Spending Account (FSA). A third-party administrator handles employee claims made on these accounts. New employees must accept or reject these benefits during their first month of employment. Employees wishing to participate in a FSA must re-enroll in this benefit on an annual basis and during the specified time period.

Workers' compensation insurance:

Policy CRE

The District, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The District has workers' compensation coverage from the Texas Association of School Boards. Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case. All work-related accidents or injuries should be reported immediately to the employee's supervisor or principal. Employees who need prescription medication due to on-the-job injuries must contact their supervisor or Margarita "Maggie" Ramirez, HR Specialist who oversees Benefits, in Human Resource Services at margarita.ramirez@ccisd.com to obtain a workers' compensation prescription benefit card. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' compensation benefits,* page 28 for information on use of paid leave for such absences.

Unemployment compensation insurance:

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or letters of reasonable assurance (LORA) of returning to service. Employees with questions about unemployment benefits should contact Dr. Lindsie Almquist, Executive Director of Human Resources at lindsie.almquist@ccisd.com.

Teacher retirement:

Policy DEG

All personnel employed on a regular basis for at least one-half of the normal work schedule [20 hours] for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are also eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits. Employees who plan to retire under TRS should notify Human Resource Services as soon as possible. Information on the application procedures for TRS benefits are available in Human Resource Services. Additional inquiries should be addressed to: Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223- 8778 or 512-542-6400. TRS information is also available on the Web (www.trs.state.tx.us).

Other Benefit Programs

Employee Assistance Program:

All employees have access to the Employee Assistance Program. This is a counseling service provided to the employee and the employee's dependents at no cost to the employee. The service is available 24 hours a day, 7 days a week. All counselors are master's degree level and/or certified or licensed, and with knowledge of chemical dependency issues. Copperas Cove ISD employees and family members can access the service by calling 1-800-343-3822.

403(b) and 457 Plans:

All employees of Copperas Cove ISD are eligible to participate in a 403(b) and/or 457 plan. These plans allow a participant to make tax deferred contributions to a retirement plan. For more information, contact Margarita Ramirez, HR Specialist who oversees benefits, in Human Resource Services, at margarita.ramirez@ccisd.com or US Employee Benefits Services Group, the district's benefits administrator, at 888-836-510.

Leaves and Absences

If an employee does not report or request a leave of absence(s) according to district procedures, the incident is considered a “no call/no show”. An employee who is absent for three or more consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination. If and when an employee resigns and/or retires, it is highly unlikely that time will be approved to be taken off between notification of resignation and/or retirement and date of last day at the district. All requests for leave for these circumstances must follow our CCISD Leaves and Absences process.

*Due to the impact on the instructional program, requests by 10-month staff for more than three days are rarely approved.

Employees may not choose to be docked in lieu of taking any available leave.

Leaves:

Policy CRD, DBB, DEC, DECA, DECB, DED, DG

The District offers employees paid and unpaid time for absences for personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence.

Paid leave must be used in ½ day increments. Anytime removed from an employee’s normal work schedule, is considered leave and must be taken off from their pay. Earned comp time must be used before any available paid state and local leave or non-duty days. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local leave accumulated before the 2006–07 school year.
- Local leave earned after the 2005–06 school year.
- State sick leave accumulated before the 1995–96 school year.
- State personal leave.

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate leave request form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee’s pay.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild

- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA (LEGAL).

Employees are limited to not more than five consecutive workdays of personal leave for discretionary purposes unless an exception is made (see Discretionary Leave below). Discretionary purposes are described under the Personal Leave section of this handbook**.** Questions about leave should be directed to Benefits and Leave Specialists in Human Resource Services. Employees who expect to be absent for an extended period of more than five days should call Ilani Balderas at Ilani.balderas@ccisd.com or HR@ccisd.com for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the District. There may be no guarantee of continued employment when an employee is out on unpaid leave.

Medical certification:

Any employee who is absent more than five consecutive work days because of a personal or family illness must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and, in the case of personal illness, the employee's fitness to return to work. However, if an employee has a pattern of excessive absences, the supervisor, at his or her discretion, can require an employee to provide a doctor's note upon return to work, regardless of the number of days missed.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees who are eligible to take an unpaid leave of absence may continue their insurance benefits at their own expense. Health care benefits for employees on leave authorized under the Family and Medical Leave Act will be paid by the District as they were prior to the leave. Otherwise, the District does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FMLA. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal leave:

State law entitles all employees to five days of paid personal leave per year and is available for use at the beginning of the year. A day of earned personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. There is no limit on the accumulation of state personal leave, and it can be transferred to other Texas school districts and is generally transferable to education service centers. Personal leave may be used for two general purposes: **nondiscretionary and discretionary**.

Nondiscretionary leave

Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little or no advance planning and will be granted to employees in the same manner as state sick leave.

Discretionary leave

Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. **An employee wishing to take discretionary personal leave must submit a request five consecutive business days in advance by at least 30 calendar days of the anticipated absence to his or her principal or supervisor.** This could be a Thursday to a Wednesday or Monday to Friday, for example. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Discretionary will be subject to the following limitations:

1. Discretionary leave may not last more than 5 consecutive workdays unless an exception is made for extended leave. Requests for extended leave should be made at least 30 calendar days in advance. Extended Leave Form is required to be completed by the employee and supervisor and then emailed to Human Resources for final approval. The Extended Leave Form can be found on our Employee Resources SharePoint Site. Approval for extended leave will be granted only if the following criteria have been met:
    - Extended leave does not exceed two weeks or 10 business days;
    - Employee has enough paid leave accrued to cover the entire length of the extended leave; and
    - Employee has not requested extended leave during the previous two school years.
2. Discretionary leave may not be taken on the following key days (black out dates):
    - The days scheduled for state or federally mandated testing; or
    - The day before or after a school holiday: or
    - The days designated for staff development/professional development (PD) within the District (also known as Gold Days).

The prohibitions on the use of discretionary personal leave apply to all staff. Applicable employees absent on any of the prohibited days, for any reason considered as discretionary, will be penalized a day's pay.

Leave Proration

If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state and local personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state and/or local leave the employee used beyond his or her pro rate entitlement for the school year.

Leave during Staff Development/Gold Days

For Staff Development and/or Gold Days, CCISD focuses our time and funding on training and supporting the teaching and learning at CCISD; Therefore, discretionary leave is not allowed. Comp

Time is also not allowed to be used these days for campus staff so that training is the focus on these days to best serve our students.

State sick leave:

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (e.g., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local leave:

All employees shall earn a maximum of **five** equivalent workdays of local personal leave per school year, at a rate of one-half workday for each 45 workdays, not to exceed five paid local leave days per school year. Employees can accrue/roll forward local leave from year to year. Any Local and/or State leave expected to be earned in the current school year will be available for use at the beginning of the work/school year. ANY days used, but not earned, are owed back to CCISD.

Local leave is available for use at the beginning of the year. **If an employee separates from employment before the last day of the school year, the employee's final paycheck shall be reduced for local leave the employee used but had not earned as of the date of separation.**

Local leave shall be used according to the terms and conditions of state personal leave.

As of the 2006-07 school year, local personal leave shall accumulate without limit and shall be taken with no loss of pay.

Local leave exit bonus:

Employees may earn exit bonuses by accumulating local leave days and years of service with CCISD according to the following schedule:

Years in CCISD	Accumulated Local Leave	Reimbursement Upon Exit
0 - 4 years	Maximum of 15 days	$30 per day
5 – 10 years	Maximum of 30 days	$35 per day
11 – 15 years	Maximum of 45 days	$40 per day
16 – 20 years	Maximum of 60 days	$45 per day
21 years and above	Maximum of 60 days	$50 per day

Only days earned after September 1, 2006 will be used in Accumulated Leave. Local leave accumulated prior to September 1, 2006 will be paid back at the rate of $20 per day. Local days earned prior to September 1, 2006 will be charged first.

An employee who separates from employment with the District shall be eligible for an exit bonus under the following conditions:

1. The employee's separation from employment is voluntary, i.e. the employee is retiring or

resigning and is not being discharged or nonrenewed.

2. The employee must provide written notice at least two weeks before the last day of employment.

Temporary disability leave

Certified Employees: Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability. For this leave, CCISD requires the employee to be currently certified and up to date with all certification requirements.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days. If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work. When an employee is ready to return to work, Ilani Balderas at ilani.balderas@ccisd.com in Human Resource Services should be notified at least 30 days in advance. Employees can also email HR@ccisd.com. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Family and Medical Leave (FMLA) – general provisions:

The following text is from the federal notice, *Employee Rights and Responsibilities Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice. Email Ilani.Balderas@ccisd.com, our HR Specialist over Leave, for any FMLA inquiries.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with job-protected leave for qualifying family and medical reasons.

Leave Entitlements

Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within 1 year of the child's birth or placement);
- To care for the employee's spouse, child, or parent who has a qualifying serious health condition;

- For the employee's own qualifying serious health condition that makes the employee unable to perform the employee's job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employee's spouse, child, or parent.

An eligible employee who is a covered service-member's spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the service-member with a serious injury or illness.

An employee does not need to use leave in one block. When it is medically necessary or otherwise permitted, employees may take leave intermittently or on a reduced schedule.

Employees may choose, or an employer may require, use of accrued paid leave while taking FMLA leave. Employees must use state and paid leave while on FMLA unless they are Teachers, per Texas Education Agency (TEA).

Benefits and Protections

While employees are on FMLA leave, employers must continue health insurance coverage as if the employees were not on leave.

Upon return from FMLA leave, most employees must be restored to the same job or one nearly identical to it with equivalent pay, benefits, and other employment terms and conditions.

An employer may not interfere with an individual's FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

Eligibility Requirements

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
- Have at least 1,250 hours of service in the 12 months before taking leave;*and
- Work at a location where the employer has at least 50 employees within 75 miles of the employee's worksite.

*Special hours of service eligibility requirements apply to airline flight crew employees.

Requesting Leave

Generally, employees must give 30-days' advance notice of the need for FMLA leave. If it is not possible to give 30-days' notice, an employee must notify the employer as soon as possible and, generally, follow the employer's usual procedures.

Employees do not have to share a medical diagnosis, but must provide enough information to the employer so it can determine if the leave qualifies for FMLA protection.

Sufficient information could include informing an employer that the employee is or will be unable to perform his or her job functions, that a family member cannot perform daily activities, or that hospitalization or continuing medical treatment is necessary. Employees must inform the employer if the need for leave is for a reason for which FMLA leave was previously taken or certified.

Employers can require a certification or periodic recertification supporting the need for leave. If the employer determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

Employer Responsibilities

Once an employer becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the employer must notify the employee if he or she is eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the employer must provide a reason for ineligibility. Employers must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

Enforcement

Employees may file a complaint with the U.S. Department of Labor, Wage and Hour Division, or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Where can I find more information? Call 1-866-487-9243 or visit dol.gov/fmla to learn more.

If you believe your rights under the FMLA have been violated, you may file a com-plaint with WHD or file a private lawsuit against your employer in court. Scan the QR code to learn about our WHD complaint process.

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

Local Procedures for Implementing Family and Medical Leave provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period beginning on the first duty day of the school year.

Use of paid leave

FMLA runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FMLA, if applicable, and notify the employee that accumulated leave will run concurrently. Employees must use state and paid leave while on FMLA unless they are Teachers, per Texas Education Agency (TEA).

Combined leave for spouses

Spouses who are both employed by the district are limited to a combined total of 12 weeks of FMLA to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent leave

When medically necessary or in the case of a qualifying emergency, an employee may take leave

intermittently or on a reduced schedule.

Fitness for duty

An employee that takes FMLA due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job function. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FMLA designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement

An employee returning to work at the end of FMLA will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FMLA entitlement, and the district will maintain

the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

Failure to return

If, at the expiration of FMLA, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FMLA when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District contact

Employees that require FMLA or have questions should contact Human Resources. HR Specialist, Margarita "Maggie" Ramirez, oversees Benefits (margarita.ramirez@ccisd.com) and HR Specialist, Ilani Balderas, oversees FMLA and Leave (Ilani.balderas@ccisd.com) in Human Resources. They can assist with details on eligibility, requirements, and limitations.

Workers' compensation benefits:

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days. An employee receiving workers' compensation wage benefits for a job-related injury may choose to use available, partial-day increments of sick leave or any other paid leave benefits to make up the difference between wage benefits and pre-injury or -illness wages. Any paid leave used shall be offset against workers' compensation wage benefits. If an employee chooses to use only enough leave to equal the employee's regular salary, the proportionate amount of leave will be charged.

Assault leave:

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an

assault is a work-related injury and should be immediately reported to a supervisor. An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person non-responsible for purposes of criminal liability. An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the District will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation, the District may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement leave:

Use of state leave and/or local personal leave for death in the immediate family shall not exceed five workdays per occurrence, subject to the approval of the District.

Jury duty:

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received. Employees must return to work when released by the court, and must provide documentation of the service, such as clerk certification for the appearance (a jury summons will not be accepted as proof of actual jury service) to the Benefit and Leave Specialist in Human Resource Services.

Compliance with a subpoena:

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use paid leave. Employees must present documentation of the service, such as clerk certification for the appearance (a jury summons will not be accepted). Employees must return to work when released by the court.

Truancy court appearances:

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious observance:

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military leave:

Paid leave for military service

Any employee who is a member of the Texas National Guard, Texas State Guard, or reserve component

of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty ordered by proper authority. An additional seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after military leave

Employees who leave the District to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the District will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact Dr. Lindsie Almquist, Executive Director of Human Resources at lindsie.almquist@ccisd.com. In most cases, the length of federal military service cannot exceed five years.

Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Dr. Lindsie Almquist, Executive Director of Human Resources at lindsie.almquist@ccisd.com for details on eligibility, requirements, and limitations.

Non-duty leave:

Non-duty leave consists of those days after an individual has completed a 226-day employment obligation but prior to the beginning of the next year's obligation, usually July 1. In order to meet the District's obligations during the peak demand times of the summer months, some employees may be asked to take these non-duty days off during the school year. Employees shall use accrued non-duty days before any other available days or vacation. Employees may accrue up to 15 non-duty days. The acquisition, use, and accrual of non-duty time is governed by CCISD Board of Trustee's Policy DED(Local). Questions concerning this topic should be referred to this policy.

Vacation/Maintenance days:

Each nonexempt full-time maintenance and custodial employee who works 260 days per year shall have access to Vacation Days which in CCISD we call "Maintenance Days." An employee shall seek prior approval from his or her supervisor prior to using vacation days. Our CCISD ISD "Maintenance Days" will be November 25, 26, & 27 as well as December 23 & 24th for the 2026-2027 school year. These 5 Days will be given to ALL Maintenance employees on the first day of their work day calendar for 2026-2027 (so in September of the school year) to use only on these days. It's important to note: Anyone in Maintenance/this applies to, that works as of the first day of the 2026-2027 Work Day Calendar (even less than a year prior to the 2026-2027 work day calendar start day) gets credit for a year pertaining to our CCISD "Maintenance Days" **alone; This credit does not apply to years of service/service records**. All Work Day Calendars are accessible by the Director/Leader of the campus and/or department via our CCISD Leader HUB. Email our Assistant Director of Human Resources, Chastsie Hooper, at chastsie.hooper@ccisd.com for any Work Day Calendar inquiries.

After 5 years of serving in Maintenance/on this work day calendar of 260 Days (as of the start of the work day calendar), employees get the above CCISD Maintenance Days PLUS 5 additional Maintenance Days that they can use when they choose and are approved for by our Maintenance Department leadership and/or their the Director of the Department.

Here is an example: Bill Bulldawg started on 2/15/2026, so he will get, on the first day of the 2026-2027 work day calendar, the 5 CCISD "Maintenance Days" that are November 25, 26, & 27 as well as December 23 & 24th off plus Christmas Day per the 260 Calendar. At the start of the work day calendar in 31-32 school year, he will

get the CCISD Maintenance Days PLUS 5 additional days to use on top of the work day calendar day off that are approved through his supervisor. *Remember ALL of these days are on top of Local and State that everyone is provided and Local and State process to employees remain the same.*

Beginning with the 2020-21 duty year, paid vacation days shall be noncumulative, and an employee shall forfeit any vacation days not used by December 31 of the duty year following the duty year for which they are granted. However, any vacation days an employee accumulated before July 1, 2020 shall remain available until used.

Automated employee absence system:

All absences are to be entered by the employee into Red Rover, the District's automated employee absence system. Individual campus-based or department-based procedures for requesting off need to be discussed directly with the direct supervisor. Absences should be entered in Red Rover as soon as an employee is aware he or she will be absent from work. Entries in Red Rover for professional leave must contain a detailed note of the location and purpose of the leave. Leave entries should be based on the absence, not the requirement for a substitute. For example, if the employee is going to be absent all day but only requires a substitute for a half-day, the employee should enter the absence for a half-day "no substitute required" and for a half- day" substitute required". Failure to enter absences in the system is grounds for disciplinary action.

Employees should be aware leave balances in the payroll system may not be the same as the balances shown in Red Rover, due to timing issues. Any discrepancies discovered will be corrected and adjustments made, to include docking employees for leave taken but not earned (see Pay Adjustment section).

Employee Relations and Communications

Employee recognition and appreciation/accolades/celebrations:

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the District. Employees are recognized at board meetings, in the District newsletter, annual employee awards ceremony, and through special events and activities. Any recognitions can be emailed to our Director of Communications, Kurtis Quillin, Kurtis.Quillin@ccisd.com.

Bulldawg Bravo

We celebrate our staff through Bravo Awards; Bulldawg Bravo Nomination Form can be found on our website or our Employee Resources SharePoint.

Bulldawg Alum

We celebrate our CCISD Alumni staff; Staff can be celebrated by submitting the Bulldawg Alum Employee Form which can be found on our website or our Employee Resources SharePoint.

Bulldawg Referral Bonus

Copperas Cove ISD's Non-Hiring Staff can refer a Teacher or High Needs Positions w/Special Education Professional Staff and receive $500 when the recruited teacher or high need position's individual becomes employed AND has listed the Referring Staff Member on their application.

District communications:

Throughout the school year, the Communications Office publishes newsletters, brochures, flyers, calendars, news releases, and other communication materials. These publications offer employees and

the community information pertaining to school activities and achievements.

Complaints and grievances:

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the Board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time. The formal grievance process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative grievance procedures are exhausted, employees can bring grievances to the board of trustees. For ease of reference, the District's policy concerning the process of bringing complaints and grievances is reprinted as follows:

GUIDING PRINCIPLES

INFORMAL PROCESS DGBA (LOCAL)

The Board encourages employees to discuss their concerns and complaints through informal conferences with their supervisor, principal, or other appropriate administrator. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

COMMUNICATION WITH BOARD MEMBERS

Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.

FORMAL PROCESS

If an informal conference regarding a complaint fails to reach the outcome requested by the employee, he or she may initiate the formal process described below by timely filing a written complaint form by emailing the formal complaint to the individual or HR@ccisd.com and we will provide it to the appropriate individual.

Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

NOTICE TO EMPLOYEES

The District shall inform employees of this policy.

FREEDOM FROM RETALIATION

Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.

WHISTLEBLOWER COMPLAINTS

Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Time lines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [SeeDG]

COMPLAINTS AGAINST SUPERVISORS

Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaints alleging a violation of law by the Superintendent may be made directly to the Board or

designee.

COMPLAINTS

In this policy, the terms “complaint” and “grievance” shall have the same meaning. This policy shall apply to all employee complaints, except as provided below.

EXCEPTIONS

This policy shall not apply to:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability). [See DIA]
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violations of Title VII. [See DIA]
3. Complaints concerning retaliation relating to discrimination and harassment. [See DIA]
4. Complaints concerning instructional materials. [See EFA]
5. Complaints concerning a commissioned peace officer who is an employee of the District. [SeeCKE]
6. Complaints arising from the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code. [See DFBB]
7. Complaints arising from the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term. [See DFAA, DFBA, or DFCA, respectively]

GENERAL PROVISIONS FILING

Complaint forms and appeal notices may be filed by hand-delivery, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

RESPONSE

At Levels One and Two, “response” shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by U.S. Mail to the employee’s mailing address of record, and/or emailed to the employee’s work email for CCISD. Mailed responses shall be timely if they are postmarked by the U.S. Mail on or before the deadline.

DAYS

“Days” shall mean District business days, unless otherwise noted. In calculating time lines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”

REPRESENTATIVE

“Representative” shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process.

The employee may designate a representative through written notice to the District at any level of this process. If the employee designates a representative with fewer than three days’ notice to the District

before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

CONSOLIDATING COMPLAINTS

Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar in nature and remedy is sought to permit their resolution through one proceeding, the District may consolidate the complaints.

UNTIMELY FILINGS

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

COSTS INCURRED

Each party shall pay its own costs incurred in the course of the complaint.

COMPLAINT FORM

Complaints under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed, but may be re-filed with all the required information if the re-filing is within the designated time for filing a complaint.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor. If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and the time of day the complaint form was received. The receiving administrator must immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the

employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

The administrator shall provide the employee a written response within ten days following the conference via their CCISD email account. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint. All Grievance information/documentation for employees should be provided to Dr. Lindsie Almquist, Executive Director of Human Resources, at lindsie.almquist@ccisd.com.

LEVEL TWO

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level One decision by emailing the Level Two to Human Resources at HR@ccisd.com or the individual at Level One who must email it to Human Resources.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline via email for time stamp purposes to Human Resources at HR@ccisd.com or the individual at Level One who must email it to Human Resources.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the employee at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the employee at Level One and identified in the Level Two appeal notice. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the employee a written response within ten days following the conference via the employee's CCISD email. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records. All Grievance information/documentation for employees should be provided to Dr. Lindsie Almquist, Executive Director of Human Resources, at lindsie.almquist@ccisd.com.

LEVEL THREE

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two complaint. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The written response issued at Level Two and any attachments.
3. All other documents relied upon by the administration in reaching the Level Two decision.

If at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two. All Grievance information/documentation for employees should be provided to Dr. Lindsie Almquist, Executive Director of Human Resources, at lindsie.almquist@ccisd.com.

Employee Conduct and Welfare

Standards of conduct:

Policy DH, DHA

All employees are expected to work together in a cooperative spirit to serve the best interests of the District and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights and property of students, parents, other employees, and

members of the community and maintain confidentiality in all matters relating to students and coworkers.

- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district procedures and policies.
- Express concerns, complaints, or criticism through the appropriate channels.
- Observe all safety rules and regulations and immediately report injuries or unsafe conditions to a supervisor.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policy, and ethical standards for professional educators. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC by the superintendentt. See *Reports to the Texas Education Agency,* page 73 for additional information. The Texas Educators' Code of Ethics adopted by the State Board for Educator Certification, **which all district employees must adhere to**, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not knowingly misappropriate, divert, or use monies, personnel, property,

or equipment committed to his or her charge for personal gain or advantage.
Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.
Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.
Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
Standard 1.11 The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
Standard 1.12 The educator shall refrain from illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.
Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts

regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- the nature, purpose, timing, and amount of the communication;
- the subject matter of the communication;
- whether the communication was made openly, or the educator at-tempted to conceal the communication;
- whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- whether the communication was sexually explicit; and
- whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, prefer-ences, or fantasies of either the educator or the student.

Discrimination, harassment, and retaliation:

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons, including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the Superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should

immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The District's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

DIA
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation against District employees. For Title IX and other provisions regarding discrimination, harassment, and retaliation against students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

Statement of Non-Discrimination
The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

Discrimination
Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee's employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Prohibited Conduct
In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.
Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment
Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee's race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee's work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee's performances, environment, or employment opportunities.

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other stereotypes; or other types of aggressive conduct such as theft or damage to property.

Sex-Based Harassment
As required by law, the District shall follow the procedures below at Response to Sexual Harassment – Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment
Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples
Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communication, including electronic communication.

Vehicles and Personal Items

Additionally, staff vehicles and personal items may not display stickers, decals, or accessories that promote or suggest negative actions or behaviors, or that contain lewd, vulgar, offensive, or obscene language or imagery. This includes items that may be considered inappropriate or disruptive to the school setting.

Reporting Procedures
An employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal. Alternatively, the employee may report the alleged acts to one of the District officials below.

Definition of District Officials
For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX/ADA Coordinator (Employees)
The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for employees:

Name: Lindsie Almquist
Position: Executive Director of Human Resources
Address: 408 South Main Street, Copperas Cove, TX 76522

Email:	Title IX Coordinator for employees at lindsie.almquist@ccisd.com
Telephone:	(254) 518-6551

Title IX/ADA Coordinator (Students)
The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name:	Derrick James
Position:	Chief Administrative Officer
Address:	408 South Main Street, Copperas Cove, TX 76522
Email:	Title IX & ADA Coordinator for Students at derrick.james@ccisd.com
Telephone:	(254) 547-1227

Section 504 Coordinator (Employees)
The District designates and authorizes the following person as the ADA/Section 504 coordinator to be responsible for coordinating the District's efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for employees:

Name:	Lindsie Almquist
Position:	Executive Director of Human Resources
Address:	408 South Main Street, Copperas Cove, TX 76522
Email:	lindsie.almquist@ccisd.com
Telephone:	(254) 518-6551

Superintendent
The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

Alternate Reporting Procedures
An employee shall not be required to report prohibited conduct to the person alleged to have committed it. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting
To ensure the District prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice of Report
Any District supervisor who receives a report of prohibited conduct shall immediately notify the

appropriate District official listed above and take any other steps required by this policy.

Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX Coordinator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH9LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment – Title IX.

The District may request, but shall not require, a written report. If report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

Interim Action

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal
A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

Response to Sexual Harassment – Title IX
For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response
When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.
If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

Title IX Formal Complaint Process
To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."
The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for

temporary delays or the limited extension of time frames with good cause and written notice as required by law;

6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standards of Evidence
The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence

Retaliation
The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.
An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding harassment or discrimination is subject to appropriate discipline.

Examples
Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.

Records Retention
Copies of reports alleging prohibited conduct, investigation reports, and related records shall be maintained by the District for a period of at least three years. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures
Information regarding this policy and any accompanying procedures shall be distributed annually to District employees. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Harassment of students:

Policies: DF, DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited, as well as solicitation of romantic or inappropriate social relationships between students and district employees. "Solicitation of a romantic relationship" means deliberate or repeated acts that can be reasonably interpreted as soliciting a relationship characterized by an ardent emotional attachment or pattern of exclusivity. Acts that constitute the solicitation of a romantic relationship include:

1. Behavior, gestures, expressions, communications, or a pattern of communication with a student that is unrelated to the educator's job duties and that may reasonably be interpreted as encouraging the student to form an ardent or exclusive emotional attachment to the educator, including statements of love, affection, or attraction. When evaluating whether communications constitute the solicitation or a romantic relationship, the following may be considered:

    a. The nature of the communications;

    b. The timing of the communications;

    c. The extent of the communications;

    d. Whether the communications were made openly or secretly;

    e. The extent to which the educator attempted to conceal the communications;

    f. If the educator claims to be counseling a student, TEA staff may consider whether the educator's job duties included counseling, whether the educator reported the subject of the counseling to the student's guardians or to the appropriate school personnel, or in the case of alleged abuse or neglect, whether the educator reported the abuse or neglect to the appropriate law enforcement agencies; and

    g. Any other communications tending to show that the educator solicited a romantic relationship with a student.

2. Making inappropriate comments about a student's body.

3. Making sexually demeaning comments to a student.

4. Making comments about a student's potential sexual performance.

5. Requesting details of a student's sexual history.

6. Requesting a date.

7. Engaging in conversations regarding the sexual problems, preferences, or fantasies of either party.
8. Inappropriate hugging, kissing, or excessive touching.
9. Suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage.

10. Any other acts tending to show that the educator solicited a romantic relationship with a student, including providing the student with drugs or alcohol.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult or abuse of a student will be reported to the student's parents and promptly investigated. An employee who knows of or has reasonable cause to believe that child abuse or neglect occurred must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting suspected child abuse*, page 58 and Bullying, page 79, for additional information. The District's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted below:

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Non-Discrimination
The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination
Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct
In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment
Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

Examples
Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment, physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sex-Based Harassment
As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment by an Employee
Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:

    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or

    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

Sexual Harassment by Others
Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact. Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender- based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when one partner in a dating relationship, either past or current, uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offence.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, or other District employee, or the appropriate District official listed in this policy.

Employee Report
Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials
For the purposes of this policy, District officials are the Title IX coordinator, the Section 504 coordinator, and the Superintendent.

Title IX/ADA Coordinator (Students)
Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the Title IX coordinator for students:

Name: Derrick James
Position: Chief Administrative Officer
Address: 408 South Main Street, Copperas Cove, TX 76522
Telephone: (254) 547-1227

Section 504 Coordinator (Students)
Reports from students of discrimination based on disability may be directed to the Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973:

Name: Cynthia Lavallee
Position: Executive Director of Special Programs
Address: 408 South Main Street, Copperas Cove, TX 76522 Telephone: (254) 547-1227

Superintendent
The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

Alternative Reporting Procedures
An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or Section 504 coordinator, may be directed to the Superintendent. A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting
To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents
The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
The District may request, but shall not insist upon, a written report. If a report is made orally, the District

official shall reduce the report to written form.

Investigation of Reports Other Than Title IX
The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment
Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action
If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation
The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation. All investigation summaries/information needs to be provided to Dr. Lindsie Almquist, Executive Director of Human Resources.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation
If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation
Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of the outcome of the investigation shall be provided to both parties in compliance with

FERPA.

District Action
If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action
Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying
If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct
If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality
To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal
A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Sexual Harassment – Title IX
For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

DF (LEGAL)

https://pol.tasb.org/PolicyOnline/PolicyDetails?key=348&code=DF#legalTabContent

Employee Standards of Conduct: DH(LOCAL)

All District employees shall perform their duties in accordance with state and federal law, District policy, and ethical standards for professional educators. [See DH(EXHIBIT)] All District personnel shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District. Employees wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct:

Employees shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to their status as District employees. Violation of any policies, regulations, or guidelines may result in disciplinary action, including termination of employment. [See DCD and DF series]

Progressive Discipline

CCISD follows a progressive discipline process for employee discipline and excessive absences.

Levels of Discipline Level I

Level I violations are minor in nature and cause little disruption in the workplace. The progression of discipline in Level I is as follows:

- Verbal Warning #1

- Written Warning #1
- Written Warning #2
- Contact HRS with recommendation for disciplinary action

Level II

Level II violations are serious in nature and cause some disruption in the workplace. The written warning violations are typically the same as the verbal warning violations except they are repeated violations. The progression of discipline in Level II is as follows:

- Written Warning #1
- Written Warning #2
- Contact HRS with recommendation for disciplinary action

Level III

Level III violations are very serious in nature and cause substantial disruption in the workplace. The progression of discipline in Level III is as follows:

- Termination or Suspension
- Termination

Summary of Discipline Levels

	Level I	Level II	Level III
First Violation	Verbal Warning	Written Warning #1	Recommendation for disciplinary action through HRS
Second Violation	Written Warning #1	Written Warning #2	Recommendation for termination through HRS
Third Violation	Written Warning #2	Recommendation for disciplinary action through HRS	
Fourth Violation	Recommendation for disciplinary action through HRS		

Verbal and Written Warning Violations

Verbal warnings are given when a Level I violation has occurred. The written warning violations are the same as the verbal warning violations except when they are repeated violations. Listed below is a partial list of violations that warrant either a verbal or written warning.

- Failure to call in or enter an absence in Red Rover
- Chronic tardiness
- Excessive absences more than three days
- Making preparations to quit work before the appointed time
- Leaving the assigned work area without following the proper procedures
- Prolonged or excessive breaks
- Interfering with work of others
- Malicious mischief, horseplay, wrestling or other misconduct
- Unnecessary shouting or disruption
- Neglect of work, avoiding work or working too slowly
- Careless use of District property
- Hurting children/being disrespectful to children/being harmful/neglectful to students in any way
- Not entering time out/time in correctly and/or on time the day of the absence/clock in
- Unsatisfactory work or failure to maintain required standard of performance
- Use or possession of another employee's equipment without permission
- Poor housekeeping in work area
- Contributing to or creating an unsafe work area
- Failure to follow safety rules or procedures
- Use of profane or abusive language
- Inappropriate items or words on personal materials and/or personal vehicles
- Failure to comply with directives
- Failure to work cooperatively with other employees
- Speeding or other minor violation while operating a motor vehicle on District business
- Unauthorized use of telephones, including cell phones and radios
- Failure to wear passenger restraint while traveling in a motor vehicle on District business
- Dressing inappropriately for work assignment
- Use of tobacco products while on District property

CCISD uses progressive discipline in which leaders have access to and training by CCISD leadership. Copies of verbal warnings are maintained on the campus or in the department. Copies of written warnings must be emailed to Human Resources with any previous verbal/written warnings/documentation/information to be placed in the employee's file.

Suspension Violations

Below is a partial list of violations that may result in suspension:

- Disobeying orders of a supervisor
- Disorderly conduct
- Discourteous treatment toward the public
- Reporting for work or working while unfit for duty which includes mental or physical condition and physical appearance
- Creating a hostile workplace
- Sleeping during work hours

- Willful disregard of District rules, regulations, policies, or procedures
- Failure to report equipment that is malfunctioning, damaged, or defective
- Negligence resulting in damage to a District vehicle or a person while on District business
- Severe safety violation
- Use of profane or abusive language with other employees or students present
- Malicious mischief, horseplay, wrestling or other misconduct
- Repeated absences that disrupt service to other employees
- Refusal to work at assigned location

Decisions to suspend or terminate employees are made by HRS. Employees can be suspended if they did not correct a performance issue after written warnings were given or if the issue falls under a Level II or higher violation.

If Human Resources decides suspension is an appropriate measure to take, the duration of the suspension can be either with or without pay (determined by Human Resources). During this time frame, the employee shall reflect on the reasons for the suspension and decide whether or not they are willing to return to work and correct the behavior or performance issue.

Termination Violations

Below is a partial list of violations that may result in termination:

- Sexual harassment
- Failure to maintain required licenses or registration
- Insubordination by refusing to perform assigned work or comply with written or verbal instructions of supervisor
- Willful neglect of duties
- Failure to report to work or notify supervisor of absences for three consecutive days
- Failure to report an arrest to Human Resources or notify supervisor of an arrest within three days
- Clocking in/out for another employee in the time clock system
- Gambling during work hours
- Possessing, selling or being under the influence of controlled substances
- Being under the influence of alcohol during work hours
- Carrying or possessing firearms, explosives or weapons on District property
- Stealing, destroying, damaging or concealing property of the district or another employee
- Physical altercation with another employee or students
- Giving a false statement during an investigation
- Use of abusive or threatening language toward a supervisor, other staff and/or students
- Job abandonment
- Excessive absences more than eight days (does not have to be consecutive)

Termination may be the result of the employee failing to correct the problem after going through all the steps of discipline or the employee committing a violation that required immediate termination.

The procedures described above are subject to change with the approval of the Director for Human Resource Services.

Safety Requirements:

All employees shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse:

Employees shall not engage in prohibited harassment, including sexual harassment, of

1. Other employees, as defined at DIA
2. Students, as defined at FFH. [See FFG regarding child abuse and neglect]

While acting in the course of their employment, employees shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

Relationships with Students:

Employees shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

Tobacco/Nicotine:

Smoking and/or the use of tobacco, including nicotine pouches, regardless of whether the product contains tobacco, by District staff shall be prohibited in all enclosed school facilities; open air property including parking lots, outdoor athletic fields, outdoor seating areas, practice fields, or other property used for school-sponsored activities; and all school vehicles, including buses. [See also GKA] Violation of these provisions by employees shall result in a reprimand or a possible suspension.

Alcohol and Drugs:

A copy of this policy, a purpose of which is to eliminate drug abuse from the workplace, shall be provided to each employee at the beginning of each year or upon employment.

Employees shall not unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours: any controlled substance or dangerous drug as defined by law, including but not limited to marijuana; any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate; alcohol or any alcoholic beverage; any abusable glue, aerosol paint, or any other chemical substance for inhalation; and any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs. An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exception

An employee who uses a drug authorized by a licensed physician through a prescription specifically for that employee's use shall not be considered to have violated this policy.

Dress and Grooming:

DH (Regulation)

Employees shall act as role models by exemplifying the highest standard of professional appearance for the educational purposes of teaching community values and proper grooming and hygiene.

The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with the following standards:

1. Dresses and all outer garments shall fit properly and be of an acceptable length, which is defined as no shorter than three inches above the knee. In addition, no undergarments should show during the course of completing normal job duties, to include bending, squatting, reaching, and the like.
2. Halters, tank tops, see-through garments, or clothing with revealing/provocative necklines, bare backs, bare midriff, or spaghetti straps shall not be permitted. In addition, clothing with symbols, phrases, or slogans advertising tobacco, alcohol products, or any controlled substances or with messages that directly or indirectly support negative actions or behaviors are not acceptable. Further, clothing items with lewd, vulgar, offensive or obscene items are prohibited.
3. No hats, caps or other head coverings shall be worn inside the building.
4. Hair shall be clean, neatly trimmed and well-groomed. No unnatural hair color.
5. Beards and mustaches will be allowed if they are neatly trimmed.
6. Visible tattoos are permitted in the workplace provided they are not offensive, inappropriate or disruptive to the professional environment. Employees are expected to ensure that their tattoos do not contain or depict:
    - Profanity or obscene language/images
    - Nudity or sexually explicit content
    - Hate speech, discriminatory or gang-related symbols
    - Drug, alcohol, or weapon imagery that promotes illegal activity
    - Anything that contradicts the organization's values or mission

    Policy Guidelines:
    1. Supervisors may request that employees cover tattoos deemed inappropriate based on the criteria above.
    2. In customer-facing roles, discretion should be used to ensure visible tattoos do not negatively impact client relations.
7. Footwear shall exclude flip flops, crocs, and slippers.
8. Shorts, leggings, warm-ups, spandex or similar tight pants, exercise clothes, or cropped pants shorter than five inches above the ankle bone, or any garment that may appear to be an undergarment are unacceptable.
9. Jeans are acceptable on a daily basis. To promote school spirit while maintaining a professional appearance, only spirit shirts in blue, gold or other district-approved colors as outlined in the CCISD Branding Guide may be worn with jeans. This regulation is district branding only and campus variations are not allowed.

    Policy Guidelines:

    - Spirit shirts must represent the district
    - Colors must be consistent with the CCISD branding standards (blue, gold or other approved accent colors)
    - Jeans must be clean, free of holes, rips or excessive fading, and present a neat appearance
    - Staff are expected to model professionalism while participating in spirit day activities
    - Campus administrators reserve the right to determine the appropriateness of attire.

10. Male instructional staff shall be expected to wear slacks and collared shirts or other appropriate professional attire. Ties are encouraged and may be required by the principal. Acceptable alternatives for shirt and tie are shirt and pullover sweater or turtleneck sweater and sport coat.
11. Jewelry shall not be worn in a visible pierced area other than the ear.
12. Frayed, worn, ripped, or tattered clothing is not acceptable.
13. All district employees shall wear and display name badges.
14. Attire for teacher workdays (non-instructional days) may be designated by the supervisor.

15. Teachers attending professional development, whether or not on district property, will follow the district dress code standards.
16. The administration has the authority to determine any inappropriate dress of faculty and staff.

The following exceptions apply to these guidelines:

1. Physical education staff may choose to wear appropriate attire, approved by the administration, during the physical education instruction period.
2. Instructors in Career and Technology (CTE) courses may wear clothing and footwear appropriate for the activity during the instructional period. Safety is the primary goal in determining professional dress for these employees.
3. Auxiliary employees in maintenance, custodial, transportation, food service, and positions requiring uniforms are exempted from the general guidelines, but shall comply with dress and grooming guidelines specified by supervisors.
4. Exceptions to these general guidelines are to be made as necessary to allow staff to observe religious customs or beliefs and as necessary to accommodate medical needs.

Use of District and personal vehicles:

No employee shall allow a student to drive a District-owned or -leased vehicle. No employee, while conducting school-related duties, shall allow a student to drive the employee's personal vehicle for any reason. Employees who are required to routinely drive a vehicle as a result of their employment with CCISD must meet the requirements for employee drivers.

(LOCAL)

Reporting Suspected Child Abuse:

Policies DG, FFG, GRA

All employees *are required by state law to report any suspected child abuse or neglect, as defined by Texas Family Code 26.001, to a law enforcement agency, Child Protective Services or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility)* ***within 24 hours*** *of the event that led to the suspicion.*

All CCISD receive a paper copy of the Misconduct Reporting Checklist and it's available on our Employee Resources Sharepoint Site.

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §26.001, are required by state law to make a report to a law enforcement agency, Department of Family and Protective Services Protective Services (DFPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 24 hours after the employee has reasonable cause to believe that the child has been abused or neglected. Law enforcement agency includes the Texas Department of Public Safety (DPS), a municipal police department, a county sheriff's office, or a county constable's office and does not include the district police.

If the alleged or suspected abuse or neglect involves a per-son responsible for the care, custody, or welfare of a child (including a teacher), the report of alleged abuse or neglect must be made to DFPS even if a report is made to law enforcement.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the

information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to Child Protective Services can be made online at https://www.txabusehotline.org/Login/Default.aspx or to 800-252-5400, the Texas Abuse Hotline. State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to report suspected child abuse may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report suspected child abuse may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

Policy FFG

The district has established a plan for addressing child sexual abuse, which may be accessed at www.ccisd.com. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Sexual abuse in the Texas Family Code is defined to include any sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of a young child or disabled individual, indecency with a child, improper relationship between an educator and a student, sexual assault, or encouraging a child to engage in sexual misconduct, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in Reporting Suspected Child Abuse.

Additional information can be found in FFG(Exhibit), printed in its entirety below.

Notice of Employee Responsibilities for Reporting Child Abuse and Neglect

Misconduct Reporting Checklist - Found on our Employee Resources SharePoint

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What are the District's policies addressing child abuse or neglect and my responsibilities for reporting suspected child abuse or neglect?

The applicable District policies—FFG(LEGAL), GRA(LEGAL) and (LOCAL), and DH(LOCAL) and (EXHIBIT)—are enclosed in this packet. This distribution is required by state law. At regular intervals, these policies will be addressed in staff development as well. If you have any questions about these policies, please contact our Assistant Director of Human Resources, Chastsie Hooper, at chastsie.hooper@ccisd.com.

What are my legal responsibilities for reporting if I suspect that a child has been or may be abused or neglected?

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services(CPS) **within 24 hours** if he/she has reasonable cause to believe a child has been abused. Sexual Abuse = sexual conduct harmful to a child's welfare; improper relationship with educator; encouraging child to engage in sexual conduct Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 24 hours of learning of the facts giving rise to the suspicion.

Are there any restrictions on reporting?

Under state law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

- Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
- Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

To whom do I make a report?

Reports may be made to any of the following:

- A law enforcement agency: The Copperas Cove Police Department, at (254)547-8222;
- The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400) or on the Web at www.txabusehotline.org; or
- If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare

of the child, the report must be made to CPS, unless the report is to the state agency that operates, licenses, certifies or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Probation Commission as a report of suspected abuse or neglect in a juvenile justice program or facility.

Reporting your suspicion to a school counselor, a principal, or to another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

Will my report be kept confidential?

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

Will I be liable in any way for making a report?

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

What will happen if I don't report suspected child abuse or neglect?

By failing to report a suspicion of child abuse or neglect:

- You may be placing a child at risk of continued abuse or neglect;
- You are violating the law and may be subject to legal penalties, including criminal sanctions;
- You are violating Board policy and will be subject to disciplinary action, up to and including termination of your employment; and
- Your certification from the State Board for Educator Certification may be suspended, revoked, or canceled.
- You will be reported to the Texas Education Agency and State Board for Educator Certification.
-

What are my responsibilities regarding investigations of abuse or neglect?

State law specifically prohibits school officials from:

- Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or
- Requiring that a parent or school employee be present during the interview.

School personnel must cooperate fully and may not interfere with an investigation of reported child abuse or neglect.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence. The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policies CQ, CQD

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.
- Artificial intelligence (AI) should only be used as a support tool to improve student outcomes, not to replace the decisions made by teachers or students.

Electronic mail transmissions and other use of technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary action and/or legal action. Employees with questions about computer use and data management can contact the CCISD Technology Department.

Availability of access:

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its network, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost on the District;
- Does not unduly burden the District's technology resources; and
- Has no adverse effect on an employee's job performance or on a student's academic performance.

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use. Emails are subject to the Public Information Act and will be provided upon a receipt of a written request under this act. Employees are required to abide by the provisions of the District's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and legal action. Employees with questions about computer use and data management can contact CCISD

Technology at 254- 547-4515. The Superintendent or designee shall implement, monitor, and evaluate electronic media resources for instructional and administrative purposes.

Acceptable use:

The Superintendent or designee shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District's technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

Internet safety:

The Superintendent or designee shall develop and implement an Internet safety plan to:

- Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
- Ensure student safety and security when using electronic communications;
- Prevent unauthorized access, including hacking and other unlawful activities;
- Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and
- Educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms.

Filtering:

Each District computer with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee.

The Superintendent or designee shall enforce the use of such filtering devices. Upon approval from the Superintendent or designee, an administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

Monitored use:

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered private. Designated District staff shall be authorized to monitor such communication at any time to ensure appropriate use.

Intellectual property rights:

Students shall retain all rights to work they create using the District's electronic communications system.

As agents of the District, employees shall have limited rights to work they create using the District's electronic communications system. The District shall retain the right to use any product created in the scope of a person's employment even when the author is no longer an employee of the District.

Disclaimer of liability:

The District shall not be liable for users' inappropriate use of electronic communication resources or violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the Internet.

Employees must adhere to the following guidelines as well:

CCISD Employee Computer Use Policy

The following policy for acceptable use of computers and network resources, including the Internet, shall apply to all District administrators, teachers, faculty, staff, and employees. All technology equipment shall be used under the guidance of the site administrator or supervisor.

1. Employees shall not erase, rename, modify or make unusable anyone else's computer files, programs, or storage devices.
2. Employees shall not let other persons use their logon/login name, password, or files for any reason, except for emergency reasons. (Emergency procedures to obtain legal authorization to access personal user files will be established with the standards of confidentiality requirements.)
3. Employees shall not use or try to discover another user's password.
4. Employees shall not use CCISD computers, network resources, software or hardware for any non-instructional or non-administrative purpose, except as allowed under Policy CQ.
5. Employees shall not post personal information about themselves or others, to include address and telephone numbers.
6. Employees shall not use a computer for unlawful purposes, to include illegal copying or installation of software.
7. Employees shall not copy, change, or transfer any software (including menu system screens) without permission from the Campus Technology Specialist and their supervisor.
8. Employees shall not write, produce, generate, copy, propagate, or attempt to introduce any computer programming code designed to self-replicate, damage, or otherwise hinder the performance of any computer's or file server's memory, operating system, or software.
9. Employees shall not deliberately use the computer to annoy or harass others with language, images, or threats. Users shall not deliberately access or create any obscene or objectionable information, language, or images. The site administrator for sites with individually funded commercial Internet provider's support are not only responsible for funding their own Internet security filtering software, but also the misuse of Internet resources by their site employees.
10. Employees shall not send or forward email containing libelous; defamatory; offensive; racist or obscene remarks; any commentary that would incite animosity, directly or indirectly, toward another individual or group; or any political advertisement or commentary that supports or opposes a specific political party or affiliation.
11. Employees shall not intentionally damage the system, damage information belonging to others, misuse system resources, or allow others to misuse system resources.
12. Employees shall not tamper with computers, networks, printers, or other associated equipment.
13. Employees shall not take home technology equipment (hardware or software) without the written permission of the site administrator or supervisor. The Campus Technology Specialist, as well as the Director of Technology Services should be aware of district computer equipment and software relocation. Laptop computers shall be controlled by a sign-out method.
14. Computer usage is limited to menu options where applicable as designated by the site administrator or supervisor and this policy.
15. All data will be stored in an appropriate manner; i.e., administrators, teachers, faculty, staff, and

other employees' data will be stored on a personal storage device or in the individual user's directory, established at employment.

16. Employees shall not bring in personal equipment to be used on the District network, with the exception of the "Bring Your Own Device" (BYOD) network at applicable locations.
17. All district computer equipment and software allowed off campus will be returned to the campus on or before the employee's last scheduled work day.
18. Requests to retain laptops and other District equipment for summer duties will be submitted formally, in writing, to the site administrator, along with appropriate justification, and forwarded to the Director of Technology Services or designee for approval.

The following consequences may result for violation of the CCISD Employee Computer Use Policy:

1. Suspension of access to the system;
2. Revocation of the computer system account; or
3. Other disciplinary or legal action, including termination of employment.

In addition, the cost of repairs or procedures needed to remedy any problem created by a violation could be the responsibility of the individual that committed the violation.

Personal use of electronic communications:

Policy CQ, CY, DHA

Electronic communications include all forms of social communications, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, X, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, meal times, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use district and campus trademarks, including names, logos, mascots, and symbols or other copyrighted material on social media or in texts without express, written consent.

- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
    - Confidentiality of student records. [See FL]
    - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DHA (LEGAL)]
    - Confidentiality of district records, including educator evaluations and private email addresses. [See GBA]
    - Copyright law [See CY]
    - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DHA(LEGAL)]

See *Electronic communications between employees, students and parents*, below, for regulations on employee communication with students through electronic media.

Electronic communications between employees, students and parents:

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district in accordance with the provisions outlined below. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to provisions regarding electronic communications with a student to the extent the employee has an organizational or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on an organizational or family relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have an organizational or family relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.

- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a communication.

- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, school psychologists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, except Schoology.

- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).

- The employee does not have a right to privacy with respect to communications with students and parents through any electronic means.

- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:

    - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
    - Copyright law [Policy CY]
    - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]

- Upon written request from a parent or student, the employee shall discontinue communicating with the student through Schoology.

- An employee may request an exception from one or more of the limitations above by submitting a written request to the Superintendent.

- All staff are required to use school email accounts for all electronic communication with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.

- An employee shall notify his or her supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Artificial Intelligence (AI) and Emerging Technologies

The District recognizes that Artificial Intelligence (AI) and other emerging technologies are becoming an integral part of educational, administrative, operational, and safety functions. When implemented responsibly, these technologies can improve efficiency, enhance communication, strengthen cybersecurity, support instructional planning, improve operational decision-making, and assist with maintaining a safe and secure learning environment.

AI technologies may be utilized throughout the District in a variety of approved systems, including, but not limited to, instructional support, business operations, network management, cybersecurity, physical security, video analytics, emergency communications, transportation, facility management, and other operational platforms. Employees acknowledge that District-approved systems may incorporate AI capabilities as part of their normal operation.

The District is committed to using Artificial Intelligence in a manner that supports learning, improves operational effectiveness, protects privacy, and complies with all applicable federal and state laws, including the Family Educational Rights and Privacy Act (FERPA), the Texas Public Information Act, and other applicable confidentiality and records management requirements.

Employee Responsibilities

Employees remain responsible for all decisions, communications, and work products created with the assistance of Artificial Intelligence. AI is intended to enhance professional productivity and decision-making and shall not replace professional judgment, ethical responsibilities, or established District procedures.

Employees who use District-approved AI tools shall:

- Use AI only for legitimate District business or instructional purposes.
- Review all AI-generated content for accuracy, completeness, appropriateness, and compliance before relying upon or distributing it.
- Exercise professional judgment when evaluating AI-generated recommendations or information.
- Comply with all District policies regarding technology use, cybersecurity, records retention, and confidentiality.

Confidential and Protected Information

To protect students, employees, and District operations, confidential or protected information shall not be entered into, uploaded to, or shared with any public or unapproved Artificial Intelligence platform.

Unless specifically authorized through a District-approved system, employees shall not disclose or upload:

- Student education records protected under FERPA.
- Personally identifiable student or employee information.
- Special education records or confidential student services information.
- Personnel records or employment-related information.

- Medical or health information.
- Financial records or purchasing information not intended for public release.
- Student discipline records or investigative information.
- Network diagrams, cybersecurity information, passwords, authentication credentials, encryption keys, or other security-related information.
- Emergency operations plans, law enforcement information, or other sensitive safety and security information.
- Any information designated as confidential by District policy or applicable law.

District-approved AI systems that have been reviewed for privacy, security, and legal compliance may process appropriate information as authorized by the District.

Approved AI Systems

Employees shall use only Artificial Intelligence platforms and applications that have been approved by the District for business or instructional purposes when performing District work. The District reserves the right to evaluate, approve, restrict, or discontinue the use of any AI technology based on educational value, operational needs, privacy, cybersecurity, legal compliance, and emerging regulatory requirements.

Monitoring and Compliance

The use of District technology resources, including AI-enabled systems, may be monitored, audited, and reviewed in accordance with District policy. Failure to comply with this policy may result in the suspension of technology privileges, disciplinary action, and other consequences consistent with Board policy, administrative regulations, and applicable law.

Future Technologies

Artificial Intelligence and related technologies continue to evolve rapidly. The District reserves the right to implement, modify, expand, or discontinue AI-enabled systems and administrative procedures as necessary to support instruction, improve operations, enhance school safety, protect District information, and comply with changing legal and regulatory requirements.

Criminal history background checks:

Policy DBAA

All employees are subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the District and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Public Information on Private Devices

Policy DH, GB

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include*:*

- Verbal or written directive
- Remote access to district-owned devices and services

Employee arrests and convictions:

Policy DH

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes, but is not limited to, the following:

- Dishonesty, fraud, deceit, theft, misrepresentation;
- Deliberate violence;
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance;
- Felonies involving driving while intoxicated (DWI); and
- Acts constituting abuse or neglect under the Texas Family Code.

If an educator is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

The superintendent is required to report the misconduct or criminal history to the Division of Investigations at TEA. Information about misconduct or allegations of misconduct of an employee obtained by a means other than the criminal history clearinghouse will be reported to TEA. Refer to Policies DHB(LEGAL) and DHC(LEGAL) for timelines and conduct that will result in reporting.

Depending on the nature of the arrest, an employee may be placed on administrative leave or employment may be suspended pending the outcome of the arrest. Examples of types of arrest which would warrant this action include: DWI, if the employee is required to drive as part of their regular duties; possession of a controlled substance; injury to a child; endangerment of a child; and any other arrest that may result in a negative impact on the district.

Alcohol- and drug-abuse prevention

Policy DH

Copperas Cove ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

Employees shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.

2. Alcohol or any alcoholic beverage.

3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.

4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance. An employee who manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities, or who uses a drug authorized by a licensed physician prescribed for the employee's personal use shall not be considered to have violated this policy.

A copy of this policy, a purpose of which is to eliminate drug abuse from the workplace, shall be provided to each employee at the beginning of each year or upon employment.

Employee Responsibility:

The District shall maintain a drug-free environment and shall establish, as needed, a drug-free awareness program complying with federal requirements. [See DH] The program shall provide applicable information to employees in the following areas:

1. The dangers of drug use and abuse in the workplace.

2. The District's policy of maintaining a drug-free environment. [See DH(LOCAL)]

3. Drug counseling, rehabilitation, and employee assistance programs that are available in the community, if any.

4. The penalties that may be imposed on employees for violation of drug use and abuse prohibitions.

All fees or charges associated with drug/alcohol abuse counseling or rehabilitation shall be the responsibility of the employee.

DRUG-FREE WORKPLACE NOTICE

The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances, illegal drugs, inhalants, and alcohol in the workplace.

Employees who violate this prohibition shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

As a condition of employment, an employee shall:

1. Abide by the terms of this notice; and

2. Notify the Superintendent, in writing, if the employee is convicted for a violation of a criminal drug statute occurring in the workplace. The employee must provide the notice in accordance with DH(LOCAL).

[This notice complies with the requirements of the federal Drug-Free Workplace Act (41 U.S.C. 702).]

Tobacco and Nicotine Products and E-Cigarette Use:

State law prohibits smoking, using, or possessing e-cigarettes or tobacco products on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

“E-cigarette" means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nico-tine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an elec-tronic cigarette or other device, regardless of whether the liquid solution or material contains nicotine. The term does not include a prescription medical device, prescrip-tion medication, or other prescribed substance unrelated to the cessation of smoking. The term "e-cigarette" includes:

1. A device regardless of whether it is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description; and
2. A component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Employees are prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with supervisor approval.

Fraud and financial impropriety:

Policy CAA

All employees should act with integrity and diligence in duties involving the District’s financial resources. The District prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety includes, but is not limited to, the following:

1. Forgery or unauthorized alteration of any document or account belonging to the District
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document
3. Misappropriation of funds, securities, supplies, or other district assets, including employee time
4. Impropriety in the handling of money or reporting of district financial transactions
5. Profiteering as a result of insider knowledge of district information or activities
6. Unauthorized disclosure of confidential or proprietary information to outside parties
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or district policy
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
10. Failure to provide financial records required by federal, state or local entities
11. Failure to disclose conflicts of interest as required by law or district policy
12. Any other dishonest act regarding the finances of the District
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for

state and federal awards

Conflict of interest:

Policy CB, DBD

Employees are required to disclose, in writing, to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the District. This includes the following:

1. A personal financial interest
2. A business interest
3. Any other obligation or relationship
4. Non-school employment

Employees should contact their supervisor for additional information.

Gifts and favors:

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials, such as maps or worksheets, that convey information to students or contribute to the learning process.

Associations and political activities:

Policy DGA

The District will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources, including work time, for political activities is prohibited. The District encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable contributions:

Policy DGA

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety:

Policy CK series

The District has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to employees, co-workers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

a. Observe all safety rules

b. Keep work areas clean and orderly at all times

c. Immediately report all accidents to their supervisor

d. Operate only equipment or machines for which they have training and authorization

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact Dr. Jimmy Shuck, Deputy Superintendent of Operations and Support, at 254-547-1227 or jimmy@ccisd.com.

Possession of firearms and weapons:

Policies DH,FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the District's weapons policy should report it to their supervisors or call the Copperas Cove Police Department immediately.

Visitors in the workplace:

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the District premises should immediately direct him or her to the building office or contact the administrator in charge.

Copyrighted materials:

Policy CY

Employees are expected to comply with the provisions of federal copyright law and policy relating to the use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Textbooks:

Teachers are accountable for all textbooks charged to the class/classes which they teach. Teachers'

responsibilities are as follows:

a. Maintain an accurate record of all textbooks received and issued to students
b. Ensure that all textbooks are covered at all times
c. Conduct periodic textbook inspections as required by the principal (recommend every six weeks)
d. Ensure all textbooks have the name of the student in the appropriate place
e. Notify the principal or campus textbook clerk when books are lost or damaged

Teachers should notify the campus textbook clerk of any surplus textbooks (defined as any books on hand in excess of the number of students) so they may be picked up and returned to the district site for textbook storage. Teachers should also notify the campus textbook clerk or principal when additional textbooks are needed due to changes in enrollment. Textbooks are not to be transferred between schools except by the Records/Textbooks Specialist.

Asbestos management plan:

Policy CSC

The District is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the District's management plan is kept in the Support Services office and is available for inspection during normal business hours.

Energy management procedures plan:

The Energy Management Policy is designed to conserve resources, to optimize energy consumption and keep utility costs down without compromising the comfort of staff and students. The policy can be found online at **www.ccisd.com**. Employees are expected to comply with the policy. Deliberate acts of non-compliance are subject to disciplinary action, including termination of employment.

Pest control treatment:

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the District's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located at the building entrance. In addition, individual employees may request, in writing, to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electronic means. Pest control information sheets are available from campus principals or facility managers upon request.

Other Topics

General

Procedures

Emergency School Closing:

Policy EB

The District may close schools because of bad weather or emergency conditions. When such conditions

exist, the superintendent will make the official decision concerning the closing of the District's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's Website, Facebook, Twitter, and notify the following radio and television stations:

a. RADIO: WACO FM [99.9]; KBGO FM [95.7]; KWTX FM [97.5]; KRRQ FM [102.5]; KBCT FM [94.5]; KWTX AM [1460]; KRZI AM [1580]; KEYR AM[92.9]
b. TELEVISION: KCEN-6 [Local Cable Channel 3]; KXXV-25[Local Cable Channel 5]; and KWTX-10[Local Cable Channel 2]

Emergencies:

Policy CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automated external defibrillator and stop the bleed kit. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and the procedures for their use.

Purchasing procedures:

Policy CH

All requests for purchases for the District must be submitted through the Skyward Requisition system. No purchases, charges, or commitments to buy goods or services for the District can be made without assignment of a purchase order number. The District will not reimburse employees or assume responsibility for purchases made without proper authorization. Employees are not permitted to purchase supplies or equipment for personal use through the District's business office. The purchase of cellphones or other hand-held electronic devices for the use of a single individual is prohibited without the written authorization of the superintendent. No employees will be provided a cell phone stipend unless authorized by the Superintendent.

District owned property:

Employees in possession of district owned property, to include laptop computers, are responsible for the care and maintenance of the property. If the property is damaged or stolen while on the District premises, the employee will not be held liable. However, employees are expected to take all precautions necessary to safeguard the property.

Personal property:

The District is not responsible for loss or damage to property owned by employees, students, or visitors. Care should be taken to safeguard personal property.

Check acceptance procedures:

In the event that a check written to any CCISD campus, club, or organization is returned unpaid by your bank, CCISD or its agent may redeposit your check electronically. Additionally, you understand and agree that we may electronically collect a returned check fee of **$30.00** plus applicable sales taxes. The use of a check for payment is your ACKNOWLEDGEMENT and ACCEPTANCE of this administrative procedure and its terms.

Name and address changes:

It is important that employment records be kept up to date. Employees must notify Human Resource

Services by contacting HR@ccisd.com if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. Forms to process a change in personal information can be obtained from Human Resource Services. The District has a legal right to require all employees to have their current addresses and phone numbers on file.

ID Badges:

Employees are required to wear district-issued ID badges. Replacement badges for lost, stolen or picture re-takes are $1. Contact Human Resources for more information at HR@ccisd.com.

Personnel records:

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission. Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information may be made at any time by submitting a written request to Dr. Lindsie Almquist, Executive Director of Human Resources lindsie.almquist@ccisd.com. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information will be released to the public until a request to withhold the information is submitted.

Facility use:

Policies DGA, GKD

The Deputy Superintendent of Operations and Support is responsible for scheduling the use of facilities after school hours. Contact Monica Hall at 254-547-1227 to request to use school facilities and to obtain information on the fees charged.

Cell phone use:

Employees are not to use their personal cell phones during the work day to text or talk. They may use their cell phones during their conference period, lunch time and breaks. All other times, including staff development, cell phones should be turned off and/or on silent/do not disturb to allow our focus to be on educating children and supporting student learning.

Meal charges:

No charges will be allowed for individuals other than students.

Termination of Employment

Resignations:

Policies DFE, DHB

All employees are to submit a wet signature/their signature with their hand written or printed Resignation Letter. All employees are to submit the Resignation Letter via our CCISD Resignation Form that can be found on our Employee Resources SharePoint. Supervisors must provide the CCISD Resignation Form to employees and ensure Resignations are submitted properly. Retirement must also be submitted via the CCISD Resignation Form with the Resignation Letter indicating Retirement as well as the Form submission information.

Contract employees

Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. **A written notice of resignation must be submitted to the Superintendent, or other persons designated by the board of trustees.** All employees are to submit the Resignation Letter via our CCISD Resignation Form that can be found on our Employee Resources SharePoint. Supervisors must provide the CCISD Resignation Form to employees and ensure Resignations are submitted properly. Retirement must also be submitted via the CCISD Resignation Form with the Resignation Letter indicating Retirement as well as the Form submission information. Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent or other person designated by board action**.** Contract employees may resign at any other time only with the approval of the superintendent or board of trustees. Resignation without the consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent and Human Resources of an educator's resignation within seven business days of the following:

- Certain misconduct, abuse, unlawful act
- Involvement or solicitation of a romantic relationship with a student or minor
- Solicitation or engaging in sexual conduct with a student or minor
- Inappropriate communications with a student or minor
- Failure to maintain appropriate boundaries with a student or minor
- Possession, transfer, appropriation or expenditure of district or school property funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event

The superintendent is required to report such conduct to TEA.

Noncontract employees

Noncontract employees may resign their positions at any time. A written notice of resignation should be submitted to their supervisor at least two weeks prior to the effective date. Employees must submit their signed/wet signature Resignation Letter via our Resignation Form. All employees are to submit the Resignation Letter via our CCISD Resignation Form that can be found on our Employee Resources SharePoint. Supervisors must provide the CCISD Resignation Form to employees and ensure Resignations are submitted properly. Retirement must also be submitted via the CCISD Resignation Form with the Resignation Letter indicating Retirement as well as the Form submission information.

The principal or director is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days for any of the following:

- Alleged incident of misconduct of abuse or otherwise committed an unlawful act with a student or minor,
- Was involved in or solicited a romantic relationship with a student or minor,
- Engaged in inappropriate communications with a student or minor,
- Failed to maintain appropriate boundaries with a student or minor.

The superintendent is required to report such conduct to SBEC.

Dismissal or nonrenewal of contract employees:

Policies DF Series, DHB, DPA, DPB

Employees on probationary and term contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The time lines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The reporting requirements for termination of a contract are the same as those listed above in Resignations/Contract Employees.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or in the policy manual located on-line at ccisd.com.

Dismissal of noncontract employees:

Policies DCD, DHC, DPA, DPB

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance.

The reporting requirements for termination of a noncertified employee are the same as those listed above in Resignations/Noncontract Employees.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of a felony under Title 5 Penal Code or convicted of or placed on deferred adjudication community supervision for the following:

- An offense requiring the registration as a sex offender
- Improper relationship between and educator and a student
- Sale, distribution or display of harmful materials to a minor
- Public indecency
- A felony offense involving school property

If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Prohibition on Diversity, Equity, and Inclusion

Policies DF, DH

Except as required by state or federal law, district employees are prohibited from engaging in diversity, equity, and inclusion activities, including assigning diversity, equity, and inclusion duties to any person. Any employee who intentionally or knowingly engages in or assigns diversity, equity, and inclusion duties to another person will be subject to appropriate discipline, including termination of employment. TEC §11.055(c)-(d) requires the district to adopt policies and procedures for the implementation of appropriate discipline for employees or contractors engaging in DEI activities. Both physical and electronic copies of these policies should be provided to employees.

Prohibited Classroom Instruction

Policies DF, DH

District employees are prohibited from engaging in an act prohibited by Education Code 28.0022 (Certain Instructional Requirements and Prohibitions). Any district employee intentionally or knowingly engaging in or assigning to another individual activities related to controversial topics described in Education Code 28.0022 is subject to disciplinary action, including termination of employment.

Exit interviews and procedures:

Information on leaving the District can be found online at the District's website under Human Resources. Information on the continuation of benefits, release of information, and procedures for requesting references are included in the online document. Employees are encouraged to complete an Exit Survey that provides the District feedback on his or her employment experience. Separating employees are asked to provide the District with a forwarding address and phone number on the CCISD Separation Checklist obtained from his or her campus or department. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency:

Policy DF, DHB, DHC

The conduct of an employee must be reported to TEA within 48 hours if there is evi-dence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful con-duct with a student or a minor

- Soliciting or engaging in sexual contact or a romantic relationship with a stu-dent or minor
- Engaged in inappropriate communication with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

For a certified employee, the conduct below must also be reported not later than the seventh business day after termination or resignation or notice from the principal:

- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certifi-cate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security proce-dures established under TEC §39.0301. "Reported criminal history" means any for-mal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Finger-print-based Applicant Clearinghouse of Texas (FACT).

Reports concerning court-ordered withholding:

The District is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known.

Student Issues

Equal educational opportunities:

Policies FB, FFH

The Copperas Cove ISD does not discriminate on the basis of race, color, religion, national origin, sex or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination of students based on any of the reasons listed above should be

directed to the Director of Student Services, Stacie Golden.

Student records:

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records.

The following people are the only people who have general access to a student's records:

a. Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
b. The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
c. School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and student complaints:

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint. Parents are encouraged to discuss problems or complaints with the teachers or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering medication to students:

Policy FFAC

Only designated employees may administer prescription medication, non-prescription medication, and herbal or dietary supplements to students. Exceptions apply to the self-administration of asthma medication, medication for anaphylaxis (e.g., EpiPen), and medication for diabetes management, if the medication is self-administered in accordance with district policy and procedures. A student who must take prescription medication during the school day must bring a written request from his or her parent and the medicine, in its original, properly labeled container.

Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary supplements:

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or

suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic drugs:

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

a. Recommending that a student use a psychotropic drug
b. Suggesting a particular diagnosis
c. Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student.

Student conduct and discipline:

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Code of Conduct and Student Handbook. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the District. For more information on student discipline, employees can access Education Code Chapter 37 at www.ccisd.com under "For Parents" and "TEA-Chapter 37." Other employees who have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student attendance:

Policy FEB

Teachers and staff should be familiar with the District's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student, upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying:

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to Director of Student Services. The District's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For the purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination, harassment, and retaliation involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, and ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee

Any District employee who suspects or receives notice that a student or a group of students has or may have experienced bullying shall immediately notify the campus principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice or Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the

District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report
The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The campus principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation
Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the principal or designee shall take additional time, if necessary, to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents
If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action
If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline
A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.
The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action
Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers
The principal or designee shall refer to FDB for transfer provisions.

Counseling
The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct
If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality
To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal
A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention
Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures
This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Hazing:

Policy FNCC
Students must have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. While most initiation rites are permissible, engaging in or permitting "hazing" is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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Copperas Cove ISD

Student Handbook 2026-2027

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Student Handbook 2026-2027

Copperas Cove ISD Student Handbook

2026-27 School Year

If you have difficulty accessing the information in this document because of disability, please contact:

Dr. Derrick James

Chief of Administration

408 S. Main Street

Derrick.James@ccisd.com

(254)547-1227

Copperas Cove ISD **Student Handbook**

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CCISD Board of Trustees

Joan Manning-President

John Gallen-Vice President

Mike Wilburn-Interim Board Member

Sherry Hoffpauir-Board Member

Timothy Traeger-Board Member

Samantha Wilson-Board Member

Jeff Gorress-Board Member

Superintendent

Dr. Brent Hawkins

CCISD District Service and Training Center

408 S. Main Street

Copperas Cove, TX 76522

(254) 547-1227

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The ***Copperas Cove Independent School District*** Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the ***CCISD*** Student Code of Conduct. To review the Code of Conduct, visit the district’s website at ***CCISD homepage***. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at ***408 S. Main Street, Copperas Cove, Tx***.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district

administration office, and an unofficial electronic copy is available at CCISD Student handbook &Code of Conduct page.

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact:

Dr. Derrick James

Chief of Administration

408 S. Main Street

Derrick. James ccisd.com

(254)547-1227

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parents' Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Dr. Derrick James

Chief of Administration

408 S. Main Street

Derrick. James ccisd.com

(254)547 1227 Ext 11409

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

Unless required under state or federal law, a district employee or contractor of the district will not conduct a psychological or psychiatric examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

CCISD will utilize Choosing the Best Publishing which empowers teens with information necessary to develop healthy habits and relationships. The program provides an all-inclusive, data-driven curriculum founded on the medical, legal, psychological, and socioeconomic information regarding adolescent health risk behaviors. Based on the probable consequences of adolescent risk behaviors, the safest and healthiest choice for teens is to promote risk avoidance by establishing healthy habits and relationships. For further information, see the districts Human Sexuality instruction website at Choosing the Best.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the Human sexuality instruction without academic, disciplinary, or other penalties and may use the district's grievance procedure concerning a complaint. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district Student Health Advisory Council (SHAC). See the campus principal for details.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.

- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and FNG(LOCAL).]

State law also requires instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

For further information, please contact Amy Simpson, Director of Behavioral Support Services, (254) 547-1227 and/or see the district's abuse prevention instruction website at the CCISD Homepage under Social, Emotional, and Behavioral Support Resources.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and policy FNG for information on the grievance and appeals process.]

[See Consent Before Human Sexuality Instruction, Dating Violence, and Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

Is Student at Risk?

1. *Student meets with counselors*

Needs Assessment

2. *Counselor completes a needs assessment*
3. *The counselor works with all staff to develop actions needed to provide appropriate support for students and family*
4. *The counselor will contact the Director of Counseling for guidance and support when appropriate*

Communication

5. *Parent (s)notification before the end of day.*
6. *Educate parents on the benefits to follow up care with community-based therapist/family doctor/local health department*
7. *Counselor provides appropriate prevention/intervention resource and/or refer to community-based supports.*

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison, Amy Simpson, Director of Behavioral Support Services, can be reached at simpsona@ccisd.com or (254) 547-1227.

The mental health liaison can provide further information about these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See Mental Health Support (All Grade Levels)]

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated with or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student When Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school

- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in-person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the 60th percentile or higher on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parents may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

Corporal punishment — spanking or paddling a student — may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to their child must Please see CCISD district policy FO(LOCAL) for more information.

This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

Text messages sent to an individual student or to a group of students are not allowed. Students wishing to communicate with a teacher should use Schoology messaging feature which can be accessed through the Schoology app or through website or email the teacher directly using the teacher's CCISD email address. Parents can create a Schoology account that will provide access to their student's activity within Schoology.

A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and-managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal Any objection must be made in writing to the principal within 10 school days of the students' first day of instruction for this school year. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information:

Student name; address; telephone listing; photograph; date of birth; major field of study; degrees; honors, and awards received, dates of attendance; grade level; enrollment status; most recent school previously attended; participation in officially recognized activities and sports; and weight and heigh if a member of an athletic team.

If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information:

If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual.

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll
- School newspaper
- Yearbook
- Recognition activities
- News releases
- Athletic programs

Note: Also see Authorized Inspection and Use of Student Records.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release their students' information. Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See Consent to Human Sexuality Instruction and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking for information on a parent's right to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12

Per state law, a student may be excused from reciting a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that their child be excused
- The district determines that the student has a conscientious objection to the recitation
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity

[See policy EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See Pledges of Allegiance and a Minute of Silence (All Grade Levels) and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove their child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of Access to Student Records, Instructional Materials, and District Records/Policies

Parent Review of Instructional Materials and Plan

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the

beginning of each semester. A parent may obtain additional copies of plan or syllabus by request.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting instructional material review, contact ***campus principal***.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the district provide for the remainder of the school year with a copy of any written notice usually provided to a parent related to the child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to their child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns

- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child’s classroom

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at Objecting to the Release of Directory Information, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent
- File a complaint (https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students with certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information about student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reach the age of 18
- Is emancipated by a court
- Enrolling in a postsecondary educational institution

However, the parent may continue to have access to the records if the student is dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives
- To individuals or entities granted access in response to a subpoena or court order
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled
- In connection with financial aid for which a student has applied or has received
- To accrediting organizations to carry out accrediting functions

- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction
- To appropriate officials in connection with a health or safety emergency
- When the district discloses directory information-designated details. [See Objecting to the Release of Directory Information to prohibit this disclosure.]

Release of personally identifiable information to any other person or agency — such as a prospective employer or for a scholarship application — will occur only with parental or student permission as appropriate.

The ***campus principal*** is custodian of all records for currently enrolled students at the assigned school. The ***Superintendent*** is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at:

- Copperas Cove High School, 400 S. 25th Street, (254) 547-2534
- Copperas Cove Junior High School, 702 Joe Lombardi Way, (254) 547-6959
- S.C. Lee Junior High School, 1205 Courtney Lane, (254) 542-7877
- Fairview/Miss Jewell Elementary School, 710 S. 5th St., (254)547-4212
- Hettie Halstead Elementary School, 910 N. Main Street (254) 547-3440
- House Creek Elementary School, 351 Lutheran Church Road, (254) 518-3000
- J.L. Williams/Lovett Ledger Elementary School, 909 Courtney Lane, (254)542-3070
- Mae Stevens Early Learning Academy, 302 Manning Drive, (254) 547-8289
- Martin Walker Elementary School, 100 FM 3046, (254) 547-2283
- C.R. Clements/Hollie Parsons Elementary School, 1115 Northern Dancer, (254) 547-2235
- Crossroads High School, 306 E. Avenue E, (254) 547-9164

You may contact the custodian of records for students who have withdrawn or graduated at:

- District Service and Training Center, 408 S. Main Street, (254)547-1227

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels), and Finality of Grades at policy FNG(LEGAL)]

The district's student records policy is found at policy FL(LEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at *CCISD Homepage*.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a teacher's personal notes about a student shared only with a substitute teacher — do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Has an emergency permit or other provisional status for which state requirements have been waived
- Is teaching in the field or discipline of their certification

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

More information is available at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has been engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the ***principal*** for more information.

[See Bullying (All Grade Levels), and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of their child to another district campus or a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal to campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

A Student in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the students' available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the districts or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid
- Arrange for and accompany the student on campus visits

- Assist in researching and applying for private or institution-sponsored scholarships
- Identify whether the student is a candidate for appointment to a military academy
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS)
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

If you have questions, please contact the district's foster care liaison:

Dr. Derrick James

Chief of Administration

408 S. Main Street Copperas Cove ISD

Derrick.James@CCISD.COM

(936) 254-547-1227

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

Please also check the campus website for information related to services available in the area that can help families who are homeless.

A student who is homeless will be provided with flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the students' available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Bobbie Green

Director of Assessment and Accountability

408 S. Main Street

(254)547-1227

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students through the district's multi-tiered system of academic and behavioral support (MTSS). The provision of these intervention and support services, which might include (RTI) process, can have an impact on the ability of district to meet the needs of all students.

If a student is experiencing learning difficulties, their parents may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodation, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the

Notice of Procedural Safeguards (https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information about special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process* (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Cynthia Lavallee

Director of Special Education

408 S. Main Street

(254) 547-1227

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's
Cynthia Lavallee

Director of Special Education

408 S. Main Street

(254) 547-1227

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

Contact Person for Section 504 Referrals

The person designated to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

[Amy Simpson]

[Director of Counseling and Student Support]

[(254)547-1227)]

[See A Student with Physical or Mental Impairments Protected under Section 504]

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)
- Texas First Project (http://www.texasprojectfirst.org/)
- TEA Special Education Parent and Family Resources (https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be

provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.

The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and support under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact ***principal***.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. Students and parents should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that make a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See Children of Military Families]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Personal Communications and Other Electronic Devices (All Grade Levels).

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See Driver License Attendance Verification (Secondary Grade Levels Only)]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S.

armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- An election clerk, if the student makes up any work missed

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

When a student age 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parents of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent
- Inform the parents that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

The truancy prevention facilitator for the district is:

Dr. Derrick James

Chief of Administration

(254) 547-1227

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parents if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student aged 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student aged 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
  Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Co**mpulsory Attendance — Exemptions and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at:

- Mae Stevens Early Learning Academy – 9:30 a.m.
- All Elementary Campuses – 9:30 a.m.
- SC Lee Junior High School – 9:50 a.m.
- Copperas Cove Junior High School – 9:50 a.m.
- Copperas Cove High School – 10:05 a.m.
- Crossroads High School – 11:45 a.m.

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

Documentation After an Absence (All Grade Levels)

A parent must provide an explanation for any absence when the student arrives or returns to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is aged 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note After an Absence for Illness (All Grade Levels)

Within ***3 days*** of returning to school, a student who is absent for more than ***more than (4)*** consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

If the student develops a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form by:

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form (https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

More information is available on the Texas Department of Public Safety website (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

[See Compulsory Attendance — Exemptions for Secondary Grade Levels for information on excused absences for obtaining a learner license or driver's license.]

Accountability under State and Federal Law (All Grade Levels)

CCISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at ***CCISD website***. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered at ***Copperas Cove High***.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Honor Roll: Each campus will recognize students who excel academically. The names of those students recognized may be provided to the media for publication.

Perfect Attendance: Some campuses recognize students who have perfect attendance. The names of those students recognized may be provided to the media for publication.

To be considered for the Perfect Attendance Award at the high school, students may not have any absences except those defined as medical, court or college day. All notes must be turned in within the 48-hour window to receive these exceptions.

Crossroads High School has attendance incentives for the students. For more information, contact the school office.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expressions, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student
- Material and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault

- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an appropriate age survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact ***campus principal***.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by STOPit Reporting clicking the **Report Bullying** box on the front page of the CCISD website and/or the front page of every campus homepage.

The administration will investigate allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parents of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parents, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels), policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

The district offers career and technical education programs in the following areas:

- Agriculture, Food & Natural Resources
- Human Services Architecture and Construction
- Information Technology
- Arts, A/V Technology & Communications, Law and Public Service
- Business, Marketing & Finance
- Manufacturing
- Education & Training
- Science, Technology, Engineering, and Math (STEM)

- Health Science
- Transportation, Distribution, & Logistics
- Hospitality & Tourism

Admission to these programs is based on grades, attendance, discipline, and some courses have specific requirements that can be found in the Copperas Cove High School Course Selection Guide and in the Programs of Study.

The district offers other work-based programs in the following areas:

- • Career Preparation
- • Specific internships

Admission and enrollment to these programs is based on the student being currently employed and approval from the campus principal. More information about the CTE program can be provided by the CTE Director, Robert Turner, at 254-547-2534 or turnerr@ccisd.com.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See Food Allergies (All Grade Levels)]

Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children, which may be initiated by contacting the Department of Family and Protective Services (DFPS)/Child Protective Services (CPS). The plan is available at ***CCISD's Plan for Addressing Sexual Abuse of Children***. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to

Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student well-being
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or

pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs for labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' Family Support Services Program Locator (https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at Texas Abuse Hotline Website (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway (https://www.childwelfare.gov/)
- KidsHealth, For Parents, Child Abuse (https://kidshealth.org/en/parents/child-abuse.html)
- Office of the Texas Governor's Child Sex Trafficking Team (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Human Trafficking of School-aged Children (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide)
- National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools (https://www.ed.gov/sites/ed/files/documents/human-trafficking/human-trafficking-americas-schools.pdf)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

The district shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

After each calculation period, students in the top ten percent shall be notified of their exact class rank, and the lowest weighted grade point average (GPA) used to determine class rank earned by a student currently in the top ten percent of the class shall be communicated to all students in the class.

The calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 and only in the following subject areas: English, mathematics, science, social studies, and languages other than English. The calculation shall include failing grades. The calculation of class rank shall exclude grades earned through credit by examination without prior instruction.

For students in the graduating class of 2025, the district shall categorize and weight eligible courses as Tier 6, Tier 5, Tier 4, Tier 3, Tier 2, and Tier 1 in accordance with provisions of policy EIC(LOCAL) and as designated in appropriate District publications.

Eligible Advanced Placement (AP) courses and dual credit courses shall be categorized and weighted as Tier 4 courses. Eligible pre-AP courses and courses locally designated as honors courses shall be categorized and weighted as Tier 3 courses. Eligible courses not categorized as Tier 4, Tier 3, or Tier 1 shall be categorized and weighted as Tier 2 courses. Eligible modified courses and local credit courses shall be categorized and weighed as Tier 1 courses.

Information regarding the weighted GPA chart, see Policy Online and follow the link to the local policy.

A semester grade of 60–69 in a dual credit course shall be considered passing for purposes of high school credit and converted to a 2.5 grade point for calculation purposes.

When a student transfers semester grades for courses that would be eligible under the Tier 2 or Tier 1 category and the district has accepted the credit, the district shall include the grades in the calculation of class rank. When a student transfers semester grades for courses that would be eligible to receive additional weight under the district's weighted grade system, the district shall assign additional weight to the grades based on the categories and grade weight system used by the district only if an equivalent course is offered to the same class of students in the district.

To determine honors to be conferred during graduation activities, the district shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year.

Regarding applications to institutions of higher education, the district shall also calculate class rank as required by state law. The district's eligibility criteria for local graduation honors shall apply only for local recognition and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

- Have been continuously enrolled in the district high school for the four semesters immediately preceding graduation, with enrollment by the Monday after Labor Day of the junior year;
- Will graduated after exactly eight semesters of enrollment in high school; and
- have completed the foundation program with the distinguished level of achievement.

In case of a tie in weighted GPAs after calculation to the fourth decimal place, the district shall recognize all students involved in the tie as sharing the honor and title. [For further information, see policy EIC.]

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the State of Texas. [See policy EIC for more information.]

[See policy EIC for more information.]

Early Graduation (Less than 4 years)

To be eligible to graduate in less than four years, the student shall complete all course work and any required state assessments required of the ninth-grade class in which he or she begins high school. Students wishing to graduate early shall notify their counselor, by the end of the student's sophomore year in high school.

Early graduates shall not be allowed to displace a four-year graduate in determining the top ten graduates. Early graduates shall not be eligible for the honors positions of valedictorian or salutatorian nor for the top ten graduate positions, regardless of GPA.

The highest rank that can be earned by an early graduate shall be number 11 in the graduating class. If more than one early graduate has a GPA high enough to fall within the top ten of the four-year graduates, then the early graduate shall be ranked based on the number of credits earned (i.e., classes successfully completed). The early graduate with the most credits shall be ranked as number 11; the early graduate with the next largest number of credits shall be number 12, and so on. An early graduate whose rank is below that of the top ten four-year graduates shall be ranked with the rest of the graduating class as if he or she were a four-year graduate.

A senior student, with parent and counselor approval, may finish graduation requirements early (December). The diploma will not be issued until the summer of their graduation year.

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See Schedule Changes (Middle/Junior High and High School Grade Levels) for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program]
- Satisfies the ACT College Readiness Benchmarks or earns at least 1500 out of 2400 on the SAT
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation (Secondary Grade Levels Only) for information associated with the foundation graduation program.]

[See A Student in the Conservatorship of the State (Foster Care) for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with ***Central Texas College, McMurry University, Ranger College, and Tarleton University***, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities

- Enrollment in these programs is based on ***2026-2027 Course Selection **Get the updated guide from Melissa Dewald***

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the students' enrollment in the dual credit course. See the ***high school counselor*** for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See Fees (All Grade Levels) for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. [See Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) for information on CTE and other work-based programs.]

For dual credit purposes, all these methods have eligibility requirements and must be approved before enrollment on the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by going to the Copperas Cove ISD Parents Page and login to your Parent Skyward account to update the changes and contact the PEIMS/Registrar at your student's campus to inform them of your updated information.

Automated Emergency Communications

The district will rely on contact information on files with the district to communicate with parents in an emergency, which may include real-time or automated messages. An

emergency may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See Safety (All Grade Levels) for information about contact with parents during an emergency.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See Safety (All Grade Levels) for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at ***Board Policy Manual-FNG*** and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at ***Formal Complaints and Concerns*** and at the principal's or superintendent's office. A parent may also submit a grievance electronically by:

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and

on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at ***CCISD Campus Coordinators*** and the coordinator for this campus is listed below:

- **Copperas Cove High School –** Feliz Alaniz
- **Crossroads High School** – Pat Crawley
- **Copperas Cove Junior High School** – Micheal Supinski
- **S.C. Lee Junior High School** - Betsy Orr
- **C.R. Clements/Hollie Parsons Elementary** - Kristen Butterworth
- **Fairview/Miss Jewell Elementary** – Leslie Bellah
- **Hettie Halstead Elementary** - Jacqueline Brown
- **House Creek Elementary** – Christen Povolish

- **J.L. Williams/Lovett Ledger Elementary** - Lauryn Canto
- **Martin Walker Elementary** - Emily Swank
- **Mae Stevens Early Learning Academy** - Heather Peacock

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to district property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued education, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for post-secondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided with information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year about a student enrolled in high school:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma

- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See Scholarships and Grants for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should ***make an appointment with the appropriate grade level counselor***. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See Mental Health Support (All Grade Levels), Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a

nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as “credit recovery.”

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district’s board of trustees. Testing windows for these examinations will be published in district publications and on the district’s website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

A parent/guardian requesting kindergarten acceleration must follow the procedures listed below:

- Submit a written request to the campus principal seeking consideration of accelerating their child to first grade. The request must be submitted within the first two weeks of school or within two weeks of enrollment, but no later than October 1. The child will be initially placed in kindergarten while information is collected by the school to determine if acceleration is appropriate.
- The principal will schedule a conference with the parent/guardian, counselor, the child’s pre-kindergarten teacher (if applicable), a kindergarten teacher, and a first-grade teacher to review the kindergarten and first grade curriculum.

- If after reviewing the curricular expectations of first grade, the parent/guardian still desires to have their child placed initially in first grade, the parent will sign a request for individual testing.
- Within 15 school days, the campus will complete the following:
- Administer formal assessments to the child.
- Conduct observations of the student by a first-grade teacher and a school counselor.
- By the end of the 15th school day period, a campus committee consisting of the student's pre-kindergarten teacher (if applicable), a kindergarten teacher, a first-grade teacher, a counselor, and a campus administrator will review available data and make a placement decision. Options available to the committee include:
- Placement in kindergarten.
- Students are accelerated to first grade.

Appeals of the committee's decision by the parent/guardian shall be through the standard parent/guardian appeals process beginning at Level 2.

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable

A student may take an examination to earn high school course credits no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at ***CCISD Homepage***. [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to die by suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- Preventing Teen Dating Violence (https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html)

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Sex-Based Harassment

Sexual harassment and sex-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual Advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Pregnancy or Related Conditions

The district does not discriminate based on pregnancy or related conditions.

Please contact Dr. Derrick James, Chief of Administration (254) 547-1227, regarding pregnancy-related accommodation.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the students' parents. [See policy FFH and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See Bullying (All Grade Levels)]

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All parties involved will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are Edgenuity, Dual Credit courses, and the Texas Virtual School Network (TXVSN).

[See Remote Instruction]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of policy EHDE addressing distance learning will be distributed to middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact *the principal*.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

Students must obtain prior approval from the campus before selling, posting, circulating, or distributing more than 25 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

Each campus principal shall designate times, locations, and means by which non-school literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Superintendent for prior review. The Superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal against a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The Superintendent has designated ***District facilities*** as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a non-curriculum-related student group meeting held in accordance with policy FNAB(LOCAL)
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, if they comply with the following:

- The district's dress code teaches grooming and hygiene, prevents disruption, minimizes safety hazards and maintains a positive learning climate. Campus administrators and faculty are charged with enforcing the dress code. Administrators will use their professional judgment in determining whether attire is distracting or causes a disturbance. Students are expected to be dressed and groomed in a manner appropriate for a public-school educational environment. The provisions for the dress and grooming code are enforced at school and at school-sponsored activities, unless otherwise noted. The district encourages students, with the supervision of their parents, to maintain high standards of dress, grooming, and personal appearance, as would be appropriate in a public-school educational environment.
- District policy FNCA(LOCAL) also prohibits any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or other attribute, denotes membership in a group or gang that advocates drug use or exhibits behaviors that interfere with the normal and orderly operation of a school.
- District policy also prohibits pictures, emblems, or writings on clothing (including bags/backpacks and facemasks) that are lewd, offensive, vulgar, or obscene. Clothing that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other inappropriate items are also prohibited.
- Certain elective courses or extracurricular activities may require more stringent dress or appearance standards than for the general student body. The district leaves the choice of hair length with the students and their parents and whether beards and mustaches are to be worn. They must accept the accompanying responsibility of keeping all hair properly groomed.
- If the violation is not corrected, the student will be assigned to in-school suspension for the remainder of the day or until which time the violation is corrected, or until a parent or designee brings an acceptable change of clothing to the school.
- Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

    - No aspect of the student's dress or grooming should create a health hazard or a risk the student or others.
    - If it is necessary for a student to miss class or leave campus to comply with policy, any period(s) missed will be considered unexcused. The final decision on

questionable clothing and grooming not covered in this policy will be at the discretion of campus administration.

Students and parents may determine a student's personal dress and grooming standards, provided they comply with the following:

Elementary Dress Code: Grades PK – 5

The following standards for dress and grooming will be enforced:

- Hats or Head Coverings: Any type of hat or head covering is prohibited at the Elementary and pre-k level. Hats may not be worn from belts or belt loops.
- Shirts, Blouses, Sweatshirts, Sweaters, Vests, Jackets:
    - Tube-tops, halter tops, see through or mesh shirts, and spaghetti straps are prohibited unless worn over a t-shirt or under a jacket.
    - Sleeveless shirts must fit snugly under the arms and jerseys may only be worn with a t-shirt underneath.
    - No low-cut tops or blouses.
    - All shirts must completely cover the midriff when standing, arms are fully extended above the head and when seated.
- Dresses, Jumpers, Skirts, Skorts, Shorts:
    - All the items listed above must be at or below the mid-thigh.
    - No spandex or Lycra.
- Shorts, Pants, Jeans:
    - Sagging is NOT permitted.
    - Must fit at the waist.
    - Pajamas may only be worn on designated days.
    - Leggings may only be worn with a garment that meets the mid-thigh rule.
    - Students are not to wear jeans that are torn or have holes in them.
- Shoes:
    - Footwear must always be worn.
    - Shoes with wheels are prohibited.
    - Students must have footwear suitable for physical activity.
- Hair:
    - Students' hair must be clean, neat, and well-groomed in appearance.
    - Spiked hair, longer than 2", is prohibited.
- Accessories:
    - Facial piercings are not allowed at the Elementary level.
    - No sunglasses shall be worn inside the building.
    - Metal-studded collars, choker chains, armbands, wristbands, and/or other metal-studded clothing are not permitted.

- Bandanas, do-rags, towels, extra clothes, headbands, and sweatbands are prohibited.

Additional Information:

- No clothing intended to be worn as undergarments may be worn as outer garments. Undergarments may not be visible at any time.
- Costumes are not permitted except on designated days. Animal ears are considered costumes.

Junior High Dress Code: Grades 6 – 8

A students' dress and grooming shall not cause a disruption to the learning environment. If deemed a disruption by the administration, the student must come into compliance with the dress code.

The following standards for dress and grooming will be enforced:

- Student IDs:
  - ID's must always be visible and worn around the neck or clipped above the waist. The first lanyard and ID will be provided. Temporary stickers must be placed and worn above the waist.
  - IDs shall not be defaced or covered on the picture or barcode.
  - Student IDs are required as part of entrance to extracurricular events. In the event the student has no ID at the extracurricular event, the student must have an adult sponsor present and remain with them.
- Hats or Head Coverings:
  - Any type of hat or head covering may not be worn inside the building.
- Shirts, Blouses, Sweatshirts, Sweaters, Vests, Jackets:
  - Tank tops, strapless tops, spaghetti strap tops, backless tops, tops with large armholes or off the shoulder tops are prohibited unless worn over a t-shirt with sleeves.
  - Garments worn under jackets, coats, shrugs, and sweaters must be in dress code.
  - No low necklines (cleavage should not be visible).
  - No see-through lace or mesh shirts.
  - Tops must meet the beltline when seated. Undergarments and front or back midriff should never be exposed.
  - Spandex/Lycra tops or any shirt that fits excessively tight is prohibited.
  - No full-length jackets and coats such as those commonly referred to as "trench coats" or "dusters".
  - Oversized hoodies are prohibited.
  - Hoodies, sweatshirts, jackets, etc. can be no longer than the break of the wrist. The sleeve length must end at the wrist and the length at the waist cannot be longer than the fingers extended at the sides.
  - Shirts with lewd or inappropriate graphics or comments shall be prohibited.
  - Face Coverings are optional, but if worn, they must follow the dress code and be utilized for health and safety purposes.
- Dresses, Jumpers, Skirts, Skorts, Shorts:

- Must be at or below an ID card length above the knee unless worn with leggings (see below for length when worn with leggings).
- No bike shorts or wind shorts.
- No shorts, skirts or skorts that sag.
- No spandex or Lycra shorts, skirts, or skorts.

- Pants and Jeans: Sagging is NOT permitted.
  - Pants, jeans, or skirts that do not fit at the waist, cause a safety concern, and/or disrupt the educational process are NOT permitted.
  - Students are not allowed to wear torn jeans that have holes anywhere above the knee (No skin should show) and no holes are to be larger than an ID.
  - No pajama wear of any kind except on designated days.
  - Leggings, jeggings or workout pants may be worn with a skirt, blouse, or top garment that meets or exceeds the tips of the finger when arms are fully extended.
  - Jeans with holes:
    - Holes cannot be bigger than an ID card.
    - Holes that are above the knee cannot show skin.
    - Leggings may be worn under the jeans to keep the jeans and students in compliance.
- Shoes:
  - Footwear shall be always worn.
  - No shoes with wheels may be worn.
  - No house shoes.
- Hair:
  - Students' hair should be clean, neat, and well-groomed in appearance.
  - Facial hair (beards, sideburns, and mustaches) shall be clean, maintained, and well-groomed in appearance.
  - Spiked hair, longer than 2", is prohibited.
- Accessories:
  - No more than 1 facial piercing is allowed.
  - No sunglasses should be worn in the building.
  - Metal-studded collars, choker chains, armbands, wristbands, and/or other metal studded clothing are not permitted.
  - Bandanas, do-rags, and towels are prohibited.
  - Grillz are not permitted at any time while on campus or at school sponsored events.
  - Bandanas are prohibited as hair accessories.
  - Chain wallets – the chain of a chain wallet cannot exceed 6 inches in length.

Additional Information:

- No clothing intended to be worn as undergarments may be worn as outer garments. Undergarments shall not be visible at any time.
- Costumes are not permitted except on designated days. Tails and ears are considered costumes and will not be permitted.
- Clothing shall not be see-through.
- Student ID's must be always visible.

High School Dress Code: Grades 9 – 12

The following standards for dress and grooming will be enforced:

- Hats or Head Coverings:
  - Any type of hat or head covering may not be worn inside the building.
- Shirts, Blouses, Sweatshirts, Sweaters, Vests, Jackets:
  - Strapless tops, spaghetti strap tops, backless tops, tops with large armholes or off the shoulder tops are prohibited unless worn over a t-shirt with sleeves.
  - Tank tops with straps that are the width of a campus ID are acceptable.
  - Garments worn under jackets, coats, shrugs, and sweaters must be in dress code.
  - No low necklines (cleavage should not be visible).
  - No sheer or see-through lace/mesh shirts.
  - Tops must meet the beltline. Undergarments and front or back midriff should never be exposed.
  - Spandex/Lycra tops or any shirt that fits excessively tight is prohibited.
  - No full-length jackets and coats such as those commonly referred to as "trench coats" or "dusters".
  - Oversized hoodies are prohibited. Hoodies, sweatshirts, jackets, etc. can be no longer than the break of the wrist.
  - Shirts with lewd or inappropriate graphics or comments shall be prohibited.
- Dresses, Jumpers, Skirts, Skorts:
  - Must be no shorter than 3 inches above the knee.
  - No shorts, skirts or skorts that sag.
  - No spandex or Lycra shorts, skirts, or skorts.
- Shorts:
  - No bike shorts or wind shorts.
  - Must be mid-thigh in length.
- Pants and Jeans:
  - Sagging is NOT permitted.
  - Pants, shorts, jeans, or skirts that do not fit at the waist, cause safety concerns, and/or disrupt the educational process are NOT permitted.
  - Students are not to wear jeans that are torn, frayed or have holes from the waistband to 3 inches above the knee. No holes larger than the width of a student ID card, measured at 3¼ inches.

- Holes, tears, or frays 3 inches above the knee shall have no visible skin showing. Holes below the knee may be no larger than the width of a student's ID.

- No pajama wear of any kind except on designated days.
- Leggings, jeggings, or workout pants may be worn with a skirt, blouse, or top garment that meets or exceeds the tips of the finger when arms are fully extended. However, sheer hosiery leggings are prohibited.
- No leggings, yoga pants, or spandex pants of any kind (Crossroads High School only).

- Shoes:
  - Footwear shall be always worn.
  - No shoes with wheels may be worn.
  - No house shoes.
- Hair:
  - Students' hair should be clean, neat, and well-groomed in appearance.
  - Facial hair (beards, sideburns, and mustaches) shall be clean, maintained, and well-groomed in appearance.
  - Face must be visible.
  - Spiked hair, longer than 2", is prohibited.
- Accessories:
  - Facial piercings are allowed if the piercings are not deemed a distraction by the administration.
  - No sunglasses should be worn in the building.
  - Metal-studded collars, choker chains, armbands, wristbands, and/or other metal studded clothing are not permitted.
  - Bandanas, durags, bonnets, towels, extra clothes, headbands, and sweatbands are prohibited.
  - Grillz are not permitted at any time while on campus or at school sponsored events.

Additional Information:

- No clothing intended to be worn as undergarments may be worn as outer garments. Undergarments shall not be visible at any time.
- Costumes are not permitted except on designated days. Tails and ears are considered costumes and will not be allowed.
- Clothing shall not be see-through.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Assessments and Standardized Testing]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological or Psychiatric Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact ***Henry Blair, Director of Technology, at 254-547-1227***.

[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]

Possession and Use of Personal Communication Devices, Including Cell Phones and Other Electronic Devices

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a personal communication device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

The student/parent may pick up the confiscated communication device from the principal's office.

Confiscated communication devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal communication device may be searched by authorized personnel. [See Searches and Investigations and policy FNF for more information.]

The district is not responsible for damaged, lost, or stolen communications devices.

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. [See Possession and Use of Personal Communication Devices, Including Cell Phones and Other Electronic Devices] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Bullying and Sexting Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See Graduation (Secondary Grade Levels Only) and Standardized Testing]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parents must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will need to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodation is necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See Transportation (All Grade Levels)]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual (https://www.uiltexas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-Reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- A student is allowed in a school year up to unlimited absences not related to post-district competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.

- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer schools are tuition-free for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles]
- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the ***principal***. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
19	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines are established:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See Report Cards/Progress Reports and Conferences (All Grade Levels) for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See Standardized Testing]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an

endorsement. The district will advise the student and the student's parents of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1

Languages other than English	2	2
Fine Arts	1	1
Speech	***0.5***	***0.5***
Electives	***4.5***	***6.5***
Total	**22 credits**	**26 credits**

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
    - A student may substitute computer programming languages for these credits.
    - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

The Copperas Cove High School Senior counselor and Senior administrator will coordinate with local community colleges and universities to help facilitate FAFSA completion requirements for CCISD students.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA Apply Texas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

A student may, with parental permission, amend their personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn a distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will include graduation ceremony, project graduation, senior panoramic, senior breakfast. For further information, see policy EIF (Legal 7 & Local) and FMH (Legal & Local).

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian and Salutatorian_____
- Class President_____
- Top Ten Graduating Seniors_____

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See Student Speakers (All Grade Levels) for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See Fees (All Grade Levels)]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See College and University Admissions and Financial Aid (All Grade Levels) for more information.]

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

Health — Physical and Mental

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

The following health related services are offered on the following district campuses:

Texas Child Health Access Though Telemedicine (TCHATT)-All campuses.

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications.

Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis (All Grade Levels).

[See the DSHS's School and Childcare Vaccine Requirements (https://www.dshs.texas.gov/immunizations/school) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website Managing Head Lice in School Settings and at Home (https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and the Centers for Disease Control and Prevention's website About Head Lice (https://www.cdc.gov/lice/about/head-lice.html).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase non-prescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellants are considered nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

[See also Food Allergies (All Grade Levels)]

Unassigned Epinephrine Delivery Systems

[Include this section only if FFAC(LOCAL) specifically authorizes administration of unassigned epinephrine delivery systems.] In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized ***[align with policy at FFAC:*** school personnel and/or school volunteers***]*** who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an autoinjector or nasal spray, prescribed by an authorized health-care

provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an epinephrine delivery system at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of ***[align with policy at FFAC:*** school personnel and/or school volunteers***]*** are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained ***[align with policy at FFAC:*** school personnel and/or school volunteers***]*** to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus ***[align with policy at FFAC:*** school personnel and/or school volunteers***]*** who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained ***[align with policy at FFAC:*** school personnel and/or school volunteers***]*** at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

The district has partnered with community-based agencies to provide on demand school-based mental health services through telehealth and face to face support. Students are provided education and information about mental health through on-going initiatives such as Mental Illness Awareness Week and Suicide Prevention Week. Counselors provide programming that is developmentally appropriate to help provide support, teach students to fight the stigma of mental health.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten-grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in ***30*** minutes of moderate or vigorous physical activity per day for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

Students participating in physical education in grades 6 – 12 are required to wear the uniform adopted by CCISD which consists of a gray t-shirt and a pair of gray shorts or sweatpants. Students should also wear or bring appropriate shoes for P.E. All students are required to wear the uniform to receive full credit for participation. Students not dressing out daily in the proper uniform may receive disciplinary action and a failing grade.

In case of illness, a note from the parent will be sufficient to excuse a student from P.E. for a period of up to five days. Beyond the five-day period, a note from a physician will be necessary.

Lockers are provided to all P.E./UIL students in grades 6 – 12 in the athletic locker rooms. Students are responsible for supplying their own locks. For locks that require a key, a duplicate key must be submitted to the campus athletic/sports coordinator. For combination locks, the combination code must be provided to the campus athletic/sports coordinator, with any changes to the combination throughout the year promptly reported. All personal items, book bags, purses, etc. should be placed in the student's locker prior to leaving the locker room for P.E./UIL class. Neither CCISD nor the athletic department are responsible for lost or stolen items in the athletic locker rooms.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year by contacting the principal.

Physical Health Screenings/Examinations

As required by state law, all pre-kindergarten 4-year-olds, kindergarten, first, third, fifth and seventh grade students, as well as new students to public school, will have a vision and hearing screening by the school health services staff.

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required in the first year of middle school competition and the first and third year of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at CCISD Homepage for information regarding meningitis at the following link: CSHS-Bacterial Meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See Immunization (All Grade Levels)]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found* on the DSHS Allergies and Anaphylaxis website (https://www.dshs.texas.gov/texas-school-health/resource-library/asthma-allergies-and-anaphylaxis)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at ***CCISD Homepage***.

[See Celebrations (All Grade Levels) and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (https://tea.texas.gov/academics/tea-seizure-management-form.pdf) developed by the Texas Education Agency.

[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- • The Director of Health Services, Amy Hudson, at (254) 547-1227.
- • The Director of Counseling and Student Support, Amy Simpson, at (254) 547-1227.
- • The local public health authority, Copperas Cove Health Department, at (254) 547-8383.
- • The local mental health authority, Central Counties Services, at (254) 547-5914.

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Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at CCISD Board Policy Portal.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

Suicide Prevention and Substance Abuse.

- The district provides initiatives to address all the above through annual programming on each individual campus that is also developmentally appropriate.
- Suicide prevention education teaches students and staff to recognize the warning signs of suicide and how to respond. Professional development is provided to staff to understand and learn the signs of suicide and how to respond and provide care for
-
- students exhibiting suicidal thoughts or behaviors through the Mental Health First Aid training. The students participate in programming that educates them on how to seek help for themselves and/or others. This program includes a week of activities and instruction that is dedicated to educating students, empowering them with responsive skills and building self-awareness.
- Substance abuse prevention and education is provided through Red Ribbon programming which has a focus on raising awareness of the risks associated with substance use and abuse. Students participate in drug prevention education activities and classroom lessons that teach students how drug and alcohol use can be prevented by making healthy choices.
- Conflict Resolution and Positive Behavior Interventions and Support.
    - Students are provided with guided classroom lessons that are geared towards self-regulation and conflict resolution. Interventions are developmentally

appropriate therefore instruction varies from campus to campus. We utilize initiatives like Start with Hello and Unity Day, to teach students how to engage in productive communication that resolves conflict before things have a chance to escalate into something more serious. We continually teach students about being good citizens through classroom lessons and activities.

- Grief-Informed and Trauma-Informed Care
    - All staff to include incoming staff have completed Trauma-Informed Resilient Schools training. The focus of this training is to prepare school professionals on how to create trauma-informed schools and classrooms. Staff is exposed to strategies such as fostering connections, prioritizing social and emotional skills, and establishing safe environments for students.
- Mental Health Promotion and Intervention
    - The district has partnered with community-based agencies to provide on demand school-based mental health services through telehealth and face to face support. Students are provided with education and information about mental health through on-going initiatives such as Mental Illness Awareness Week and Suicide Prevention Week. Counselors provide programming that is developmentally appropriate to help provide support, teach students to fight the stigma of mental health. The district employees are full-time Licensed Mental Health Clinicians and have the support of a Mental Health Deputy to provide support and assistance to any student in need.
- Comprehensive School Counseling Program
    - The goal of the district through all programming and initiatives is to maximize opportunities for academic achievement, ensuring mental health, reinforcing healthy emotional choices and advocating for students. School counselors are provided with continual professional development to help them design and deliver programs that support the whole child and ensure the best outcome for every student. Counselors work to collaborate with other district stake holders and families to make sure all students have equal access to educational resources and referral to community resources when needed.
- Violence Prevention and Dating Violence
    - Counselors provide resources and lessons to students to discuss violence and dating violence prevention. Several programs are used throughout CCISD to target violence prevention.
- Sexual Abuse and Child Trafficking
    - All CCISD staff receive annual training on signs of sexual abuse and child trafficking as well as reporting requirements when abuse is suspected.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For more information about these procedures and access to the District Improvement Plan, please contact:

Please contact Amy Simpson, Director of Counseling and Student Support, at (254) 547-1227 or simpsona@ccisd.com for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held ***4*** meetings. Additional information about the district's SHAC is available from the ***Chief of Administration (254) 547-1227***.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at ***CCISD School Health Advisory Council (SHAC***.

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact the Director of Child Nutrition, Melissa Bryan, at (254) 547-1227.

Homework (All Grade Levels)

Homework should have an educational purpose and should be assigned to strengthen regular classroom work. Homework is not to be used as a disciplinary measure. Homework is necessary for successful student achievement. It reinforces class work, develops better work habits, provides an avenue by which students may get caught up on their assignments, and provides parents with an insight as to their child's course of study. Since many of the assignments are used to assist teachers in the instruction of specific concepts on the day the homework is due, assignments become less meaningful if completed later.

Teachers will consider the grade level of the student, subject content and homework assignments by other teachers when assigning homework. On average, students in the first, second, third and fourth grades with all subjects combined should not be given homework which will require more than one hour to complete; while other elementary students with all subjects combined should not be given homework which will require more than one hour and 40 minutes to complete.

Teachers will consider that students have different abilities, and some students will require more time to complete an assignment than it will require the "average" student to complete. Students are expected to return to work on the assigned due date. Extenuating circumstances, such as illness, could possibly cause an extension of time. Other extenuating circumstances can be at the discretion of the teacher.

Law Enforcement Agencies (All Grade Levels)

Questioning Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parents to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign up for school. Documentation regarding the reason for the absence will be required.

During Lunch

All CCISD campuses are closed. Students are not permitted to leave campus for lunch.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

A student involved in an extracurricular activity must notify teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

An elementary or junior high student removed to a disciplinary alternative education program

(DAEP) during the school year will have an opportunity to complete coursework in alignment with the campus course offerings. Core classes are taught by DAEP staff when possible. Junior high students will receive junior high enrichment in place of elective classes unless it is a class that will receive high school credit (i.e., Spanish 1).

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the students for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the students for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate based on sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in policy FFH in the district's policy manual, available at CCISD School Board Policy Manual-Series FFH.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment:

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Dr. Derrick James, Chief of Administration, 408 S. Main Street, Copperas Cove, TX 76522, (254) 547-1227.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in policy FFH.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: For concerns regarding discrimination on the basis of disability, see the ADA/Section
  504 Coordinator: Amy Simpson, Director of Counseling and Student Support, at 254-547-1227 or simpsona@ccisd.com.
- For all other concerns regarding discrimination, see: Dr. Brent Hawkins, Superintendent, 408 S. Main Street, Copperas Cove, TX 76522, (254) 547-1227.

[See policies at FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: ***CCISD Parent Involvement Program website***.

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office ***for*** an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]
- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations. Contact your child's campus for a list of parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact: Monica Hall, Superintendent 's Secretary, at (254 547-1227.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See School Health Advisory Council (SHAC) (All Grade Levels) and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the second Tuesday of each month at 6:30 PM at the District Service and Training Center located at 408 S. Main Street. An agenda for a regular or special meeting is

posted no later than 72 hours before each meeting at 408 S. Main Street and on the CCISD Board Meetings page. [See policies BE and BED for more information].

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit for ***$10.00*** to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See Reciting the Pledges to the U.S. and Texas Flags]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provides for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first-class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not require or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

Promotion and course credit shall be based on mastery of the curriculum. Expectations and Standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. The district shall comply with applicable state and federal requirements when determining methods for students with disabilities or students who are English language learners to demonstrate mastery of the curriculum.

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

- Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade, except in a dual credit course. An average of 60 or higher in a dual credit course shall be considered a passing grade.

- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

In kindergarten and grade 1, promotion is based on a standards-based reporting system, which covers course-level, grade-level standards (essential knowledge and skills) for all subject areas.

To be promoted, a student shall achieve a majority of “meet standard (3)” or “above (4)” for all subjects.

In kindergarten and grade 1, promotion is based on results of the approved state assessment(s) and other assessments which shall be considered in addition to the review criteria listed below if a student’s work is unsatisfactory in a kindergarten class.

The teacher, in consultation with the campus administrators, must review, monitor, and assist in making recommendations for all students who fail two or more core subjects in a six-week period or one core subject for two consecutive six-week periods. Review shall be required for all retentions. For Kindergarten retentions, results of the approved state reading assessments and other assessments shall be considered in addition to the review criteria listed below if a student's work is unsatisfactory in a kindergarten class. For 1st grade retentions, a student may be retained when "meet standard" or above is not met in language arts, reading and mathematics.

The review team may consist of the principal or designee(s) and the student's teacher or teacher team. The team shall consider the following when considering retention: the student's age, achievement test results, prior retentions, maturity, and attendance, as well as teacher recommendations, parent requests, and social and emotional implications.

In grades 2-5, promotion is based on an overall average of on a scale of 100 based on course level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts/reading, mathematics, science, and social studies.

In grade 2, to be promoted to the next grade level, a student must have:

- An overall yearly combined average of 70+ in Language Arts, Reading, and Math.
- A yearly average of 70+ in Reading.
- A yearly average of 70+ in Math.

In grades 3-5, to be promoted to the next grade level, a student must have:

- An overall yearly combined average of 70+ in all subjects (M, LA, R, SS, S).
- A yearly average of 70+ in Reading.
- A yearly average of 70+ in Math.

In grades 6-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in English/language arts/reading, mathematics, science, and social studies.

In grades 6-8, to be promoted to the next grade level, a student must have

- An overall yearly combined average of 70+ in all subjects (M, ELA-R, S, SS).
- Additionally, to be promoted to the next grade, a student must pass with a 70+ yearly average in 3 of the 4 core subjects: Math, ELA-R, Science, and Social.

Repeating *Prekindergarten*-Grade 8 at Parent Request

A parent may request in writing that a student repeat prekindergarten kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and invite the parents to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will advance a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convince a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See Leaving Campus (All Grade Levels)]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every *6* weeks.
At the end of the first three (3) weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher [See **Working Together** for how to schedule a conference].

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy [See **Grading Guidelines (All Grade Levels**) and policy EIA(LOCAL) for more information].

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school the following day after they are received. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for the spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodation, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only)]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan — Junior High School Students

For a ***junior*** high-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a junior high-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parents' educational expectations for the student
- Outline an intensive instruction program for the student

[See the school counselor ***OR*** principal and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a $500 fine) to a Class A misdemeanor (punishable by a $4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles are a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.

- Follow instructions from teachers and other district employees regarding classroom doors.

- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by accessing STOPit Reporting or by clicking the STOP it Reporting logo on the front page the CCISD website and/or on the front page of every campus homepage.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accidents, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Stop the Bleed Texas (https://stopthebleedtexas.org/).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on files with the district to communicate with parents in an emergency, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:
If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

- Radio
    - WACO FM (99.9)
    - KRRQ FM (102.5)
    - KBGO FM (95.7)
    - KWTX AM (1460)
    - KWTX FM (97.5)
    - KRZI AM (1580)
    - KEYR AM (92.9)
    - KBCT FM (94.5)
- Television
    - KCEN-TV (Channel 6)
    - KWTX-TV (Channel 10)
    - KXXV-TV (Channel 25)
    - KWKT TV (Channel 44)

Listening/watching these stations should give you accurate information. The CCISD Homepage and CCISD Facebook page will also have current information on school closings. If conditions indicate that school might be closed, tune to any of these stations for information. School will always be in session unless specifically stated otherwise.
[See Parent Contact Information and Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing]

Schedule Changes (Middle/Junior High and High School Grade Levels)
Refer to the specific campus sections for information related to schedule changes.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator: Christopher Richard, the district designated asbestos coordinator, at (254) 547-1227.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not to be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

For the 2026-2027 School Year Copperas Cove ISD proudly announced that we will operate the Community Eligibility Program (CEP) under the National School Lunch and Breakfast Program which allows all Copperas Cove ISD students to eat FREE breakfast and lunch daily.

This program reduced burdens for families and will help ensure that students receive nutritious meals. The meal is required to be a reimbursable meal to use the CEP eligibility. More detailed information is given in the "What Makes A Reimbursable Meal" section. All meals are created to offer our students nutritionally balanced meals daily in accordance with standards set forth in the federal and state regulations.

If your student wants to purchase a second meal or any ala carte / snack item they must be paid for in full at the Point of Sale. No charging for second meals and/or snacks items will be allowed. All Ala Carte/Snack prices will be posted at each campus cafeteria.

All menus will be posted at www.ccisd.com on the Child Nutrition Department page.

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase

meals according to the grace period set by the school board. The district will present the parents with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

The CCISD Child Nutrition Department utilizes My School Bucks for parents who wish to make payments online. When a parent creates an account with My School Bucks it allows the parent to track balance for their student, set low balance notifications to be sent to them, and allows the parent to make payment online. Please note that there is a fee for each payment made online that goes directly to My School Bucks

For more information on this process please visit our CN webpage, visit the My School Bucks website.

Payments with NO service fees: Please note that you may also make payments in the form of cash and or check at each campus cafeteria. If you send a check for your child, please make sure that you have each student name listed on the check in the memo section for us to apply it correctly.

WHAT MAKES A REIMBURSABLE MEAL FOR PRE-K:

For PreK ONLY will use the SERVE method as outlined in USDA/TDA REGULATIONS. The serve method indicates that meals will contain all of the required components for each age/grade group to be recognized as a reimbursable meal. No items may be declined. If a student declines an item/component or is not allowed to have all items listed on menu for any reason, the parent will be charged FULL PRICE FOR THE TRAY.

It is imperative that any student with allergies complete the Special Meal Accommodation paperwork located at www.ccisd.com and on the Child Nutrition Department page.

WHAT MAKES A REIMBURSABLE MEAL FOR K-12TH GRADE:

For K through 12th grade) we will utilize the Offer versus Serve method which will allow the students to decline components they do not want.

The student must choose components which make a complete reimbursable tray:

Breakfast consist of milk, fruit/fruit juice and grain. Meat/meat alternate may substitute for a grain.

Reimbursable Breakfast using Offer Versus Serve : Select 3 items one must be fruit serving or juice serving.

Reimbursable Lunch Requirements using the Offer Versus serve method: Must choose 3 of the 5 components (milk, fruit, vegetable, grain, meat/meat alternate) and one MUST be a fruit or a vegetable.

For more information on meal pattern regulations and Nutrition Standards please see www.squaremeals.org

ALA CARTE SALES/SNACK SALES:

For the 2026-2027 School year snacks will be sold K-12th grade

All snacks sold through the Child nutrition Department meet all regulations outlined by USDA/TDA and/or are Smart Snack Compliant.

Elementary Cafeterias: Snacks will be available for purchase every day. A student MUST have money on their meal account to purchase a snack in cafeteria. Snack list and price list will be sent home at beginning of school year.

Junior High and High School Cafeterias: A variety of healthy snacks are sold daily. See the CN Department Webpage for complete list of snacks and prices.

Positive Balances on Meal Accounts

If a student withdraws from school or ends the school year with a positive balance the following procedures will be followed. Any amount According to our regulations set forth by the Texas Department of Agriculture located at www.squaremeals.org Administrator's Reference Manual, Section 15 Meal Pricing:

Student Account Balances

If a student account has a balance at the end of the school year, the CE must make every effort to return the funds to the household or the student. If the CE is unable to return the funds to the student (or household, if appropriate), the funds must be accounted for as described in the following guidance:

1. Must not be used to offset other non-SNP debt the student has incurred.

2. Must be recorded as deferred income or revenue25 (general accounting principle).

3. Must not be donated for any purpose unless the CE has the consent of the parent or guardian.

4. Must be reported to the Texas Comptroller's Office (www.window.state.tx.us/up/reporting.html) and handled as required by Texas law if the balance is not returned to the student or donated by consent of the parent or guardian once the student has left the school district.

Parents/guardians will be contacted to discuss the following options:

You have two options before we are required to report the money to the state as indicated in number four above in our regulations.

If you would like us to refund by check please complete the cafeteria refund form and email or drop form off to us. Please note that if a student is withdrawing from the district and has a account balance for less than $5.00 they may go to the cafeteria, and the manager will refund the money to the student.

Please complete either form and return to us by email, nietoj@ccisd.com (Jody Nieto) or mail to 703 W. Ave D Copperas Cove, Texas

Share Baskets

CCISD Child Nutrition Department encourages the use of "share baskets" to help benefit students of CCISD by providing additional items in a time/temperature-controlled location for students who would like to consume additional items at no cost and help eliminate additional waste of unused items.

All items in the share basket should be placed there by students only and may only be picked up for use by students with exception of nurses (**see note below).

Share baskets are a container filled with ice for cold items to remain cold. There is also a container for items that are not time/temperature items to be placed in such as muffins or fruit. Any opened items should be trashed and not placed in the share basket.

At the end of serving time Child Nutrition Staff will follow written guidelines from CCISD Child Nutrition policy designated for their campus.

At any time if there is a violation of policy and/or share baskets are not kept in sanitation guidelines the share baskets will be removed by the Child Nutrition Department on the recommendation of the Director of Child Nutrition.

**Nurses have been given the authority to come to the cafeteria and take items out of the share basket for use in the nurse's office for medical purposes and distribution as the campus nurse deems necessary.

****Share baskets are NOT monitored for allergies**** ***Mae Stevens Early Learning Academy they will not participate in the Share Baskets policy.***

Accommodating Students with Medical Disabilities and Special Dietary Needs

The Rehabilitation Act of 1973, Section 504 (Section 504) and the American Disabilities Act (ADA) of 1990 provide regulatory guidance which defines a disability as any physiological disorder or conditions, cosmetic disfigurement, or anatomical loss affecting the body's systems or any mental or psychological disorder which affects one of the major life activities. Individuals who take mitigating measures to improve or control any of the conditions recognized as a disability are still considered to have a disability and require accommodation.

The school nutrition program (SNP) must provide reasonable accommodations for reimbursable meals at no additional charge, snacks, and a la carte sales when (1) a student's disability restricts his/her diet and (2) the disability is supported by a medical statement signed by a medical authority who is licensed by the State to write medical prescriptions.

[NOTE: For this section, State is defined as the State of Texas. Any medical authority whose prescription is allowed to be filled by a pharmacy located in Texas under Texas law or regulation may provide a medical statement for meal accommodation.]

Please see the CN Department polices for Special Menu Accommodations located at www.ccisd.com on the Child Nutrition Department page.

Attention Parents:

Please note that it could take up to two weeks for a modified menu to be implemented for each doctor ordered menu modification. This is to ensure that all regulations are met during the process.

CCISD Child Nutrition Department Procedures for Special Accommodations Paperwork received in the CN Department office:

1. **When paperwork is received a CN Admin staff will verify that the correct paperwork has been received by the parent. If the paperwork received is not the CN Special Meal Accommodation paperwork, new paperwork and the CN Polices will be emailed to the parent and also send by mail. Copies of all paperwork sent to households are kept in each student files.**
2. **If it is a life-threatening allergy, contact is made to the parent by phone when paperwork is received in the CN Admin Office as well as steps listed in number one. All calls are tracked on communication paperwork.**

3. Student accounts will be flagged with information. If paperwork is incomplete, file will state PN, which means parent note until we receive the correct paperwork from the doctor at which time the account flag notice will change to DN which means doctor note.

Please note that in the event a menu modification is ordered by the doctor, the new menu could take up to two weeks to be implemented once correct paperwork has been submitted to the CN Department **due to creation as well as procuring the correct items to meet doctor specific orders.**

Accommodation for Medical Disability

In most cases, students with medical disabilities can be accommodated with little extra expense or effort. There are situations, however, which may require additional equipment or specific technical training and expertise. When these instances occur, it is important that food service staff and parent(s) be involved at the outset in preparations for the student's entrance into the school.

Medical Statement

For CCISD Child Nutrition to make a meal accommodation for a student with a medical disability, the household must provide a written medical statement. For a medical statement to be valid, it must be written by a medical authority licensed to write prescriptions by the State. A medical statement must include the following information for the CCISD Child Nutrition to make meal accommodation:

- Explanation of the student's disability which includes a description that is sufficient to allow CCISD Child Nutrition to understand how this condition restricts the student's diet and what major life activity is affected by the disability.
    - *[NOTE: The medical statement does not have to include the word disability or name the student's disability. Instead, it must provide sufficient information for CCISD Child Nutrition to determine that there is medical condition that is a disability and how that medical condition affects the student's participation in the meal program].*

- Description of the accommodation to be made food items or ingredients to be omitted, special dietary supplements, food items or ingredients to be substituted and other accommodation information as appropriate.
    - *[NOTE: CCISD Child Nutrition is not required to provide name brand products as a substitute for a food item if another product with the same specifications is available. If the medical statement requires a brand name product, CCISD Child Nutrition should contact the household, and the medical authority as appropriate, to identify the ingredients that must be included or excluded from the student's meal to ensure that an alternate substitution will meet the same need].*

When a meal meets the specifications described in the medical statement, even if the meal does not meet the meal pattern, the meal is reimbursable.

It is important for CCISD Child Nutrition to remember that it is not CCISD Child Nutrition's responsibility to verify that a disability exists or establish standards for what is a disability. That is the responsibility of medical authority. If a medical authority provides adequate information

in the medical statement, CCISD Child Nutrition must accept the medical statement as describing a valid medical disability.

Duration of Medical Statement

When a medical authority provides a written medical statement, the household is not required to provide an annual updated statement from the medical authority.

CCISD Child Nutrition, therefore, cannot require the household to provide a new medical statement each year. However, CCISD Child Nutrition may contact the household to ask if the student's medical condition has changed.

Incomplete or Unclear Medical Statement

The medical statement must include all required information for CCISD Child Nutrition to make meal accommodation. CCISD Child Nutrition cannot implement the accommodation

effectively if CCISD Child Nutrition is not given sufficient information to make appropriate accommodation.

When CCISD Child Nutrition believes the medical statement is unclear or lacks sufficient detail, CCISD Child Nutrition must request appropriate clarification so that a proper and safe meal can be provided.

CCISD Child Nutrition may use the services of a Registered Dietitian Nutritionist (also called Registered Dietitian), when available, to assist in implementing meal accommodation, as appropriate. If clarification is provided by a medical authority, any changes to the medical statement must be provided in writing before CCISD Child Nutrition implements the changes.

Modification or Revision of Medical Statement

CCISD Child Nutrition must not modify, revise, or make changes to a medical statement provided by a medical practitioner.

The following information is published as required by the USDA for participation in the National School Lunch Program:

> "In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.
>
> "Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form online, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410; or

- **fax:** (833) 256-1665 or (202) 690-7442; or
- **email:** Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture, which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see them ***as the principal***. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor

applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator: Thomas Haire, the district designated IPM coordinator, at (254) 547-1227.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit:

The district provides a wide range of library materials for students and faculties that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with ***campus librarians*** and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list ***principal***.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may access the school's library or any available online catalog by principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact ***campus librarians*** with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

For more information, see EFB (LOCA

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Campus doors open at the posted time for each campus. Supervision is on an extremely restricted basis prior to the time the doors open. Students should not arrive at school prior to that time unless they ride a bus or eat breakfast. The campus operating hours are located on the individual campus pages found at the end of this section.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Non-Curriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as

transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See Fees (All Grade Levels) for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

District officials may search for students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching for a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Personal Communications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See Electronic Devices and Technology Resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See Steroids (Secondary Grade Levels Only)]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact CCISD Curriculum Office at (254) 547-1227.

The Texas State Library and Archives Commission's Talking Book Program (https://www.tsl.texas.gov/tbp/index.html) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and Pre-ACT are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students with the opportunity to introduce the following school events: banquets and selected student assemblies. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL). [See **Graduation (Secondary Grade Levels Only)** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school is offered to students in grades 1-8 who do not meet the requirements of the district promotion policy. Students are selected to attend summer school upon review of their STAAR and EOC scores, academic record, teacher recommendation, and excessive absences.

Copperas Cove High School offers a recovery/EOC remediation summer program for its students to satisfy the requirements of courses and EOC tests not successfully completed during the school year. Some accelerated courses are also offered on a fee basis to students who wish to get additional credits. Further information regarding summer school will be published prior to registration for summer school and will be available to students from their counselor.

Crossroads High School offers an extended year program in credit recovery for DAEP students. Students enrolled at Crossroads High School can earn additional credits. Further information regarding the extended year program is available through the Crossroads High School counselor.

Tardies (All Grade Levels)

Students are considered tardy when they are late to class. It is important that students arrive on time daily and ready to learn. The first few minutes of the school day are critical for the teacher to set the focus and lesson for the class. Tardiness disrupts instruction for both the tardy student and others in the classroom.

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct. Contact the campus principal for more information on student tardies.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided with the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See Safety Transfers/Assignments, Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus. This information can be accessed at the CCISD Transportation Department Bus Hazardous Routes page.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact the Director of Transportation at (254) 547-3362.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the CCISD Transportation Office at (254) 547-3362.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules.
- Always follow the driver's directions.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.
- All grade levels have student ID's getting on and off bus.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

Consequences for Violation of Safety Rules

- 1st Violation: Transportation Department confers with students and/or takes other appropriate actions (parent contact, office conference, and warning letter).
- 2nd Violation: Transportation Department confers with student and/or takes other appropriate actions (parent contact, office conference, warning letter, in-school disciplinary measures).
- 3rd Violation: Student may be suspended from the bus for 1 – 5 days. Parent will receive written notification explaining misconduct and future consequences.
- 4th or More Violations: Student may be removed from the bus for the remainder of the semester unless the removal occurs during the last nine-week period when suspension may be carried over to the following semester. The campus administrator will have the final authority in resolving the situation. [See the Student Code of Conduct for provisions regarding transportation to the DAEP.

Transportation of Student Materials

- Every effort will be made to accommodate the needs of our students. Sports equipment, band instruments and other large items may be allowed on a space available basis with proper permission of an administrator. All materials must be in the student's lap or stored under the student's seat. All items should remain in backpacks when possible.
- The following items are not allowed on the bus: radios, electronic devices (CD, MP3, games, pagers, etc.), skateboards, skates, toys, live or dead animals, poles, flag sticks, weapons, and any other object which may be a safety hazard on a school bus. Science projects are not allowed on the bus if they contain any of the following materials: flammable liquids or gases, hazardous materials, poisons, any form of explosives,

irritating materials such as tear gas, radioactive materials, drugs, glass, and any protruding objects that may cause injury to others. Students should be able to hold the projects in their laps. Use of cell phones on buses is strictly prohibited. Students may not talk, text, video, photograph or use their phone for any other purpose while on a school bus.

Emergency Bus Pass

- If there is a need for a student to ride a different bus or get off at a different bus stop, the parents must contact the school and request such action. The school will check with the transportation department to see if space is available on the requested bus. If approved, the school will issue an emergency bus pass for this request.

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or ***CCISD Director of Special Education Cynthia Lavalee at (254) 547-1227*** that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On ***various dates throughout the school year***, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus for more information and to complete a Volunteer Application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdraw from School (All Grade Levels)

To withdraw a student under 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is aged 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school with at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full individual evaluation for special education services. The eligible student and their parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix: Freedom from Bullying Policy

Note to Student Handbook developer: State law requires that the district's policy on bullying be distributed in its Student Handbook(s).

On April 6, 2023, TEA publicized minimum standards for bullying prevention policies and procedures in accordance with state law. Districts should update the appendix to the student handbook containing FFI(LOCAL) as soon as the board adopts revisions to the policy.

The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit ***FFI local***. Below is the text of CCISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on ***6/13/2023***

Policy FFI(LOCAL) adopted on 6/13/2023. Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Appendix: Student Rights and Responsibilities Policy

Note to Student Handbook developer: State law requires that the district's policy on student rights and responsibilities be distributed in its Student Handbook(s).

State law added Education Code Chapter 26A, which requires a board-adopted policy for addressing a grievance to meet specific requirements. Include the text of your current FNG(LOCAL) below. TASB Policy Service recommended revisions to FNG(LOCAL) in Update 126. After board action on recommended revisions, changes to this section may be required to align with policy.

The following has been formatted for the district to more easily insert its FNG(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit ***FNG Local***. Below is the text of ***Copperas Cove ISD***'s policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on ***[12/15/25]***

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process has been followed:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.

8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The district shall inform students and parents of this policy through appropriate District publications and on the district's website.

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other appropriate campus or District administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Filing Deadlines

After Informal Process

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the district and has not reached a resolution during the process, the student or parent shall have the later of:

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or

- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by filing a written complaint form.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient

opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, or by U.S. Mail. Hand-delivered filings shall be filed timely if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be filed timely if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.

Scheduling Hearings

The district shall make reasonable attempts to schedule hearings at a mutually agreeable time. If a complainant fails to appear at a scheduled hearing, the district may hold the hearing and issue a decision in the complainant's absence.

Decision

A "decision" shall mean a written communication to the complainant from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be made on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Four, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Representative

"Representative" shall mean any person who or organization that is designated by the complainant to represent the complainant in the complaint process. A student may be represented by an adult at any level of complaint.

The complainant may designate a representative through written notice to the district at any level of this process. The representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days' notice

to the district before a scheduled hearing, the district may reschedule the hearing to a later date, if desired, in order to include the district's counsel. The district may be represented by counsel at any level of the process.

Consolidating Complaints

To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted on a form provided by the district.

Copies of any documents that support the complaint should be included with the complaint form. If the complainant does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the complainant may supplement the record with additional documents or include additional claims.

Record

A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and demanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The district employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation

The district may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

Complaint Levels

Level One

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant with a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the complainant did not receive the relief requested at Level One or if the time for a decision has expired, the complainant may request a hearing at Level Two to appeal against the Level One decision.

The appeal notice must be filed in writing, on a form provided by the district, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

15. The original complaint form and any attachments.
16. Any other documents submitted by the complainant at Level One.
17. If the complaint is against a District employee, the written response of the District employee, if any.
18. The decision issued at Level One and any attachments.
19. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the complainant did not receive the relief requested at Level Two or if the time for a decision has expired, the complainant may request a hearing at Level Three to appeal the Level Two decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Two decision deadline.

After receiving notice of the appeal, the Level Two hearing officer shall prepare and forward a record of the Level Two complaint to the Level Three hearing officer and provide a copy of the Level Two record to the complainant.

The Level Two record shall include:

20. The Level One record.
21. The notice of appeal from Level One to Level Two.
22. Any other documents submitted by the complainant at Level Two.
23. The decision issued at Level Two and any attachments.
24. All other documents relied upon by the Level Two hearing officer in reaching the Level Two decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level Two record, any additional information provided prior to the Level Three hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One, Level Two, and Level Three hearings, if any, shall be maintained with the Level Two and Level Three records.

Level Four

If the complainant did not receive the relief requested at Level Three or if the time for a decision has expired, the complainant may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Three decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Three decision deadline.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Three decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Three decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Three appeal. The complainant may request a copy of the Level Three record.

The Level Three record shall include:

25. The Level One record.
26. The Level Two record.
27. The notice of appeal from Level Two to Level Three.
28. Any other documents submitted by the complainant at Level Three.
29. The decision issued at Level Three and any attachments.
30. All other documents relied upon by the administration in reaching the Level Three decision.

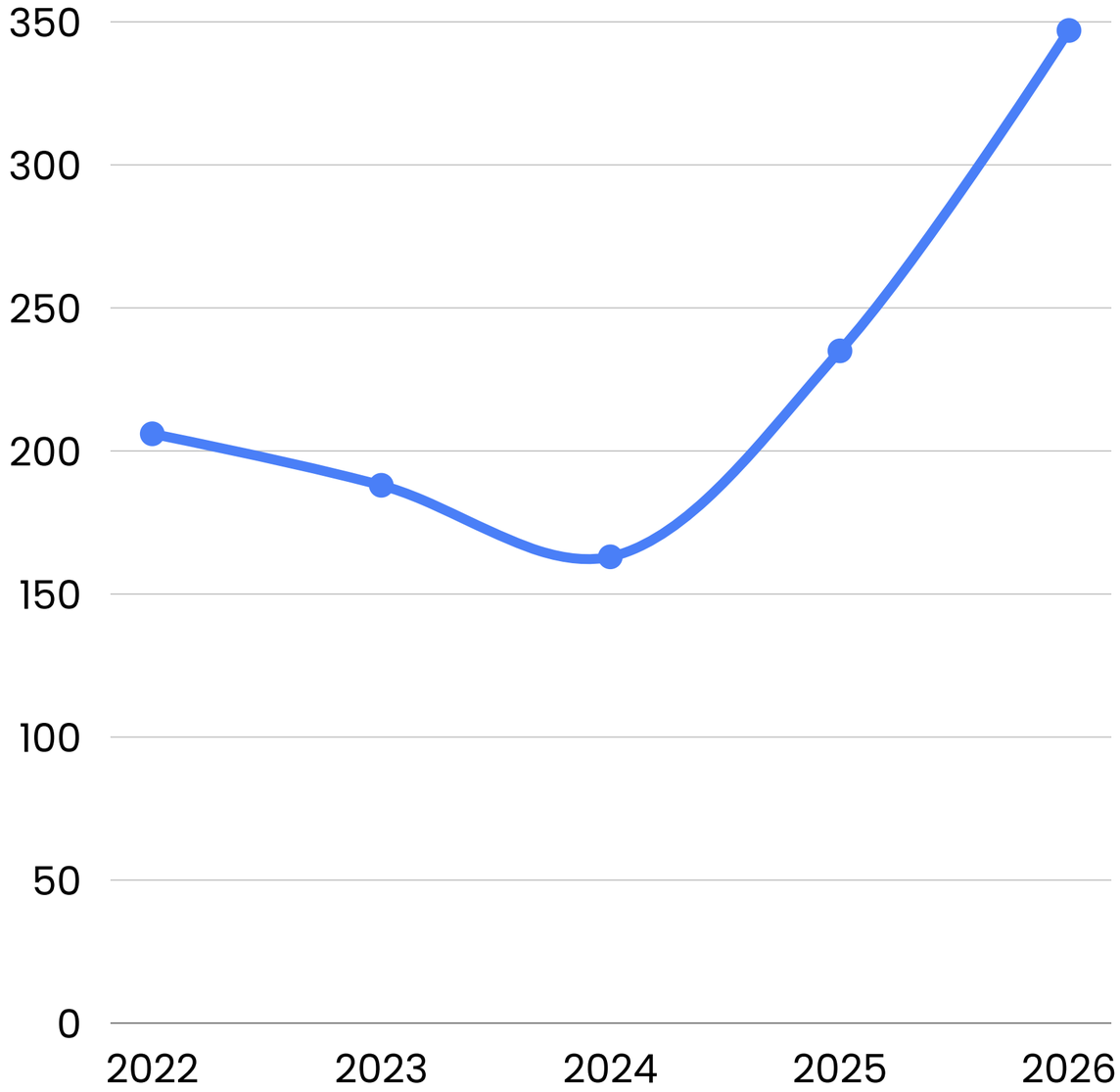
The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

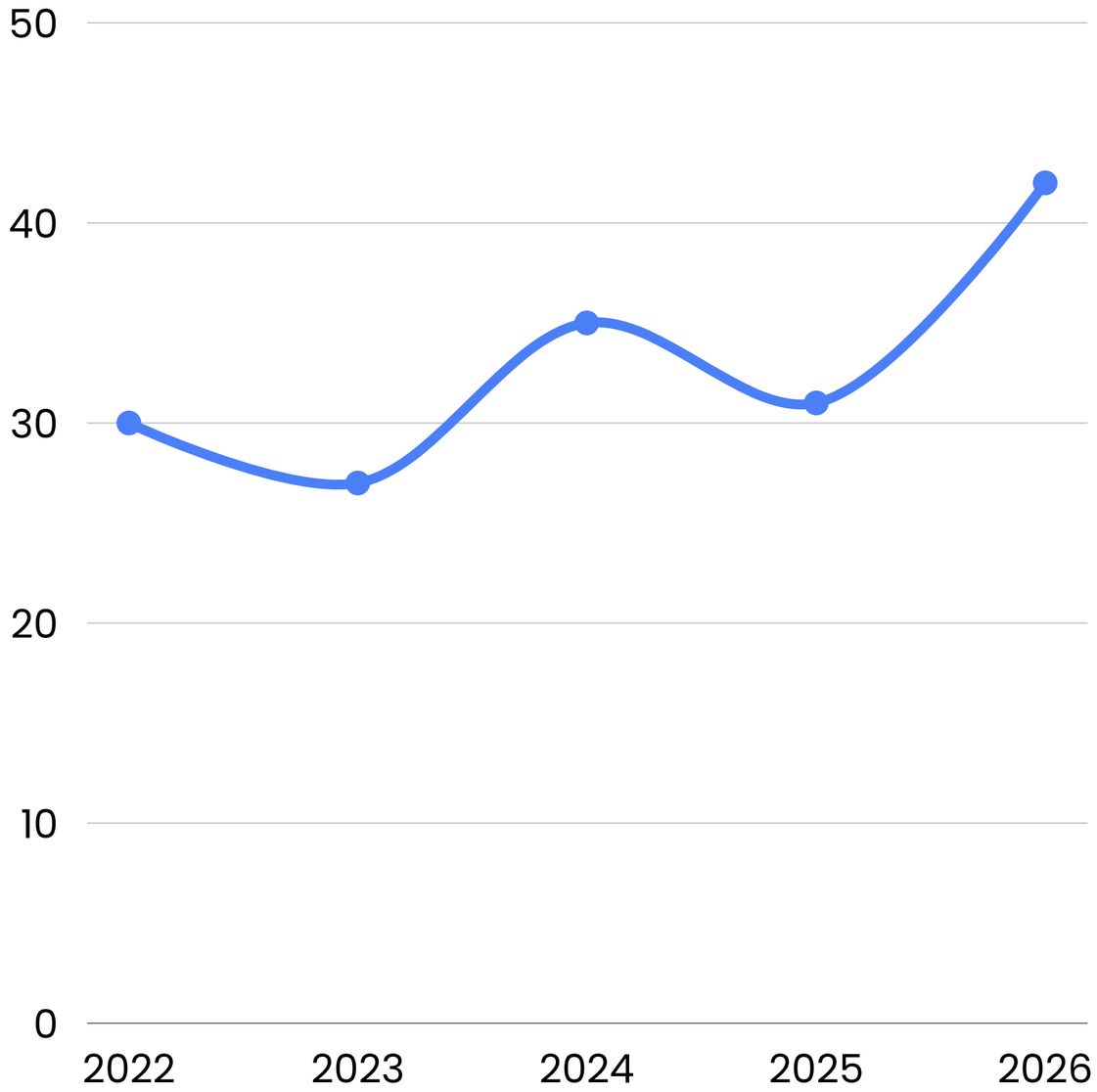
In addition to any other record of the meeting required by law, the Board or Board committee shall prepare a separate record of the Level Four presentation. The Level Four presentation, including the presentation by the complainant or the complainant's representative, any presentation from the administration, and questions from Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

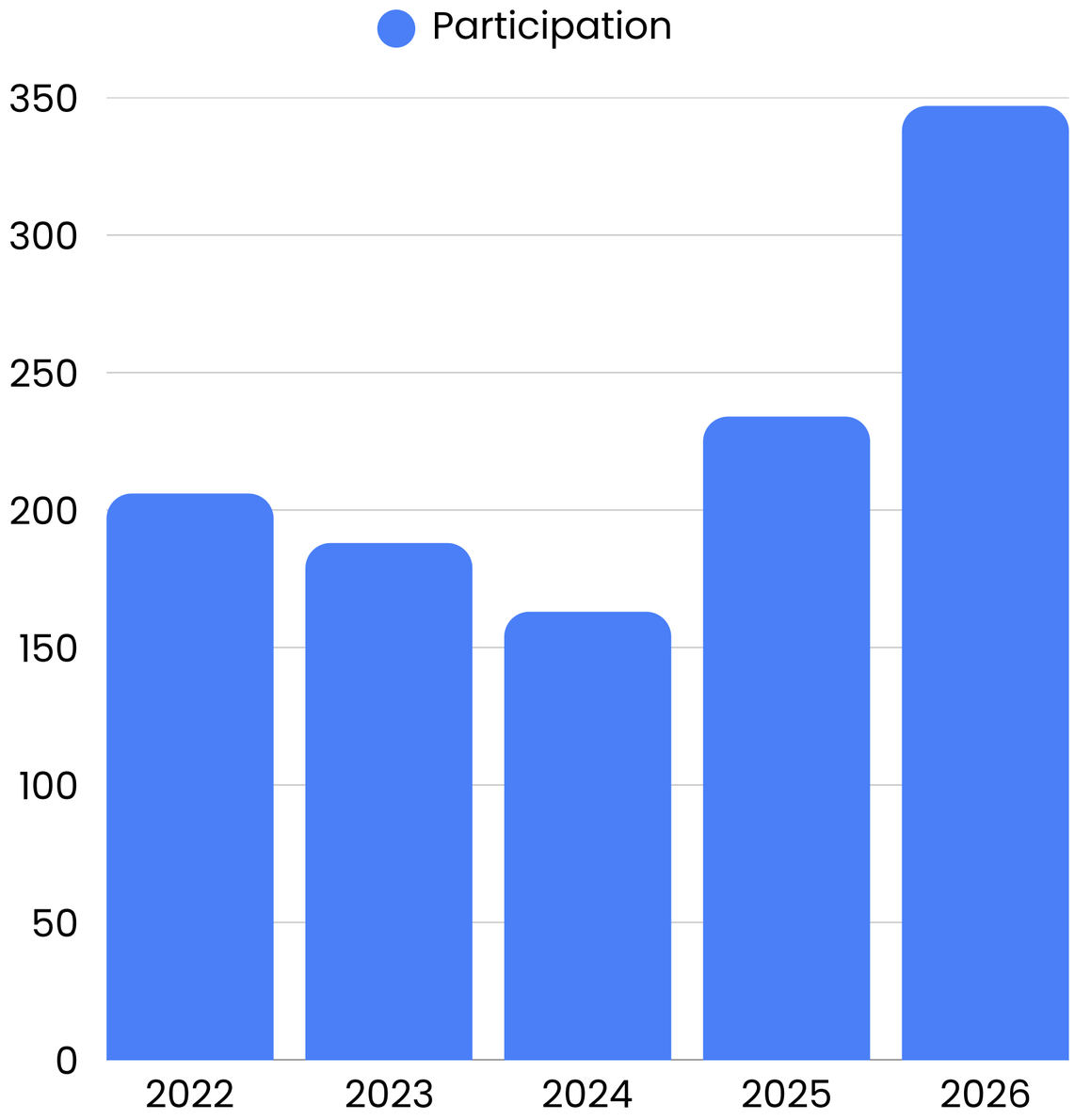
AP Exam Participation Year After Year

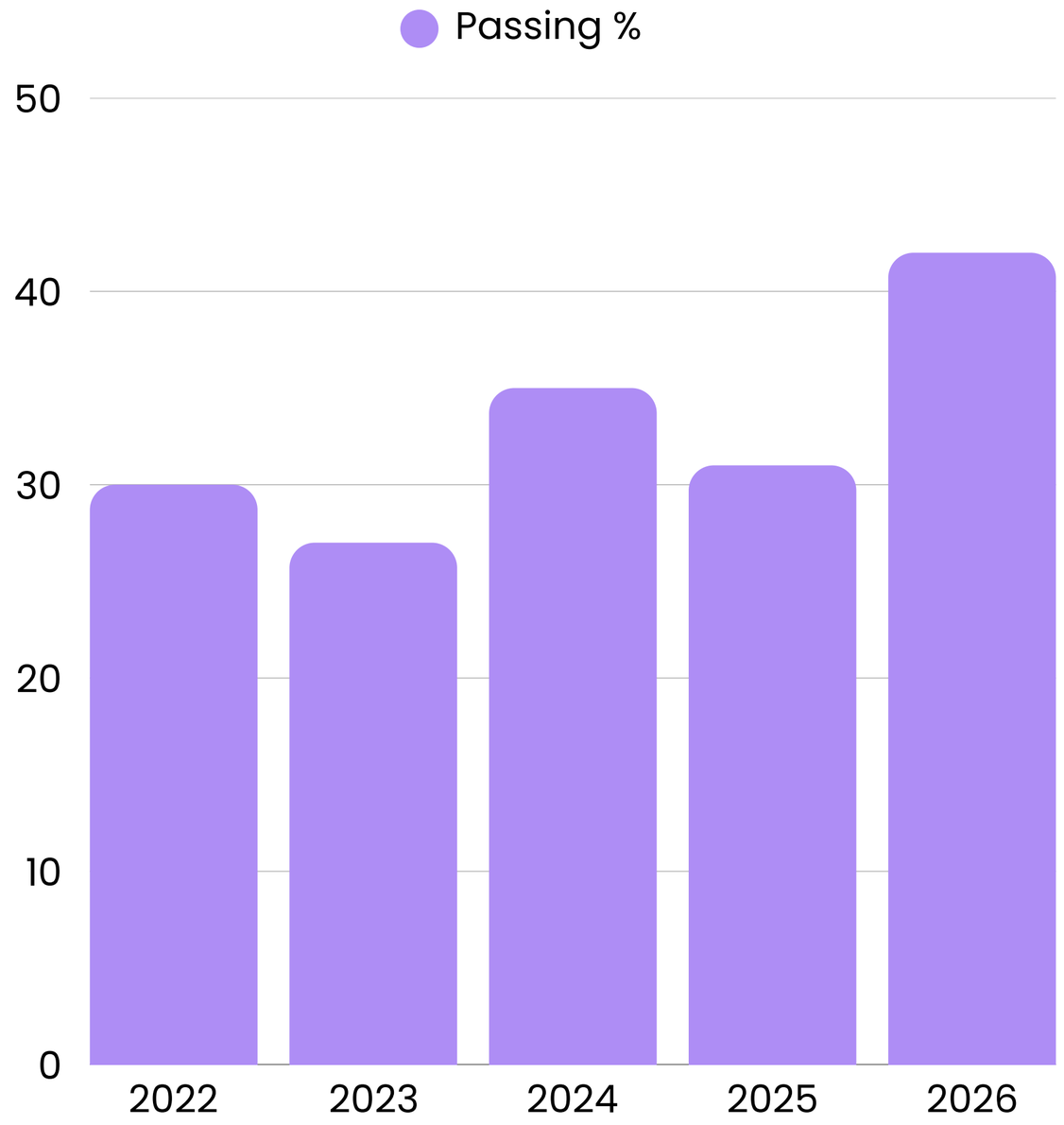


AP Exam Passing Rate % Year After Year



AP Exam Participation vs Passing Rate





2025 August Board Meeting
CCISD Board Monitoring

AP Exam Scores

AP Courses Offered in CCISD	District Enrollment	District Passing %	National Passing %
Drawing	1	**0%**	85%
2-D Art Design	3	**66%**	83%
English Language and Composition	57	**35%**	74%
English Literature and Composition	7	**71%**	74%
United States History	37	**32%**	73%
Computer Science Principles	54	**19%**	63%
Computer Science A	14	**29%**	67%
Statistics	9	**11%**	60%
Calculus AB	4	**25%**	64%
Physics 1	34	**41%**	66%
German Language and Culture	9	**11%**	69%

Students must score a 3 or higher to pass their AP exam and potentially earn college credit for their course.

2026 August Board Meeting
CCISD Board Monitoring

AP Exam Scores

AP Courses Offered in CCISD	District Enrollment	District Passing %	National Passing %
Drawing	3	**66%**	83%
2-D Art Design	4	**100%**	85%
English Language and Composition	49	**47%**	73%
English Literature and Composition			75%
United States History	50	**52%**	76%
Computer Science Principles	46	**43%**	63%
Computer Science A	33	**3%**	66%
Statistics	7	**43%**	62%
Calculus AB	2	**0%**	65%
Physics 1	30	**47%**	68%
German Language and Culture	11	**9%**	68%

Students must score a 3 or higher to pass their AP exam and potentially earn college credit for their course.

CCISD Plan of Action to Increase AP Scores

CCISD Need	Plan of Action
Train highly qualified teachers to instruct AP courses.	This summer CCISD sent 4 AP teachers to AP Summer Learning Institute to learn more about the subject they teach.
Encourage qualified students to register for AP courses.	This summer CCISD administration used the AP Potential report to identify students who have potential in performing well in AP courses and on exams. AP Potential uses scores from student SAT data to identify qualified students. Campus counselors and advisors used this data to encourage enrollment in AP courses for the 25-26 school year.
Align AP courses with rigorous standards and materials.	CCISD has hired a new high school Testing Coordinator who has begun working alongside AP teachers to audit their courses to ensure courses are aligned to rigorous standards and materials.

2026 August Board Meeting
CCISD Board Monitoring

AP Exam Scores

New Courses offered in 25-26

AP Courses Offered in CCISD	District Enrollment	District Passing %	National Passing %
Macroeconomics	19	**47%**	66%
US Government	19	**68%**	76%
Precalculus	9	**33%**	82%
World History Modern	46	**43%**	66%
3-D Art Design	1	**100%**	75%
Biology	8	**50%**	71%
Chemistry	12	**25%**	75%

New AP Courses to be Offered in 27-27 School Year

Human Geography
Music Theory
Physics 2
Psychology
Seminar (English 2)

Students must score a 3 or higher to pass their AP exam and potentially earn college credit for their course.

August Board Meeting
CCISD Board Monitoring

2025 June STAAR End-of-Course Exams

EOC STAAR Tests	District Enrollment	District Passing %	Regional Passing %	State Passing %
English I	64	**34%**	28%	26%
English II	48	**19%**	27%	25%
Algebra I	45	**47%**	44%	43%
U.S. History	10	**50%**	62%	65%
Biology	11	**73%**	53%	52%

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Date: 8/10/2026 Presented By: Dr. Hawkins

Subject: Previous Board Minutes Related Page(s) See Attached

Action

BOARD GOAL:

Finance and Operations Goal—CCISD will exercise fiscal and operational responsibility.

BACKGROUND INFORMATION:

These minutes document the previous meetings that occurred in CCISD.

RECOMMENDATION:

Approve as Consent Agenda Item

BOARD ACTION REQUIRED

Motion-Second-Vote

Special Called / Workshop Meeting
Monday, July 20, 2026, 5:00 PM Central

CCISD Board Room
408 S. Main St.
Copperas Cove, TX 76522

John Gallen:	Present
Jeff Gorres:	Present
Sherry Hoffpauir:	Present
Joan Manning:	Present
Timothy Traeger:	Present
Mike Wilburn:	Present
Samantha Wilson:	Absent

Present: 6, Absent: 1.

1. Call to Order

Board President, Joan Manning called the meeting to order at 5:00 PM on Monday, July 20, 2026

2. Mission Statement:
The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.

3. Citizen Comments on Agenda Items

Brendaliz Gomez
Winett Vines
Ava Casson

4. Good Things

4.(A) Students:

1. TEPSA Student Leadership Award
2. UIL Texas State Solo and Ensemble

5. Information Items

5.(A) Finance

1. Tax Report | Analysis of Delinquent Taxes & Services
2. Monthly | Quarterly Financial Report
3. Financial Statements & Payment of Bills

5.(B) Human Resources

1. New Hires 2026 - 2027 School Year
2. Resignations
3. Personnel Vacancies
4. Support Personnel Vacancies

5.(C) Operations and Support Summer Reports

1. Nursing
2. Child Nutrition
3. Safety & Security
4. Maintenance

5.(D) Technology Report

5.(E) Budget Workshop

Presented by Chief Financial Officer Mr. Clifton Heath

5.(F) Board Activity Calendar

1. July 2026
2. August 2026
3. September 2026

6. Consent Agenda

6.(A) Consider Approval of Previous Board of Trustees Meeting Minutes

1. Special Called/Workshop Meeting - June 8, 2026
2. Regular Meeting - June 22, 2026

6.(B) Consider Approval of the 26-27 SY Impact Aid Travel:
NAFIS Fall Conference - Washington, DC - September 20-22, 2026
NAFIS Spring Conference - Washington, DC - March 14-16, 2027

6.(C) Consider Approval of the Bob Thompson Academy XXXIV

6.(D) Consider Approval of Amendments to Policy EHBG(LOCAL), BED (LOCAL), FD(LOCAL), Update 127, and Annual Policy Review

6.(E) Consider Approval of the Advanced Courses for Exemption from the University Interscholastic League (UIL) "No Pass, No Play" Provision for the 2026-2027 School Year

6.(F) Consider Approval of the CCISD Credit by Exam (CBE) for Acceleration (EA) List of Tests for Both Acceleration and/or Credit Recovery Purposes

6.(G) Consider Approval of the 2026 - 2027 Remote Homebound Waiver

6.(H) Consider Approval of the 2026 - 2027 Staff Development Minutes Waiver Request

6.(I) Consider Approval of the Adjunct Faculty Agreements for Texas A&M AgriLife County Extension Agents in Bell and Coryell Counties for the 2026–2027 School Year

6.(J) Consider Approval of an Interlocal Government Agreement to Share Facilities with the City of Copperas Cove

6.(K) Consider Approval of the HB3 Resolution for Armed Security Officer Requirements

6.(L) Consider Approval of the Adoption of an Election Order for Copperas Cove ISD Board of Trustee Elections to be held on November 3, 2026

6.(M) Consider Approval of the Election Services Contracts with Coryell and Bell Counties

6.(N) Consider Approval of the Before and After School Agreement with the Armed Services YMCA (ASYMCA) Killeen

6.(O) Deliberate and Possible Action to Approve the First Addendum to the Interlocal Agreement — Public/Private Education Partnerships between Copperas Cove ISD and Fort Davis ISD, Extending the Term of the Agreement for an Additional Thirty (30) Days Through July 30, 2026

6.(P) Consider Approval of the List of Approved T-TESS Appraisers for the 2026–2027 School Year

6.(Q) Purchases over $50,000

6.(Q)1 Consider Approval of a Contract with New Direction Solutions, LLC dba ProCare Therapy Speech Language Pathologist Assistant ($100,000.00 Budgeted Funds)

6.(R) Out of State Trip Request

1. UDA National Dance Team Championship for Varsity & JV Copperettes and Sponsors - January 14-18, 2027 - Orlando, FL

7. Closed Meeting:

The Board Members did not go into closed session.

1. **551.076 - Three-year CCISD Safety and Security Audit**

8. Reconvene Meeting

9. Adjournment

Board President, Joan Manning, declared the meeting adjourned at 6:02PM

X

Joan Manning
Board President

X

John Gallen
Board Vice-President

Regular Meeting
Monday, July 27, 2026, 6:00 PM Central

CCISD Board Room
408 S. Main St.
Copperas Cove, TX 76522

John Gallen:	Present
Jeff Gorres:	Present
Sherry Hoffpauir:	Present
Joan Manning:	Present
Timothy Traeger:	Present
Mike Wilburn:	Present
Samantha Wilson:	Present

Present: 7.

1. Call to Order
Board President, Joan Manning called the meeting to order at 6:00 PM on Monday, July 27, 2026
2. Pledge of Allegiance
Presented by Mr. Jeff Gorres
3. Invocation
Presented by Mr. Mike Wilburn
4. Mission Statement:
The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.
Presented by Ms. Sherry Hoffpauir
5. Citizen Comments on Agenda Items
No comments
6. Good Things
6.A) Students:

1. TEPSA Student Leadership Award
2. UIL Texas State Solo and Ensemble

7. Consent Agenda
7.A) Take Action to Approve the Previous Board of Trustees Meeting Minutes

1. Special Called/Workshop Meeting - June 8, 2026
2. Regular Meeting - June 22, 2026

7.B) Take Action to Approve the 26-27 SY Impact Aid Travel:
NAFIS Fall Conference - Washington, DC - September 20-22, 2026
NAFIS Spring Conference - Washington, DC - March 14-16, 2027
7.C) Take Action to Approve the Bob Thompson Academy XXXIV
7.D) Take Action to Approve the Amendments to Policy EHBG(LOCAL), BED (LOCAL), FD(LOCAL), Update 127, and Annual Policy Review

7.E) Take Action to Approve the Advanced Courses for Exemption from the University Interscholastic League (UIL) "No Pass, No Play" Provision for the 2026-2027 School Year
7.F) Take Action to Approve the District Establish a Full Time Hybrid Campus
7.G) Take Action to Approve the CCISD Credit by Exam (CBE) for Acceleration (EA) List of Tests for Both Acceleration and/or Credit Recovery Purposes
7.H) Take Action to Approve the 2026 - 2027 Remote Homebound Waiver
7.I) Take Action to Approve the 2026 - 2027 Staff Development Minutes Waiver Request

7.J) Take Action to Approve the Adjunct Faculty Agreements for Texas A&M AgriLife County Extension Agents in Bell and Coryell Counties for the 2026–2027 School Year

7.K) Take Action to Approve the Interlocal Government Agreement to Share Facilities with the City of Copperas Cove

7.L) Take Action to Approve the HB3 Resolution for Armed Security Officer Requirements

7.M) Take Action to Approve the Adoption of an Election Order for Copperas Cove ISD Board of Trustee Elections to be held on November 3, 2026

7.N) Take Action to Approve the Election Services Contracts with Coryell and Bell Counties

7.O) Take Action to Approve the Before and After School Agreement with the Armed Services YMCA (ASYMCA) Killeen

7.P) Take Action to Approve the First Addendum to the Interlocal Agreement — Public/Private Education Partnerships between Copperas Cove ISD and Fort Davis ISD, Extending the Term of the Agreement for an Additional Thirty (30) Days Through July 30, 2026

7.Q) Take Action to Approve the List of Approved T-TESS Appraisers for the 2026–2027 School Year

7.R) Purchases over $50,000

7.R)1. Take Action to Approve the Contract with New Direction Solutions, LLC dba ProCare Therapy Speech Language Pathologist Assistant ($100,000.00 Budgeted Funds)

7.S) Out of State Trip Request

1. UDA National Dance Team Championship for Varsity & JV Copperettes and Sponsors - January 14-18, 2027 - Orlando, FL

A motion was made by John Gallen to accept the to approve the consent agenda as presented , with the exception of Item .B, NAFIS conference travel
Mike Wilburn seconded the motion.
All members voted by saying 'Aye'.
John Gallen: Aye, Jeff Gorres: Aye, Sherry Hoffpauir: Aye, Joan Manning: Aye, Timothy Traeger: Aye, Mike Wilburn: Aye, Samantha Wilson: Aye
Aye: 7, Nay: 0 Motion Passed

***Amendment to Item 7.B – NAFIS Travel.**

A motion was made by Jeff Gorres to amend Item 7.B to limit attendance at the NAFIS conferences for the Board Member attendance to two.
Timothy Traeger seconded the motion.
All members voted:
John Gallen: Aye, Jeff Gorres: Aye, Sherry Hoffpauir: Nay, Joan Manning: Nay, Timothy Traeger: Aye, Mike Wilburn: Nay, Samantha Wilson: Nay
Aye: 3, Nay: 4 Motion Failed

8. Closed Meeting:
The meeting was adjourned to a closed meeting at 6:38 PM

9. Reconvene Meeting
The meeting reconvened at 7:37 PM

10. Adjournment
Board President, Joan Manning declared the meeting adjourned at 7:37 PM

X

Joan Manning
Board President

X

John Gallen
Board Vice-President

Board of Trustees

Date of Meeting: August 17, 2026

Item Type: Action

Item Name	Consider and Take Action to Approve an Interlocal Government Agreement with the City of Copperas Cove to Provide School Resource Officers for CCISD - $197,331.00 Budgeted Funds
District Goal	Communications/Community Partnerships: Expand opportunities for stakeholders' involvement in activities that foster academic success, personal excellence and responsible citizenship in our students while recognizing community partners.
Summary (Purpose/ Objective)	The current interlocal agreement with the City of Copperas Cove will expire September 30, 2026. This new agreement will renew the agreement for the 2026-2027 school year. The terms provide for two School Resource Officers to work in CCISD. The cost for services for this school year includes an increase of $14,339.04 from last year. This increase is due to the pay increase voted on in the last election. There are no additional costs for administrative fees, equipment, uniforms, or police vehicle.
Fiscal Impact	$197,331.00 Budgeted Funds
Administrative Recommendation	Approve the Interlocal Government Agreement with the City of Copperas Cove
Attachments	Interlocal Government Agreement

Contact Person: Dr. Jimmy Shuck, Deputy Superintendent for O&S

E-Mail Address: jimmy@ccisd.com

revised 12.12.2018

STATE OF TEXAS
COUNTY OF CORYELL

INTERLOCAL GOVERNMENT AGREEMENT BETWEEN
THE COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
& THE CITY OF COPPERAS COVE
(SCHOOL SAFETY FY 2026-27)

This agreement is entered into on the _____ day of _____, 2026 between the City of Copperas Cove, a home rule municipal corporation of the State of Texas, herein called the "City" and the Copperas Cove Independent School District, an independent public school district of the State of Texas, herein called the "District"; and

WHEREAS, pursuant to the Interlocal Cooperation Act, Texas Government Code Chapter 791 ("COOPERATION ACT"), the PARTIES are empowered to contract with each other for the performance of governmental functions, including police protection; and

WHEREAS, Section 37.081 of the Texas Education Code authorizes the Board of Trustees of the DISTRICT to provide for a School Resource Officer ("SRO") for the DISTRICT; and

WHEREAS, the City and the District desire to enter into this Interlocal Agreement ("Agreement") in a joint effort to provide a safe environment for the children of Copperas Cove.

NOW THEREFORE THE FOLLOWING TERMS AND CONDITIONS ARE AGREED:

SECTION I
TERM

A. **Initial Term.** The initial term of this Agreement shall be one year, beginning October 1, 2026 and expiring on September 30, 2027.

B. **Succeeding Terms.** This Agreement may be renewed annually by the District providing notice to the City of its intent to renew and City's consent to such renewal. Neither party shall be required to renew this Agreement; and such renewal shall not become final until each party's governing body's appropriation of funding required to service the obligations created by this Agreement for the renewal budget year.

C. **Appropriations Clause.** In the event that one or both parties fail to grant an appropriation of funds at any time for a succeeding term, then a non-appropriation shall be deemed to have occurred. In the event that a non-appropriation has occurred, within 10 business days after the non-appropriation, the City or the District, as the case may be, shall notify the other party that the funds have not been appropriated for the fiscal period. In such event, neither Party shall have any further obligation under this Agreement for the unfunded fiscal year or any year thereafter.

D. Either party may terminate this Agreement for any reason by giving at least thirty (30) days written notice. Such written notice shall be delivered by certified mail to the central administrative office of the party receiving the notice.

SECTION II
DEFINITIONS

In this Agreement, the terms set out below shall be defined as follows:

1. "*Facility*" shall mean the building or buildings the City has made a request to use for emergency response training in accordance with District policies.

2. "*Grounds*" shall mean the total area and facilities of a particular campus.

3. *"School Resource Officer (SRO)"* shall be defined in accordance with Texas Occupations Code §1701.601.

4. "*Non-lethal training munitions"* shall mean non-lethal marking ammunition used for training purposes.

SECTION III
SCOPE

This Agreement shall apply to the City's provision of SROs to patrol District grounds and related matters.

SECTION IV
OBLIGATIONS OF THE PARTIES

A. The City's obligations are as follows:

1. Assignment of two (2) SROs specifically assigned to the Copperas Cove High School and the Summer School Program and to patrol District grounds and facilities during each contract year for a period of (52) weeks.

2. Each SRO shall patrol District facilities and grounds for forty (40) hours per week during the instructional school year, as dictated by the District's academic calendar, and shall conduct such patrols during hours designated by the District as regularly scheduled school hours.

3. Provide a replacement officer, if necessary, when an SRO is expected to be absent for any reason.

4. Provide costs associated with the assignment of one (1) marked police vehicle, including costs for maintenance, auto insurance, and fuel.

5. Provide and maintain uniforms and equipment issued to the SROs, as deemed necessary by the City.

6. Provide the administrative costs for the management and supervision, hiring, records management, and software licensing fees associated with the SRO position.

7. Each SRO shall be covered by the City's existing insurance coverages.

8. Provide training to crossing guards, when requested by the District.

B. The District's obligations are as follows:

1. Remit an agreed-upon portion of the total cost of expenses provided in the attached Appendix A-Cost Analysis to the City for providing police services. The City will issue an invoice to the District for each required payment under this Agreement. Payments will be made quarterly in four (4) equal payments. Payment shall be made no later than the 15th day after the District receives an invoice from the City. All such payments shall be made from current revenues appropriated by the District for payments under this Agreement.

2. Remit the total cost of any overtime expenses for SROs when duties and responsibilities for the District exceed the forty (40) hour work week. Payment, in these instances, will be made within (30) days of the District receiving an invoice from the City.

3. Remit the total cost of salary expenses for provision of officers for after-hours, extra-curricular activities, or other special circumstances unless the District elects to pay the officer directly for the services provided. Payment to the City will otherwise be made within (30) days of notification of costs to the District.

4. Remit an agreed-upon portion of the total cost of salary expenses for a replacement officer when an SRO is absent due to illness, injury, training, court appearance, or other approved temporary leave. Payment will be made within (30) days of the District's receipt of an invoice from the City for the costs.

5. Train and supervise all crossing guards to work at crosswalks where the District deems necessary, or requests that training be provided by the City.

   a. Notwithstanding any provision of this Agreement to the contrary, the City shall not be responsible for temporary crossing guards; however, when an absence of a guard occurs, and if manpower allows, the City may assist.

   b. Each year the District shall furnish to the City the name and daytime telephone number of the District employee responsible for the Crossing Guard Program.

6. Allow the use of school facilities for the purpose of emergency response training by the City.

a. Emergency response training shall be conducted only during times that shall not interfere with normal daily classroom instruction or other school-related events.

b. Emergency response training shall only involve the use of non-lethal training munitions.

c. The City will be responsible for any damage to District property that may result from the training.

d. In requesting a facility for training, the City shall follow the District's facility request policy.

C. SRO Duties and Responsibilities.

The duties of an SRO shall include:

a. Enforcing applicable federal, state, and local laws and ordinances;

b. Investigating criminal activity and accidents occurring on District property;

c. Patrolling areas within or in the vicinity of the geographical boundaries of the District;

d. Being a visible presence during the school day in order to assist the District and campus administration with general public safety services during school hours. The SRO shall not act as a school disciplinarian. If the campus principal or staff person believes an incident involves a violation of the law or threat to public safety, the principal or staff person may contact an SRO who will determine whether law enforcement action is warranted and appropriate; and

e. Responding to police calls for service on District campuses during the course of the regular school day.

D. Services Outside School Day.

1. Officers needed for after-hours, extra-curricular activities, or other special circumstances must be requested by the District at least 24 hours prior to the event.

2. The fulfillment of these requests is subject to availability as determined in the sole discretion of the City's Police Chief, but shall not be denied without good cause.

E. Access to District Records and Information.

1. The SRO may receive private student information while performing law enforcement duties, and shall only use, share, or disclose such information as necessary in the course of an

official law enforcement investigation. The SRO shall not attempt to access student education records maintained by the District without consent of a District administrator.

2. The SRO may request specific information from the District as needed in the performance of law enforcement duties, including student education records, personnel records, and other information. Student education records are subject to the protections of the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g. The District shall provide the SRO with access to student education records (1) with parent consent; (2) in the event of a health or safety emergency if knowledge is necessary to protect the health or safety of the student or other individuals pursuant to 34 C.F.R. 99.31(a)(10), 99.36; (3) if the information is considered directory information under District Board Policy FL (LOCAL); or (4) in response to a search warrant, court order or subpoena.

3. The District shall provide the SRO with an opportunity to view surveillance footage and shall provide a copy of surveillance footage on request. In the event of a health or safety emergency, the District shall provide the SRO access to the surveillance camera live feed, and such access shall continue until the immediate threat to health or safety has passed.

SECTION V
GENERAL AND MISCELLANEOUS

A. This Agreement shall supersede and replace all prior agreements, contracts, and understandings, whether verbal or written, in conflict with this Agreement.

B. In the event the Emergency Operations Center ("EOC") is activated, the Parties agree that the City's staffing and manpower needs shall take priority over and supersede the City's obligations under this Agreement. Costs to the District will be amended accordingly under these circumstances.

C. All notices required under this Agreement shall be presumed received two business days after proper delivery via U.S. postal mail to the addresses below:

City of Copperas Cove
Attn: City Manager
914 S. Main Street, Ste. D
Copperas Cove, TX 76522

Copperas Cove ISD
Attn: School Superintendent
408 S. Main Street
Copperas Cove, TX 76522

D. Nothing in this Agreement shall be deemed to waive, modify, or amend any legal defense available at law or in equity to either Party nor to create any legal rights or claim on behalf of any third party. Neither City nor District waives, modifies, or alters to any extent whatsoever the availability of the defense of governmental immunity under the laws of the State of Texas and of the United States.

E The District and the City shall maintain responsibility for the acts and omissions of their respective employees; and the parties mutually agree that the SROs who provide services under this

Agreement shall at all times be in the employment of the City and shall not be considered employees of the District.

F. The District assumes no liability for any claim or cause of action arising from any acts or omissions attributable to the City's employees, agents, officers, or contractors; and

G. The City assumes no liability for any claim or cause of action arising from any acts or omissions attributable to the District's employees, agents, officers, or contractors or for premises liability.

H. This Agreement may not be amended or modified except in writing executed by both the City and District and authorized by their respective governing bodies.

I. In the event any provision of this Agreement shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof, but rather this entire Agreement will be construed as if not containing the particular invalid or unenforceable provision or provisions, and the rights and obligations of the Parties shall be construed and enforced in accordance therewith. The Parties acknowledge that if any provision of this Agreement is determined to be invalid or unenforceable, it is their desire and intention that such provision be immediately reformed and construed in such a manner that it will, to the maximum extent practicable, be deemed to be validated and enforceable.

J. Words of any gender used in this Agreement shall be held and construed to include any other gender, and words in the singular number shall be held to include the plural, unless the context otherwise requires. The headings and section numbers are for convenience only and shall not be considered in interpreting or construing this Agreement.

K. This Agreement may be executed in two (2) original counterparts.

L. This Agreement shall be governed by and construed in accordance with the laws of the State of Texas and shall be performable in Coryell County, Texas. Venue shall lie exclusively in Coryell County, Texas.

M. The Parties agree that the mutual obligations as enumerated herein represent a fair and reasonable exchange between the City and District and are sufficient and adequate consideration for the mutual benefit of the City and District and their respective citizens and taxpayers.

(Signature page to follow)

EXECUTED and EFFECTIVE as of the _____ day of _____, 2026.

CITY OF COPPERAS COVE

_____
Ryan Haverlah, City Manager

ATTEST:

_____
Lisa Wilson
City Secretary

APPROVED AS TO FORM:

_____
Denton, Navarro, Rocha, Bernal,
Santee & Zech P.C., City Attorney

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT

_____
Brent Hawkins, Superintendent of Schools

ATTEST:

_____
Monica Hall,
Secretary to the Superintendent of Schools

APPENDIX A
POLICE SERVICES COST ANALYSIS

DESCRIPTION	COST
Two (2) Full-Time SROs 52 Weeks[1]	
Base Salary	
Zickefoose	71,178
Burden	67,746
Incentives	
Zickefoose	0
Burden	0
Longevity	
Zickefoose	192
Burden	48
FICA	
Zickefoose	5,445
Burden	5,183
Retirement	
Zickefoose	12,990
Burden	12,364
Insurance	
Zickefoose	9,210
Burden	9,210
Workers Compensation	
Zickefoose	1,794
Burden	1,707
Long Term Disability	
Zickefoose	139
Burden	125
Sub-total Two (2) SROs	$197,331
Administrative Cost[2]	$0.00
Equipment & Uniforms[3]	$0.00
Police Vehicle[4]	$0.00
Total Cost for FY26-27 Police Services	$197,331

[1] Analysis is based on the assumption that if the City did not provide this service to CCISD, these positions would not be retained by the City. Cost includes Longevity, FICA, Retirement, Insurance, Workers' Compensation, Long Term Disability, and Incentives and excludes liabilities associated with leave benefits.

[2] Administrative costs, including management and supervision, hiring, records management, and software licensing fees associated with the SRO positions, are excluded for FY 2026-27.

[3] Uniforms and equipment required for officers. Maintenance costs for uniforms and equipment are excluded for FY 2026-27.

[4] Fully-equipped marked police vehicle with insurance, maintenance, and fuel costs is excluded for FY 2026-27.

Board of Trustees

Date of Meeting: 8/17/2026

Item Type: Action

Item Name	Decision to approve amendment to the District of Innovation (DOI) Plan.
District Goal	
Summary (Purpose/ Objective)	The District of Innovation (DOI) Advisory Committee approved the amendment of the District of Innovation Plan. This amendment added the exemption for Texas Education Code Chapter 26A; Section 26.011 which established specific requirements to facilitate grievances. This exemption allows CCISD to set our own timelines for filing and responding to complaints, evidence allowed only in timely manner and to maintain flexibility to resolve concerns informally.
Fiscal Impact	None
Administrative Recommendation	Administration recommends approval of the amendment.
Attachments	Attached is the Ch 26A DOI language created by the lawyer

Contact Person: Brandon Boyd 1744

E-Mail Address: brandon.boyd@ccisd.com

Grievance Process

Exemption from: TEC §26.011 and TEC Chapter 26A Other: Board Policy DGBA, FNG, and GF (LEGAL)

Required

The 89th Legislature passed SB 12, which created Chapter 26A establishing specific requirements to facilitate grievances. The requirements include: extended timelines for filing and responding to complaints, allowance for amending the record with additional evidence at any time, even after the initial decision is issued, and promotes an adversarial process, rather than a resolution-oriented structure. Chapter 26A also mandates grievance data be reported through the Public Education Information Management System (PEIMS) with increased detail to enhance transparency and state oversight.

Proposed

CCISD believes the new grievance structure removes the flexibility necessary for administrators to efficiently and effectively resolve concerns. The extended timelines will result in spoliation of material evidence, rendering it difficult for the school to adequately address and respond to issues. Moreover, the statutes' structure shifts the grievance process from being resolution oriented to adversarial, by prohibiting the original decision maker from hearing the complaint and attempting to propose a resolution or formally explain the rationale for the decision. Finally, due to the length of time outlined to process the grievance, the reporting structure will result in the submission of data that mischaracterizes the nature of complaints and resolutions.

1) To facilitate the prompt resolution of grievances and to mitigate potential ongoing harm to grievants, CCISD has established expedited timelines for the filing of grievances and appeals, as well as for the issuance of the district's responses. These shortened deadlines are to ensure that matters are addressed and resolved in an efficient and timely manner.
2) CCISD provides an opportunity for grievances to be resolved through informal means, which may result in underreporting or mischaracterization of grievance data submitted to the state. The availability of informal resolution processes facilitates promptness in addressing concerns, often prolonged by formal grievance timelines. Such mechanisms promote transparency, responsiveness, and engagement, thereby fostering a greater sense of inclusion and trust among parents, employees, and members of the community in the district's educational practices and governance.

3) CCISD will continue to comply with the constitutional requirements and maintain a grievance process that allows parents, staff, and members of the public to petition the board for redress of grievances.

Board of Trustees

Date of Meeting: 8/ 17/2026

Item Type: Action

Item Name	Consideration of Revisions to Board Policy Regarding Grievance Procedures
District Goal	Communications/Community Partnerships: Expand opportunities for stakeholders' involvement in activities that foster academic success, personal excellence and responsible citizenship in our students while recognizing community partners.
Summary (Purpose/ Objective)	The Board is being asked to approve revisions recommended by the District of Innovation Committee and legal counsel regarding the grievance policies. The revisions will help ensure that employee, student and parent, and public grievances are addressed through consistent and procedures with clearly defined timelines, responsibilities, and levels of review. Updating the policies will promote the timely resolution of concerns, provide all parties with a fair opportunity to present relevant information, and reduce uncertainty regarding how grievances are filed and processed. The district will coordinate with its TASB policy consultant to ensure the revisions to policies DBGA, FNG, and GF are legally compliant, internally consistent, and properly incorporated into the district's policy manual.
Fiscal Impact	None
Administrative Recommendation	Administration recommends approval of proposed revisions to the board policy
Attachments	CH 26A exemptions, which includes recommended board policy revisions.

Contact Person: Brandon Boyd, Chief of Staff 1747

E-Mail Address: brandon.boyd@ccisd.com

Grievance Process

Exemption from: TEC §26.011 and TEC Chapter 26A Other: Board Policy DGBA, FNG, and GF (LEGAL)

Required

The 89th Legislature passed SB 12, which created Chapter 26A establishing specific requirements to facilitate grievances. The requirements include: extended timelines for filing and responding to complaints, allowance for amending the record with additional evidence at any time, even after the initial decision is issued, and promotes an adversarial process, rather than a resolution-oriented structure. Chapter 26A also mandates grievance data be reported through the Public Education Information Management System (PEIMS) with increased detail to enhance transparency and state oversight.

Proposed

CCISD believes the new grievance structure removes the flexibility necessary for administrators to efficiently and effectively resolve concerns. The extended timelines will result in spoliation of material evidence, rendering it difficult for the school to adequately address and respond to issues. Moreover, the statutes' structure shifts the grievance process from being resolution oriented to adversarial, by prohibiting the original decision maker from hearing the complaint and attempting to propose a resolution or formally explain the rationale for the decision. Finally, due to the length of time outlined to process the grievance, the reporting structure will result in the submission of data that mischaracterizes the nature of complaints and resolutions.

1) To facilitate the prompt resolution of grievances and to mitigate potential ongoing harm to grievants, CCISD has established expedited timelines for the filing of grievances and appeals, as well as for the issuance of the district's responses. These shortened deadlines are to ensure that matters are addressed and resolved in an efficient and timely manner.
2) CCISD provides an opportunity for grievances to be resolved through informal means, which may result in underreporting or mischaracterization of grievance data submitted to the state. The availability of informal resolution processes facilitates promptness in addressing concerns, often prolonged by formal grievance timelines. Such mechanisms promote transparency, responsiveness, and engagement, thereby fostering a greater sense of inclusion and trust among parents, employees, and members of the community in the district's educational practices and governance.

3) CCISD will continue to comply with the constitutional requirements and maintain a grievance process that allows parents, staff, and members of the public to petition the board for redress of grievances.

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Date:	8/10/2026	Presented By:	Dr. Hawk
Subject:	Consideration to approve Early Education Partnership between CCISD and Fort Davis	Related Page(s)	Attached

Action

BOARD GOAL:

BACKGROUND INFORMATION:
This contract is forming a Statewide COOP of public private partnerships. Additional information will be presented at the workshop.

RECOMMENDATION:
Motion, second, vote

BOARD ACTION REQUIRED

EARLY CHILDHOOD EDUCATION PARTNERSHIP AGREEMENT
BETWEEN
COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
AND
FORT DAVIS INDEPENDENT SCHOOL DISTRICT

STATE OF TEXAS §
§
COUNTY OF CORYELL §

This Agreement is entered into between the Copperas Cove Independent School District ("CCISD"), a political subdivision of the State of Texas, by and through its Board of Trustees, and Fort Davis Independent School District ("FDISD"), collectively, the "Parties." This Agreement shall become effective upon the date of execution by the Parties.

RECITALS

WHEREAS, CCISD is an independent school district located in Copperas Cove, Texas; and

WHEREAS, FDISD is an independent school district located in Fort Davis, Texas; and

WHEREAS, FDISD provides instructional services to children ages 3 and older who are in Pre-Kindergarten, Kindergarten, First Grade, or Second Grade; and

WHEREAS, pursuant to CCISD Board Policy FDA(LOCAL), CCISD has agreed to admit into CCISD, on a tuition-free basis, eligible students in Pre-Kindergarten through Second Grade who will receive early childhood education services at an FDISD facility; and

WHEREAS, FDISD desires to encourage the enrollment of eligible resident 3-year-old students through second grade into CCISD's early childhood educational programs; and

WHEREAS, the Parties intend to operate their respective programs in a coordinated manner to (1) maximize the delivery of CCISD's educational services to participating students, (2) avoid program overlap, (3) maximize the efficient allocation of qualified personnel, and (4) ensure that the Parties comply with their respective obligations under state and federal law.

NOW, THEREFORE, in consideration of the mutual covenants and agreements of the Parties, it is agreed as follows:

I. TERM

1.1 The initial term of this Agreement shall commence on _____, and end on July 1, 2027. The initial term may be terminated only with the mutual written consent of the Parties. If either party desires to terminate this Agreement at the conclusion of the initial term,

then the terminating party shall give written notice to the other party at least ninety (90) days prior to the conclusion of the initial term.

1.2 This Agreement shall automatically renew for one-year terms commencing on July 1 of each calendar year if neither party terminates this Agreement.

1.3 For school years beyond the initial term, a party desiring to terminate the Agreement shall give written notice not later than thirty (30) days prior to the conclusion of the successive term.

1.4 Upon termination of this Agreement, the Parties agree to return all records (whether business or educational), property, or unused or unearned funds to the lawful owner or custodian of the same within thirty (30) days of the end of such term. (As used herein, "educational record" means those records, files, documents, and other materials which (1) contain information directly related to a student and (2) are maintained by an educational agency or institution or by a person acting for such agency or institution in accordance with 20 U.S.C. § 1232g(a)(4). As pertains to educational records, the term "records" means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape or recording, and film in accordance with 34 CFR § 99.3).

II. ADMISSION

2.1 Admission for qualifying Prekindergarten funding is limited to students who are not younger than 3 years of age as of September 1 of the school year for which enrollment is sought.

2.2 Pursuant to Texas Education Code § 29.153(b), a student seeking admission as a three-year-old or four-year-old into Pre-Kindergarten shall be admitted if the student meets one or more of the following statutory eligibility criteria:

a. the student is unable to speak and comprehend the English language; or

b. the student is educationally disadvantaged (which means a student eligible to participate in the national free or reduced-price lunch program); or

c. the student is homeless, as defined by 42 U.S.C. Section 11434a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or

d. the student is the child of an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or

e. the student is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or

f. the student is or ever has been in the conservatorship of the Department of Family and Protective Services (foster care) following an adversary hearing held as provided by Family Code § 262.201; or

g. the student is the child of a person eligible for the Star of Texas Award as:
(i) a peace officer under Texas Government Code § 3106.002;
(ii) a firefighter under Texas Government Code § 3106.003; or,
(iii) an emergency medical first responder under Texas Government Code § 31.06.004.

2.3 A qualifying Pre-K transfer student, or other students in Kindergarten through Second Grade, shall be admitted as an interdistrict transfer student pursuant to CCISD Board Policy FDA(LOCAL) and shall be dually enrolled in both CCISD and FDISD.

2.4 A student enrolled pursuant to this section shall not pay tuition to CCISD.

III. DUTIES OF CCISD

3.1 CCISD shall provide the required hours of daily instruction meeting or exceeding all Texas Education Agency requirements for High-Quality Pre-Kindergarten and Kindergarten through Second Grade programs.

3.2 CCISD may, at the recommendation of FDISD, provide one teacher holding the required certificate issued by the State Board for Educator Certification or acceptable equivalent for every twenty-two (22) students enrolled. FDISD will maintain daily administrative authority over such staff.

3.3 CCISD shall reimburse FDISD for the cost of providing a substitute teacher for any CCISD employee's absence when applicable. The FDISD shall submit such a request for reimbursement in accordance with CCISD's standard policies and procedures for reimbursement of expenses.

3.4 CCISD shall provide curriculum and instructional materials necessary to support instructional requirements including but not limited to, the instruction of students in cognitive, physical, and social development.

3.5 CCISD shall provide technology resources necessary to support instructional activities.

3.6 CCISD shall comply with all Child Find obligations under applicable federal law.

3.7 CCISD shall collaborate with FDISD to ensure delivery of a free, appropriate public education for eligible students who are eligible for special education and related services under the IDEA or who receive accommodations under Section 504.

3.8 CCISD shall provide personnel to participate in at least one monthly meeting with FDISD administrators to ensure collaboration between Parties.

3.9 CCISD shall provide assessment and progress monitoring tools to report student progress and/or achievement to parents and guardians and to FDISD.

3.10 CCISD shall provide a qualified supervisor to ensure compliance with Texas Education Code § 29.167 for High Quality Curriculum and Teacher Requirements for Pre-Kindergarten.

3.11 CCISD shall not provide transportation unless required by a student's individualized education program.

3.12 CCISD is the direct recipient of federal and state funds, and any payment made to FDISD is a contract service fee.

IV. DUTIES OF FDISD

4.1 FDISD shall provide classroom and common space in compliance with state and federal law for early childhood education and/or childcare facilities.

4.2 FDISD shall provide classroom furniture in compliance with state and federal law for early childhood education and/or childcare facilities.

4.3 Programs operated directly by FDISD during those portions of the day when CCISD is providing direct instruction shall be appropriately staffed in such a way to deliver services in compliance with CCISD Board Policies and regulations, as well as state and federal requirements.

4.4 FDISD shall employ appropriate personnel to collect all data and documents required by state or federal law. Such personnel shall ensure input of all such data in the CCISD Ascender system, or any other data system that CCISD may use. In certain circumstances, electronic or in person delivery of data and documents to CCISD will be acceptable. This data includes, but is not limited to, vaccinations, eligibility for free or reduced lunch, enrollment forms, birth certificates, social security numbers, parental permissions, and contact information. If the Parties mutually agree, then such personnel may also serve as the "Teacher of Record" for entering daily attendance.

4.5 FDISD shall ensure that daily attendance data that is entered into the Ascender system or delivered by other acceptable means as "Teacher of Record" if the person in section 4.4 above is not designated for such.

4.6 FDISD shall work with CCISD to attempt to align daily class schedules and the school calendar as closely as possible with the CCISD school calendar. Variations in the FDISD school calendar should be made in coordination with CCISD's designated administrator.

4.7 FDISD shall conduct vision and hearing screenings of students as required by, and in compliance with, Texas law. FDISD personnel shall ensure the timely entry of data for such screenings as required by Texas law.

4.8 FDISD shall provide appropriate personnel to coordinate enrollment and health screening data entry with CCISD's PEIMS Coordinator.

4.9 FDISD shall provide written certification to CCISD that FDISD conducted a criminal background history check on all officers and employees who will enter the FDISD facility in compliance with CCISD Board Policy DBAA(LEGAL) and DBAA(LOCAL) and Texas law. FDISD shall not knowingly permit any individual to provide services to the programs who have a history of criminal conduct unacceptable under District Board Policy, Texas law, or reasonable professional expectations for an educational environment, including, but not limited to, any violent or sexual offenses. All persons performing duties at or having access to the facility and programs shall be subject to a background check as required by Texas law.

4.10 FDISD reserves the right to submit, approve, use, or edit material that aligns with FDISD goals and values.

V. JOINT DUTIES

5.1 The Parties shall provide and deliver an early childhood program utilizing the best early childhood teaching practices.

5.2 The Parties shall coordinate and collaborate regarding instruction, shared resources, and services to meet student needs.

5.3 The Parties shall develop and implement standardized daily instructional schedules that promote efficiency in staffing and provide the Parties with the opportunity to implement all daily requirements of their respective programs.

5.4 The Parties shall monitor program operations to prevent duplication of efforts.

5.5 The Parties shall provide academic program offerings and sequencing of offerings and instruction to ensure that daily instructional activities are mutually supportive and align with shared goals and objectives.

5.6 The Parties shall collaborate on a regular basis to discuss the progress of the Agreement.

5.7 The Parties shall collectively analyze and share program and student data for appropriate planning and improvement.

5.8 The Parties shall routinely collaborate to meet attendance goals.

5.9 Family services and participation in parent engagement activities and home visits.

VI. FINANCING THE PROGRAMS

6.1 CCISD shall retain all funds allocated to CCISD under the Texas Foundation School Program (Texas Education Code, Chapters 48 and 49).

6.2 CCISD shall retain all other state grant funds generated by CCISD for the operation of any other state programs for which CCISD becomes eligible under this program.

6.3 CCISD shall retain all federal educational funds (excluding food service) earned by CCISD for the operation of any of the federal programs for which CCISD becomes eligible under this program.

6.4 CCISD shall retain any other gifts or grant funds received by CCISD for the operation of any of its programs or for which CCISD becomes eligible.

6.5 CCISD shall calculate the initial extra funding generated by FDISD students at the beginning of the school year (or the Agreement if after the school year has started) and establish an allocation for FDISD at a rate not to exceed one-half (1/2) of the Basic Allotment for students in K-2, and one-fourth (1/4) of the Basic Allotment for qualifying students in Pre-K, approved by the State of Texas from the Foundation School Program for the instructional year, according to the Financial Addendum detailing the financial arrangements.

6.6 CCISD shall retain an administrative fee of five percent (5%) from the FDISD allocation to provide both virtual and in-person support of data collection, assessment support, and other partnership-related services.

6.7 Multi-Partner Adjustment. CCISD intends to offer similar partnership options to other participating entities (collectively, the "Partners," currently anticipated to total approximately twenty-one (21) partners, inclusive of FDISD). If all Partners remain with FDISD under arrangements substantially similar to this Agreement, CCISD shall first deduct the cost of the salary and benefits of the designated supervisor from the aggregate Partner allocations, and thereafter apply the five percent (5%) administrative fee to the remaining amount. If fewer than all Partners elect to partner with CCISD (*i.e.*, some Partners transfer to or remain with CCISD under separate agreements), the cost of the designated supervisor's salary and benefits shall be prorated among the Partners that remain under arrangements with FDISD, and the five percent (5%) administrative fee shall thereafter be applied to each such Partner's (including FDISD's) adjusted allocation. The precise proration methodology and final calculations shall be set forth in writing and agreed by the Parties (and, as applicable, the other affected Partners) prior to the start of each school year or as soon as practicable after Partner elections are known.

6.8 CCISD shall make available to FDISD the amount of funding as calculated above for the school year according to an agreed upon combination of: monthly or quarterly agreement payments; staff salary(ies) and benefits; and technology devices.

6.9 CCISD shall perform a "settle-up" calculation upon receiving the CCISD final summary of finance from TEA upon completion of academic school year. One-half (1/2) of any funding generated in excess of the initial calculated funds generated by FDISD students shall be sent to FDISD no later than the end of November of the following school year.

6.10 FDISD may retain all funds for wrap-around services provided to students in the programs.

6.11 FDISD may retain all funds received from the operation of the food service program and additional funds granted by the Texas Workforce Commission for child-care subsidies.

6.12 FDISD may retain any and all other gifts and grants awarded directly to FDISD.

6.13 FDISD reserves the right to charge private service fees for non-CCISD related school hours and any penalties or fees for late pickup, etc.

6.14 FDISD shall not receive, retain, or seek funding for the same student, instructional time, or educational services under both this Agreement and any Texas Education Freedom Account (TEFA) or similar state-funded education savings account program. To the extent a student participating in this Agreement is also a beneficiary of a TEFA or similar program, FDISD shall ensure that no costs, services, or instructional time funded through CCISD under this Agreement are also funded through TEFA. FDISD shall maintain records sufficient to demonstrate compliance with this subsection and shall provide such records to CCISD upon reasonable request. Any funds determined to have been received in violation of this subsection shall be promptly returned or credited as directed by CCISD.

VII. PROGRAM LOCATION

7.1 Fort Davis Independent School District shall operate the programs at:

801 State Street
Fort Davis, Texas 79734

7.2 The Parties agree that they have inspected the identified premises and agree that the premises are suitable for all operations described in the Agreement.

VIII. NOTICES

8.1 All correspondence and communications regarding this Agreement shall be directed to:

Dr. Brent Hawkins
Copperas Cove ISD
Superintendent of Schools
408 S Main Street
Copperas Cove, Texas 76522

Jason Crow
Fort Davis Independent School District
Superintendent of Schools
P.O. Box 1339
Fort Davis, Texas 79734

8.2 Notices provided pursuant to the Agreement must be in writing and either hand-delivered, electronically delivered with receipt confirmation, or sent by U.S. certified mail, return receipt requested.

IX. INSURANCE

9.1 Each party shall, at all times during the term of this Agreement, at its own cost and expense, carry and maintain the required and appropriate types of insurance coverages with the minimum coverage noted required under Texas law.

X. MISCELLANEOUS

10.1 CCISD and FDISD will coordinate efforts to maximize the delivery of education and services to students enrolled in the programs.

10.2 This Agreement does not restrict CCISD from participating in similar agreements with other public or private agencies, organizations, and individuals.

10.3 This Agreement does not and shall not create a principal-agent relationship, partnership, or joint venture between the Parties, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party shall have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, or in the name of or on behalf of the other party, except as expressly stated in this Agreement.

10.4 The Parties agree that CCISD does not and shall not waive any sovereign immunity or any immunity or defense that would otherwise be available to CCISD against claims arising from the exercise of governmental powers and functions.

10.5 If a dispute arises regarding the interpretation, implementation, or enforcement of this Agreement, then the Parties will, prior to initiating legal proceedings, submit the dispute to nonbinding mediation at CCISD's central administrative office or by a virtual platform, *e.g.*, Zoom or Google Meets.

10.6 This Agreement will be governed by and construed in accordance with the laws of the state of Texas, as to both interpretations and performance, without regard and without reference to the conflicts of law principles of Texas or any other jurisdiction.

10.7 The Parties expressly agree that the exclusive venue and place of trial for any action brought under or in connection with or in any way related to this Agreement shall be in the state district courts of Coryell County, Texas, and the parties hereby waive any and all objections to the agreed-upon venue as stated herein.

10.8 In the event of any suit or action arising out of or in connection with this Agreement, the prevailing party in such proceedings shall be entitled to recover its reasonable attorney fees and court costs.

10.9 The Parties understand the confidential nature of data involved in the transactions under this Agreement and particularly student information. The Parties agree to maintain confidentiality of all confidential information to the extent required by state and federal law.

10.10 This Agreement contains the entire agreement of the parties and there are no other promises, conditions, understandings, or other agreements, whether oral or written, relating to the subject matter of this Agreement. This Agreement may be modified or amended in writing, if the writing is signed by the party obligated under the amendment.

10.11 If any portion of this Agreement shall be held to be invalid or unenforceable for any reason, then the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid and unenforceable, but that by limiting such provision, the Agreement would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

10.12 The provisions of this Agreement shall be binding upon and inure to the benefit of both parties and their respective legal representatives, successors, and assigns.

XI. LIABILITY

11.1 Each party shall be responsible for its own acts and omissions and those of its officers, employees, and agents.

11.2 CCISD does not waive governmental immunity and shall not indemnify FDISD.

11.3 To the extent permitted by law, FDISD shall be responsible for claims arising from its own negligence or misconduct.

XII. SIGNATURES

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT

By: _____ Date: _____

Dr. Brent Hawkins
Superintendent of Schools

FORT DAVIS INDEPENDENT SCHOOL DISTRICT

By: _____ Date: _____

Jason Crow
Superintendent of Schools

FINANCIAL ADDENDUM

1. FDISD shall provide an estimate of the number of students to be enrolled at the beginning of a school year (or the Agreement) by age and grade level.

2. CCISD shall perform a financial estimate on the additional funding to be generated by students in "1" above.

3. CCISD shall allocate to FDISD one-half of the estimated additional funding generated by FDISD students in "1" above.

4. CCISD shall retain an administrative fee of five percent (5%) from FDISD's allocation to provide both virtual and in person support of data collection, assessments, supplies, and other partnership related services.

5. Multi-Partner Adjustment. Consistent with Section 6.6.1 of the Agreement, if all Partners (approximately twenty-one (21), inclusive of FDISD) remain under arrangements with FDISD, CCISD shall first deduct (back out) the cost of the salary and benefits of the designated supervisor (Michelle and her crew) from the aggregate Partner allocations before applying the five percent (5%) administrative fee. If some Partners elect to partner with CCISD instead, the supervisor salary-and-benefits cost shall be prorated among the Partners remaining with FDISD, and the five percent (5%) fee shall then be applied to each remaining Partner's (including FDISD's) adjusted allocation. Final proration and calculations shall be documented in writing and agreed by the Parties prior to the start of each school year or as soon as practicable after Partner elections are known. The Parties acknowledge that the exact number of Partners and the identity of the designated supervisor may change from year to year; the principles of full back-out (when all Partners remain with FDISD) versus proration (when some Partners come to CCISD) shall continue to apply.

6. FDISD may choose to access their allocation via transfer of staff salaries and benefits costs to CCISD, agreement payments from CCISD on a monthly/quarterly basis, technology and/or security equipment, or any combination of these items. If the total FDISD allocation is less than the salaries and benefits for a staff member, then CCISD may provide FDISD allocation as an agreement payment option only. Initial payment from CCISD will be received no later than the end of May 2025.

7. CCISD will conduct a "settle-up" calculation of the total funds generated by FDISD students after the conclusion of the school year and after receiving the Near Final Summary of Finance report from TEA for the completed school year. One-half (1/2) of any amounts generated by FDISD students over the initial estimate shall be paid to FDISD not later than the end of November of the following school year, or as otherwise negotiated by FDISD and CCISD.

8. Any staff of FDISD transferred to employment with CCISD shall have an addendum to their contracts stipulated employment with CCISD ends when the negotiated Agreement between CCISD and FDISD ends or is terminated.

9. CCISD and FDISD may choose to negotiate the details of FDISD allocation payments ninety (90) days prior to the beginning of the next school year and renewal of this Agreement. Any negotiated changes to the financial arrangement details shall be included in the new Agreement.

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Date:	8/10/2026	Presented By:	Dr. Hawk
Subject:	Consideration to approve Early Education Partnership between CCISD and Greenspace Learning	Related Page(s)	Attached

Action

BOARD GOAL:

BACKGROUND INFORMATION:
This contract is part of the public private partnerships with Greenspace Learning

RECOMMENDATION:
Motion, second, vote

BOARD ACTION REQUIRED

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EARLY CHILDHOOD EDUCATION PARTNERSHIP AGREEMENT BETWEEN COPPERAS COVE INDEPENDENT SCHOOL DISTRICT AND GREEN SPACE LEARNING LLC

STATE OF TEXAS §
§
COUNTY OF CORYELL §

This Early Childhood Education Partnership Agreement (this "Agreement") is entered into between the **Copperas Cove Independent School District** ("CCISD"), a political subdivision of the State of Texas, by and through its Board of Trustees, and **Green Space Learning LLC** ("GSP"), a Texas limited liability company, collectively referred to as the "Parties." This Agreement shall become effective upon the date of execution by both Parties.

RECITALS

WHEREAS, CCISD is an independent school district located in Copperas Cove, Coryell County, Texas, organized and operating pursuant to the Texas Education Code;

WHEREAS, GSP is a Texas limited liability company whose stated mission includes providing and administering high-quality pre-kindergarten instructional and educational services in accordance with Texas Education Code Chapter 29, Subchapter E-1, and applicable Texas Administrative Code provisions;

WHEREAS, GSP has entered into, or is in the process of entering into, a Memorandum of Understanding (the "Developer MOU") with Vista at Culebra, L.P. (the "Developer"), pursuant to which GSP will establish and operate a free, high-quality pre-kindergarten program (the "Program") at a dedicated Pre-K Space to be constructed within the Vista at Culebra multifamily housing development located at or near the intersection of Culebra Road and Arcadia Creek in San Antonio, Texas (the "Project");

WHEREAS, Section 5(a) of the Developer MOU requires GSP to enter into and maintain a partnership with an independent school district or open-enrollment charter school for purposes of establishing and operating a high-quality pre-kindergarten program in compliance with Texas Education Code Chapter 29, Subchapter E-1, and 10 Texas Administrative Code Section 11.101(b)(5)(C)(i)(I), as a condition of GSP's ongoing obligations under the Developer MOU and the long-term lease to be executed between GSP and the Developer (the "Lease");

WHEREAS, GSP has represented to CCISD that it is either accredited by the National Association for the Education of Young Children ("NAEYC") or meets all ten (10) standards established by the National Institute for Early Education Research ("NIEER"), and that it will maintain such accreditation or compliance throughout the term of this Agreement;

WHEREAS, CCISD, as an independent school district, is a qualifying educational institution authorized to enter into a partnership agreement of this nature under Texas Education Code Chapter 29, Subchapter E-1;

WHEREAS, CCISD desires to enter into this Agreement for the limited purpose of serving as the qualifying independent school district partner as required by Section 5(a) of the Developer MOU and applicable law, subject to the terms, conditions, limitations, and protections set forth herein;

WHEREAS, CCISD's participation in this Agreement shall not constitute CCISD's assumption of any operational, financial, facility, employment, or programmatic obligation under the Developer MOU or the Lease, to which CCISD is not a party and under which CCISD assumes no obligations;

WHEREAS, the Parties intend to operate their respective roles under this Agreement in a coordinated manner to (1) maximize the delivery of high-quality early childhood educational services to eligible children served by the Program, (2) ensure compliance with applicable state and federal law, (3) protect the legal and reputational interests of CCISD, and (4) define with clarity the scope, limitations, and duration of CCISD's participation;

NOW, THEREFORE, in consideration of the mutual covenants, representations, and agreements set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

ARTICLE I — TERM

1.1 The initial term of this Agreement shall commence on July 14, 2026 and shall end on August 31, 2027.

1.2 Following the expiration of the initial term, this Agreement may be renewed upon the mutual written agreement of the Parties for successive one-year terms commencing on September 1 2027 of each calendar year, subject to CCISD Board of Trustees approval of each renewal term. Renewal is not automatic and shall not occur without affirmative written action by both Parties.

1.3 Notwithstanding any other provision of this Agreement, CCISD reserves the unilateral right to terminate this Agreement at any time, for any reason or for no reason, upon thirty (30) days' prior written notice to GSP, without penalty, without liability to GSP or any third party, and without any obligation to provide a statement of reasons for such termination to GSP, the Developer, Vista at Culebra, L.P., the Texas Department of Housing and Community Affairs ("TDHCA"), or any other entity. CCISD's exercise of this termination right shall not constitute a breach of this Agreement.

1.4 GSP shall have the right to terminate this Agreement upon sixty (60) days' prior written notice to CCISD. GSP's termination of this Agreement shall not give rise to any claim against CCISD by GSP, the Developer, or any third party.

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1.5 Upon termination or expiration of this Agreement, the Parties agree to return all records (whether business or educational), property, or unused or unearned funds to the lawful owner or custodian of the same within thirty (30) days of the effective termination or expiration date. As used herein, "educational record" means those records, files, documents, and other materials that (1) contain information directly related to a student and (2) are maintained by an educational agency or institution or by a person acting for such agency or institution, in accordance with 20 U.S.C. § 1232g(a)(4). The term "records" means any information recorded in any way, including but not limited to handwriting, print, computer media, video or audio tape or recording, and film, in accordance with 34 C.F.R. § 99.3.

1.6 CCISD's termination of this Agreement shall not, under any circumstances, give rise to any financial liability on the part of CCISD to GSP, the Developer, Vista at Culebra, L.P., TDHCA, the Texas Commissioner of Education, the Internal Revenue Service, Bank of America, or any investor, lender, or creditor of the Developer or GSP, whether arising from tax credit recapture, lease termination, Developer MOU default, or any other theory of recovery. GSP expressly acknowledges and agrees that CCISD's termination rights under this Agreement are unconditional and that GSP assumes all risk associated with CCISD's exercise of such rights.

ARTICLE II — NATURE AND SCOPE OF PARTNERSHIP

2.1 Purpose of Partnership. CCISD enters into this Agreement for the sole and limited purpose of serving as the qualifying independent school district partner required by Section 5(a) of the Developer MOU and Texas Education Code Chapter 29, Subchapter E-1. CCISD's participation in this Agreement is expressly conditioned upon (a) the legal viability of an out-of-region independent school district partnership of this nature under applicable Texas law and Texas Education Agency ("TEA") guidance, and (b) GSP's maintenance of all qualifications and representations set forth in this Agreement.

2.2 Scope Limitation. CCISD's role under this Agreement is strictly limited to:

(a) Serving as the qualifying independent school district partner for purposes of Section 5(a) of the Developer MOU and applicable law;

(b) Providing the oversight, collaboration, and reporting functions expressly described in this Agreement;

(c) Admitting eligible students into CCISD's educational programs as described in Article III of this Agreement, to the extent such students are identified and enrolled in accordance with applicable law.

2.3 Non-Assumption of Developer MOU and Lease Obligations. CCISD is not a party to the Developer MOU or the Lease. CCISD assumes no obligations, liabilities, or responsibilities under the Developer MOU or the Lease, including without limitation any obligation to pay rent, maintain the Pre-K Space, obtain insurance for the benefit of the Developer, indemnify the Developer, surrender the Pre-K Space, or certify to TDHCA regarding GSP's withdrawal from the

Project. Nothing in this Agreement shall be construed to make CCISD a party to, or a guarantor of, any obligation of GSP under the Developer MOU or the Lease.

2.4 No Operational Authority. CCISD shall not be the operator of the Program. GSP is solely responsible for all operational aspects of the Program, including but not limited to staffing, enrollment, curriculum implementation, facility management, family communication, health and safety compliance, and compliance with all applicable licensing requirements for childcare or educational facilities. CCISD's exercise of oversight rights under this Agreement does not constitute operational control of the Program.

2.5 No Employment Relationship. Nothing in this Agreement creates an employment relationship between CCISD and any employee, contractor, agent, or volunteer of GSP. GSP is solely responsible for all employment decisions, compensation, benefits, credentialing, and background checks for all persons providing services at or in connection with the Program.

2.6 Single-Site Limitation. This Agreement applies solely to the Program at the Vista at Culebra Project located at or near the intersection of Culebra Road and Arcadia Creek in San Antonio, Texas. This Agreement does not authorize CCISD's partnership status to be used, referenced, or represented in connection with any other development, project, program, or housing tax credit application, whether proposed by the Developer, GSP, or any affiliated or unaffiliated third party. Any future development or program site shall require a separate written agreement approved by the CCISD Board of Trustees.

2.7 Use of CCISD Name and Identity. GSP shall not use CCISD's name, logo, official seal, or any other CCISD identifying marks in any compliance submission, media release, marketing material, grant application, regulatory filing, investor communication, or public statement without CCISD's prior written approval for each specific use. CCISD reserves the right to withhold or withdraw such approval at any time in its sole discretion. GSP shall promptly remove or correct any unauthorized use of CCISD's name or identity upon written notice from CCISD.

ARTICLE III — STUDENT ADMISSION

3.1 CCISD may, at its sole administrative discretion and in compliance with applicable state and federal law, admit into CCISD eligible students participating in the Program who meet the eligibility criteria set forth in this Article III. Admission of any student is subject to CCISD's standard enrollment processes and Board policies.

3.2 Admission for qualifying Pre-Kindergarten funding purposes is limited to students who are not younger than three (3) years of age as of September 1 of the school year for which enrollment is sought.

3.3 Pursuant to Texas Education Code § 29.153(b), a student seeking admission as a three-year-old or four-year-old into Pre-Kindergarten shall be eligible for admission if the student meets one or more of the following statutory eligibility criteria:

(a) the student is unable to speak and comprehend the English language; or

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(b) the student is educationally disadvantaged (meaning a student eligible to participate in the national free or reduced-price lunch program); or

(c) the student is homeless, as defined by 42 U.S.C. § 11434a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or

(d) the student is the child of an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or

(e) the student is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or

(f) the student is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Texas Family Code § 262.201; or

(g) the student is the child of a person eligible for the Star of Texas Award as: (i) a peace officer under Texas Government Code § 3106.002; (ii) a firefighter under Texas Government Code § 3106.003; or (iii) an emergency medical first responder under Texas Government Code § 3106.004.

3.4 A student enrolled pursuant to this Article shall not pay tuition to CCISD.

3.5 GSP shall notify CCISD of all students enrolled in the Program who may be eligible for CCISD enrollment and shall cooperate with CCISD's enrollment and data collection processes. GSP shall not represent to any family that a student has been enrolled in CCISD without CCISD's written confirmation of enrollment.

ARTICLE IV — DUTIES OF CCISD

4.1 CCISD shall provide, to the extent required by law and applicable to students dually enrolled in CCISD and the Program, the required hours of daily instruction meeting or exceeding all TEA requirements for High-Quality Pre-Kindergarten programs under Texas Education Code Chapter 29, Subchapter E-1.

4.2 CCISD may, at its discretion and upon the recommendation of GSP, provide one or more teachers holding the required certificate issued by the State Board for Educator Certification, or an acceptable equivalent, for students enrolled in the Program. The number of certificated teachers, if any, shall be determined by CCISD in accordance with applicable law and District staffing policies. Any CCISD staff placed at the Program site shall remain subject to CCISD's administrative authority, policies, and employment conditions, provided that GSP shall maintain

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daily site-level administrative authority over the scheduling and coordination of such staff during program hours.

4.3 CCISD shall reimburse GSP for the documented cost of providing a substitute teacher for any CCISD-employed teacher's absence when applicable. GSP shall submit requests for reimbursement in accordance with CCISD's standard policies and procedures for reimbursement of expenses.

4.4 CCISD shall provide curriculum and instructional materials necessary to support instructional requirements applicable to enrolled students, including but not limited to instruction in cognitive, physical, and social development, as required by Texas Education Code Chapter 29, Subchapter E-1.

4.5 CCISD shall provide technology resources reasonably necessary to support the instructional activities of CCISD-enrolled students participating in the Program, subject to CCISD's technology policies and available inventory.

4.6 CCISD shall comply with all Child Find obligations under applicable federal law, including the Individuals with Disabilities Education Act ("IDEA"), with respect to students enrolled in or referred through the Program.

4.7 CCISD shall collaborate with GSP to ensure the delivery of a free, appropriate public education for eligible students who qualify for special education and related services under the IDEA or who receive accommodations under Section 504 of the Rehabilitation Act of 1973, in accordance with CCISD's obligations under applicable law.

4.8 CCISD shall provide personnel to participate in at least one (1) monthly meeting with GSP's designated administrator(s) to ensure coordination and collaboration between the Parties regarding program operations, student progress, and compliance.

4.9 CCISD shall provide assessment and progress monitoring tools to report student progress and achievement to parents, guardians, and GSP, in accordance with applicable law and CCISD's standard assessment practices.

4.10 CCISD shall provide a qualified supervisor to ensure compliance with Texas Education Code § 29.167 regarding High-Quality Curriculum and Teacher Requirements for Pre-Kindergarten, to the extent applicable to the Program.

4.11 CCISD shall not provide transportation to students enrolled in the Program unless required by a student's individualized education program ("IEP") or otherwise required by applicable law.

4.12 CCISD is the direct recipient of any applicable federal and state education funds generated by students enrolled in CCISD through this Agreement. Any payment made by CCISD to GSP pursuant to this Agreement shall constitute a contract service fee and shall not constitute a grant or gift of public funds.

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4.13 CCISD shall maintain records sufficient to document its oversight activities, student enrollment, and compliance with applicable law throughout the term of this Agreement.

ARTICLE V — DUTIES OF GSP

5.1 GSP shall establish and operate the Program at the Pre-K Space within the Vista at Culebra Project, at GSP's sole cost and expense, in compliance with all applicable federal and state laws and regulations, including without limitation Texas Education Code Chapter 29, Subchapter E-1, applicable TDHCA requirements, and all applicable licensing requirements for childcare and early childhood education facilities in the State of Texas.

5.2 GSP shall provide classroom and common space at the Program site in compliance with all applicable state and federal laws and regulations governing early childhood education and childcare facilities. CCISD shall have no obligation to provide, fund, lease, or maintain any facility associated with the Program.

5.3 GSP shall provide all furniture, fixtures, and equipment necessary for the establishment and operation of the Program at GSP's sole cost and expense, including but not limited to classroom furniture, learning materials, and playground equipment appropriate for the age group served. CCISD shall have no obligation to provide, fund, or maintain any furniture, fixtures, or equipment for the Program.

5.4 GSP shall employ appropriately qualified and credentialed personnel to deliver the Program during all hours of operation. Programs operated by GSP during those portions of the day when CCISD is providing direct instruction shall be staffed in a manner that complies with all applicable CCISD Board policies and regulations, as well as applicable state and federal law.

5.5 GSP shall employ appropriate personnel to collect all data and documents required by state or federal law applicable to students enrolled in CCISD through this Agreement. Such personnel shall ensure the timely entry of all required data into CCISD's designated student information system (currently Ascender), or any successor system designated by CCISD. Required data includes but is not limited to: vaccination records, eligibility documentation for free or reduced-price lunch, enrollment forms, birth certificates, social security numbers (where required), parental permissions, and contact information. In certain circumstances, electronic or in-person delivery of data and documents to CCISD will be acceptable as agreed upon by the Parties. If mutually agreed by the Parties, designated GSP personnel may also serve as the "Teacher of Record" for entering daily attendance.

5.6 GSP shall ensure that daily attendance data is entered into CCISD's designated student information system or delivered by other mutually acceptable means, by a designated "Teacher of Record," if a separate individual from the person designated under Section 5.5 is required for such purpose.

5.7 GSP shall work with CCISD to align the Program's daily class schedule and school calendar as closely as practicable with the CCISD school calendar. Variations in GSP's program calendar shall be made in coordination with CCISD's designated administrator.

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5.8 GSP shall conduct vision and hearing screenings of students enrolled in the Program as required by, and in compliance with, applicable Texas law. GSP's designated personnel shall ensure timely entry of data from such screenings as required by Texas law.

5.9 GSP shall employ appropriate personnel to coordinate enrollment and health screening data entry with CCISD's PEIMS Coordinator.

5.10 GSP shall provide written certification to CCISD, prior to the commencement of each school year term (and within ten (10) days of the hiring of any new personnel during the term), that GSP has conducted a criminal background history check on all officers, employees, volunteers, and contractors who will enter the Program facility or have contact with students, in compliance with CCISD Board Policy DBAA(LEGAL) and DBAA(LOCAL) and applicable Texas law. GSP shall not knowingly permit any individual to provide services to the Program, or to have access to students, who has a history of criminal conduct that is unacceptable under District Board Policy, Texas law, or reasonable professional expectations for an educational environment, including without limitation any violent or sexual offenses.

5.11 GSP shall maintain, throughout the term of this Agreement, NAEYC accreditation or compliance with all ten (10) NIEER quality standards, as represented in Article VII of this Agreement. GSP shall notify CCISD in writing within five (5) business days of any lapse, suspension, revocation, or threat of revocation of GSP's NAEYC accreditation, or of any circumstance that may cause GSP to fall out of compliance with NIEER standards.

5.12 GSP shall notify CCISD in writing within five (5) business days of: (a) any material change in GSP's financial condition that may affect its ability to operate the Program; (b) any licensing action, regulatory inquiry, or enforcement proceeding initiated by any state or federal agency with respect to GSP or the Program; (c) any safety incident, child abuse allegation, or law enforcement involvement at the Program site; (d) any termination, default, or material dispute under the Developer MOU or the Lease; or (e) any circumstance that may cause GSP to fail to satisfy the partnership requirements of Section 5(a) of the Developer MOU.

5.13 GSP shall, on an annual basis and not later than September 30 of each year, provide CCISD with a written annual report detailing: (a) Program enrollment by age group and demographic category; (b) student outcomes and progress data; (c) staffing levels and credentialing status; (d) NAEYC accreditation or NIEER compliance status; (e) any incidents, complaints, or regulatory actions during the prior year; (f) the status of the Developer MOU and the Lease; and (g) any changes to GSP's corporate structure, ownership, or financial condition.

5.14 GSP shall afford CCISD's designated representatives the right to inspect and monitor the Program at any time during normal business hours, upon twenty-four (24) hours' advance written notice, and immediately in the event of a safety emergency or a reasonable belief of regulatory non-compliance. CCISD's inspection rights shall include the right to review Program records, observe instruction, and interview staff, subject to applicable student privacy laws.

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5.15 GSP shall provide appropriate personnel to participate in at least one (1) monthly meeting with CCISD's designated administrator(s) to ensure coordination and collaboration between the Parties regarding Program operations, student progress, and compliance with this Agreement.

5.16 GSP shall, upon CCISD's written request, promptly provide CCISD with copies of the Developer MOU, the Lease (when executed), any TDHCA compliance submissions that reference CCISD or the partnership, and any correspondence from TDHCA, TEA, or the Texas Commissioner of Education that references CCISD or the Program.

5.17 GSP reserves the right to submit, approve, use, or edit program materials that align with GSP's educational mission and values, provided that no such materials may reference CCISD without CCISD's prior written approval as required by Section 2.7 of this Agreement.

ARTICLE VI — JOINT DUTIES

6.1 The Parties shall provide and support the delivery of an early childhood program utilizing evidence-based and developmentally appropriate early childhood teaching practices, consistent with the requirements of Texas Education Code Chapter 29, Subchapter E-1.

6.2 The Parties shall coordinate and collaborate regarding instruction, shared resources, and services to meet the educational and developmental needs of students enrolled in the Program.

6.3 The Parties shall develop and implement standardized daily instructional schedules that promote efficiency in staffing and provide each Party with the opportunity to fulfill all daily requirements of their respective programs.

6.4 The Parties shall monitor Program operations to prevent duplication of efforts and inefficient use of resources.

6.5 The Parties shall provide academic program offerings and sequencing of instruction to ensure that daily instructional activities are mutually supportive and align with the shared educational goals and applicable state standards.

6.6 The Parties shall collaborate on a regular basis — not less than monthly — to discuss the progress of this Agreement, Program outcomes, and any concerns regarding compliance, student welfare, or operational coordination.

6.7 The Parties shall collectively analyze and share program and student data for appropriate planning and improvement, subject to applicable student privacy laws, including the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, and the Texas Student Privacy Act.

6.8 The Parties shall routinely collaborate to meet student attendance goals and to address barriers to attendance for enrolled families.

6.9 The Parties shall collaborate on family services, parent engagement activities, and home visit coordination, to the extent applicable to students enrolled in CCISD through the Program.

ARTICLE VII — REPRESENTATIONS AND WARRANTIES OF GSP

7.1 Partnership Representation. GSP represents, warrants, and certifies to CCISD, as of the effective date of this Agreement and on a continuing basis throughout its term, that GSP has entered into the Developer MOU with Vista at Culebra, L.P. for the purpose of establishing and operating the Program, and that this Agreement satisfies the requirement of Section 5(a) of the Developer MOU that GSP maintain a partnership with an independent school district or open-enrollment charter school. GSP shall promptly notify CCISD in writing of any material modification to the Developer MOU or the Lease that affects CCISD's obligations, rights, or status under this Agreement.

7.2 Accreditation and Quality Standards. GSP represents, warrants, and certifies to CCISD that, as of the effective date of this Agreement, GSP is either:

(a) accredited by the National Association for the Education of Young Children ("NAEYC"), or

(b) in compliance with all ten (10) standards established by the National Institute for Early Education Research ("NIEER").

GSP shall maintain such accreditation or compliance, as applicable, in good standing throughout the term of this Agreement, and shall provide CCISD with written evidence of current accreditation status or NIEER compliance upon CCISD's request and not less than annually.

7.3 Corporate Standing. GSP represents and warrants that it is a limited liability company duly organized, validly existing, and in good standing under the laws of the State of Texas; that it has full authority to enter into and perform this Agreement; and that this Agreement has been duly authorized by all necessary action of GSP's governing members or managers.

7.4 Financial Capacity. GSP represents and warrants that it has the financial capacity, operational capability, and qualified personnel necessary to establish and operate the Program as contemplated by this Agreement and the Developer MOU, and that it is not presently subject to any bankruptcy proceeding, receivership, or assignment for the benefit of creditors.

7.5 Legal Compliance. GSP represents and warrants that the Program will be established and operated in compliance with all applicable federal and state laws and regulations, including without limitation Texas Education Code Chapter 29, Subchapter E-1; applicable TDHCA requirements; applicable childcare licensing requirements under Texas Health and Safety Code Chapter 42; applicable OSHA, building code, fire code, and life safety requirements; and all applicable federal civil rights laws.

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7.6 No Conflicting Obligations. GSP represents and warrants that entering into this Agreement does not conflict with any other agreement, obligation, or legal restriction to which GSP is subject.

7.7 Ongoing Nature of Representations. The representations and warranties set forth in this Article VII shall constitute ongoing covenants of GSP throughout the term of this Agreement. GSP's material breach of any representation or warranty, if not cured within thirty (30) days following written notice from CCISD, shall constitute a default under this Agreement and shall entitle CCISD to terminate this Agreement pursuant to Article I.

ARTICLE VIII — FINANCING THE PROGRAMS

8.1 CCISD shall retain all funds allocated to CCISD under the Texas Foundation School Program, Texas Education Code Chapters 48 and 49, generated by students enrolled in CCISD through this Agreement.

8.2 CCISD shall retain all other state grant funds generated by CCISD for the operation of any state programs for which CCISD becomes eligible through the enrollment of students pursuant to this Agreement.

8.3 CCISD shall retain all federal educational funds (excluding food service funds, to the extent applicable) earned by CCISD for the operation of any federal programs for which CCISD becomes eligible through the enrollment of students pursuant to this Agreement.

8.4 CCISD shall retain any other gifts or grant funds received by CCISD for the operation of any of its programs or for which CCISD becomes eligible through the enrollment of students pursuant to this Agreement.

8.5 CCISD shall calculate the initial extra funding generated by GSP students at the beginning of the school year (or the Agreement if after the school year has started) and establish an allocation for GSP at a rate not to exceed one-half (1/2) of the Basic Allotment for students in K-2, and one fourth (1/4) of the Basic Allotment for qualifying students in Pre-K, approved by the State of Texas from the Foundation School Program for the instructional year, according to the addendum detailing the financial arrangements.

8.6 CCISD shall retain an administrative fee of five percent (.05) from the GSP allocation to provide both virtual and in person support of data collection, assessment support, and other partnership related services.

8.7 CCISD shall make available to GSP the amount of funding as calculated above for the school year according to an agreed upon combination of: monthly or quarterly agreement payments; staff salary(ies) and benefits; and technology devices.

8.8 CCISD shall perform a "settle-up" calculation upon receiving the CCISD final summary of finance from TEA upon completion of academic school year. One-half (1/2) of any funding

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generated in excess of the initial calculated funds generated by GSP students shall be sent to GSP no later than the end of November of the following school year.

8.9 GSP may retain all funds for wrap-around services provided to students enrolled in the Program that are not funded through CCISD under this Agreement.

8.10 GSP may retain all funds received from the operation of the food service program and any additional funds granted by the Texas Workforce Commission for child-care subsidies, to the extent applicable.

8.12 GSP may retain any and all other gifts and grants awarded directly to GSP.

8.13 GSP shall not receive, retain, or seek funding for the same student, instructional time, or educational services under both this Agreement and any Texas Education Freedom Account ("TEFA") or similar state-funded education savings account program. To the extent a student participating in this Agreement is also a beneficiary of a TEFA or similar program, GSP shall ensure that no costs, services, or instructional time funded through CCISD under this Agreement are also funded through TEFA. GSP shall maintain records sufficient to demonstrate compliance with this section and shall provide such records to CCISD upon request. Any funds determined to have been received in violation of this section shall be promptly returned or credited as directed by CCISD.

8.14 GSP expressly acknowledges and agrees that CCISD is the direct recipient of all applicable state and federal education funds, and that any amounts shared with GSP under this Agreement constitute contract service fees paid in exchange for defined educational services. Under no circumstances shall any financial arrangement under this Agreement be construed as a grant, endowment, gift, or subsidy from CCISD to GSP.

8.15 CCISD assumes no financial obligation under the Developer MOU or the Lease. GSP shall be solely responsible for all costs and expenses associated with the Program, including without limitation rent (if any), utilities, insurance, maintenance, FF&E, staffing, and compliance with all applicable licensing and regulatory requirements, consistent with GSP's obligations under the Developer MOU and the Lease.

ARTICLE IX — PROGRAM LOCATION

9.1 GSP shall operate the Program at the Pre-K Space located within the Vista at Culebra multifamily housing development, at or near the intersection of Culebra Road and Arcadia Creek, San Antonio, Texas.

9.2 The Parties acknowledge that the Pre-K Space is to be constructed by the Developer pursuant to the Developer MOU and that CCISD has no ownership, leasehold, or other property interest in the Pre-K Space. CCISD has not inspected and does not warrant the suitability of the Pre-K Space for the purposes of the Program. GSP assumes full responsibility for ensuring that the Pre-K Space, upon delivery by the Developer, is suitable for the Program and complies with all applicable laws and regulations governing early childhood education and childcare facilities.

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9.3 GSP shall notify CCISD in writing of any change to the Program's location, including any relocation of the Program within or outside the Vista at Culebra Project. Any relocation of the Program shall require CCISD's prior written consent, which may be withheld in CCISD's sole discretion, and shall require an amendment to this Agreement executed by both Parties.

ARTICLE X — INSURANCE

10.1 GSP shall, at all times during the term of this Agreement, at its own cost and expense, obtain, carry, and maintain the types and amounts of insurance coverage required under applicable Texas law and the Developer MOU, including without limitation:

(a) Commercial general liability insurance, with limits of not less than **[INSERT MINIMUM COVERAGE AMOUNT]** per occurrence and **[INSERT AGGREGATE AMOUNT]** in the aggregate;

(b) Property insurance covering the Pre-K Space and all FF&E, in amounts not less than the full replacement cost of the covered property;

(c) Workers' compensation insurance as required by Texas law;

(d) Professional liability or errors and omissions insurance with limits of not less than **[INSERT MINIMUM COVERAGE AMOUNT]**; and

(e) Any additional insurance required by the Developer MOU or the Lease.

10.2 All insurance policies maintained by GSP pursuant to this Article X shall:

(a) name CCISD as an additional insured on all commercial general liability and property policies;

(b) include a waiver of subrogation in favor of CCISD;

(c) provide that coverage shall not be cancelled, non-renewed, or materially modified without at least thirty (30) days' prior written notice to CCISD; and

(d) be placed with insurers authorized to do business in the State of Texas.

10.3 GSP shall provide CCISD with certificates of insurance evidencing the coverages required by this Article X prior to the commencement of Program operations and upon each annual renewal of any required policy. CCISD's right to be named as an additional insured does not alter or expand CCISD's liability under this Agreement or applicable law.

10.4 CCISD shall, at all times during the term of this Agreement, at its own cost and expense, carry and maintain the types and amounts of insurance coverage required under applicable Texas law for a political subdivision of the State of Texas in connection with CCISD's obligations under

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this Agreement, subject to CCISD's statutory rights regarding governmental immunity and self-insurance.

ARTICLE XI — INDEMNIFICATION AND LIABILITY

11.1 Each Party shall be responsible for its own acts and omissions and those of its respective officers, employees, agents, contractors, and volunteers.

11.2 CCISD Governmental Immunity. CCISD does not waive, and shall not be deemed to have waived, any governmental immunity or any other immunity or defense available to CCISD as a political subdivision of the State of Texas against claims arising from the exercise of governmental powers and functions. Nothing in this Agreement shall be construed as a waiver of sovereign immunity under Texas law.

11.3 GSP Indemnification of CCISD. To the fullest extent permitted by law, GSP shall defend, indemnify, and hold harmless CCISD and its Board of Trustees, officers, administrators, employees, agents, and representatives (collectively, "CCISD Indemnitees") from and against any and all claims, actions, causes of action, demands, losses, damages, liabilities, costs, and expenses of whatever kind or nature, including reasonable attorneys' fees and court costs, arising from or related to:

(a) GSP's establishment, operation, or administration of the Program;

(b) GSP's use and occupancy of the Pre-K Space;

(c) GSP's obligations under the Developer MOU or the Lease;

(d) the acts, omissions, negligence, or misconduct of GSP or its officers, employees, agents, contractors, volunteers, students, or invitees;

(e) any breach by GSP of any representation, warranty, covenant, or obligation under this Agreement;

(f) any regulatory action, enforcement proceeding, or compliance failure by or against GSP under applicable law;

(g) any claim by the Developer, TDHCA, Bank of America, or any investor, lender, or creditor of the Developer or GSP arising from CCISD's exercise of its rights under this Agreement, including without limitation CCISD's exercise of its termination rights under Article I; or

(h) any tax credit recapture, developer default, lease termination, or TDHCA compliance failure arising from or related to GSP's failure to perform its obligations under the Developer MOU or the Lease;

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provided, however, that GSP's indemnification obligations shall not apply to claims arising solely and directly from the gross negligence or willful misconduct of CCISD Indemnitees.

11.4 No Third-Party Beneficiaries. This Agreement is for the sole benefit of the Parties and their respective permitted successors and assigns. Nothing in this Agreement, express or implied, is intended to or shall confer upon any other person or entity any legal or equitable right, benefit, or remedy of any nature under or by reason of this Agreement. The Developer, Vista at Culebra, L.P., TDHCA, Bank of America, and any investor, lender, or creditor of the Developer or GSP are not third-party beneficiaries of this Agreement.

ARTICLE XII — NOTICES

12.1 All correspondence and communications regarding this Agreement shall be directed to:

For CCISD:

Dr. Brent Hawkins
Superintendent of Schools
Copperas Cove Independent School District
408 S. Main Street
Copperas Cove, Texas 76522

For GSP:

Audrey Rowland
Green Space Learning LLC
2630 S Polaris Drive
Fort Worth, Texas 76137

12.2 Notices provided pursuant to this Agreement must be in writing and either: (a) hand-delivered; (b) transmitted by electronic means with written confirmation of receipt; or (c) sent by United States certified mail, return receipt requested. Notice shall be deemed delivered upon receipt.

12.3 Either Party may update its notice information by providing written notice to the other Party in accordance with this Article XII. Changes to CCISD's notice information shall require Board authorization if the change involves a different authorized representative.

ARTICLE XIII — CONFIDENTIALITY AND STUDENT PRIVACY

13.1 The Parties acknowledge the confidential nature of the data and information involved in the transactions contemplated by this Agreement, and particularly of student information protected by applicable federal and state law.

13.2 The Parties agree to maintain the confidentiality of all confidential information, including student records, to the full extent required by applicable federal and state law, including without

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limitation FERPA, 20 U.S.C. § 1232g; the Texas Student Privacy Act; and applicable provisions of the Texas Education Code.

13.3 GSP shall not disclose any student-level data, enrollment information, or other personally identifiable student information to the Developer, TDHCA, Bank of America, or any investor, lender, or other third party, without the prior written consent of CCISD and in compliance with applicable student privacy law.

13.4 GSP shall maintain a data security program appropriate to the sensitivity of the student data handled in connection with the Program and shall promptly notify CCISD of any actual or suspected data breach involving student information maintained in connection with this Agreement.

ARTICLE XIV — MISCELLANEOUS PROVISIONS

14.1 CCISD and GSP will coordinate efforts to maximize the delivery of education and services to students enrolled in the Program.

14.2 This Agreement does not restrict CCISD from participating in similar agreements with other public or private agencies, organizations, or individuals, subject to applicable law and Board policy.

14.3 This Agreement does not and shall not create a principal-agent relationship, partnership, joint venture, or employment relationship between the Parties, nor does it authorize either Party to serve as the legal representative or agent of the other. Neither Party shall have any right or authority to assume, create, or incur any liability or obligation of any kind, express or implied, in the name of or on behalf of the other Party, except as expressly stated in this Agreement.

14.4 CCISD does not and shall not waive any sovereign immunity or any immunity or defense otherwise available to CCISD against claims arising from the exercise of governmental powers and functions.

14.5 Dispute Resolution. If a dispute arises regarding the interpretation, implementation, or enforcement of this Agreement, the Parties shall, prior to initiating legal proceedings, submit the dispute to nonbinding mediation at CCISD's central administrative office in Copperas Cove, Texas, or by a mutually agreed virtual platform. Each Party shall bear its own costs of mediation unless otherwise agreed in writing.

14.6 This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, as to both interpretation and performance, without regard to the conflicts of law principles of Texas or any other jurisdiction.

14.7 The Parties expressly agree that the exclusive venue and place of trial for any action brought under, in connection with, or in any way related to this Agreement shall be in the state district courts of Coryell County, Texas. The Parties hereby waive any and all objections to the agreed-upon venue.

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14.8 In the event of any suit or action arising out of or in connection with this Agreement, the prevailing Party in such proceedings shall be entitled to recover its reasonable attorneys' fees and court costs from the non-prevailing Party.

14.9 This Agreement contains the entire agreement of the Parties with respect to the subject matter hereof, and there are no other promises, conditions, understandings, or other agreements, whether oral or written, relating to the subject matter of this Agreement. This Agreement supersedes all prior discussions, representations, and understandings of the Parties regarding the subject matter hereof. This Agreement may be modified or amended only by a written instrument signed by both Parties and, in the case of CCISD, approved by the Board of Trustees.

14.10 If any provision of this Agreement shall be held to be invalid, illegal, or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court of competent jurisdiction finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision the Agreement would become valid and enforceable, then such provision shall be deemed written, construed, and enforced as so limited.

14.11 The provisions of this Agreement shall be binding upon and inure to the benefit of both Parties and their respective legal representatives, permitted successors, and permitted assigns.

14.12 No Assignment Without Consent. Neither Party shall assign this Agreement or any of its rights, benefits, or obligations hereunder to any third party without the prior written consent of the other Party, and any purported assignment without such consent shall be void and of no force or effect. For purposes of this section, a change in ownership, control, or membership of GSP shall be deemed an assignment requiring CCISD's prior written consent.

14.13 Force Majeure. Neither Party shall be in default under this Agreement to the extent that performance of its obligations is prevented or delayed by circumstances beyond its reasonable control, including without limitation acts of God, natural disaster, pandemic, or governmental order, provided that the affected Party provides written notice to the other Party within five (5) business days of the occurrence of such circumstances and uses commercially reasonable efforts to resume performance as soon as practicable.

14.14 Board Authorization. This Agreement has been duly authorized by the CCISD Board of Trustees pursuant to Board action taken on _____.

14.15 Counterparts; Electronic Signatures. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same agreement. Electronic signatures shall be deemed valid and binding to the same extent as original signatures.

[*Signature Page to Follow*]

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ARTICLE XV — SIGNATURES

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT

Signed by:
By: Brent Hawkins
Date: _____
Dr. Brent Hawkins
Superintendent of Schools
Copperas Cove Independent School District

GREEN SPACE LEARNING LLC

Signed by:
By: _____
Date: 7/28/2026
Audrey Rowland
CEO & Founder
Green Space Learning LLC

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EXHIBIT A — FINANCIAL ADDENDUM

1. GSP shall provide CCISD with an estimate of the number of students anticipated to be enrolled in the Program and in CCISD through this Agreement at the beginning of each school year (or upon the commencement of the Agreement, if after the school year has already begun), disaggregated by age and grade level.

2. CCISD shall perform a financial estimate of the additional Foundation School Program funding to be generated by the students identified in Item 1 above.

3. CCISD shall allocate to GSP one-half of the estimated additional funding generated by students enrolled through this Agreement.

4. CCISD shall retain an administrative fee of five percent (5%) from GSP's allocation to provide virtual and in-person support for data collection, assessments, supplies, and other partnership-related services.

5. GSP may access its allocation via one or more of the following mechanisms, subject to CCISD's approval: (a) transfer of staff salary and benefit costs to CCISD; (b) agreement payments from CCISD on a monthly or quarterly basis; (c) technology and/or security equipment; or any combination of the foregoing. If the total GSP allocation is less than the cost of a CCISD staff member's salary and benefits, then CCISD may provide GSP's allocation as an agreement payment only. Initial payment from CCISD shall be received by GSP no later than November 1, 2027.

6. CCISD shall conduct a settle-up calculation of the total funds generated by students enrolled through this Agreement after the conclusion of each school year and after receiving the Near Final Summary of Finance report from TEA for the completed school year. One-half (1/2) of any amounts generated above the initial estimate shall be paid to GSP no later than the end of November of the following school year, or as otherwise negotiated by the Parties.

7. Any staff of GSP transferred to employment with CCISD shall have an addendum to their employment contracts stipulating that their employment with CCISD shall end upon the termination or expiration of this Agreement.

8. The Parties may negotiate the details of the GSP allocation payments not less than ninety (90) days prior to the beginning of each successive school year term. Any negotiated changes to the financial arrangement shall be reflected in a written amendment to this Exhibit A, executed by both Parties and approved by the CCISD Board of Trustees.

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Date:	8/10/2026	Presented By:	Robert Turner
Subject:	MOU Between Copperas Cove ISD and Coryell Health EMS	Related Page(s)	See Attached

Action

BOARD GOAL:

Finance and Operations Goal—CCISD will exercise fiscal and operational responsibility.

BACKGROUND INFORMATION:

The Memorandum of Understanding (MOU) establishes a clinical affiliation between Copperas Cove ISD and Coryell Health EMS to provide supervised ambulance field clinical experiences for students enrolled in the Copperas Cove High School Career and Technical Education Emergency Medical Technician(EMT) Program in partnership with Lamar State College Orange. The agreement outlines the responsibilities of each party, student requirements, supervision, scheduling, insurance, confidentiality and the term of the agreement.

RECOMMENDATION:

Approve the Memorandum of Understanding(MOU) between Copperas Cove ISD and Coryell Health EMS.

BOARD ACTION REQUIRED

Motion-Second-Vote

MEMORANDUM OF UNDERSTANDING

Clinical Affiliation Agreement

Between
Copperas Cove Independent School District and Coryell Health EMS

Purpose

This MOU establishes a clinical affiliation between Copperas Cove ISD and Coryell Health EMS to provide supervised ambulance field clinical experiences for students enrolled in the Copperas Cove High School Career and Technical Education Emergency Medical Technician Program, offered in partnership with Lamar State College Orange. The purpose of this agreement is to provide students with required field clinical experiences necessary to satisfy Texas Department of State Health Services (DSHS), National Registry, and LSCO program requirements.

EMT Program

Students will complete required clinical experiences, including approximately 36 hours of ambulance ride-along experience with Coryell Health EMS. Emergency department clinical rotations required by the program may occur through separate agreements. Students remain EMT students and shall not function as licensed EMTs.

Responsibilities of CCISD

- Ensure students have completed prerequisite classroom instruction.
- Verify required immunizations, TB screening, CPR certification, background checks, drug screening (if required), HIPAA/confidentiality training, and other LSCO or clinical site requirements.
- Provide a clinical coordinator/instructor to coordinate scheduling, monitor student progress, and serve as the primary contact.
- Maintain documentation of student eligibility and applicable liability coverage.
- Ensure students comply with all Coryell Health EMS policies, dress standards, infection-control requirements, PPE requirements, and professional conduct expectations.

Copperas Cove ISD
408 S. Main St.
Copperas Cove, TX 76522

www.ccisd.com
254 547-1227 main
254 547-1542 fax

Responsibilities of Coryell Health EMS

- Provide supervised ambulance clinical experiences.
- Designate qualified EMS preceptors.
- Orient students to station operations, safety procedures, HIPAA requirements, documentation, and applicable policies.
- Permit students to observe and, when appropriate, perform approved skills under direct supervision.
- Evaluate student performance and complete required documentation.
- Retain the right to remove any student whose conduct, performance, or behavior jeopardizes patient care or agency operations.

Student Requirements

Current CPR certification; successful completion of prerequisite coursework; required health documentation; compliance with HIPAA; adherence to professional appearance and conduct; compliance with all safety and infection-control policies.

Supervision

Students shall always remain under direct supervision of an approved EMS preceptor. Students may only perform skills authorized by their educational program, Texas regulations, and the supervising preceptor.

Scheduling

Clinical schedules will be coordinated jointly by the CCISD clinical coordinator and Coryell Health EMS. Cancellations and schedule changes will be communicated as early as possible.

Insurance and Liability

CCISD shall maintain applicable liability coverage for participating students and provide evidence of coverage upon request. Students are not employees of Coryell Health EMS and are not entitled to compensation or employee benefits. Each party remains responsible for its own acts and omissions to the extent permitted by Texas law.

Confidentiality

Students shall comply with HIPAA, FERPA, and all applicable confidentiality requirements and may not disclose patient information.

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Term and Termination

This Agreement becomes effective upon the date of the last signature and shall remain in effect for one (1) school year unless terminated earlier. Either party may terminate this Agreement with thirty (30) days written notice. Students currently assigned to clinical rotations will be allowed to complete scheduled rotations when practical.

General Provisions

Nothing in this Agreement creates an employment relationship, partnership, or joint venture. This Agreement may be amended only by written agreement signed by both parties.

Signatures:

Copperas Cove ISD

Name: _____

Title: _____

Signature: _____

Date: _____

Coryell Health EMS

Name: _____

Title: _____

Signature: _____

Date: _____

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408 S. Main St.
Copperas Cove, TX 76522

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COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Date:	8/10/2026	Presented By:	Robert Turner
Subject:	MOU Between Copperas Cove ISD and Coryell Health EMS	Related Page(s)	See Attached

Action

BOARD GOAL:

Finance and Operations Goal—CCISD will exercise fiscal and operational responsibility.

BACKGROUND INFORMATION:

The Memorandum of Understanding (MOU) establishes a clinical affiliation between Copperas Cove ISD and Coryell Health EMS to provide supervised ambulance field clinical experiences for students enrolled in the Copperas Cove High School Career and Technical Education Emergency Medical Technician(EMT) Program in partnership with Lamar State College Orange. The agreement outlines the responsibilities of each party, student requirements, supervision, scheduling, insurance, confidentiality and the term of the agreement.

RECOMMENDATION:

Approve the Memorandum of Understanding(MOU) between Copperas Cove ISD and Coryell Health EMS.

BOARD ACTION REQUIRED

Motion-Second-Vote

Interlocal Agreement
Between the Copperas Cove Independent School District and the City of Copperas Cove regarding the Copperas Cove High School EMS Program

PREAMBLE:

The Parties to this Agreement ("Agreement") are the Copperas Cove Independent School District (the "District") and the City of Copperas Cove (the "City") (collectively referred to as the "Parties"). The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791, and Texas Education Code §44.031. This Agreement is made for the purpose of efficient and effective use of resources and is in the best economic interests of the Parties.

WHEREAS, the District and the City are political subdivisions of the State of Texas; and

WHEREAS, the Parties have identified certain common, legitimate public purposes in entering into this agreement; and

WHEREAS, the governing bodies of the District and the City have each met in legally convened open meetings and authorized their respective representatives to enter into this Agreement; and

WHEREAS, this agreement shall allow for the completion of required ambulance internship for students in the Copperas Cove High School/Lamar State College Orange EMS Program ("student participants") in accordance with the Texas Department of State Health Services (DSHS) requirements, Copperas Cove High School, and City of Copperas Cove Fire Department Guidelines.

NOW THEREFORE, the Parties for and in consideration of the covenants and agreements herein set forth to be kept and performed by them respectively have agreed to and do hereby agree together as follows:

I. GENERAL PROVISIONS

A. Program Scope: The Program established by this Agreement shall provide opportunities for student participants enrolled in the EMT certification program at Copperas Cove High School to participate in clinical activities with the CITY'S fire department. Students shall be classified as Emergency Medical Technician (EMT) trainees.
B. Limited Number of Trainees: No more than one trainee shall be allowed to participate per shift at each training station.
C. Volunteer Status: As the CITY is providing this Program as a public service and the benefits the Trainees shall provide to the CITY'S emergency services shall be negligible each and every Trainee authorized to participate in the Program under this Agreement shall be strictly volunteers and are not employees of the City. This means that no Trainee shall be entitled to payment or compensation, nor shall any Trainee be covered under the City's insurance or workers compensation, and nor shall a Trainee be entitled to any employee

benefits of any kind.

D. No Interference with Duties: Neither the District or any Trainee shall ever detract from the municipal duties or the education and training needs of the officers and employees of the CITY'S fire department. The District understands and agrees that the CITY'S fire department's participation in this Program shall never interfere with its primary mission and responsibility to the community.
E. No Fees or Payment. As the CITY'S Council finds there is a public benefit in the CITY'S participation in the Program neither the District nor the Trainees shall be required to make payment to the CITY in exchange for participation in the Program.
F. Term. The term of this Agreement shall begin on the Effective Date and shall end on September 30, 2027. This Agreement shall automatically renew annually on October 1st of each year until September 30, 2031, unless either Party notifies the other that the Agreement shall not be renewed and such notice is in writing and received by the non-notifying Party at least 30 days before the termination date.
G. Nondiscrimination. Selection for this training will be made without regard to race, sex, color, religion, creed, national origin, lawful political or other affiliation, marital status, age (other than legal minimum age limitations), sexual orientation, or physical disability. Physically disabled persons will not be provided benefits, service, or training that is different or separate from what is provided to others unless such action constitutes an unreasonable accommodation. A qualified physically disabled person will not otherwise be limited in the enjoyment of any right, privilege, advantage, or opportunity granted to others receiving the training and benefits of this agreement.
H. Termination. Either party may terminate this agreement by giving at least thirty (30) days' prior written notice of the effective date of termination. Except under unusual conditions, the notice will be given before the beginning of a training period. It is expressly understood that CITY may terminate or modify these arrangements at any time without notice to meet the municipal duties of its fire department.

The City Agrees To:

1. Accept students from Copperas Cove High School/Lamar State College Orange EMS Program for experience and instruction in Emergency Medical Practices and treatment by responding to actual emergency calls aboard mobile intensive care units. The EMS Director or their delegated representative shall regulate the number of students aboard any given vehicle(s).
2. Make available a variety of emergency experiences to ensure adequate instruction and experience for all students.
3. Provide certified or licensed EMS personnel who will directly supervise any treatments rendered by the students and sufficient personnel who conform to accepted standards of the Texas Department of State Health Service's Emergency Medical Technician practice to ensure safe and continuous treatment of patients. Students will be permitted "Hands-On" training during their rotation, at the discretion of the EMS Director or their designated representatives.
4. Provide a staff coordinator who will work with Copperas Cove High School/Lamar State College Orange EMS Education Program to prevent conflict of schedules and activities during the clinical learning experience. This coordination involves:
    a. Planning with representatives of the District, including mutual confirmation of

adequate protections for student participants who are minors such as requiring that students under the age of 18 have a multiple adults with them at all times.

b. Orienting Student Participants and assigning them to specific clinical cases and experiences, including attendance at selected conferences, clinics, courses, and programs conducted by the CITY'S fire department.

5. Coordinator(s) and the students, to set up scheduling for students and assure adherence to Departmental Policy. Such program rotation at no time shall overlap or conflict with other educational or employment responsibilities.
6. Notify the District of any intent to release a Trainee from clinical training for cause.

The District Agrees To:

1. Provide an instructor and/or coordinator for the supervision, rotation scheduling and record keeping for the students. This person will be available at all times during the student rotation.
2. Provide advance notice of the dates on which the students require rotation, including roster of personnel and suggested schedule for the rotation.
3. Be responsible at all times for the appropriate dress, identification and professional conduct of all students in the training rotation.
4. Provide documentation including appropriate and effective insurance coverage for students enrolled in the program.
5. Provide documentation of current HIPAA training upon request.
6. INSURANCE
    a. Prior to the commencement of activities under this Agreement, the District shall furnish copies of all required endorsements and an original completed Certificate(s) of Insurance to the CITY's City Manager, which shall be clearly labeled with Copperas Cove High School EMS Program in the Description of Operations block of the Certificate. The original Certificate(s) shall be completed by an agent and signed by a person authorized by that insurer to bind coverage on its behalf. The CITY will not accept Memorandum of Insurance or Binders as proof of insurance. The original certificate(s) or form must have the agent's original signature, including the signer's company affiliation, title and phone number, and be mailed, with copies of all applicable endorsements, directly from the insurer's authorized representative to the CITY. The CITY shall have no duty to perform under this Agreement until such certificate and endorsements have been received and approved by the CITY's City Manager. No officer or employee, other than the CITY's City Manager, shall have authority to waive this requirement.
    b. The CITY reserves the right to review the insurance requirements of this Article during the effective period of this Agreement and any extension or renewal hereof and to modify insurance coverages and their limits when deemed necessary and prudent by CITY's City Manager based upon changes in statutory law, court decisions, or circumstances surrounding this Agreement. In no instance will the CITY allow modification whereupon CITY may incur increased risk.
    c. Subject to District's right to maintain reasonable deductibles in such amounts as are approved by the CITY, the District shall obtain and maintain in full force and effect for the duration of this Agreement, and any extension hereof, at the District's sole expense, insurance coverage written on an occurrence basis, by companies

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authorized and admitted to do business in the State of Texas, in the following types and for an amount not less than, for Bodily Injury and Property Damage of $1,000,000 per occurrence; and $2,000,000 General Aggregate, or its equivalent in Umbrella or Excess Liability Coverage, that shall cover claims: (i) by student participants, their beneficiaries, heirs, assigns or designees, for any injury or death to any student while participating in this program; or (ii) by any person, their beneficiaries, heirs, assigns or designees, for any injury or death to resulting directly or indirectly from treatment received from a student while the student was participating in this program.

d. The District agrees that with respect to the above required insurance, all insurance policies are to contain or be endorsed to contain the following provisions:
    i. Name the CITY, its officers, officials, employees, volunteers, and elected representatives as additional insured by endorsement, as respects operations and activities of, or on behalf of, the named insured performed under contract with the CITY, with the exception of the workers' compensation and professional liability policies;
    ii. Provide for an endorsement that the "other insurance" clause shall not apply to the City of Copperas Cove where the CITY is an additional insured shown on the policy;
    iii. Provide thirty (30) calendar days advance written notice directly to CITY of any suspension, cancellation, non-renewal or material change in coverage, and not less than ten (10) calendar days advance notice for nonpayment of premium.
    iv. Within five (5) calendar days of a suspension, cancellation or non-renewal of coverage, the District shall provide a replacement Certificate of Insurance and applicable endorsements to CITY. CITY shall have the option to suspend the program under this agreement should there be a lapse in coverage at any time during this contract. Failure to provide and to maintain the required insurance shall constitute a material breach of this Agreement.
e. It is agreed that District's insurance shall be deemed primary and non- contributory with respect to any insurance or self-insurance carried by the City of Copperas Cove for liability arising out of operations under this Agreement.

INDEMNIFICATION

1. DISTRICT COVENANTS AND AGREES TO FULLY INDEMNIFY AND HOLD HARMLESS, CITY AND THE ELECTED OFFICIALS, EMPLOYEES, OFFICERS, DIRECTORS, AND REPRESENTATIVES OF CITY, INDIVIDUALLY OR COLLECTIVELY, FROM AND AGAINST ANY AND ALL COSTS, CLAIMS, LIENS, DAMAGES, LOSSES, EXPENSES, FEES, FINES, PENALTIES, PROCEEDINGS, ACTIONS, DEMANDS, CAUSES OF ACTION, LIABILITY AND SUITS OF ANY KIND AND NATURE, INCLUDING BUT NOT LIMITED TO, BODILY INJURY OR DEATH AND PROPERTY DAMAGE, MADE UPON CITY, DIRECTLY OR INDIRECTLY ARISING OUT OF, RESULTING FROM OR RELATED TO PROGRAM ACTIVITIES UNDER THIS AGREEMENT, INCLUDING ANY ACTS OR OMISSIONS OF THE STUDENT PARTICIPANTS, OR THE INJURY OR DEATH OF ANY STUDENT PARTICIPANT WHILE IN THE EXERCISE OR PERFORMANCE OF

THE RIGHTS OR DUTIES UNDER THIS AGREEMENT, ALL WITHOUT, HOWEVER, WAIVING ANY GOVERNMENTAL IMMUNITY AVAILABLE TO CITY UNDER TEXAS LAW AND WITHOUT WAIVING ANY DEFENSES OF THE PARTIES UNDER TEXAS LAW. THE PROVISIONS OF THIS INDEMNIFICATION ARE SOLELY FOR THE BENEFIT OF THE PARTIES HERETO AND NOT INTENDED TO CREATE OR GRANT ANY RIGHTS, CONTRACTUAL OR OTHERWISE, TO ANY OTHER PERSON OR ENTITY. DISTRICT SHALL PROMPTLY ADVISE CITY IN WRITING OF ANY CLAIM OR DEMAND AGAINST CITY OR DISTRICT, KNOWN TO DISTRICT RELATED TO OR ARISING OUT OF ANY STUDENT PARTICIPANT'S ACTIVITIES UNDER THIS AGREEMENT AND SHALL SEE TO THE INVESTIGATION AND DEFENSE OF SUCH CLAIM OR DEMAND AT DISTRICT'S COST. CITY SHALL HAVE THE RIGHT, AT ITS OPTION AND AT ITS OWN EXPENSE, TO PARTICIPATE IN SUCH DEFENSE WITHOUT RELIEVING DISTRICT OF ANY OF ITS OBLIGATIONS UNDER THIS PARAGRAPH,

2. IT IS THE EXPRESS INTENT OF THE PARTIES TO THIS LICENSE AGREEMENT, THAT THE INDEMNITY PROVIDED FOR IN THIS ARTICLE, IS AN INDEMNITY EXTENDED BY DISTRICT TO INDEMNIFY, PROTECT AND HOLD HARMLESS CITY FROM THE CONSEQUENCES OF CITY'S OWN NEGLIGENCE, PROVIDED, HOWEVER, THAT THE INDEMNITY PROVIDED FOR IN THIS ARTICLE SHALL APPLY ONLY WHEN THE NEGLIGENT ACT OF CITY IS A CONTRIBUTORY CAUSE OF THE RESULTANT INJURY, DEATH OR DAMAGE, AND SHALL HAVE NO APPLICATION WHEN THE NEGLIGENT ACT OF CITY IS THE SOLE CAUSE OF THE RESULTANT INJURY, DEATH OR DAMAGE. DISTRICT FURTHER AGREES TO DEFEND, AT ITS OWN EXPENSE AND ON BEHALF OF CITY AND IN THE NAME OF CITY, ANY CLAIM OR LITIGATION BROUGHT AGAINST CITY AND ITS ELECTED OFFICIALS, EMPLOYEES, OFFICERS, DIRECTORS REPRESENTATIVES, IN CONNECTION WITH ANY SUCH INJURY, DEATH OR DAMAGE FOR WHICH THIS INDEMNITY SHALL APPLY AS SET FORTH ABOVE.

Executed to be effective this ____ day of _____ 2026.

CITY OF COPPERAS COVE
914 S. MAIN ST.
COPPERAS COVE, TX. 76522

_____
Ryan Haverlah, City Manager

ATTEST:

_____
Lisa Wilson, City Secretary

COPPERAS COVE ISD
408 S. MAIN ST.
COPPERAS COVE, TX. 76522

_____
Brent Hawkins, Superintendent

ATTEST:

_____
Signature/Name & Title

DRAFT

COPPERAS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Date: 8/10/26 Presented By: Dr. Hawkins

Subject: TASB Delegate Assembly Related Page(s) See Attached

Action

BOARD GOAL:

Proactive, mutually supportive partnerships among school, home, and community to enhance student achievement throughout the district.

BACKGROUND INFORMATION:
We must select our district's representative for TASB's 2026 Delegate Assembly. Local boards need to act this summer to ensure their districts are represented. Held in conjunction with the TASA/TASB Convention, Delegate Assembly is the foundation of the Association's governance structure.

RECOMMENDATION:
The Board should select the delegate for assembly.

BOARD ACTION REQUIRED

Motion-Second-Vote

Board of Trustees

Date of Meeting: August 17, 2026

Item Type: Action

Item Name	Item over $50K - Technology - Classroom Technology- Lightspeed Software (BorderLan Quote-19027 $69,000 - Budgeted Funds)
District Goal	Technology: Create an environment where technology is fully infused in all aspects of our district.
Summary (Purpose/ Objective)	To implement the Lightspeed Systems platform district-wide, with a focus on empowering teachers in the classroom while also ensuring student safety, compliance, and effective technology use. - Lightspeed Filter: Provides AI-driven web filtering across the district. - Lightspeed Classroom: Real-time view of student devices (Chromebooks, laptops) with the ability to lock screens, close distracting tabs, and keep students focused on learning. - Lightspeed Hall Pass: Built-in digital hall pass system available for all campuses. - Lightspeed Insight: Delivers comprehensive reports on software usage across the district, showing who is using it, how often, and the associated costs.
Fiscal Impact	$69,000 Budgeted Technology Funds
Administrative Recommendation	Administration recommends approving the purchase of Lightspeed Software
Attachments	Quote_BorderLan_Lightspeed_19027

Contact Person: Kip Robins, Chief Technology Officer 1794

E-Mail Address: robinsk@ccisd.com

Invoice

BorderLAN Cybersecurity
950 Boardwalk Street, Suite 300
San Marcos, CA 92078

(855) 945-8100 X500
diane@borderlan.com

Date	Invoice #
9/1/2026	19027
Due on or before	
10/1/2026	

Bill To

Copperas Cove ISD
ATTN: Accounts Payable
408 S Main Street
Copperas Cove, TX 76522

Ship To

Copperas Cove ISD
ATTN: Kip Robins/Daniela Pitts
702 Joe Lombardi Way Bldg 100
Copperas Cove, TX 76522
E: robinsk@ccisd.com

P.O. No.	Terms	Rep	Ship Date	Ship Via
	Net 30	DS	9/1/2026	Electronic

Qty	Item	Description	Rate	Amount
	Payment Agreement	TIPS 260105 YEAR 2 OF 3, ANNUAL INSTALLMENT Subscription 9/1/2025-8/31/2028 This order is a 3-year payment agreement for a total of $207,000.00 . Year 1 amount of $69,000.00 shall be invoiced immediately. Years 2 (9/1/2026) and 3 (9/1/2027) amounts of $69,000.00 shall be due on the first and second anniversaries, respectively.	0.00	0.00
7,800	LS-FLTR	Lightspeed Filter, Alert, Classroom & Digital Software, 3 year Cloud Subscription/Electronic Delivery	8.84615	69,000.00
	Shipping-Cloud Sub./E...	Cloud Subscription/Electronic Delivery	0.00	0.00
	Banking	Electronic Payments (ACH) Banking Details First Citizens Bank 16536 Bernardo Center Drive San Diego, CA 92128 Account Name: BorderLAN Inc. Account # 001064564803 Routing # 053100300	0.00	0.00

Subtotal	$69,000.00
Sales Tax (0.0%)	$0.00
Total	$69,000.00

Thank you for your business.

Board of Trustees

Date of Meeting: August 10, 2026

Item Type: Action

Item Name	Items Over $50K - Renewal of Skyward Software Licenses for Financial Management, Payroll, Employee Access, Crystal Reports Maintenance, and Student Management. (Sole Source - Budgeted Funds $160,092.78)
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	Board policy CH (Local) states"any individual item that costs $50,000 or more, regardless of whether the item is budgeted or competitively purchased, shall require Board approval before a transaction may take place." We request approval to pay Skyward $160,092.78) for Skyward Student ($92,823.78), Skyward Finance ($66,822.00), and Crystal Reports ($447.00) software for September 2026 through August 2027. Funds have been allocated for these Skyward licenses in the 2026-2027 budget and will be paid after September 1, 2026.
Fiscal Impact	$160,092.78 - Budgeted Funds
Administrative Recommendation	Administration recommends approval of the Skyward software licenses for the 2026-2027 fiscal year.
Attachments	2026-2027 Skyward Software Renewal Invoices

Contact Person: Cliff Heath, CFO 1796

E-Mail Address: heathc@ccisd.com

Statement of Account

* Invoice was emailed.

Copy:001
04/01/2026

SKYWARD ACCOUNTING DEPT
2601 SKYWARD DRIVE
STEVENS POINT, WI 54482
Phone: 1-800-236-7274

COPPERAS COVE ISD
ATTN: ACCOUNTS PAYABLE
408 S. MAIN STREET
COPPERAS COVE, TX 76522-5239

Payments received after the statement date are not reflected on this statement.

Invoices

Invoice#	Inv date	Due Date	Invoice Amt	Amount Paid	Amount Due
0000242818	09/01/2026	09/16/2026	66,822.00	0.00	66,822.00
0000244116	09/01/2026	09/16/2026	447.00	0.00	447.00
0000244677	09/01/2026	09/16/2026	92,823.78	0.00	92,823.78
		Totals	160,092.78	0.00	160,092.78

SKYWARD®

Invoice Detail

COPPERAS COVE ISD
ATTN: ACCOUNTS PAYABLE
408 S. MAIN STREET
COPPERAS COVE, TX 76522-5239

Invoice #	0000244677
Invoice Date	09/01/2026
Due Date	09/16/2026
Invoice Total	92,823.78

* Invoice was emailed.

Qty.	Item Description	Unit Price	Extension
7621.00	STUDENT MANAGEMENT CORE (SAAS) - SOFTWARE LICENSE	6.3500	48,393.35
7621.00	SUPPORT FEE - STUDENT MANAGEMENT SUITE	2.2000	16,766.20
7621.00	NEW STUDENT ONLINE ENROLLMENT (SAAS) - SOFTWARE LICENSE	1.1100	8,459.31
7621.00	TEXTBOOK TRACKING (SAAS) - SOFTWARE LICENSE	1.0700	8,154.47
7621.00	STUDENT PROFESSIONAL DEVELOPMENT CENTER (SAAS) - SOFTWARE LICENSE	0.5400	4,115.34
7621.00	LMS/ONE ROSTER API (SAAS) - SOFTWARE LICENSE	0.5300	4,039.13
7621.00	SKYLERT INTERFACE (SAAS) - SOFTWARE LICENSE	0.2800	2,133.88
7621.00	ED-FI GENERAL API (SAAS) - SOFTWARE LICENSE	0.1000	762.10

Software Licenses: 09/01/2026- 08/31/2027

The quantity represents a student count unless a minimum rate applies.

Total Extension **92,823.78**

REMIT TO:

SKYWARD ACCOUNTING DEPT
2601 SKYWARD DRIVE
STEVENS POINT, WI 54482
* Return this bottom portion with payment *

Invoice #	0000244677
Invoice Date	09/01/2026
Payor	COPPERAS COVE ISD
Due Date	09/16/2026 (COPPERTX000)

Invoice Amount: **92,823.78**
Remit Amount:

Please reference Payor Key with remittance. Direct questions to account@skyward.com

SKYWARD®

Invoice Detail

COPPERAS COVE ISD
ATTN: ACCOUNTS PAYABLE
408 S. MAIN STREET
COPPERAS COVE, TX 76522-5239

Invoice #	0000242818
Invoice Date	09/01/2026
Due Date	09/16/2026
Invoice Total	66,822.00

* Invoice was emailed.

Qty.	Item Description	Unit Price	Extension
1.00	BUSINESS SUITE CORE ANNUAL LICENSE FEE	20,574.0000	20,574.00
1.00	PAYROLL ANNUAL LICENSE FEE	9,481.0000	9,481.00
1.00	EMPLOYEE ACCESS ANNUAL LICENSE FEE	7,380.0000	7,380.00
1.00	INVENTORY ANNUAL LICENSE FEE	7,380.0000	7,380.00
1.00	SUBSTITUTE TRACKING ANNUAL LICENSE FEE	5,411.0000	5,411.00
1.00	EMPLOYEE MANAGEMENT ANNUAL LICENSE FEE	5,043.0000	5,043.00
1.00	PEIMS FINANCE ANNUAL LICENSE FEE	3,026.0000	3,026.00
1.00	SALARY NEGOTIATIONS ANNUAL LICENSE FEE	3,026.0000	3,026.00
1.00	BUSINESS PROFESSIONAL DEVELOPMENT CENTER LICENSE	2,230.0000	2,230.00
1.00	PAYROLL IMPORT/EXPORT INTERFACE ANNUAL LICENSE FEE	2,018.0000	2,018.00
1.00	TIME CARD IMPORT INTERFACE ANNUAL LICENSE FEE	1,253.0000	1,253.00

Annual License Fees: 09/01/2026 - 08/31/2027

Total Extension **66,822.00**

REMIT TO:

SKYWARD ACCOUNTING DEPT
2601 SKYWARD DRIVE
STEVENS POINT, WI 54482
* Return this bottom
portion with payment *

Invoice #	0000242818	
Invoice Date	09/01/2026	
Payor	COPPERAS COVE ISD	
Due Date	09/16/2026	(COPPERTX000)

Invoice Amount: **66,822.00**
Remit Amount:

Please reference Payor Key with remittance. Direct questions to account@skyward.com

SKYWARD®

Invoice Detail

COPPERAS COVE ISD
ATTN: ACCOUNTS PAYABLE
408 S. MAIN STREET
COPPERAS COVE, TX 76522-5239

Invoice #	0000244116
Invoice Date	09/01/2026
Due Date	09/16/2026
Invoice Total	447.00

* Invoice was emailed.

Qty.	Item Description	Unit Price	Extension
3.00	CRYSTAL REPORTS MAINTENANCE RENEWAL Quantity represents number of named user/license(s) Maintenance: 09/01/2026 - 08/31/2027 Skyward has an obligation to our 3rd party vendor for the above Maintenance Renewal. The Vendor contract requires notification of any cancellation/termination of maintenance renewal prior to the start of the new term.	149.0000	447.00

Total Extension **447.00**

REMIT TO:

SKYWARD ACCOUNTING DEPT
2601 SKYWARD DRIVE
STEVENS POINT, WI 54482
* Return this bottom portion with payment *

Invoice #	0000244116	
Invoice Date	09/01/2026	
Payor	COPPERAS COVE ISD	
Due Date	09/16/2026	(COPPERTX000)

Invoice Amount: **447.00**
Remit Amount:

Please reference Payor Key with remittance. Direct questions to account@skyward.com 1800

Board of Trustees

Date of Meeting: August 17, 2026

Item Type: Action

Item Name	Consider and Take Action on the Adoption of the 2026 - 2027 Fiscal Year Budget
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	The Administration is proposing a budget for the 2026 - 2027 fiscal year as follows: Maintenance & Operations: $93,808,919 Debt Service: $5,581,944 Food Service: $5,248,142 The total proposed tax rate is $1.05490 $0.75750 per $100 valuation for Maintenance & Operations $0.29740 per $100 valuation for Interest & Sinking (Debt Service) Legally required public notice has been posted, a presentation summarizing the proposed budget has been delivered, and the public hearing has been completed.
Fiscal Impact	The District is not authorized to spend any funds until the budget is adopted. By adopting the budget, the Board authorizes expenditures for September 1, 2026 to August 31, 2027 as set forth in the budget.
Administrative Recommendation	The Administration recommends the approval of the proposed 2026 - 2027 budget as presented.
Attachments	Fiscal Year 2026-2027 Budget (Funds 199, 240, 511)

Contact Person: Cliff Heath, CFO 1801 E-Mail Address: heathc@ccisd.com

Board of Trustees

Date of Meeting: August 17, 2026

Item Type: Action

Item Name	Consider and Take Action on a Resolution to Set the Tax Rate for Copperas Cove Independent School District Tax Year 2026
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	After adopting the budget authorizing expenditures for the period of September 1, 2026 to August 31, 2027, the Board adopts a tax rate to fund the budget. At the public meeting held on August 4, 2025, the District proposed a tax rate on $100 valuation for the 2026 Tax Year (2026-2027 District Fiscal Year) as follows: Maintenance & Operations: $0.757500 Interest & Sinking (Debt Service): $0.29740 Total Tax Rate: $1.0549
Fiscal Impact	Levy Tax Rate to support the CCISD 2026-2027 Fiscal Year budgets for Maintenance & Operations and Interest & Sinking (Debt Service)
Administrative Recommendation	Administration recommends approval of the attached ordinance levying a tax rate for the Copperas Cove Independent School District Tax Year 2026 (CCISD 2026-2027 Fiscal Year)
Attachments	Resolution to Set the 2026 Tax Year Tax Rate

Contact Person: Cliff Heath, CFO 1802

E-Mail Address: heathc@ccisd.com

Resolution of the Board to Set Tax Rate

For Copperas Cove Independent School District for the Tax Year 2026

Date: August 17, 2026

On this date, we, the Board of Trustees of the Copperas Cove Independent School District, hereby levy or set the tax rate on $100 valuation for the District for the tax year 2026 at a total tax rate of $1.0549, to be assessed and collected by the duly specified assessor and collector as follows:

$0.75750 for the purpose of maintenance and operations, and
$0.29740 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

Signed:

_____ _____

Joan Manning, CCISD Board President Date

Attest:

_____ _____

John Gallen, CCISD Vice President Date