

Introduction: The following rules will be followed for all CEESA athletics and activities for students. Under unusual circumstances, it may be prudent to alter the rules for a particular event. If that happens, requests for exceptions must be made directly to the AC/AD Executive Committee. The AC/AD Executive Committee will present the request, modified as needed, with their recommendations to the Executive Director. The Executive Director will get a final decision from the Executive Committee.

CENTRAL & EASTERN EUROPEAN SCHOOLS ASSOCIATION ATHLETICS AND ACTIVITIES HANDBOOK

Introduction

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Part I

Organization and CEESA Rules for Athletics and Activities

Chapter 1

Organization and General Regulations

CEESA Sports and Activities

Sports and Activities of CEESA operate as an extension of the CEESA schools, individually and collectively through the Association. The directors of CEESA schools explicitly delegate authority for operation of sports and for scheduling of student activities to CEESA member school Athletic and Activities Directors/Coordinators and indicate that they should work closely with and report annually to the CEESA Executive Director. Significant changes to these rules such as those concerning finances (e.g. participation fees), addition or delegation of events from the annual Athletic and Activities calendar, and exclusion of schools from participation, must be reviewed and approved by the CEESA Board of Directors.

CEESA Sports and Activities MISSION STATEMENT

The sports and activities of CEESA facilitate the development of each student through academic, athletic, and artistic/cultural endeavors. CEESA seeks to create, promote, and foster cooperation among its member schools by providing a forum for communication and discussion, and by promoting student activities. At every activity or competition, CEESA Sports and Activities attempts to maximize the cultural, social and intercultural opportunities associated with the host venue.

CEESA Sports and Activities GOALS

CEESA, as an extension of its member schools and through the activities it sponsors, has the following goals:

- to encourage intercultural co-operation;
- to develop a sense of fair play;
- to understand principles of group participation and individual responsibility;
- to develop a sense of self control and discipline;
- to understand the importance of participation to the best of one's abilities;
- to broaden horizons through travel;
- to encourage socialization;
- to encourage student and program exchanges between CEESA schools.

Additionally, CEESA believes that special attention should be given to the needs of our middle school students and their activities. The following philosophy shall govern our middle school activities:

We believe that a Middle School Sports and Activity program should reflect Middle School educational philosophy, and that students should have the opportunity to learn, participate, and develop skills in games and activities outside the school day. CEESA Sports and Activities supports this philosophy by scheduling middle school tournaments in its named sports and activities, for traveling, representative teams from member schools. It is expected that every member of the traveling team should actively participate during the tournament/event. CEESA sports and activities promotes the development of physical skills, co-operation, teamwork, fair-play, etc., in tournament play.

PARTICIPATION

Participation in CEESA Sports and Activities is available to all Full Member CEESA Schools. Full membership in CEESA guarantees an invitation to scheduled CEESA Athletic and Activity events with the following understanding.

Participation in any CEESA Athletic and/or Activity event, however, is dependent on following all registration procedures and rules for participation. If space is available at any given Athletic or Activity event, then Associate members schools and/or schools outside CEESA may be invited. Associate Member schools will be given priority to participate at CEESA Sports and Activity events when space is available.

To be guaranteed participation in CEESA events;

- a) a school must send a representative to bi-annual CEESA AC/AD meetings scheduled every September and March. If unable to do so the school may request participation but it is not guaranteed.

b) Each year at the CEESA Sports and Activities spring planning meeting the AD/AC group will establish a calendar of events for the subsequent academic year. This calendar will be circulated to all CEESA schools. Participation will be prioritized as follows:

1. Full Member schools;
2. Associate Member schools;
3. Local schools as deemed appropriate by the host school

CEESA Calendar

All CEESA tournaments will fall on the following dates each year. In the event that the only host school available is unable to host on the planned date, then a change of date is permitted to suit the host school.

Fall

Middle School Tournaments -1st Friday/Saturday in October

Junior Varsity and Varsity High School Tournaments 2nd Friday/Saturday in November (Nov 11-12 2011, Nov 9-10 2012, Nov 8-9, 2013)

Winter

Middle School BB Tournaments -1st Friday/Saturday in March

MS and HS Swim- 1st Friday/Saturday in March

Varsity and Junior Varsity BB Tournaments -2nd Thursday/Friday/Saturday in March

Spring

MS Volleyball, MS Softball, 2nd Friday/Saturday in May

HS Tennis, Junior Varsity and Varsity Volleyball, HS Softball, 3rd Friday/Saturday in May

c) The schedule including additions and deletions of programs will be approved by the CEESA Executive Committee at their spring meeting. The following sports and activities will be considered for inclusion in the annual calendar.

Participation Fee: There will be no participation fee charged to full CEESA members for participation in CEESA events. Associate and non-member schools may be charged for participating in events.

High School:

Athletics

Fall Season: Varsity Soccer, Varsity Cross-Country

Winter Season: Varsity Basketball, JV Basketball, Varsity Swimming

Spring Season: Varsity Tennis, Varsity Softball, Varsity Volleyball

Activities

Speech and Debate

HOSIC (Hands On Student Involvement Conference)

Knowledge Bowl

Math Team

Band / Choir Festival

Middle School:

Athletics

Fall Season: Soccer, Tennis, Cross-Country

Winter Season: Basketball, Swimming

Spring Season: Tennis, Softball

Activities

Knowledge Bowl
Math Counts
Speech and Debate
Cultural Arts Festival
Band / Choir Festival

D. High School participation shall be limited to full-time students in grade 9 and above.

E. Middle School participation shall be limited to full-time students in grades 6 – 8.

All CEESA High School events shall be inclusive of all High School students fully enrolled at a CEESA school in Grades 9-12.

All CEESA Middle School events shall be inclusive of all Middle School students fully enrolled at a CEESA school in Grades 6-8.

F. Exceptions to D & E may be granted by the host school athletic/activities director, **only with the approval of the CEESA Executive Board.** (March 2009) Any applications for such exceptions must be made at least **8 weeks prior to an event.**

G. The number of participants in CEESA sports and activities shall be limited as follows:

Volleyball: Total of 10 per team / Minimum to travel 8

Soccer: Total of 15 per team / Minimum to travel 13

Basketball: Total of 10 per team / Minimum to travel 7

Tennis: 6 per team (#1 and #2 Singles and #1 and #2 Doubles) (Sept. 2009)

Swimming: Total of 14 High School and 14 Middle School

Softball: Total of 14 per team / Minimum to travel 11

Cross-country: 6 girls & 6 boys per school / per division

HOSIC: 10 students per school

Math Counts: 8 students per school (two teams of four)*

HS Math: 6 students per school (2 divisions 9th/10th & 11th & 12 grade) / two teams of three students)*

Cultural Arts: 10 students per school

MS Knowledge Bowl: 6 students per school*

MS Choir Festival: 10 students per school

HS Knowledge Bowl: 8 students per school*

HS/MS Speech and Debate: 10 students per school*

Please note that team roster limits also apply to the host school.

Should the host school's housing ability limit the number of participants, they may reduce the number of team members.

***Protocol for adding additional teams to an Activity Tournament**

In some cases it may ease the organization of a tournament to add additional teams outside of the limits set for each Activity.

- 1) The host school has the first priority to add one additional team and does not need to inform the other schools in advance.
- 2) If a second team is needed or the host school cannot field an additional team the Tournament Director must contact all schools involved and ask who can and wants to field an additional team.
- 3) If more schools can field additional teams than needed then one school should be picked at random from those applying.
- 4) The additional team or teams competing will not be "ghost" teams they will be counted into the Tournament standings/results.

I. Length of Event – Generally, all CEESA Athletic and Activity events shall take place in a two day format, with events taking place on Friday and Saturday. Due to safety and scheduling concerns, **High School Soccer and Basketball** may use three day formats. Exceptions to this rule must be presented at the regular AD/AC **Autumn or March** meeting for consideration. Recommendations for exceptions will be submitted to the CEESA Executive Committee for a final decision.

J. Travel Schedule – All schools participating in CEESA events must adhere to the travel window set by the host site AD/AC. This window must provide sufficient time for the effective running of a full event.

HOSTING

Any CEESA school wishing to host a CEESA Sports and/or Activity event must meet minimum facility requirements, and be able to accommodate the event format schedule and housing for visiting student participants.

Travel Warnings

For reasons of safety CEESA sponsored events will adhere to the US State Department's Travel Warnings governing host cities. Every effort will be made to find an alternate venue if a travel warning is made within 60 days of an event. The event is automatically canceled if an alternate site is not found. It is the responsibility of the host school's director to notify the CEESA office of a travel warning.

Hosting Expectations

- A. It is expected that a host school will place visiting students in middle school and high school sports/activities with families of the school community for up to four nights.
- B. Every attempt should be made to house visiting students in pairs or larger groups.- *However, in some cases it may be impossible to house all visiting students in pairs and groups and it is the hosting AC/AD responsibility to communicate this case to the visiting school's AC/AD as early as possible. (March 2010)*
- C. A host school's housing responsibility for visiting students ends the morning after the final night of the event for both Middle and High School events.
- D. In most circumstances, housing assignments shall not be changed once completed by the event director or housing coordinator. Should changes be necessary, however, they may only be made by the event director or housing coordinator. Prior to the arrival of visiting schools, the host site should send all participating schools a list of housing assignments, host family names and phone numbers.
- E. Special needs and requests for visiting students must be outlined by the guest school prior to the event.

MEETINGS & PROCEDURES

The CEESA Sports and Activity committee will conduct its business in two meetings each year: one held in autumn and one held in conjunction with the annual CEESA Teachers' Conference in the spring. The meeting will be at a time allowing the CEESA Executive Director and a CEESA Director, where possible, to attend.

1. Each Full and Associate Member school may send up to three representatives to each of the two meetings.
2. Each Full and Associate Member school shall designate one representative each year to receive official communications from CEESA.
3. At each meeting, full member schools will designate this person or an alternate for the purposes of voting.
4. Decisions will be reached by majority vote except for changes in membership which must be unanimous.
5. At any time the CEESA chair may chose to convene a session of the executive committee. Participation in an executive session will be limited to the voting representative of Full Member schools.
6. At the Autumn Meeting, the committee will, at a minimum, establish the event calendar for the subsequent year. In addition, any athletic or activity rule additions, subtractions or changes can be made for those events that take place in Spring or Autumn. Also, at this meeting, any new programs and/or program subtractions may be proposed.
7. At the Spring Meeting, which will coincide with the annual CEESA teachers' conference, the agenda will include policy and membership issues, as well as the election of the committee co-chairs for the subsequent year. In addition, any athletic or activity rule additions, subtractions or changes can be made

for those events that take place during the winter season. The agenda may also include finalizing dates and sites of activities for the following school year, determining fees, reviewing site reports and minutes from all events, and providing agenda items for the Directors' spring meeting.

8. All rules and guideline changes adopted at either the autumn or spring AD/AC meeting may not be changed for two years, unless there is a serious safety concern that dictates a change.
9. Nominations and term of service for the CEESA Athletics and Activities Board:
 - a. The executive board co-chairs and liaison representative can serve a 2 year term with the option to extend perpetually on a one-year basis.
 - b. Co-chairs and the liaison representative will be nominated at the spring meeting of the CEESA AC/AD's Conference and will obtain that position with a vote of a simple majority.

CEESA Executive Board

Chairman: James Matter – American School of Warsaw

Red League Athletics: Christopher Mott- Istanbul International Community School

Blue League Athletics: Damian Hart - International School of Belgrade

Activities: Elena Plyuta- Anglo American School of Moscow & Matt Schelble- International School of Prague

Common Consequences for CEESA Activity Rule Infractions

COMMON UNDERSTANDINGS

As CEESA member schools, we believe educating the “whole child” in a variety of settings enhances a young person’s growth and development. Athletics and activities provide an important opportunity for young people to engage with a variety of cultures and peoples through competitive athletic events, as well as cooperative intellectual and cultural activities. We believe international understanding and community is fostered through these extra-curricular trips. We believe students gain confidence and independence, develop leadership and grow further into mature adults through the opportunity to travel to other schools, cities and countries to participate in these events. CEESA is proud to sponsor them, as reflected in the CEESA handbook which states the following:

In addition to the educational value of these activities, **CEESA believes that it is our fundamental obligation to ensure the safety of all involved.**

CEESA Sports and Activities MISSION STATEMENT

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At every activity or competition, CEESA Sports and Activities attempts to maximize the cultural, social and intercultural opportunities associated with the host venue.

CEESA Sports and Activities GOALS

CEESA, as an extension of its member schools and through the activities it sponsors, has the following goals:

- *to encourage intercultural co-operation;*
- *to develop a sense of fair play;*
- *to understand principles of group participation and individual responsibility;*
- *to develop a sense of self control and discipline;*
- *to understand the importance of participation to the best of one's abilities;*
- *to broaden horizons through travel;*
- *to encourage socialization;*
- *to encourage student and program exchanges between CEESA schools.*

COMMON EXPECTATIONS

All CEESA schools have mission statements that speak of high academic expectations and high expectations for character development and community building. We believe extra-curricular trips demand an increased layer of behavioral expectations and that the elements of risk are heightened for teachers, administrators, parents, students and for the school due to the elevated of risk inherent in taking numbers of students off campus. CEESA has an obligation to ensure the safety of all students while participating on trips and we recognize that extra-curricular trips present additional challenges.

These trips require a great deal of logistics and a great deal of cooperation among many in order to be successful both for the sending schools and the hosting school. Housing and meal responsibilities, travel and transportation, referees, increased unsupervised time, covering classes missed by teachers, and other challenges combine to cause schools to expect more from all participants in these trips and activities. Taking students out of class and traveling requires increased cooperation, places greater responsibility and requires a higher level of behavior for all involved, particularly students. The bar is raised higher during trips than otherwise. CEESA member schools believe this presents great opportunities for learning.

We expect all students to be polite, courteous, punctual, helpful, and respectful of cultural norms while on school trips. A good rule of thumb is when in doubt regarding a certain cultural norm, students are expected to ask an adult regarding appropriateness.

COMMON CONSEQUENCES

Given the above, we believe a set of core consequences that reflect the above understandings and expectations communicates the strength of belief and helps our schools address infractions and violations consistently. This implies that should students in a CEESA member school transfer to another CEESA member school, during the duration of the consequence levied, the receiving school will honor and maintain those sanctions. [Although all schools are obligated to minimally impose the CEESA consequences, this](#) does not preclude or exclude member schools from assigning additional disciplinary action if needed for that particular student. Individual member schools know their students better and can and should decide if the common consequences meet the educational needs of their students or whether additional actions are required given the students record in their home school.

In Chapter 2 of the CEESA Activities handbook the following is written:

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Chapter 2 *CEESA Events - Regulations for Students*

These regulations shall be followed by students participating in all events (whether athletic, academic, cultural etc.) organized and sponsored by the Central & Eastern European Schools Association (CEESA). Any student who participates in a CEESA event agrees, by signing below, to obey all regulations.

- 1) Students shall obey all instructions given them by their host parents and their coaches/[chaperones](#) as if these instructions were given to them by their own parents. This applies to all activities irrespective of location undertaken during the period of the CEESA sponsored event.
- 2) Smoking, any other use of tobacco, the drinking of alcohol and the use of drugs are not permitted. Students involved with CEESA activities may not go to bars or nightclubs.
- 3) Housing arrangements made by the responsible official of the host school may not be changed.
- 4) Student curfew for all CEESA sponsored events is 22:00. Students must be in the home of the host parent by this time. Students in grades 6, 7 and 8 are not allowed out of the host's care unless chaperoned by a host parent and/or an event sponsor. (Schools and Families may set earlier curfew times. **Families MAY NOT extend curfew times.**)
- 5) Neither host families nor students may negotiate changes to the CEESA regulations for students with respect to curfew, housing arrangements, the use of tobacco, alcohol or drugs or any other rules or provisions set forth by the host school.
- 6) These regulations apply to all students- both those from the host school and those visiting throughout the event's duration and, for visiting students, apply also during the journey to and from the site of the event.
- 7) Students must display appropriate respectful behavior at all times to: their peers, event officials, event sponsors, coaches and all members of the host community.

Violation of these regulations will be reported to the responsible CEESA Official and to the student's coach and/or advisor.

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WHO DETERMINES WHETHER A VIOLATION HAS OCCURRED?

All CEESA coaches and sponsors, including the host school's, will enforce the rules and regulations. If there is a suspected rules infraction, the administrator-in-charge, along with the host tournament/convention director, will confer, investigate, and make a decision on whether the infraction actually occurred. The decision will go directly to the Activities/Athletic Director and Principal of the school involved, who in turn will impose the specific penalties as listed in the CEESA Handbook. If the administrator-in-charge is not involved or unaware of the situation, then the A.D. and Principal of the school involved will confer with the host school A.D. and Principal, and impose the penalties. NOTE: If the coaches are found condoning the violation of the rules by team members or behaving improperly, they are to be reported to their respective AD/AC or the high school's principal.

You will see that we have attempted to create two Levels of infraction: Level I results in sending a student home, Level II does not. All other consequences are virtually the same for both Levels.

With that in mind we have identified certain violations of certain categories that we believe warrant common consequences:

LEVEL	Infraction	Consequence
I	<p>Violation of Drug / Alcohol Policy <i>(A common understanding of the drug and alcohol policy needs to be written so that individual schools do not vary in interpretation)</i></p> <p>Violation of “off-limits” Policy <i>(It is a given that “off-limits” locations will be clearly communicated to students and chaperones.)</i></p> <p>Violation of Curfew <i>((This could be a Level I or a Level II violation depending on the length of lateness and intent. The difference between a Level I & Level II needs to be articulated well in the handbook)</i></p> <p>Violation of “Violent Behavior” / Harassment policy <i>(This could be a Level I or a Level II violation depending on the severity. This needs to be articulated well in the handbook)</i></p>	<ol style="list-style-type: none"> 1. This immediately results in Principal-to-Principal conversation and completion of Incident Report 2. Student is immediately suspended from all games and activities including social and/or cultural events associated with the activity. 3. All reasonable efforts will be made to return the student to their home at parents’ expense. 4. A recording of the violation will become part of the student’s permanent record and/or transcript. A violation of this sort may be reflected in a High School student’s college recommendation. 5. The student will be excluded from co-curricular activities for a period <u>including the next season of sports and activities</u> of 40 school days following the determination of the infraction. The student will be excluded from any CEESA season/activity that begins within this 40-day period <u>from the infraction through the next sports/activities season</u>. 6. Consequences related to third sport season infractions may carry over to the following school year in cases of late discovery. <ul style="list-style-type: none"> • An opportunity for a student to redeem themselves should be offered in the spirit of learning from their mistakes. Social-emotional learning is evidenced when students realize they have made a poor decision and actively demonstrated they have learned from it. Exceptions to 4 & 5 may occur if the student adequately restores the trust and community torn by the violation. How this is done should left up to each individual school and if determined by the Principal that it is not adequately completed, then consequences 4 & 5 stand. <i>(We recognize this is a subjective analysis by each individual school. Agreement on the subjectivity of each school addressing the learning part will be needed.)</i> <i>(We are happy to provide examples of how trust and community can be restored)</i> 7. Revocation of CEESA Awards: Students will be ineligible for any awards pertaining to the activity.
II	<p>Violation of Tobacco Policy <i>(A common understanding of the drug and alcohol policy needs to be written so that individual schools do not vary in interpretation)</i></p>	<ol style="list-style-type: none"> 1. This immediately results in Principal-to-Principal conversation and completion of Incident Report. 2. Student is immediately suspended from all games and activities including social and/or cultural events associated with the activity. 3. Parents’ will be informed upon return. 4. A recording of the violation will become part of the student’s home school record and/or transcript. A violation of this sort may be reflected in a High School student’s college recommendation. 5. The student will be excluded from co-curricular activities for a period of 40 school days following the determination of the infraction. The student will be excluded from any CEESA season/activity that begins within this 40-day period. 6. Consequences related to third sport season infractions may

		<p>carry over to the following school year in cases of late discovery.</p> <ul style="list-style-type: none"> An opportunity for a student to redeem themselves should be offered in the spirit of learning from their mistakes. Social-emotional learning is evidenced when students realize they have made a poor decision and actively demonstrated they have learned from it. Exceptions to 3 & 4 may occur if the student adequately restores the trust and community torn by the violation. How this is done should left up to each individual school and if determined by the Principal that it is not adequately completed, then consequences 4 & 5 stand. <i>(We are happy to provide examples of how trust and community can be restored)</i> <p>7. Revocation of CEESA Awards: Students will be ineligible for any awards pertaining to the activity.</p> <p>8. If tobacco violation happens more than once during the activity, then LEVEL I consequences may apply.</p>
	<p style="text-align: center;">Violation of Curfew</p> <p><i>(A determination needs to be made whether the violation of curfew was as a result of poor decision-making on the part of the student or circumstances beyond the student's control and a distinction made between a minor and major curfew violation. Length of lateness and intent generally determines minor or major violations.)</i></p>	<p>1. If curfew violation is minor, the student is warned.</p> <p>2. If curfew violation is major, student is immediately suspended from all games and activities including social and/or cultural events associated with the activity.</p> <p>3. If curfew violation happens more than once during the activity, then LEVEL I consequences may apply.</p>

NB I: In all cases, a determination by the students' home school will be made whether a student in violation of any of the rules would benefit from counseling. Again, it is the intent of all CEESA schools to facilitate the education of its students which includes involving professional counseling if deemed appropriate.

NB II: If there is a repeat of any LEVEL I infraction, the involved student will be excluded for one calendar year from all CEESA events.

Chapter 2
CEESA Events - Regulations for Students

These regulations shall be followed by students participating in all events (whether athletic, academic, cultural etc.) organized and sponsored by the Central & Eastern European Schools Association (CEESA). Any student who participates in a CEESA event agrees, by signing below, to obey all regulations.

- 8) Students shall obey all instructions given them by their host parents and their coaches as if these instructions were given to them by their own parents. This applies to all activities irrespective of location undertaken during the period of the CEESA sponsored event.
- 9) Smoking, any other use of tobacco, the drinking of alcohol and the use of drugs are not permitted. Students involved with CEESA activities may not go to bars or nightclubs.
- 10) Housing arrangements made by the responsible official of the host school may not be changed.
- 11) Student curfew for all CEESA sponsored events is 22:00. Students must be in the home of the host parent by this time. Students in grades 6, 7 and 8 are not allowed out of the host's care unless chaperoned by a host parent and/or an event sponsor. (Schools and Families may set earlier curfew times. **Families MAY NOT extend curfew times.**)
- 12) Neither host families nor students may negotiate changes to the CEESA regulations for students with respect to curfew, housing arrangements, the use of tobacco, alcohol or drugs or any other rules or provisions set forth by the host school.
- 13) These regulations apply to all students- both those from the host school and those visiting throughout the event's duration and, for visiting students, apply also during the journey to and from the site of the event.
- 14) Students must display appropriate respectful behavior at all times to: their peers, event officials, event sponsors, coaches and all members of the host community.

Violation of these regulations will be reported to the responsible CEESA Official and to the student's coach and/or advisor.

Name of Student _____
Signature of Student _____
Date _____
Signature of Parent/Guardian _____

Chapter 3

CEESA Participants' Discipline

The following is the preferred process and order for disciplinary action during CEESA Athletic and Activity events:

- I. The event official/coach/advisor/host parent/school official reports the incident to the Event Director.
- II. The Event Director registers the violation, preferably in a written summary (including what happened, when, where).
- III. The Event Director confirms the violation officially with the participant's coaches/advisors.
- IV. The Event Director takes disciplinary action based on CEESA Rules for student participation. The participant's coaches/advisors may take further disciplinary action based on their schools' rules for participation.
- V. Event Director reports any discipline action to the participant's coach/advisor, participating schools administration and the CEESA Executive Committee.
- VI. The Event Director may share the responsibility of any disciplinary action with a neutral colleague. (Host School Administration, Head/CEESA Official, etc.)**

Discipline Rules:

- 1) By establishing an official set of rules, the objective is to help the Event Director and to ensure consistency among participating schools.
- 2) The rules as established in each sport/activity should be consistently adhered to by all member schools.
- 3) Before the event, each participating schools' Athletic Director/Activity Coordinator should ensure coaches/advisors are familiar with the CEESA Student and Coaches/Advisors Rules.
- 4) Ultimately each disciplinary situation should be dealt with individually and discretion must be given to the Event Director to investigate the disciplinary procedure.
- 5) *Further disciplinary action or recommendations may be taken by the CEESA Executive Committee.*
- 6) Any *player or coach* sent off or ejected in a game during a CEESA sponsored sport tournament is ineligible to participate in the following game.
- 7) Changes to the student and/or adult rules for participation in CEESA events will go through the following process:
 - A. Coaches/Advisors will discuss potential changes at coaches/advisors meeting during a CEESA tournament or event.
 - B. Tournament/Event Director will email all participating schools if there is consensus for a change.
 - C. The rule(s) in question will be discussed at the next AD/AC meeting (December or March)
- 8) Finally, by having an official disciplinary policy, CEESA recognizes the importance of self-discipline in the education of all student participants. Sponsors, coaches and all participants will participate in the knowledge that any behavior beyond the spirit of fair competition or the event rules will be officially reprimanded.

Chapter 4

Rules for Coaches/Advisors

Coaches/Advisors should consider themselves primarily as teachers and role models. Their chief objective is to encourage a generation of young men and women that health, exercise, participation and enjoyment of sport/activity is an integral part of daily life.

- 1) **Coach/Advisor** should first consider their role as a teacher. Their chief objective is to encourage and support the healthy development (physically, mentally, and socially) of each student; the winning of the game is secondary. Unless a coach/advisor makes a worthwhile contribution to the total education process, coaches/advisors are not fulfilling their obligations.
- 2) **Coach/Advisor** should remember that first impressions are lasting and that a good example speaks louder than words. Coaches/advisors should model for and encourage their students through their own personal appearance and attitude.
- 3) **Coach/Advisor** should always be prompt in meeting assignments at practice sessions, at games and at meetings. They should expect and demand the same from their student participants.
- 4) **Coach/Advisor** should be diligent in attention to the routine details of the position. (i.e. filing all reports when due, keeping all necessary records and following up promptly on all requests made.)
- 5) **Coach/Advisor** should accept, as part of their responsibilities, counseling with the students under their discretion. The coach/advisor and student relationship is unique among members of the school faculty. Because of this, the coach/advisor should be prepared to listen to students concerns and discuss the issues/problems facing students today.
- 6) **Coach/Advisor** should set an example for respect of the rules and order. The coach/advisor should become the kind of person who accepts the decisions of the officials without any display, either by word or act, as to disagreement with those decisions. The coach/advisor should develop the attitude that the official is in charge of the rules and should be respected, regardless of whether they agree with their decision. It would be considered good practice for a coach/advisor (or team captain) to get the attention of an official and ask for an interpretation of the ruling, but considered bad practice to confront or argue with an official.
- 7) **Coach/Advisor** should teach their student participants to show this same attitude toward the officials and make it completely clear to them that questioning or disputing decisions of an official will never be tolerated. When any such action is displayed by a player, coaches should take action immediately to let that particular participant, and all other members of the squad, know that this kind of behavior will not be accepted.
- 8) **Coach/Advisor** will respect the rights and feelings of opposing coaches and will never use any tactics that take unfair advantage of them. Coaches/advisors will be friendly and courteous at all times and never argue with the opponent before other student participants or spectators.
- 9) **Coaches/Sponsors** should instill in their student participants the attitude that they must be good citizens both on and off the field, during the game and afterwards; in school and out.
- 10) **Coach/Advisor** should teach student participants that their attitude toward the opposing participants must be one of respect and friendship. *For example, any display of fighting against an opponent should result in immediate removal from the game of the athletes guilty of such action.*
- 11) **Coach/Advisor** should always use language that demonstrates that the coach/advisor is a teacher. Vulgarity and profanity have no place on the field, in the gym or in the dressing room. Coaches/advisors should, likewise, never tolerate such language by student participants at any time.
- 12) **Coach/Advisor** should refrain from the use of all tobacco products while in the presence of their team. It is further expected that no coach will allow any student participant to use tobacco while taking part in any CEESA activity, whether at practice or at a game.
- 13) **Coaches/Sponsors** should not- under any circumstance- drink alcohol in the presence of or with students and should be responsible at all times to ensure their ability to carry out all of the responsibilities of an official CEESA event sponsor. Coaches/Advisors should remember that they are on duty for the entire time of the event and could be called on at any time (24 hours a day) for emergencies or incidents involving their students.

- 14) **Coach/Advisor** should teach the student participant that participation in school athletics and activities is a privilege extended to those who meet the standards of eligibility established by CEESA and their own school. *Coaches/advisors should make it completely clear that no student has the right to participate, nor that the school owes anything for such participation.*
- 15) **Coach/Advisor** should encourage their squad members, by example, to accept **responsibility** for their own behavior, conduct and performance in training and competition. This refers both in relation to their own players and to the opposition and that their attitudes transcend sporting/activity competitions and should be seen as an integral part of every day life. *The relationship between coach/advisor and student participant relies heavily on mutual trust and respect.*
- 16) **Coach/Advisor** should make sure the activity being undertaken should be suitable for the age, aptitude and ability of the participant.
- 17) **Coach/Advisor and Event Director** phone numbers will be made available to all participants of CEESA sponsored events.
- 18) **Coach/Advisor** who accept all of these responsibilities, and requires the same acceptance and adherence from their student participants, will never teach or allow any student under their discretion to use any tactics that attempt to circumvent the spirit as well as the letter of the rules.
- 19) **Coach/Advisor** must deal with personal information about their team members with confidentiality and discretion. Confidentiality does not preclude the disclosure of information to persons who can be judged to have "the right to know", relating to the student participant.
- 20) **Coach/Advisor** must be at the event site with their students from the beginning of the event until its completion. (Unless the tournament director has approved the departure of student(s) and/or sponsors)
- 21) **Coach/Advisor** should refrain from public criticism of fellow coaches, officials and event sponsors. Differences of opinion should be dealt with on a personal basis and more serious disputes should be dealt with by athletic directors/activity coordinators.
- 22) **Coach/Advisor** must treat officials and opponents with due respect both in victory and defeat and encourage their squad members to act in a similar manner.
- 23) **Coach/Advisor** must call the host family homes at least one evening on a two day event and twice on a three day event. The purpose of this phone call is to ensure student safety and health. (March 2010)

Tournament/Event Directors are in charge of CEESA sponsored tournaments. They have the authority to discipline coaches, as well as students, and will report all discipline infractions to the ranking administrator at the host CEESA School and to the CEESA Sports and Activities Executive Committee within 72 hours.

Coaches discipline, if needed, will be decided at the earliest available date by the CEESA Discipline committee.

The ranking administrator at the host school of the CEESA sponsored event will be the final arbitrator in any dispute among coaches.

IN DOING ALL THESE THINGS, COACHES AND SPONSORS ARE MAKING A REAL CONTRIBUTION TO THE TOTAL EDUCATION OF THEIR STUDENT PARTICIPANTS AND HELPING TO INSTILL IN THEM PROPER ATTITUDES TOWARDS FAIR COMPETITION AND A HEALTHY LIFESTYLE.

Chapter 5

Rules for CEESA School teams/groups participating in CEESA athletic or activity events

Team Supervision

Teams/groups should be adequately supervised during travel to and from CEESA hosted events.

- 1) There should **always** be two chaperones/coaches for each group involved in CEESA sponsored events. If it is impossible to send two chaperones, the host school must be notified, at which time they will assign a person to assist the visiting school in the case of an emergency.
- 2) At least 1 chaperone/coach should be with their students until they are turned over to the host school parents or until the host school has accepted the responsibility by dismissing the chaperone. At that time all students must be fully aware of who is responsible for them and that the instructions of this person are to be followed.

Visiting Parents

- 1) The host school should make every effort to discourage parents from staying in the chaperones hotel with students. It is expected that students will stay with host families when participating in a CEESA event. This is in the spirit of CEESA to develop self esteem, social skills and promote intercultural exchanges.
- 2) The host school is not responsible for transporting visiting parents.

Housing of Teams

- 1) The host school has the right to refuse housing to those visiting students who have failed to comply with the spirit and intent of the CEESA student rules.
- 2) In the event that a host school refuses to house a student(s), no alternative housing arrangement should be made until the chaperone/coach has been directly notified and told why the decision has been made. As a matter of courtesy the host school should discuss with the chaperone/coach what alternative arrangements for housing are available for the dismissed student(s) while the decision regarding the student's further involvement in the CEESA event is being made.
- 3) As a matter of professional courtesy the host school AD/AC, upon deciding not to house an entire team, should make every effort to contact the dismissed team's head teacher to discuss the reasons for failing to house and discuss the alternative arrangements for the team.
- 4) Visiting students **WILL NOT** bring alcohol to their host family as signs of appreciation.

Dismissing teams from CEESA events

- 1) Only the tournament director or the team's coach or head teacher has the right to dismiss a student or team from tournament play or CEESA Activity.
- 2) Dismissing full teams or refusing to house full teams is not consistent with the spirit of CEESA. CEESA has urged that individual rule breakers be identified and punished. Teams losing players resulting from their dismissal suffer the consequences of lost talent and support, but should not be denied play unless the dismissal number is so great that a team cannot field a team. There may be instances where individual rule breakers are not easily identified and that team behavior as a whole is offensive and contrary to the spirit of CEESA. In these cases most schools may have no other choice than to refuse housing to entire teams and tournament directors to deny play.

Event Activities

- 1) Host schools planning activities for visiting teams (tours etc.) should make certain that these plans have been fully discussed with and understood by the visiting school's coaches/advisors before the team leaves for CEESA events. In addition, these plans should be reviewed in the initial coaches/advisors meeting.
- 2) All student participants in a CEESA event (sports or activity) are expected to take part in all event activities.

Team/Participant expectations at host school

Students and coaches/advisors should be aware of the following points as consideration to host schools:

- 1) **Respect the school's program in progress and do nothing that would interrupt it.**
- 2) **Student participants should not wear clothes that may offend others.**
- 3) **The use of portable radios ("boom boxes") and other artificial noise makers is not permitted at CEESA events.**
- 4) Host school administrators and teachers are the "bosses" of their school and should be respected whenever they speak or give directions to visiting teams or their individual members.
- 5) Visiting coaches/sponsors will be expected to play supervisory roles on a shared basis in the planned student activities for after tournament play sponsored by the host school.
- 6) During CEESA events coaches/sponsors must be responsible and accountable for the behavior for their students. Students are not permitted to leave the event site without the permission of the coach/advisor or the tournament director.
- 7) *WHENEVER POSSIBLE athletes should wear the official school issued uniform for all sports.* Schools should ensure, when possible, that the uniforms and uniform accessories conform to the respective sport according to the CEESA adopted rule book.
- 8) Uniform accessories (T-shirts, headbands etc.) are permitted but should be a solid color. All students from the team should have the same color.
- 9) Athletic Directors/Activity Coordinators are responsible for ensuring that their coaches/advisors are informed of the standards of dress and that their student participants are properly dressed.
- 10) The host school athletic director/activity coordinator has the authority to require student participants to change their dress when uniform violations occur.

Chapter 6

Rules for Host Schools of CEESA Athletic and Activity events

Pre-Event Responsibilities (host site and visiting school groups)

- 1) Host schools must send out invitations to the CEESA event a minimum 6 weeks before the tournament. The invitation should be sent to all CEESA Schools. In addition, an invitation should be sent to the CEESA Executive Director who will assist in assuring all CEESA members have been informed and are invited to the upcoming event.
- 2) Schools planning to participate in events must notify the host school AT LEAST 30 days prior to the event or by the due date listed on the invitation.
- 3) Rosters provided to the host school will include: age, grade, gender, nationality.
- 4) It is highly recommended that host schools for Activities events appoint a Tournament Director, a staff member that has background or previous experience with the event or is a specialist teacher in the subject area. This person will ensure the quality and appropriateness of the event.

Host Site responsibilities for Transportation during CEESA event

- 1) Host school will provide a greeter and provide transportation from the point of arrival (airport, train station, bus station) to the host school and transportation after the completion of the event from the host school to the point of departure. The host school can ask for financial reimbursement to cover transportation costs after the completion of the event for costs other than those from the host school to the point of departure.
- 2) The host site greeter should welcome visiting teams, assist with any arrival needs (money exchanges, visa or luggage problems, etc.) and provide coaches/advisors with any initial event information (schedules, maps, etc.).
- 3) It is not the host school's responsibility to provide transportation to visiting parents. Host sites are reminded to provide school addresses and/or maps to visiting schools Athletic or Activity Director prior to the event.

Housing and Hospitality for visiting students

- a. Host site should provide adequate, safe host family lodging for entire CEESA event. For middle school events, this means Thursday, Friday and Saturday evenings. For all Middle School and all High School events other than Soccer and Basketball, **this means Thursday, Friday and Saturday night. For High School Soccer and High School Basketball this means Wednesday, Thursday, Friday and Saturday nights.**
- b. Visiting teams are reminded to alert host site AD/AC of student needs (allergies, dietary concerns, etc.) no less than 2 weeks prior to event.
- c. Host families and/or host site shall provide breakfast, lunch and dinner for all participants.
- d. If a visiting coach or advisor has a student who has a problem or concern arise from a host family situation, please report this to the host Tournament Director immediately.

Housing and Hospitality for visiting coaches

- 1) Host school will arrange affordable, safe and convenient lodging for coaches and advisors throughout their stay.
- 2) Host schools will provide transportation for coaches/advisors to and from the hotel each day of the event.
- 3) Host school will **provide** a dinner one evening during the CEESA event for all coaches/advisors participating in the event

Host School responsibilities during the CEESA Event

- 1) Host School will provide a meeting space for coaches/advisors meeting at the beginning of each CEESA event (For example, Thursday evening or Friday morning).
- 2) Host school will provide the following at all CEESA events:
 - a. water
 - b. medical personnel
 - c. food options - for purchase- for the duration of the event
 - d. CEESA event souvenir (e.g. t-shirt, towel, cap, water bottle, etc.) for all student participants, coaches and advisors.
 - e. coach/advisors hospitality area – with refreshments, computer and phone access
 - f. emergency contact information for all students and adults
- 3) Host school will provide all official balls and equipment for tournaments.
- 4) Host School will provide emergency medical personnel on site for the duration of the CEESA event. Visiting/participating schools will bring their own 1st aid kits.
- 5) Host school may use students as volunteers (working score tables etc.), however all students volunteers should be supervised by adults.
- 6) The host school will provide one “cultural experience” for visiting school during the course of an event. If a second “cultural experience” is organized or asked for by the visiting schools the host school can ask for financial reimbursement for the costs involved.
- 7) The host school can provide a “social event” one evening of an event to lessen the burden put on host families. All costs involved in a “social event” will be paid for by the host school.

Post-Event Responsibilities (Host school)

Athletics

- 1) Host school will provide a CEESA event evaluation form to all coaches/advisors at the end of the event.

Activities

- 1) Host School will provide a meeting space for coaches/advisors feedback meeting at the end of each CEESA Activity event. At the meeting coaches will openly discuss rules, format and issues for the betterment of the activity.
 - 2) The outcome of the coaches’ feedback meeting as well as event demographics are to be recorded on the CEESA Activity Event Report and sent within 1 week after the event to CEESA executive Activities Committee representative. The report will then be posted in Archives section of CEESA web site.
 - 3) All the additional forms/ ballots/ score sheets /tournament schedule are also to be sent to CEESA executive Activities Committee representative to be archived for future reference.
- ✓ Host school should consider submitting article for the CEESA Web Site newsletter.
 - ✓ Host school AD/AC should be prepared to present an event report at the next scheduled AD/AC meeting.

Chapter 7

CEESA Rules Consistency

It is important for the success and risk management plan of all CEESA events, that host families be consistent regarding the rules for student participation. Host schools should assure that host families understand their role and what is expected of them and the visiting students, especially concerning curfews and a controlled environment. *The following will apply to all CEESA sponsored events:*

- 1) **The student participant curfew is 22:00 for all nights of CEESA sponsored events.**
- 2) STUDENTS IN GRADES 6, 7 and 8 (Middle School) ARE NOT ALLOWED OUT OF THE HOST'S CARE UNLESS CHAPERONED BY A HOST PARENT AND/OR A COACH/ADVISOR. (This applies for all days of the visit.)
- 3) Upper school students may visit host cities but *should always be with a student or adult from the host school*. It is strongly *recommended* that on the day students arrive at the host site, host families and visiting students not go out so that student participants can rest and prepare for the event. Students (visiting and host family) must always inform the host family parents of their intentions and location when leaving the host family home.
- 4) **CEESA requires that coaches/sponsors call their host family at curfew time. (March 2009)**
- 5) Any violation of the CEESA housing regulations by any participant will result in those involved being immediately removed from housing with host families. The student will either be placed in the care of the coach/advisor for the duration of the event or will be sent home.
- 6) *While CEESA realizes the difficulty of travel arrangements for these events, it is recommended that visiting schools arrive for all CEESA sponsored events on Thursdays and depart on Saturdays after the event or Sunday.*
- 7) **CEESA strongly urges member schools to adopt policies that prohibit students from smoking and using other tobacco products at any CEESA sponsored event. CEESA supports member school in their policies.**

Chapter 8 ***Rules for Parents***

These rules are intended for the use of parents hosting for CEESA sponsored events.

For the duration of the event you stand in place of the visiting student's parents. Please exercise all supervision and care that you would normally exercise with your own children and observe all CEESA rules below.

1. Attached for your information are the regulations for student behavior. The student(s) you are hosting has already agreed to observe these regulations.
2. Please report immediately any violation of these regulations by the student(s) you host to the responsible official designated by your school. (Event Director, Athletic Director, Activity Coordinator, etc.)
3. Neither host families nor students may negotiate changes to the CEESA regulations for students with respect to curfew, housing arrangements, the use of tobacco, alcohol or drugs or any other rules set forth by the host school.
4. Please make contact with the student(s) you are hosting at the time designated by the host school.
5. Please arrange for suitable transport if necessary. Normally this is expected to be a private car to and from the event.
6. Please provide the student(s) with a suitable meal at whatever times may be necessary because of the scheduling of the event.
7. Please provide a "bag lunch" for the student(s) during the competition and for the return journey to their home city. You may give the student(s) money to purchase a meal if provided by the host school.

Chapter 9

CEESA Statement of Integrity and Fair Play

It is recommended that the statement below be read at the beginning of all CEESA sponsored events. It should be read in the presence of the student participants (sports and activities), coaches, advisors, officials and especially the spectators. The hope is that in calling to mind the purpose and spirit of CEESA this statement will promote a dignified atmosphere and appropriate behavior especially on the part of the adults to whom our children look for guidance and models of behavior.

The purpose of the Central and Eastern European Schools Association is to provide a venue for students from member schools to compete or gather in an environment that is safe, challenging, professional and educational. Each student is given the opportunity to demonstrate her/his best ability while maintaining a spirit of respect and co-operation with fellow students from various international backgrounds.

Each event involves students and adults in their different roles: these include student athletes or participants, chaperones, coaches and spectators. All those involved in the event are expected to uphold the same spirit of respect and co-operation. This spirit is demonstrated by fair play among students, positive encouragement from coaches, impartial judgments from officials and respectful enthusiasm from spectators. The behavior of the adults is crucial to the successful educational aspect of the event.

The adults act as models for our student participants. Therefore profanity, deliberately making noises that interfere with the performance of a competing student, the condemnation of coaches or officials, or any behavior that is disrespectful or degrading to the CEESA standard of sportsmanship, jeopardizes the purposes of the CEESA organization and, most of all, jeopardizes the quality of the experience for the students involved.

As this event ensues, we ask that all of our parents, coaches and students keep this vision of our purpose in mind.

Part II

CEESA

Athletic and Activity Events and Formats

Chapter 10 **CEESA Events**

I. Event Formats

Four teams

- a. Round-robin
- b. 1v4, 2v3
- c. Consolation Game
- d. Championship Game

Five teams

- a. Round-robin
- b. Consolation Game
- c. Championship Game

Six teams

- a. Pools of 3
- b. Round-robin
- c. then seed an 8-team draw, #'s 1&2 get byes.
- d. winners advance; losers play for 5th/6th

Seven teams

- a. Pools of 3 and 4
- b. Round-robin
- c. then seed an 8-team draw, #1 of the pool of 4 getting the bye.
- d. proceed with draw

Eight teams (Created on 30 May 2002)

- a. Pools of 4
- b. Round-robin
- c. A1 V B2, B1 V A2 – for 3rd place & championship
- d. C3 V D4, D3 V C4 – for 5th place & 7th place
- e. Winners of d. play for 5th place
- f. Losers of d. play for 7th place
- g. Consolation - losers of c. play for 3rd place
- h. Championship - Winners of c. play for championships

II. SUGGESTED TIME SCHEDULES

Both the 7-team and 8-team formats will require 18 games to be played. The following is a suggested format for a single facility (court for basketball, field for soccer):

8:30	9:45	11:00	12:30	1:45	3:00	4:30	5:45	7:00
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The 1 hour, 15 minute blocking will allow for 14-minute halves in basketball and for the 30 minutes in soccer halves.

Volleyball matches, best 2 of 3 sets, can be blocked out with one hour (or less) time blocking.

(It is advised to add an additional amount of time following every three games, to allow for the schedule to catch up if it has fallen behind.)

For soccer it is important to know the daylight hours available before structuring the time schedule.

4 teams

Day 1 Round Robin

A vs B
C vs D
A vs D

Day 2 Knockout

1st vs 4th
2nd vs 3rd
LG1 vs LG2 3rd/4th

C vs B
A vs C
D vs B

WG1 vs WG2 Championship

5 teams

Day 1 Round Robin

A vs B
C vs D
E vs B
A vs C
D vs B
A vs E
D vs E

Day 2 Round Robin/Knock-out phase

B vs C (rr)
A vs D (rr)
C vs E (rr)
Knock-out phase situation 1
1st vs 2nd
3rd vs 4th
5th no game

Knock-out phase situation 2

1st – bye
G1 3rd vs 4th
G2 2nd vs 5th
G3 WG2 vs 1st
G4 WG1 vs WG3 1st/2nd
G5 LG1 vs LG3 3rd/4th

6 teams

Day 1 Round Robin

A vs B
C vs D
E vs F
A vs C
E vs B
F vs D
A vs E
F vs C

Day 2 Round Robin (with Finals)

D vs B
A vs F
D vs E
B vs C
A vs D
B vs F
C vs E
1st vs 2nd
3rd vs 4th
5th vs 6th

7 teams

Day 1 Round Robin

Group A

A vs B
C vs D
A vs C
D vs B
A vs D
B vs C

Day 1 Round Robin

Group B

E vs F
E vs G
G vs F
A vs E (inter league)
B vs F (inter league)
C vs G (inter league)

Day 2 Finals

Round Robin for 5th, 6th and 7th places

3A vs 3B
4A vs 3B
3A vs 4A

Finals 1st, 2nd, 3rd, and 4th

1A vs 2B
1B vs 2A
LG1 vs LG2 3rd/4th
WG1 vs WG2 1st/2nd

8 teams

Day 1 Round Robin

Group A

A vs B
C vs D
A vs C
D vs B
A vs B
B vs C

Day 1 Round Robin

Group B

E vs F
G vs H
E vs G
H vs F
E vs H
F vs G

Day 2 Finals

G1 3A vs 4B
G3 1A vs 2B
G5 WG1 vs WG2 5th/6th
G7 WG3 vs WG4 1st/2nd

G2 4B vs 3A
G4 1B vs 2A
G6 LG1 vs LG2 7th/8th
G8 LG3 vs LG4 3rd/4th

Option for 3 day events:

Interleague play

A vs H
B vs G
C vs F
D vs E

III. Awards / Trophies

Sportsmanship trophy

Created on 30 May 2002

Sportsmanship trophy: In every competitive tournament the host school will present a sportsmanship trophy to the school that best demonstrates the best sportsmanship.

This trophy shall be the same size as the championship trophy. Host schools also are responsible for their fans and these fans could either help or hurt the host school in winning this award.

Who votes:

- 1. Team captains after consulting with their team-mates**
- 2. Coach of each team**
- 3. Tournament director can have the deciding vote in case of ties**

IV. RULES

1. See Parts 2 – 8 for several event rules and regulations.
2. CEESA Tournament participants are not allowed to play while wearing a hard cast of any kind.

Chapter 11 **Basketball**

RULES

F.I.B.A. (latest edition - 2010)

As of 2010 (proposed 2008) the governing body of basketball, FIBA instituted the following rule changes into use in all international basketball competitions.

A. Art. 4.3 Uniforms

The provision that T-shirts may be worn by players under their game uniforms is not valid anymore.

B. Art. 25.2.3 Player falling on the floor

It is legal when a player falls and slides on the floor while holding the ball.

C. Art. 28.1.3 Ball goes into team's frontcourt

The ball goes to the teams' frontcourt when, during the dribble from backcourt to frontcourt, both feet of the dribbler and the ball are in contact with the frontcourt.

D. Art. 30.1.2 Ball returned to the backcourt

It will not be a violation anymore if a player, who jumps from his frontcourt, establishes a new team control while still airborne and then lands in his team's backcourt.

E. Art. 31 Goaltending and interference

If a player reaches through the basket from below and touches the ball, it is interference (and not a simple violation) with all the relevant rule consequences.

F. Art. 36.1.4 Unsportsmanlike foul

If a defensive player causes contact with an opponent from behind or laterally in an attempt to stop a fast break and there is no opponent between the offensive player and the opponents' basket, then the contact shall be judged to be unsportsmanlike.

G. Art. 38.3.1 Technical foul

A technical foul can be called on a player for excessive swinging of elbows (without contact).

The following rule changes are in regards to the court dimensions and to the shot clock.

OFFICIAL BASKETBALL RULES 2010:

The below mentioned rule amendments will come into effect as follows:

- *For high level competitions/Level 1 (main FIBA official competitions: i.e. Olympic Tournaments, World Championships for Men and Women, U19 and U17 World Championships for Men and Women and Zone/Continental Championships for Men and Women): as of 1st October 2010, i.e. after the 2010 FIBA World Championship.*

- *For medium level competitions/Level 2 (i.e. all other FIBA official competitions and the high level competitions of the national federations): as of 1st October 2012, i.e. after the London 2012 Olympic Games.*

CEESA would be considered medium level competition so these changes should go into effect for school year 2013-2014. Schools would need to discuss with respective administration for these changes within school gymnasiums to take place and reflect the court diagram below.

Art. 2.2.3 Free-throw lines and restricted areas

The restricted areas shall be the floor rectangle areas marked on the playing court. The restricted (three-second) area shall be a rectangle (not anymore a trapezoid) as per Diagram 1 below.

Art. 2.2.4 Three-point field goal area

The distance of the three-point line shall be 6,75 m (and not 6,25 m as present).

Art. 2.2.6 Throw-in side lines

The two (2) small lines shall be marked outside the court, on the opposite side of the scorer's table and the team bench areas, with the outer edge at the distance of 8,325 m from the inside edge of the end lines; in other words, level to the top of the three-point line. During the last two (2) minutes of the game and of the extra period, following the time-out granted to the team that has been entitled to the possession of the ball from its backcourt, the subsequent throw-in will be taken on the opposite side of the scorer's table from the "throw-in side line" and not as presently from the centre line extended.

Art. 2.2.7 No-charge semicircles

The no-charge semicircles shall be marked on the playing court, under the baskets. The distance of the inner

edge of the semicircles shall be 1,25 m from the centre of the basket (on the floor).

A charging (offensive) foul should never be called if the contact by the offensive player is with the defensive player standing within the no-charge semicircle.

Art. 29 Twenty-four seconds

If the throw-in is to be administered in the backcourt, if required by the respective rules, the 24 second device shall be reset to 24 seconds.

If the throw-in is to be administered in the frontcourt, if required by the respective rules, the 24-second device shall be reset as follows:

- If 14 seconds or more are displayed on the 24-second device at the time the game was stopped, the 24-second device shall not be reset and shall remain the same.

- If 13 seconds or less are displayed on the 24-second device at the time the game was stopped, the 24-second device shall be reset to 14 seconds.

RULE EXCEPTIONS

- A. Jump ball will only be used at the start of the game and overtime periods.
- B. An arrow set at the recorders' table will indicate which team next gains possession on subsequent jump ball situations.
- C. Each player must wear a numbered uniform. **Art 4.3 Uniforms – should be added as a rule exception in CEESA allowing students to wear t-shirts under game uniforms.**
- D. There will be no dunking during warm-up time before the games. The penalty will be a technical foul, with two shots awarded to the opposing team. *There should be a provision added to grabbing the rim at any time during warm-ups.*
- E. A smaller women's basketball (28.5) will be used for all CEESA MS and JV and Varsity Girls tournament games.

Playing time:

Warm-up time: Pre-game and half-time periods on the tournament court are reserved solely for participating teams dressed in proper uniforms.

High School

- 1. 4 x 8 quarters for a game - stopped clock
- 2. 5-min. half-time
- 3. 8 seconds to get the ball over mid court
- 4. 30 second shot clock (changed from 24 sec. September 2009)
- 5. When a shot clock is not available there should be a whistle at the scorers' table official for a warning at 25 seconds.
- 6. Overtime periods are half the time of the normal quarter – 4 minutes for JV and Varsity games

Middle School

- 1. 4 x 6 minute quarters for a game - stopped clock
- 2. 5-min. half-time
- 3. 8 seconds to get the ball over mid court
- 4. No shot clocks are to be used for middle school
- 5. MS girls and boys are to use the 28.5 size basketball
- 6. Overtime periods are half the time of the normal quarter – 3 minutes for MS game

ROSTERS

Teams must have at least seven players at the beginning of the tournament to be considered eligible to play. Rosters (up to ten boys and ten girls) must be submitted two weeks prior to the tournament and include the following information:

- A. Name;
- B. Grade;

- C. Passport nationality
- D. Birth date
- E. Uniform number (both light and dark)
- F. Housing preference.

SUBSTITUTION

As allowed under F.I.B.A. rule

FACILITIES

At least one full-size basketball court with an electronic scoreboard is required. It is recommended that schools hosting basketball have visible 30-second shot clocks. Schools not using shot clocks must notify participating schools to that effect at least four weeks prior to the tournament and define the provision for enforcing the rule (e.g., warning bell, whistle).

UNIFORMS

All teams must have light and dark uniforms. (Created on 30 May 2002)

OFFICIALS

The number and source of officials is to be determined by the host school. Whenever possible, the host school should utilize host country international sporting organizations to officiate tournaments. The number and source of officials is to be determined by the host school. Whenever possible, the host school should utilize host country international sporting organizations to officiate tournaments.

There should be a provision added that host schools should assure 2 officials at MS/HS tournaments

CLASSIFICATIONS AND RECORDS

Teams shall be classified according to their won-loss records, namely two (2) points for each game won, one (1) point for each game lost (including by default) and zero (0) points for a game lost by forfeit.

IV. TIE BREAKER (FIBA 2010 RULES)

Head to Head

1. If there are teams in the classification with equal points, the results of the game(s) between the teams involved will be used to determine the placing.

Goal Average

2. If a tie still exists *Goal Average* determines the results. Goal average is defined as points scored for divided by points scored against and multiplied by 100. This is decided by games between the two tied teams.
3. Goal average of all games between all tournament teams.

Chapter 12 **Cross Country**

RULES

A. Rule Book: I.A.A.F. (latest edition). Rule number 167. Note- General Rules 140:5 and 141:1

CEESA EXCEPTIONS to IAAF rules:

- Courses to be marked as clearly as possible, to replace (167:3.b).
- In the interest of safety: a runner may be checked over by medical personnel during the course of the race, and is allowed to continue as long as the medical check does not improve the runner's forward progress in the race, to replace (167:7).
- Deviation from the designated course, whether deliberately or accidentally and gains an advantage of any description, to replace (141:4).

Additional rules not clarified in IAAF.

Disqualification if:

- a runner is paced by any person other than another competitor in the race.
- they receive assistance throughout the course from any sources other than those services that are provided for all competitors by the host school.

In sections of a course that are narrow, the Tournament Director can designate an area, in which a stated maximum number of team members can run abreast. This information must be shared with the coaches at the coaches' meeting.

Meet Organization

- A. Conventional Cross Country Meet
1. 6 members to each team.
 2. Race Distance - High School: Girls - 5000 meters / Boys 5000 meters. Middle School Girls - 3500 meters / Boys 3500 meters.

Of the 6 team runners, Top 5 score, the sixth place runner is a non-scoring pusher. The top 5 runners from each school receive points equal to the position they finish during the race. Each runner receives points equal to the position they finish during the race.

3. Team score is figured by tabulating the team's first 5 runners with the 6th being a pusher; low score wins. Created on 30 May 2002 Modified 15 March 17 2008
4. In the event of a tie, the points from the two or more places directly following the previous finisher equal to the number of runners tied, and will be divided by the number of participants involved in the tie. For example: tie for 3,4,&5 = 12 divided by 3 = 4 points per runner. Teams may compete with fewer than 6 runners but they should be able to finish at least 5 runners. If unable to finish the 5th runner, the 5th place score will be that equal to the next place following the final finisher in the race.

B. Saturday

The host school will organize the second event for Saturday as follows:

The format will be at the discretion of the host school.

The event will be fun, mixed gender, mixed school, and be collaborative in nature. Suggestions include: hosting a fun run, orienteering, kickball, ultimate frisbee etc.

No medals will be awarded for this event. Suggestions include hats, t-shirts, bandanas, etc.

III. ROSTERS

Rosters (up to 6 boys and 6 girls) must be submitted two weeks prior to the tournament and include the following information:

- A. Name
- B. Grade
- C. Passport Nationality
- D. Birth date: Created on 30 May 2002

- E. Uniform number
- F. Housing preference

FACILITIES

Whenever possible, the course should be set on a grass course with as little road running as possible. This is to avoid conflict with traffic and air quality.

Chapter 13

Soccer

RULES

- A. Rule Book:** F.I.F.A. (latest edition).
- B.** The tournament director should keep a precise record of all Yellow and Red card offences. Any player sent off or ejected in a tournament game is ineligible to play in the following game; i.e., the player is 'banned' for 1 game following the sending off. 2 Yellow Cards in separate games do not result in suspension from the next game; i.e., cards do not become red.
- C. Red Card:** Any players penalized with a "red card" will be evicted from that game and also miss the next game, and will be ineligible for all-tournament selection. No substitutes will be allowed for penalized players. Note: The site directors must keep a tally of yellow/red cards received.
- D. Ground Rules:** The Tournament will be governed by ground rules as instituted by the host school.

RULE EXCEPTIONS

- A. Playing Time:**
 - 1. HS: 30 minute halves
 - 2. MS: 25 minute halves
 - 3. Half-times - 5 minute half-times (Created on 30 May 2002)

- B. Substitutions**

Middle School and high school sub is unlimited.

Subs can only be made on your own possession during a stoppage of play.

ROSTERS

Maximum 15 boys / 15 girls with a minimum of 13, must be submitted two weeks prior to the tournament and include the following information:

- A. Name
- B. Grade
- C. Passport nationality
- E. Housing preference

Athletic directors should make every attempt to field full squad sizes.

UNIFORMS and Equipment

- A. Each player MUST wear protective shin guards.
- B. Each player must wear a numbered shirt.
- C. Players are not permitted to play with a hard cast even if it is wrapped in plastic or other materials.

TOURNAMENT SCORING

In round robin or group stages of a tournament, 3 points shall be awarded for a win and 1 point shall be awarded for a tie. No points shall be awarded for a loss.

TIE BREAKERS

- A. In a round robin or group stage, ties will be broken in the following way in descending order of priority:
 - 1. Head-to-head.
 - 2. Goal Differential i.e.(the difference between the number of goals scored and the number of goals conceded). The maximum number of goals to be counted both for and against is 6.
 - 3. Goal Average. (The number of goals scored divided by the number of games played): The maximum number of goals to be counted is 6.

B. Quarter or Semi- final or Trophy game ties will be broken in the following way:

- 1. If tied: Penalties will be taken in the following way:
 - a. Each team will nominate eleven players, including a goalkeeper, for each shoot out game.

b. From the eleven players, the team nominates five penalty takers.

c. A toss of the coin will decide the option to take the first penalty. Penalties will be taken alternately. Each side must take a minimum of five penalties. If the scores are even at the end of the five penalties, the score must be noted and a 'sudden death' penalty shoot-out will begin. Only players not used in the original five penalties can be used from the eleven declared at the beginning of the shootout. This continues until one team wins on an equal number of shots. Created on 30 May 2002

AWARDS

A. Permanent trophies will be awarded for the first, second, and third places.

B. A Sportsmanship trophy will be awarded in the following way:

At all CEESA tournaments a Sportsmanship trophy is awarded to the team displaying the best sportsmanship. Each team captain, in consultation with her/his team, gets one vote and, in addition, each coach gets a vote. A trophy, equal in size to that of the championship trophy, shall be awarded.

C. 10 players will be selected for an 'ALL TOURNAMENT TEAM'. Players selected will receive a medal from the host school. Sept. 2007

OFFICIALS

The number and source of officials is to be determined by the host school. Whenever possible, the host school should utilize host country international sporting organizations to officiate tournaments. Created on 30 May 2002

Three officials should be used for each game in both middle school and high school

Chapter 14 Softball

RULES

A. **Rule Book:** A.S.A. (American Softball Association Slow-pitch).

B. **Ground Rules:**

The Tournament will be governed by ground rules as instituted by host school.

C. **General Rules:**

1. Restricted Flight Balls will be used for boys. (12")
2. Non-restricted or restricted Flight Balls can be used for girls. (11" balls should be used.)
3. There will be a coin flip to determine the "home team" for all games, including the championship game.
4. In case there is a tie to determine seeding for placement to continue in a cross-over, the head-to-head tie-breaker will be in force. In the case of a three-way tie, the second way to break a tie is by runs given up by the three teams involved, and then runs scored against the three tied teams.
5. Whenever possible, outfield fences should be in the range of 220 to 265 feet for boys and 180-225 feet for girls.

RULE EXCEPTIONS

- A. A team may play with a minimum of nine (9) players instead of ten (10) players before forfeiting the game.
- B. A game will be called when there is a 15 run lead after 4 1/2 innings.
- C. A pitching strike zone mat must be employed.
- D. The strike zone mat will be 22 inches wide, 30 inches long and should be flush with the plate. **The entire home plate plus the pitching mat is all part of the strike zone.** The mat should be made of a rubber substance, for safety reasons.
Created on 30 May 2002
- E. No new inning may start after one hour and 15 minutes during preliminary rounds providing the game is regulation. Tie games will be continued using individual game tie-breaker rule until a winner is determined (See Rule F below). Championship games only will consist of seven innings or until a tie is broken with no time limit. Consolation games will follow same tie-breaking procedures as round robin.
- F. The individual game tie breaker will be employed starting the 8th inning. i.e. from the 8th inning on, each offensive team will start with a runner on second base. This runner will be the player due to bat 10th in the innings (or 11th if an EP is used).
- G. How to break tie-breakers in a round robin
 1. Head to head
 2. Run differential - maximum runs to count - 15; after the tie is broken by 3 teams it then reverts back to head to head
 3. Runs conceded - maximum runs to count - 15, and 4. Run average (no maximum)
- H. There will be an extra safety base at first base.
- I. Before each inning, one infield ball and two outfield balls will be provided for 60 seconds.

MIDDLE SCHOOL MODIFICATIONS FOR STRIKES:

- No walks
- Out on a foul ball with two strikes.
- The batter may take or look at ONE CALLED STRIKE without being called out (CALLED STRIKE- A strike that hits the mat or plate, without an attempt to swing). On the second CALLED STRIKE, he is OUT.

FURTHER RULES

- A. MS and HS base distances should be 65'.
- B. MS pitching distance is 46'; HS--50'.
- C. Each game should be 7 innings unless the game is covered by the 15-run rule, or if weather plays a factor. In the event that inclement weather affects the game the host tournament director should make a decision concerning how the game(s) should be recorded.

ROSTERS

Rosters (up to 14 boys and 14 girls; min. of 11) must be submitted two weeks prior to the tournament and include the following information:

Created on 30 May 2002

- A. Name
- B. Grade
- C. Passport nationality
- D. Birth date
- E. Uniform number
- F. Housing preference

SUBSTITUTION

As in the A.S.A. rule book.

FACILITIES

Two softball fields are recommended.

SPECIAL EQUIPMENT

- 1. Batting helmets are required while batting and running the bases.
- 2. Catchers equipment is optional.

UNIFORMS

- 1. As in the A.S.A. rule book.
- 2. Players are required to wear caps / visors that are colored as part of the uniform. Bills of caps / visors must be worn to the front and properly.

OFFICIALS

The number and source of officials is to be determined by the host school. However, it is recommended that there be three umpires for every game if possible.

POST SECTION PLAY

Determined by original tournament draw based on number of participating schools.

Chapter 15 **Swimming**

RULES

A. Rule Book: F.I.N.A. (latest edition)

B. General Rules:

1. In meets where preliminaries and finals are used the following events will be swum on a "timed final" basis:

- a) 100 / 200 m. individual medley;
- b) 400 m. freestyle;
- c) 100 butterfly
- d) all relays

2. If, because of the small number of entries, heats are not required, then swimmers will automatically advance to the finals without preliminaries. If this should happen, then that final will be swum as a timed final.

3. A one-day meet format will have all events swum on a "timed final" basis.

ROSTERS

Rosters (up to 28 swimmers, 14 MS and 14 HS) must be submitted two weeks prior to the meet and include the following information:

- A. Name;
- B. Grade;
- C. Passport nationality;
- D. Birth date; and
- E. Housing preference.

Created on 30 May 2002

ENTRIES

A. Entries will be limited to four (4) entries per event per school for individual events, and one (1) entry per school per relay.

B. Swimmers may compete in up to five (5) events but not more than four (4) individual events.

C. Entries for the first day's events must be tabled at the beginning of the swim coaches' meeting that precedes the meet proper. Entries for the second day's events must be submitted to the meet director within thirty (30) minutes of the conclusion of the last final of the first day

D. No entries will be entered as a "no time - NT".

E. MS swimmers may swim "up" in HS relays, but not in addition to swimming in the same MS relays. (MS swimmers may not compete in HS individual events.)

SCRATCHES

If a swimmer scratches from any event subsequent to the start of that day's competition, he / she may not swim in later events on that same day. Coaches may scratch events at each day's morning coaches meeting, or with the meet director prior to the start of competition that day. (The meet director MAY grant a late scratch upon request by a swimmer's coach – based on physical / medical concern.)

SEEDING

A. Lanes for the preliminary heats will be seeded according to times submitted and according to F.I.N.A. procedures.

B. For the finals, swimmers will be assigned lanes according to the times swum in the heats, from the fastest to slowest, in this order:

Fastest Slowest

Lane: 3 4 2 5 1 6

Created on 30 May 2002

C. In the one-day timed-finals format, heats are seeded slow to fast. (e.g., fastest swimmers are all in the final heat)

SCORING

The points for the team standing will be as follows:

Place Finished	Individual Event	Relay Event
First Place	7 points	14 points
Second Place	5 points	10 points
Third Place	4 points	8 points
Fourth Place	3 points	6 points
Fifth Place	2 points	4 points
Sixth Place	1 point	2 points

DISQUALIFICATION

A written DQ sheet shall be submitted for every disqualification, and the disqualification shall be explained to the swimmer immediately. At the conclusion of the meet, the DQ sheets shall be made available to the coaches for future reference.

OFFICIALS

In addition to a Meet Director, the following officials must be provided for both the preliminaries and finals on both days:

- A. One (1) Head Referee,
- B. One (1) Starter,
- C. One (1) Official Scorekeeper,
- D. Two (2) Stroke and Turn Judges,
- E. Three (3) Finish Judges*
- F. Three (3) Timers per lane, or automatic or semi-automatic timing
*to be used only when timing has failed

FACILITIES

CEESA swimming championships are to be held in 25 m. pools.

EVENTS / ONE -DAY FORMAT

- 1-4 200 Medley Relay
- 5-8 200 Freestyle
- 9-12 100 I.M. (MS) 200 I.M. (HS)
- 13-16 50 Freestyle
- Break
- 17-20 100 Freestyle
- 21-24 50 Butterfly
- 25-28 100 Backstroke
- 29-32 400 Freestyle
- 33-36 100 Breaststroke
- 37-40 200 Freestyle Relay

XI. EVENTS / TWO-DAY FORMAT

Day I

- 200 Freestyle prelims
- 50 Freestyle prelims
- 100 Backstroke prelims
- 50 Breast-stroke prelims

100 I.M (MS) 200 I.M. (HS) timed finals
Break
200 Freestyle finals
50 Freestyle finals
100 Backstroke finals
50 Breast-stroke finals
100 Butterfly times finals
Break
200 Medley Relay finals

DAY 2

100 Freestyle prelims
50 Butterfly prelims
100 Breast-stroke prelims
50 Backstroke prelims
400 Freestyle timed finals
Break
100 Freestyle finals
50 Butterfly finals
100 Breast-stroke finals
50 Backstroke finals
Break
200 Freestyle Relay

- CEESA recommends that, whenever possible, the swim championships be conducted using the two day format.
- Middle School swimmers will compete in the 100 M IM; High School swimmers in the 200 M IM. (Both one and two-day formats).

SWIM SUITS

It is “recommended” that all team members wear the same pattern/style suit whenever possible. The suit must adequately cover the athlete. (Created on 30 May 2002)

Chapter 16

Tennis

RULES

A. Rule Book: USTA (latest edition).

B. Tournament Organization

1. There will be a separate girls' and a boys' tournament
2. Each team will consist of a #1 singles, # 2 singles, #1 doubles and #2 doubles. #1 is the stronger doubles team. Sept.2007
3. Players will play each other in their - i.e., all #1 girls' singles will play each other.
4. Players cannot participate in more than one division or change their ranking.
5. There will be a 5 minute warm-up.
6. Players will call their own lines and keep score.
7. Players must report to the scorer's desk when their match is called and also when their match is ended in order to report the score.
8. A player failing to report to the desk for their match after 10 minutes will forfeit their match.
9. Coaches will be allowed to consult briefly with their players at changeovers.
10. Umpires may be used at the discretion of the host school.

C. Scoring

1. All matches will be an 8 game pro set. The first player to win 8 games is the winner.
2. Games will be scored in the normal way except at 40-40 or deuce; the next point wins the game. (No advantage scoring)
3. A 7 point tiebreak is played at 7-7.
4. Every game a singles player or doubles team wins is worth 1 point for the team -i.e., a doubles team losing the match 4-8 would score 4 points for the team
5. There are no time limits for any matches

TIE-BREAKERS

1. Head-to-head
2. Fewest games lost among tied teams

ROSTERS

A full team consists of 7 girls and 7 boys. Where possible, Athletic Directors are encouraged to field full teams.

- A. Name
- B. Grade
- C. Passport nationality
- D. Birth date
- E. Housing preference

UNIFORMS

Appropriate tennis attire must be worn

PROTESTS

All protests must go to the Tournament Director.

FACILITIES

A minimum of 4 courts is needed.

Awards

A. Permanent trophies will be awarded for first, second, and third places for the girls' and boys' teams. An overall trophy will be awarded for the school with the highest combined score. Individual medals will be awarded to first, second, and third place finishers in each division.

B. A Sportsmanship trophy will be awarded in the following way:

At all CEESA tournaments, a Sportsmanship trophy is awarded to the team displaying the best sportsmanship. Each team captain, in consultation with her / his team, gets one vote, as well as a vote for each coach.

Chapter 17

Volleyball

RULES

A. **Rule Book:** F.I.V.A. (latest edition).

B. **Ground Rules:** The tournament will be governed by ground rules as instituted by the host school.

RULE EXCEPTIONS

A. Maximum of ten players per team / minimum 8 to travel

B. A team shall be allowed a maximum of 12 substitutions in any one game / set.

1. A player may leave the game and re-enter the game, but only for the same player. Players are “tied together” e.g., 7 for 12 – these two players are attached for that game, and must re-enter for the same player.

2. Substitutions are allowed up to 12 per game / set.

A. Example – 7 for 12; 12 for 7 (2 subs) x 6 = 12 subs

- 7 for 12; 12 for 7 (2 subs) x 2 = 4 subs + 8 for 6; 6 for 8 (2 subs) x 4 + 8 subs = 12 subs

C. Uniform numbers: Any number from 1 to 99.- Unlimited- who is keeping track of substitutions if there is no paper scoring?

D. Net Heights

1. MS Girls - 2.13m

2. MS Boys – 2.24

3. HS Girls – 2.24

4. HS Boys – 2.43

E. CEESA tournaments **will** employ the libero player.

F. CEESA tournaments will use the new F.I.V.A. rule as the net serve being a good serve.- New rule changes about net contact

G. Rally scoring will be used in all sets.

H. **Scoring** (Created on 30 May 2002)

1. Preliminary rounds are 3 sets – 3rd place games & championship games will be 5 sets

2. In best of three sets – the first 2 sets goes to 25 (Max. score 27-26). If tied at 1-1, the set will go to 15. Must win by two points – no cap. Score could be 50-48.

3. In best of 5 sets, the first 4 sets go to 25, with a cap at 27 (score could end set at 27-26).

4. If the match is tied at 2-2, the fifth set will go to 15. Must win by two points. The set could go to 100-98 as long as the winning team has a two point advantage.

I. White or two-tone colored balls can be used for competition.

ROSTERS

Rosters (up to ten boys and ten girls; min. 8) must be submitted two weeks prior to the tournament and include the following information:

A. Name;

B. Grade;

C. Passport nationality;

D. Uniform number (both light and dark); and

D. Housing preference.

FACILITIES

Two standard volleyball courts with the proper playing area.

SPECIAL EQUIPMENT

Scoreboards visible to coaches must be used in all games.

OFFICIALS

The number and source of officials is to be determined by the host school. Whenever possible, the host school should utilize host country international sporting organizations to officiate tournaments.

TIE BREAKER FOR LEAGUE STANDING

A. Head to Head: Created on 30 May 2002

B. Set Difference (for three or more tied teams):

1. Add the total sets won and the total sets lost of each team involved against each of the other tied teams and subtract. Then rank the teams according to their positive points scored. If still tied, go to 2.
2. Get the set difference of all the matches played of the teams involved in the tie. If still tied, go to C.

C. Point Difference:

1. Add the total points scored and the total points scored against each team involved in the tie and subtract. Then rank the teams according to their positive points scored. If still tied, go to 2.
2. Add the total points scored and the total points scored against all of the matches played by each of the teams involved in the tie and subtract. To decide the placing, teams will be placed according to the highest positive points gained.

AWARDS

A. Permanent trophies will be awarded for the first, second, and third places.

B. Tournament participation patches will be given to all players involved in the championships.

C. A Sportsmanship trophy will be awarded in the following way:

At all CEESA tournaments a Sportsmanship trophy is awarded to the team displaying the best sportsmanship. Each team captain, in consultation with her/his team, gets one vote and, in addition, each coach gets a vote. A trophy, equal in size to that of the championship trophy, shall be awarded. Rubric?

D. 'ALL TOURNAMENT TEAM'.?

Players selected will receive a medal from the host school.

How many from each team? How are the players selected?

CEESA

Activities

Chapter 18

Middle School MATHCOUNTS

RULES

A. Rule Book:

From the MATHCOUNTS Foundation (Latest edition)

All CEESA Schools participating in MATHCOUNTS should register with the MATHCOUNTS Foundation at the beginning of the school year (See contact information below). Registered schools receive detailed rules, practice materials and the School and Chapter Competition tests. Individuals from registered schools also qualify for possible selection on the overseas schools team that competes at the National MATHCOUNTS competition held in June of each year. In the past, many CEESA schools have not registered with the U.S. based MATHCOUNTS Foundation. They have still been eligible to participate in the CEESA competition, but have not received all the preparation materials. In addition, students from those non registered schools are not eligible to qualify for the MATHCOUNTS team representing the State Department at the National Competition. MATHCOUNTS has a very useful web site: <http://mathcounts.org> At their site, you can download practice materials and old exams and check on your registration status, etc.

B. General Rules:

1. The CEESA Middle School MATHCOUNTS competition follows the Rules and procedures of the MATHCOUNTS program (See contact information below). Competitions consist of four parts or rounds:
 - a. The Sprint Round - contains 30 questions, and students work individually for 40 minutes to complete the problems.
 - b. The Target Round - The Target Round consists of eight questions, which are distributed to the students two at a time. Students have six minutes to complete each pair of questions.
 - c. Team Round - Round is a 20-minute round that contains ten problems for the team to work on together.
 - d. Countdown Round - From the results of the Sprint and Target rounds, the top 25% of individuals, up to a maximum of 10, proceed to the Countdown Round. The Countdown Round is an oral round in which students compete head-to-head. The Countdown Round determines the top three individual places in the event
 - e. Team results come from the collective Sprint, Target and Team Rounds. The official MATHCOUNTS Rules specify the procedure for scoring both individual and team scores.

Additional Rules:

- a) All answers must be legible.
- b) Pencils and paper should be provided for all participants by the competition organizers. However, participants may bring their own pencils, pens and erasers if they wish. Participants may not use their own scratch paper.
- c) Use of notes or other reference materials (including dictionaries) is not permitted.
- d) Specific instructions stated in a given problem take precedence over any general rule or procedure.
- e) Communication with coaches is prohibited during rounds but permitted during breaks.
- f) Calculators are not permitted in the Sprint or Countdown Rounds, but are permitted in the Target and Team Rounds. Where calculators are permitted, students may use any calculator that does not contain a QWERTY (i.e. typewriter-like) keypad. Calculators that have the ability to enter letters of the alphabet but do not have a keypad in a standard typewriter arrangement are acceptable. Personal Digital Assistants (e.g. Palm Pilots), are not considered to be calculators and may not be used during competition. Students may not use calculators to exchange information with another person or device during the competition. Participants are responsible for providing their own calculators.

CEESA Middle School MATHCOUNTS uses the Chapter Competition Level of the national MATHCOUNTS program. This competition must be administered between the established dates of the MATHCOUNTS Program for the Chapter Level of competition. The usual period is during February of each year. Tournament organizers should have constant contact with the National MATHCOUNTS office to assure that the

Local/Chapter level tests are delivered as soon as possible to assure their arrival well before the competition begins.

**** Note to MATHCOUNTS Coaches and Advisors ****

The Local/Chapter Test should not be used prior to the CEESA Middle School MATHCOUNTS Competition for practice or review.

Awards

Host site should provide Trophies or Awards to the first, second and third place teams and individuals in the competition.

In March of each year, MATHCOUNTS provides each registered school with the STATE level test. Each registered CEESA School can administer this test back home at their school to MATHCOUNT participants during the March testing period. The results from these scores are submitted to the MATHCOUNTS Overseas Schools representative in the State Department. From all overseas results, four individuals are selected to travel to the United States to represent the Overseas State Department team at the National MATHCOUNTS competition in June of each year.

MATHCOUNTS Contact Information:

MATHCOUNTS Foundation

1420 King Street

Alexandria, VA 22314

703-684-2828

Web site: <http://mathcounts.org>

Overseas Contact : Mr. Richard Iselin, MATHCOUNTS Coordinator for the Department of State, e-mail:

ISELINRE@State.gov

Phone: 202-261-8217

Fax: 202-647-6207

ROSTERS

- A. Students currently enrolled in 6th, 7th or 8th grade are eligible to compete. 6th grade students are allowed to compete, although event questions from the MATHCOUNTS program are written for a 7th and 8th grade level.
- B. Each CEESA School can send one or two teams, of up to four students on each team. A team must have a minimum of three students.
- C. Once the competition begins, individuals cannot switch from one team to another.
- D. Rosters for each school team should be turned into the host school no later than three days before actual event.
- E. Smaller schools can work together to form a complete team of four students.

FACILITIES

- A. Sprint Round: A quiet classroom, auditorium or multi-purpose room that will allow a chair and table space for each student.
 1. Each desk must have adequate space for question paper and scrap paper.
 2. Adequate spacing to discourage students from looking at each other's work.
- B. Target Round: A quiet classroom, auditorium or multi-purpose room that will allow a chair and table space for each student.
 1. Same facilities and considerations as Sprint Round.
 2. Podium and microphone for question reader.
 3. Target Round assumes the use of calculators.
- C. Team Round: A table and four chairs for each team.

1. Tables should be large enough to give adequate working area for each student on the team.
2. Tables should be spaced apart from one another to discourage teams from looking at the work of other teams.
3. Podium and microphone for question reader.
4. Team Round assumes the use of calculators.

D. Count Down Round

1. Facilities for MATHCOUNTS Participants
 - a) One long table, with room for two chairs and buzzer board.
 - b) Overhead projector and large screen to put up each question as it is being read.
 - c) Podium and Microphone for question reader.
 - d) 10 chairs for top ten students to sit while waiting.

2. Facilities for Audience

- a) Chairs for all Audience members.

E. Judges Room

1. Quiet workroom for judges to mark papers.

SPECIAL EQUIPMENT

- A. Buzzer Board System
- B. Buzzer Board (with a minimum of two separate buzzers) is necessary for the Countdown Round.
- C. Overhead Projector and Large Screen.
- D. Pencils, erasers, and scrap paper for each participant.
- E. Timing device for each round of the competition.
- F. Water and cups for participants and advisors in all rooms.

JUDGES / OFFICIALS

- A. A minimum of two judges/officials is required for the entire event.
- B. It is preferable to have judges who have strong Math backgrounds.
- C. Question Reader for Target and Countdown Rounds.
 1. The Question Reader must be able to read each question clear, loud and carefully and understands the correct way of reading Math Expressions.
 2. The Question Reader should read all questions through beforehand. The Reader should make sure they know how to pronounce every word.
 3. Remember that many of the students in the CEESA competition are not native English speakers.
 4. The Question Reader should not read in such a way that can give away an answer (e.g. don't emphasize certain words that might contain clues to the answer).
- D. Visiting coaches/advisors should be prepared to help out as readers, timers, and correcting tests after each round.

General Format of Event

The General Format for the MATHCOUNTS competition covers a four-day period. Event organizers are encouraged to think creatively to come up with fun and engaging activities for student participants to take part in during the times when the competition is not in session. This is the suggested format and schedule for each day:

Day 1 - Thursday

- Student guests and advisors arrive. Host school provides pick-up at airport or train station.
- Students are placed with host families for the evening.
- Host school transports coaches to lodging.

Day 2 - Friday

- Coaches/Advisor Meeting – Review rules, format and scoring
- Host families drop off students at school. If competition is off site, host site provide transportation to competition site
- Welcome and Opening, Explanation of tournament format and rules
- Sprint Round (40 minutes)
- Break
- Target Round (40 minutes)
- Lunch
- Afternoon Activity: Cultural Tours and/or activities that may relate to mathematics
- Host families pick up student guests – provide dinner for guests and evening activities.
- Coaches/Advisor Dinner

Day 3- Saturday

- Host families drop off students at school. If competition is off site, host site provides transportation to competition site
- Team Round (20 Minutes)
- Break
- Countdown Round (variable, up to 90 minutes)
- Lunch
- Afternoon or evening awards ceremony
- Post event coaches meeting
- Afternoon activity, preferably something that is culturally significant or recreational
- Evening Social Event – Provided by Host School
- Host families pick up student guests

Day 4 - Sunday

- Guests depart – Host school provides transportation to Airport or Train station.

NB: There is a lot of free time for students throughout the tournament. Some games and fun activities are to be set up for both tournament days to fill in the downtime.

VI. AWARDS

- Permanent trophies will be awarded for the first, second, and third team places.
- Medals will be awarded for the first, second and third individual places.
- Sportsmanship trophy will be awarded to the team displaying the best sportsmanship. (Activities Sportsmanship Rubric is to be used to determine Sportsmanship Award winner)

Sportsmanship trophy shall be the same size as the first place trophy.

Chapter 19

High School Mathematics Competition

(Revised and approved December, 2005)

The high school mathematics competition is run over two days, in several parts: a written competition, problem-solving, and count-down rounds. The mathematics competition scores individually, as teams, and combined scores (please see details following).

RULES

A. The Competition

1. The individual and team competitions are completely separate events. The results from the team competition do not affect the individual rankings nor do the results of the individual competition affect the team rankings.

The individual competition is to consist of 15 multiple choice questions and 15 short response questions. Each correct answer on both sections is worth two points. There is no penalty for incorrect responses. On the short response section, any mathematically equivalent solution is to be awarded full marks unless a specific format for the answer is requested. For example, an answer of $\sqrt{8}$ is equivalent to $2\sqrt{2}$ and would be awarded full marks unless the problem specifically stated the answer should be in the form $a\sqrt{b}$.

2. **Scoring:** The individual and team scores will be calculated as follows: individual score = individual test team score = team proof + team test
Each individual question will be worth two points, each of the ten team test questions will be worth six points, and the team proof will be worth 60 points. Therefore the maximum individual score is 60 points, and the maximum team score is 120 points. (If there is a tie between two students or two teams, see the rules for Tie Breakers below.

3. Competition Schedule and Format:

Day 1: Round 1 - Individual test: 30 multiple-choice questions, 75 minutes

Round 2 - Team Proof: Several multi-part proofs, 90 minutes

Day 2: Round 3 - Team Test: 10 questions, 90 minutes

Round 4 - Countdown: Top 12 students from individual test compete in oral questions

4. **Divisions:** Junior Division – 9th and 10th Grades Senior Division – 11th and 12th grades (9th and 10th grade students may enter the senior division, but questions will be at an 11th-12th grade level.

5. All teams in the tournament will consist of no more than three students regularly from the same school. However, students need not be from the same school, though the team will be named after the school from which the majority of students attend. The team will compete in the division in which its students qualify, though if there is a team of mixed divisions, the team must enter the Senior Division. A team with members from the 9th, 10th, and 11th grades, would be entered in the Senior Division. Once the tournament has begun, the teams, as registered with the Tournament Director, may not be changed for any reason. If a student is unable to complete the tournament, the team will/can continue with one less member.

B. **Winners:** There will be awards given to the 1st, 2nd and 3rd place teams in each division, and the 1st, 2nd and 3rd place individuals in each division – 12 awards in all. The individual winner will be the student who ranks the highest after the Countdown Round. Note: If a Junior member should advance to first place in the Senior division of the Countdown Round, that player is only the winner of the Junior Division Individual Competition. The highest ranking Senior member remains the winner of the Senior Division Individual Competition. The Team winner will be the team that has the highest team score or is a winner by a tie.

C. Tie-Breakers

1. Individual Competition: In the event of a tie, the winner shall be decided by the number of correct answers on the 10 short response questions. If there is still a tie, the winner shall be decided by the number of correct answers on the last 5 questions.
2. If there is still a tie, a Tie Breaker Question will be used to decide the placement. The contestants who are tied will be given a tie breaker question in the form of a short response question enclosed in an envelope. When instructed to do so, the contestants will open the envelope and begin working the problem. When each contestant has completed the question, they will bring the answer to the judge(s) for verification. If the solution is incorrect, the contestant may continue working the problem. The placement will be decided by the order in which the contestants successfully complete the question. For example, if there are three people tied for second place, the first person to successfully complete the question would finish in 2nd Place, the second person would take 3rd Place, and the third person would finish in 4th Place.
3. Team Competition: The team with the larger team proof score will be ranked higher. If there is still a tie, the same format should follow the format of the Tie Breaker written question as above.

FACILITIES

- A. Written Individual Test Round: A quiet classroom, auditorium or multi-purpose room that will allow a chair and table space for each student.
1. Each desk must have adequate space for question paper and scrap paper.
 2. Adequate spacing to discourage students from looking at each other's work.
- B. Team Proof Round: A table and four chairs for each team.
1. Tables should be large enough to give adequate working area for each student on the team.
 2. Tables should be spaced apart from one another to discourage teams from looking at the work of other teams.
 3. Podium and microphone for directions / reader.
- C. Count Down Round
1. One long table, with room for two chairs and buzzer board.
 2. Overhead projector and large screen to put up each question as it is being read.
 3. Podium and Microphone for question reader.
 4. Facilities for Audience - Chairs for all Audience members.
- E. Judges Room
1. Quiet workroom for judges to mark papers.

SPECIAL EQUIPMENT

- A. Buzzer Board System: A Buzzer Board (with a minimum of two separate buzzers) is necessary for the Countdown Round.
- B. Overhead Projector and Large Screen.
- C. Pencils, erasers, and scrap paper for each participant.
- D. Timing device for each round of the competition.
- E. Water and cups for participants and advisors in all rooms.

JUDGES / OFFICIALS

- A. A minimum of two judges/officials is required for the entire event.
- B. It is preferable to have judges who have strong Math backgrounds.
- C. Question Readers, timers, score keeper, buzzer operator are necessary.
- D. Visiting coaches/advisors should be prepared to help out as readers, timers, and correcting tests after each round.

CONTENT

The Host School Mathematics Department writes the questions for this competition. For the Senior Division, any high school mathematics topic is acceptable as a topic for a question, including but not limited to topics

covered in algebra I, geometry, algebra II, trigonometry, pre-calculus (including functions and logarithms), number theory and discrete mathematics (including networks, probability and statistics). There will be no problem in the tournament that requires the use of calculus, though students are allowed to use its techniques if they wish.

For the Junior Division, all of the above topics will be acceptable as a topic for a question *except* for topics normally covered in a pre-calculus class including functions, trigonometry and logarithms.

In addition, the proof in the Senior Division may be a direct proof, an indirect proof, or an induction proof. There will be *no* induction proofs in the Junior Division.

Note: questions in Round 4, the Count-Down Round, will be Junior Division type questions.

GENERAL PROCEDURES

A. What to bring / what not to bring

Competitors are not allowed to bring into the tournament area

- Calculators
- Notebooks
- Textbooks

Competitors should bring with them

- Pencils, pens
- Eraser
- Ruler
- Compass

Competitors will be provided with

- Scrap paper for working
- Answer sheets (i.e. paper for writing the answers on)
- Spare pencils will be available

If you have a student who is not a native English speaker, s/he may use a paper/hard-copy translating dictionary for the written rounds. We reserve the right to check these dictionaries for mathematical aids. No electronic dictionaries will be allowed.

To reiterate, no calculators of any kind will be allowed into the tournament area.

B. Count-Down Round:

The Countdown Round consists of pairings of students competing head-to-head. The Countdown Round **determines** the final rankings of the individual competition at each level.

Set-up. After being ranked from *the individual competition*, the top 6 Division A and the top 6 Division B students will be placed in a row, with the #1 Division A student at the top (becoming the #1 student out of 12) and the #6 division B student at the bottom (becoming the #12 student out of 12). The #12 and #11 students will compete head-to-head in a bout of three or more questions. *Whichever student correctly answers three questions first* wins the bout and plays the next student in the ranking. If, after the seventh question is read, neither student has answered three questions correctly then the student with the most correct answers wins that round. If the students are tied after the seventh question, then play continues until one of them answers a question correctly. This continues until the #1 student competes and his/her bout is completed. The final ranking of this round determines the individual winner.

Personnel. Note that in order to run the Countdown Round well, there should be a Reader, a Buzzer Operator, a Timer and a Score Keeper. The reader reads the questions and judges the answers right or wrong. The Buzzer operator resets the buzzer for each question. The timer ensures that only three minutes are given for each question. The score keeper keeps score.

Questions. For each question, the students have three minutes to “buzz” in and submit their answer orally. If they answer the question correctly, the student is awarded the point and the students are given the next question. If the student answers the question incorrectly, the other student may continue working and try to answer the question as well. If no student has answered the question after 3 minutes, the answer is given and both students are given a new question. The Reader has the right to ask for the answer again if s/he wishes. Note that although the Reader will read the question orally, the Timer will begin the 3 minutes immediately after the students see the question, not after the Reader has finished reading the question. As soon as a student has solved the problem, s/he will press the buzzer but will not answer until s/he is called on.

The student must signal each time s/he wishes to answer but may not answer more than once for the same question. If the student does not signal before the Reader calls on him/her, the answer will be disqualified. If the student answers after signaling, but before the Reader calls on him/her, the answer will be accepted, but the student will be asked to wait until s/he is acknowledged, so there is no confusion. Once the student is called on, s/he has 3 seconds to begin their answer. The opponent may continue working while they are responding. In addition, a student may “buzz” in before the Reader has finished reading the question. If s/he does, the Reader will stop reading and determine the validity of the answer. If the answer is incorrect, the Reader will continue to read the question for the other student. If 7 questions are used and there is still no winner, the 8th question will determine the winner automatically. If neither student can answer the 8th question, both students are eliminated, remaining in their current rank position, and the next two students in the row compete.

Note that the time limit of three minutes will be adhered to strictly. The timer begins when the question is shown on the screen and stops when a correct answer is given. The three minute time limit applies for every question, no matter how many times it is read and no matter if one student or both attempt to answer it.

AWARDS

- A. Permanent trophies will be awarded for the first, second, and third team places.
- B. Medals will be awarded for the first, second and third individual places.
- C. Sportsmanship trophy will be awarded to the team displaying the best sportsmanship. (Activities Sportsmanship Rubric is to be used to determine Sportsmanship Award winner)

Sportsmanship trophy shall be the same size as the first place trophy.

Other recommendations:

Do **NOT** schedule during the same weekend as the ECIS Conference!!!

Chapter 20 **MS/HS Knowledge Bowl**

FORMAT OF EVENT

The General Format for the Knowledge Bowl competition covers a four-day period. Event organizers are encouraged to think creatively to come up with fun and engaging activities for student participants to take part in during the times when the competition is not session. This is the suggested format and schedule for each day:

Thursday

1. Student guests and advisors arrive. Host school provides pick.
2. Students are placed with host families for the evening.
3. Host school transports coaches to lodging.
4. Coaches/Advisor Meeting – Review rules, format and scoring (if possible because of arrival times) followed by Dinner

Friday

1. Host families drop off students at school
2. Welcome and Opening
3. Explanation of tournament format and rules
4. Written Round
5. Lunch
6. Head to Head Round Robin
7. Afternoon Activity - Cultural Tours and/or
8. Host families pick up student guests – provide dinner for guests and evening activities.
9. Coaches/Advisor Dinner (if not done on Thursday)

Saturday

1. Host families drop off students at school
2. If competition is off site, host site provides transportation.
3. Finish Round Robin and/or begin elimination portion of tournament
4. Lunch
5. Single or Double Elimination Tournament
6. Awards ceremony
7. Post Activity coaches feedback meeting
8. Evening Social Event – Provided by Host School
9. Host families pick up student guest

Sunday

1. Guests depart – Host school provides

The general accepted format starts with a written round and followed by a round robin.

Depending on the amount of teams they can be divided into 2 or even 3 smaller groups for the round robin stage. The scores from the round robin stage are then put together with the scores from the written round to give a total score for each team.

From those scores the teams are then seeded for the final single (or double) elimination round

ROUNDS

Written Round

The written round consists of an individual section followed by a team section.

Teams work alone (rather than head to head) on a series of tests. Allow 10-15 minutes at the beginning to go over the format. Allow five minutes between each test for collecting papers and distributing the next test. Allow at least 15 minutes (30 would probably be safer) at the end to finish scoring and tally all results.

- 1) Teams have 20 minutes to complete the individual section and 30 minutes for the team section.
- 2) Answers must be legible and given in the designated spaces.
- 3) Each section consists of 30 questions (60 in total)
- 4) Questions should represent a diversity of disciplines.
- 5) One point is awarded for each correct answer.
- 6) Individual scores for each team member are added together for a team score.
- 7) Classrooms should be used, with plenty of space between participants.
- 8) Team coaches should serve as proctors for teams other than their own.
- 9) The proctor will distribute and proctor the test and score it as soon as each team member finishes or at the end of the allotted time, whichever occurs first.
- 10) Proctors should deliver their scores to the Knowledge Bowl Headquarters, where each team's cumulative score will be recorded.
- 11) The results of the Written Round will count toward the team's cumulative total.

Head to Head Round

The Head to Head round consists of a Toss Up section and a Speed section.

The Toss-ups section happens first and has questions from different topics. The Toss-up round should consist of 15 Toss-up questions. The Speed section should consist of 10 questions that all pertain to one specific topic.

Games that follow the 25 question toss-up/speed round style usually take about 15-20 minutes to complete. Scheduling games every 30-40 minutes leaves ample time to deal with protests, missing team members. Tournament organizers can also, if stated upfront in the tournament format, put a time limit on the game length. For each Head to Head round 10 extra questions need to be included in the planning for possible tie breakers or questions that have to be dropped.

RULES

General Rules

1. Each team must have a designated captain.
2. All answers must be given in English.
3. If an answer says "xxx or yyy," only *one* of the two answers needs to be given by the players.
4. The decision of the Tournament Director is final.
5. At the end of the Team Round, teams will be ranked based on their *total points* from the Round Robin and the Team Round or Round Robin and Written Round (depending on format).
6. In the Single or Double Elimination games, the team with the most points wins.
7. Tie Scores: In each Round Robin game, a tie score is permissible. At the end of the Team Round, if 2 teams are tied for the total number of points, they will compete on five speed questions to determine their seeding in the Single or Double Elimination. In the Single or Double Elimination tournament, if there is a tie at the end of a game, five additional speed questions will be given to break the tie.

Head to Head Round Rules

- 1) Each team must have a designated captain. The team name card must be placed directly in front of the captain during matches.
- 2) A competitor must press his/her buzzer to have the opportunity to answer a question.
- 3) Competitors may only answer a question after being recognized by the Reader.
- 4) Teams have 10 seconds from the moment you call on them to provide an answer. One warning per team per round will be given for a student who answers before he is recognized. **This applies to the Friday preliminary rounds only.**
- 5) Competitors may buzz in at any time from the start of the question to ten seconds after the completion of the question.
- 6) If the first team to buzz answers incorrectly, that team is out of the running for that question. The other team may buzz in or ask to hear the remainder the question and may confer before giving an answer. The

team should not give an answer without buzzing and waiting to be recognized by the Reader. Once they have buzzed, the team has 10 seconds to give an answer. The answer must be given by the captain

7) Until a team is recognized by the Game Reader, no answer counts. If a team calls out the answer before being recognized, they are eliminated from answering that question. Teams should remember that they may *not* have been first to buzz in, and that by calling out answers before being recognized they may inadvertently help the opposing team.

8) All answers must be clear and concise. Mispronounced answers are acceptable as long as they are recognizable.

9) If neither team answers correctly, the Reader gives the answer and goes on to the next question.

10) There will be no talking between questions.

11) If the answer to a question is a name, the last name only is acceptable, unless otherwise specified by the Reader. A first name may also be required if there is more than one famous person with the same last name.

12) Mathematics questions will be announced prior to the reading of the question, along with the announcement of whether teams will be allowed ten or sixty seconds. Examples of Math questions and times allowed should be included in the Tournament invitation and format explanations.

If the first team that buzzes in first answers the question wrong the second team has an additional 30 seconds for calculations.

13) Pencil and paper may be used for any question.

14) Any team caught cheating will automatically forfeit the match and will not receive any points for the round. The winning team will receive their point total at the time of the incident plus the remaining points available in the match (10 points for each Toss-up question and 5 points for each Speed Round Question).

15) Only competitors may address the Game Reader for clarification. The audience and coaches will not be recognized.

16) Protests can only be lodged by the team captain and can only occur up to five minutes after a match. Captains may consult with their coaches prior to lodging a protest. Captains should mention right away (if known) if they wish to protest so that the scorer can make a note of which question and the coaches/tournament director can already start working on that protest. The team captain can then take that protest back after the round is completed and they consult with their coach.

17) The captains of both teams must initial the score sheet of a match at its conclusion.

18) Once the score sheet has been initialed, no protests will be accepted.

19) The Reader, Timer and Tournament Director will rule on protests.

They may either reject the protest or uphold it, upon which they may prescribe whatever corrective action they see fit. Coaches from either team can provide input only during the protest deliberations. The Tournament Director has the final word on protest decisions.

20) If for some reason, a member of a team is not present at the beginning of a game, the team will contest the entire game with whatever players are present.

QUESTIONS

The host school must purchase their "pristine" questions from Knowledge Master (www.greatauk.com). There you can custom make your questions to tailor to the number or rounds that you have, so little prep work is required on your part. They also insure that your "pristine" questions have not been seen by any of the schools at your tournament.

Try to avoid questions on US history, geography, government, pop culture, and sports, and avoid most questions that would clearly be easier for a school from a particular country. Great Auk can also remove all American based questions for you right away. Questions that include units should be converted into metric. Other sources of questions for practice purposes include Questions Unlimited (www.qunlimited.com), Patrick's Press, Inc. (www.patrickspress.com), Pristine Questions, and various colleges and universities which post questions from past tournaments on the web (some are high school level and some are college level).

After the tournament the host school must send all questions (pdf) used to all CEESA schools to be used in the future as practice questions.

Difficulty level: this is always a tough aspect to deal with. If you have a round robin portion of the tournament, you should aim to keep all those games equal in difficulty. When you move to the elimination round, you will

want your games to get progressively harder as the series goes on, so that your final games are the hardest. Determining how easy or difficult a question is, however, can be a hard call, depending how familiar you are with school curricula in each subject matter. If you have a co-coach from another discipline, he/she may be able to add some insight. It's important to have some extra questions prepared in case a reader messes up or a question is found faulty or for some other reason has to be discarded.

ROSTERS

1. Students currently enrolled in 6th, 7th or 8th grade are eligible to compete in the CEESA Middle School Knowledge Bowl Tournament. Students currently enrolled in the 9th – 12th grade are eligible to compete in the CEESA High School Knowledge Bowl Tournament.
2. Each CEESA School can send one or two teams, of up to three students on each team (CEESA Middle School Tournament) and up to four students on each team (CEESA High School Tournament). If a school sends two teams, they should identify which is team A and which is Team B. If one group of students is stronger than the other, that should be the "A" team. (This will enable the host organizers to set up pools as fairly as possible.)
3. A team must have a minimum of three students.
4. Rosters for each school team should be turned into the host school no later than the date indicated in the original letter of invitation.
5. Students may not switch teams during the tournament.
6. Smaller schools can work together to form a complete team of three or four students.

FACILITIES

Written Round

A large space (such as library or cafeteria) that allows ample space between teams is needed. A table is required for each team and a chair for each team member.

Head to Head Rounds

A minimum of two larger classrooms are needed for Toss-up/Speed Round games. Each competition room should have an official's table with two chairs and team tables with three or four chairs at each table.

Final Rounds

An auditorium, cafeteria or large classroom is needed for the final rounds of competition. The space should be large enough to allow seating for all teams, coaches and spectators.

EQUIPMENT

1. Buzzer Board System
 - a) A minimum of two Buzzer Boards.
 - b) A complete Buzzer Board should contain a minimum of two sets, each containing four buzzers.
 - c) Visiting teams should all be asked to bring buzzers (and transformers) with them to the tournament.
 - d) An ideal system allows you to distinguish which individual (not just which team) has buzzed, and also shows if two (or three) teams have all buzzed, the order in which they did so. Some systems don't identify individuals and some systems only show you the first person or team to buzz. If your school would like to purchase a set you can contact Specialty Design (www.specialtydesigncorp.com), Knowledge Master (www.greatauk.com) or Patrick's Press, Inc (www.patrickspress.com).
2. Overhead Projector and Large Screen x 2 or flipcharts for keeping score. Players should be able to see the scoreboard as they play and scores from each game should be posted after each round.
3. Pencils, erasers, and scrap paper for each participant. If you are re-using games, be sure to change the scrap paper after each game so the next team to sit there doesn't see any notes from the previous game.
4. Microphone for games (such as final rounds) held in large spaces.
5. Answer sheets for Team Round (if this applies)
6. Score sheets (two copies for each game)

OFFICIALS

A minimum of two officials are required for each game of the competition, a reader and a time/score keeper.

Solicit colleagues to act as readers. Your ideal reader will have a loud, clear voice, stay calm and composed, listen carefully to answers given, be well-versed in your tournament rules, and be able to pronounce all manner of foreign names, terms, etc. correctly and confidently

While you can certainly tap visiting coaches/chaperones to act in this capacity, it's nice to have your own colleagues help out. This frees the visiting coaches to watch their own teams play, and simplifies scheduling since you don't have to make sure coaches aren't judging their own teams.

It also allows you to train your readers in advance and give them the games to study ahead of time for pronunciation, etc. (Do not send games to visiting coaches in advance, just to reduce the risk of teams accidentally seeing questions before the tournament.) It is strongly suggested that you plan a training session with your Readers/Time keepers at least a week before the event.

Job Descriptions

Game Reader

- 1) The Game Reader should ensure that the buzzers are in working order and that both teams can see the timer.
- 2) The Game Reader is responsible for ensuring that the teams are aware of, and comply with, the rules of Knowledge Bowl.
- 3) The Game Reader must be able to read each question clearly, loudly and carefully. He or she **MUST** read all questions through beforehand and know how to pronounce every word. Questions should be read slowly and clearly: remember that many of the students are not native English speakers. **Ideally all readers should meet briefly before each round to read and discuss the questions.**
- 4) The Game Reader should not read in such a way as to give away an answer (e.g. don't emphasize certain words that might contain clues to the answer).
- 5) If the Game Reader accidentally misreads a question in such a way as to make it unusable (e.g. accidentally reading the answer as well), then drop the question and inform the Tournament Director at the end of the game.
- 6) The Game Reader should never discuss the questions or allow *any students* to see them ahead of time. The Game Reader must announce the subject of the question before reading the question
- 7) The Game Reader will immediately stop reading a question after a competitor buzzes.
- 8) The Game Reader must immediately announce which team has buzzed in.
- 9) If requested by a team, the Game Reader may repeat a question, but the time clock will be running.
- 10) In the event that neither team answers the question correctly, the Game Reader will reveal the correct answer before moving on to the next question.
- 11) The Game Reader must announce the number of each question.
- 12) The Game Reader will announce to the Timer/Scorekeeper which team receives the point.
- 13) The Game Reader will uphold all of the rules listed under Team Rules and under the format guidelines for the Tournament.

Timer/Scorekeeper

- 1) Teams have 10 seconds from the time the Reader recognizes them to give an answer. The Timer should watch the time on a watch or timer. After seven seconds, prompt the team for an answer (say, "Answer?") and then at 10 seconds say "Time." Teams must start their answer before you say "Time."
- 2) The Timer must announce when the sixty-second math computation period has elapsed.
- 3) At the end of the reading of the question, if no team has buzzed, wait seven seconds, say "Anyone?" and then at 10 seconds say "Time."
- 4) Use score sheets to record the scores. Be sure to fill in the team names, including whether it is the "A" or "B" team from that school.
- 5) At the end of the game, record the final scores on the score sheet, have each team verify it for accuracy, and give the score sheet to the Tournament Director.
- 6) In the event of the Game Reader being called away, the Timer must be prepared to assume the responsibilities of the Reader.
- 7) The Timer should pay attention to the proceedings so that in case of a protest he/she can help verify the chain of events.

Tournament Director

- 1) Overall responsibility for planning and running the tournament.
- 2) Keeping the games on schedule.
- 3) Upholding the rules of the tournament.
- 4) The Tournament Director will have the deciding vote on disputes and protests.
- 5) The Tournament Director's decision is final.

<i>AWARDS</i>

- D. Permanent trophies will be awarded for the first, second, and third team places.
- E. Sportsmanship trophy will be awarded to the team displaying the best sportsmanship. (Activities Sportsmanship Rubric is to be used to determine Sportsmanship Award winner)

Sportsmanship trophy shall be the same size as the first place trophy.

Chapter 21

MS/HS Music Festivals

Suggested CEESA BAND and CHOIR Festival schedule (revised Sept. 2009)

DAY ONE – THURSDAY

8:30-9:00	30 min	Greeting, Announcements, Warm-up
9:00-10:20	80 min.	Rehearsal
10:20-10:30	10 min.	Break
10:30-11:50	80 min.	Rehearsal
11:50-12:00	10 min.	Break
12:00-12:45	45 min.	Rehearsal (possibly sectionals)
12:45-1:30	45 min.	Lunch/Break
1:30-2:30	60 min.	Rehearsal
2:30-2:40	10 min.	Break
2:40-3:40	60 min.	Rehearsal (possibly sectionals)
3:45		Host families pick up at host school/Directors meeting

DAY TWO- FRIDAY

8:30 – 8:50	20 min	Warm-up
8:50 – 10:20	90 min	Rehearsal
10:20 -10:30	10 min.	Break
10:30 -11:50	80 min.	Rehearsal (possibly sectionals)
11:50-12:00	10 min.	Break
12:00-12:45	45 min.	Rehearsal
12:45-1:30	45 min.	Lunch
1:30 - 2:50	80 min.	Rehearse/ Assembly performance instructions
2:50 - 3:00	10 min.	Break
3:00 – 3:30	30 min.	Perform for school assembly
3:30 – 5:00	90 min	Follow-up rehearsal
5:00	3 hrs	Dinner at School

Evening cultural/social event for directors and students

DAY THREE- SATURDAY

10:00-10:15	15 min.	Drop off concert clothes
10:15-10:30	15 min.	Warm-ups
10:30-11:50	80 min.	Rehearsal
11:50 - 12:00	10 min.	Break
12:00 - 12:45	45 min.	Rehearsal
12:45 - 1:30	45 min.	Lunch/Break
1:00-2:00	60 min.	Rehearsal
2:00-3:00	30 min.	Break/Snack
3:00-4:30	90 min.	Final Rehearsal
4:30-5:30	60 min.	Dinner at school and Dress up
5:30-6:00	30 min.	Warm up
6:00-7:00	60 min.	CONCERT
7:00		Host families pick up/ Post Event Directors' meeting
7:30-9:00	90 mins	Directors' dinner

PREPARATION EXPECTATIONS

It is recommended that schools planning to participate in CEESA music events schedule for a minimum of 6-8 weeks preparation time to get their students ready for the festivals.

ALL STUDENTS: Every student should have their parts learned. When possible students will be given a CD or access to a website to assist in their learning of the music!

Folders: All students should arrive with their music in a black folder. This should be labeled with their name on the inside. Each piece of music should also be labeled. Students should bring a pencil (with an eraser on the end) to every rehearsal in order to mark their music.

CHOIR DIRECTORS: will be asked to select possible festival repertoire prior to the festival.

Please send out the following information (via e-mail) one week prior to the festival:

Music Titles

Pepper Numbers

Please bring the following to the festival:

Scores of the selected titles

At the festival conductors and music repertoire will be selected for the following year's festival.

Prior to the next festival each selected director will make a tape or CD of the songs they chose for the next festival and send to each participating school. This will assist student learning and better communicate the director's musical ideas for the song.

BAND DIRECTORS will be asked to select possible festival repertoire prior to the festival.

Please send out the following information (via e-mail) one week prior to the festival:

Music Titles

Pepper Numbers

Please bring the following to the festival:

Scores of the proposed titles

HANDBOOK

A large auditorium and another large rehearsal space will need to be available for the whole of Friday and Saturday, for rehearsals with the whole choir and or band together, as well as for the Festival concert on the Saturday evening. For the big rehearsal space, it is ideal to have seating for all participants apart from the performance risers, so that warm-ups and practices can sometimes be done seated. In addition, **three to five smaller spaces** will be needed for sectional rehearsals. The teachers will need a room to work, relax, gather, store coats, a place to hook up their computer, access to a photocopier, phone, large work surface, etc. A supply of suitable drinks and snacks is always appreciated. **Piano or electronic keyboards** need to be in **all choral** rehearsal rooms. **Medical/health facilities** should be available until after the concert. If possible, a nurse should be present throughout the Festival and be provided with an appropriate room and equipment. Reminder: Staff returning to school on Monday expect their rooms to be returned to pre-Festival condition!

Housing: The school hosting the HS festival will need to facilitate the housing of at least 80 students.

Duties: The host school will provide parent volunteers to supervise students during breaks, lunches, and recesses so the directors have planning time for the next year's festival.

Piano: Make sure that the piano to be used for the Festival concert is tuned and correctly positioned.

Rehearsal Spaces - Prepare the rehearsal spaces. Arrange chairs, risers, conductor's podium, etc.

Rehearsal Schedule: Create a schedule of rehearsals for the Festival. CEESA will provide an outline for you to work from. Pin up rehearsal schedules on all the doors of the rehearsal rooms and anywhere else you think people will look for them. A copy of the schedule should also be included in the information packs, which are given to all participating schools when they check in.

Concert Dress Code:

Girls – all white dress shirt, concert length black skirt (knee or longer) or black slacks, black shoes.

Boys – white button up shirt, tie, black trousers, dark shoes and socks.

NO SNEAKERS

Rehearsal Dress Code: Neat, clean comfortable clothes

Signs: Signs, indicating important locations such as bathrooms and rehearsal rooms, should be put up for your visitors.

Equipment:

Choir

3 rooms/rehearsal spaces, each with a piano /keyboard
1 paid accompanist for all rehearsals and performances
3-5 music stands

Five 4-step risers OR seven 3-step risers

Band

1 large rehearsal room with 45 music stands and 60 chairs
3 smaller rehearsal rooms with 20 chairs and 10 music stands

Band equipment:

1-2 tubas
2 bell sets
1 large bass drum on its own stand
3 snare drums and stands
Tom-toms on a stand (12" and 20")
1 large suspended cymbal (20" minimum) on its stand
1 set of crash cymbals
A drum set may also be needed depending on chosen pieces
Auxiliary percussion as needed in the pieces chosen for performance

Concert Set-up: In setting up for the concert, make sure you have help from either a stage manager or a group of willing students. Ensure that microphones and any other necessary equipment are in the right place for recording the performance. At least one public address microphone should be set up for the speakers who will address the audience.

Lighting: Check that the lighting is right for a large choir and band. If you have a stage with lighting make sure someone is available to do the lighting for you. The lighting set-up should be done before the Festival rehearsals begin. Do not allow lighting checks to be done during rehearsals.

A group or someone you can trust to do a sound check set up the equipment and record the concert. If you have a good technical department in the school they will help out. Otherwise, hire someone in. Decide whether your school can fund this or whether a charge should be included to cover the cost of producing it.

Extras:

- You will need a concert poster and a design for the concert program.
- Depending on the size of your auditorium and your expected audience, you may want to make concert tickets.
- Depending on your rehearsal schedule and the expectations of your housing families, you may want to arrange a brief outing within the host locality. This could be a sightseeing walk or a visit to a local attraction.
- It is recommended to offer a brief assembly performance for students on Friday.
- Arrange for someone to prepare the concert location – clean up after final rehearsal, prepare seats, decorate with plants/flowers, etc., give out programs, prepare and serve refreshments if offered.
- Make sure you have a complete list of all who need to be thanked. These should include your housing families, administration & secretaries, Director, PTO people, custodians, sound & lights people, catering, parent & student volunteer workers. You can never write too many thank-you notes!

Chapter 22 **MS/HS Speech and Debate**

(created December 2003, revised March 2010)

REQUIREMENTS FOR HOSTING MS/HS SPEECH AND DEBATE TOURNAMENTS

- Host school should be prepared to host 80 visiting students
- Visiting teams may consist of 4-10 students each (2 debate teams per school max, 2 students per team). Any school wishing to enter an odd number of teams must ask prior permission from the host school at least one month in advance of the tournament. **Host school reserves the right to refuse entry of an odd number of teams.**
- The debate section of the tournament could consist of 16-20 teams and would require minimum of 8-10 medium sized classrooms available after lunch on Friday.
- Two larger performing spaces (i.e. Theatre, Gym for finals).
- This event may disrupt the school day and the administration and community should be prepared and ready to assist.
- Personnel: minimum of 20 officials (2 judges per room), 10-15 student runners and timekeepers.
- Visiting chaperones should be familiar with Speech and Debate as they will be required to assist as tournament officials.
- Visiting students who are interested and trained may serve as timekeepers. These students should not time events they participate in.
- Secure room (lockable) available for officials with laptop, printer and access to a photocopier.

INSTRUCTIONS FOR TOURNAMENT DIRECTOR/ ACTIVITIES COORDINATOR

1) Create a list serve of participating schools' Activity Coordinators and coaches at the beginning of the school year to facilitate development of debate topics as soon as possible. Three possible topics should be generated for selection by participating schools at least 10 weeks prior to the event.

2) Invitations to schools should be issued at least 10 weeks prior to start of the Tournament. At this stage, host schools should provide:

- **Debate resolution.** It should be chosen with the aim of providing students with stimulating topics for research and be right for diverse population of students from international schools. Coaches from visiting schools **MUST BE** involved in the process of defining the debate resolution.

- **Announce categories** (light or serious) **for speech events:** Duet Acting, Original Oratory, Oral Interpretation. Those are to alternate from previous tournament.

- **give details of maximum team size and any restrictions on numbers within events.** Schools wishing to enter Debate must present two teams. Students are strongly encouraged to participate in more than one event, and may enter no more than three events.

3) Rosters with students' assignments should be turned into the host school no later than 2 weeks before the event. During the tournament the only changes to rosters that will be accepted are cases of students dropping out at the last minute for emergency reasons. No additions will be permitted!

4) Chaperones from visiting schools will be needed to help judge events; each school must provide **AT LEAST** one judge per round of events, or an adjustment of that based on the size of the team. Please be sure your chaperones/ advisors are prepared to serve as judges, have read the appropriate section of the CEESA handbook and have received some training.

The Tournament Director may ask coaches to indicate on the rosters whether they have particular preferences for judging or indeed not judging certain events. However, it should be realized that it may not be possible to accommodate these preferences.

5) A meeting for all judges is essential prior to the start of the Tournament. The need for constructive critiquing should be stressed, and various questions and doubts clarified. Judges should be reminded that dress/costume is not to be taken into account. Similarly, personal preferences for certain writers or topics must not be allowed to influence judging decisions.

6) A meeting for timers should be held before the Tournament and detailed instructions given. Timing goes **DOWNWARDS.**

7) A welcome meeting for all participants should be held before the Tournament begins, usually on the morning of the first day of the Tournament. Attention should be drawn to the rules of the Tournament as specified in the handbook, and in particular to those governing debate. It should be emphasized that the use of profane language and aggressive behavior in debate may result in disqualification, and that at all times and in all events participants should "observe the rules of common courtesy and respect both for their fellow participants and for the judges."

It should be stressed during this meeting that all the Tournament Director's decisions are final and must be adhered to.

8) It should be made clear that all participating students are expected to attend the final rounds, whether still competing or not. Housing families will be informed also of this expectation. A sparse audience is discouraging to the finalists, and discourteous to the host school. Furthermore, students miss the opportunity to learn if they absent themselves from the finals.

9) For Debate there will be four preliminary rounds, semi-final and final rounds. Sometimes at the Tournament Director's discretion there may also be a quarter-final round. For tournament procedures see paragraph VII of Debate chapter.

10) For Duet Acting, Impromptu Speaking, Oral Interpretation, and Original Oratory, there will be two preliminary rounds and one final round; sometimes, at the Tournament Director's discretion, there will also be a semi-final round.

11) The names of judges should be written on all ballots and critique sheets before they are put in the envelopes.

12) Judges should be asked to write in black ink on grading sheets in order to make any subsequent photocopying more legible. They must tally all ballots before handing them to the timers.

13) Paper and pens should be provided for Impromptu Speaking. Topics should be written on separate pieces of paper and placed in a sealed envelope.

14) Furniture needs:

For Debate: a lectern or music stand, two tables and 4 chairs should be placed in each room.

For Impromptu Speaking, Oral Interpretation, and Original Oratory: a lectern or music stand should be available in each room.

For Duet Acting: a table and two chairs should be placed in each room.

The use of music stands, tables and chairs is optional.

15) Lists of all participants who are in semi-final and final rounds should be posted on a large notice board.

Debate Terminology

All judges and participants should be familiar with the following terms as they are used in debate parlance.

AFFIRMATIVE TEAM: The affirmative team is the one which supports the proposition.

CASE: The outline of the logical argument being put forth by a team in the debate.

CLASH : A point of clash in a debate occurs when one team directly responds to a contention made by the opposing team. Both teams are expected to clash. The clash is the process of meeting and dealing directly with an argument of the opposition; dealing with an argument implies denial or minimization, but not agreement.

CONSTRUCTIVE SPEECHES: The first four speeches during a debate are the constructive speeches. During the constructive speeches, each team builds its case, developing and defending its arguments, and responding to the contentions of the opposing team.

CONTENTIONS: The contentions in a debate are those points which either support or challenge the proposition.

CROSS EXAMINATION: Each constructive speech will be followed by a two minute cross-examination period. Under no circumstances should any speaker cross-examine twice in the same round.

EVIDENCE : The citation of evidence is essential to a debate. Evidence may consist of facts, figures or expert opinions that support the contentions made by the speakers. The opposing team must demand evidence to support contentions if none has been cited.

FALLACIES : errors in logical reasoning are called fallacies.

FLOW SHEET: A flow sheet is an outline of the debate that keeps track of contentions and successful clashes.

NEGATIVE TEAM: The negative team is the one which challenges the proposition.

PROPOSITION: A debate proposition is the subject of the debate. It is a debatable

accept arguments on either side. Debate theory incorporates three types of propositions: fact, value and policy.

REBUTTAL SPEECHES: The final two/four speeches of a debate are the rebuttal speeches. In the rebuttal speeches, the speakers rebuild arguments that have been attacked, refuting opposing arguments and summarizing the debate from their own perspective. New contentions may not be introduced.

SIGNPOSTING: Explicit references to the structure of the speech are known as signposting.

Marking the main points of the case, e.g. by numbering, helps the participants and judges to follow the arguments.

STATUS QUO: Status quo refers to existing conditions or the way things are

Debate etiquette

INFRACTIONS OF THESE RULES WILL RESULT IN DISQUALIFICATION, EITHER FROM THE ROUND OR FROM THE ENTIRE TOURNAMENT

Decorum

Debate is by definition a formal discussion of a proposition. The participants should therefore at all times:

- **observe the rules of common courtesy and respect** both for their fellow participants and for the judges;
- **refrain from deliberate use of exaggerated and/ or intimidating remarks, gestures or movements;**
- **communicate with partners only in writing**, except during the 90-second preparation period before rebuttals begin;
- **refrain from giving evidence cards or visual aids** to, or accepting them from, other schools once the tournament has begun;
- observe the **rules governing "scouting"**, as follows

Teams which have a bye may not observe any debate in that round. Tape recorders may not be used except in the course of an official action authorized by the tournament Director for future distribution. Debaters must not be given information about other teams' arguments by coaches, judges, or other participants.

N.B. It is customary for debaters to congratulate their opponents at the end of a round and to thank those who are judging.

Key concepts of Debate

Debate is determined and thus judged by three main factors: Content, Delivery, and Strategy.

CONTENT: Content covers the arguments that are used, divorced from the speaking style and delivery. It is as if the arguments are written down rather than spoken. Content will also include an assessment of the weight of clash offered to the opposition's case and arguments. This assessment is from the standpoint of the average reasonable person.

An argument can be considered strong or weak, even if the opposition does not knock it down. It is important to remember that each team must clash with every significant argument of the opposition, not each and every example.

DELIVERY: Delivery includes the way a speaker presents a case and the style of the speaker. It emphasizes debate as an active presentation and clash of ideas. Speakers should aim to use language effectively, and demonstrate unity, coherence, and clarity as they deliver their case and respond to the Opposition's arguments and Cross-Examination.

Delivery also embodies physical poise, judicious use of gestures, projection, enunciation, fluency and eye contact.

Prepared speeches will not do well in debate - you need to be flexible, responsive, passionate, logical, and quick on your feet.

STRATEGY: Strategy comprises Structure, Timing, and Understanding of Issues.

Structure

A good speech has a clear beginning, middle and end. Along the way there are signposts to help us see where the speaker is going. The sequence of arguments is logical and flows naturally from point to point. This is as true of a first speaker outlining the Affirmative case as it is of the last Negative speaker clashing with the affirmative case.

Timing

Speaking within the allowed time limit is important - when time is called the speaker may finish the sentence, but should then stop. A speech should use the allocated time effectively. Speakers ending a speech with over a minute remaining generally do not do well. Giving an appropriate amount of time to the issues in the debate is critical in each speech. A speaker ought to give priority to important issues and leave unimportant ones to later. For example it is generally a good idea for second speakers (i.e. anyone other than the first affirmative speaker) to begin with the attack on the other side before going on to their own case. This is because it is more logical to get rid of the opposing argument first before trying to put something in its place. A speaker should also give more time to important issues. If there is a critical point that buttresses the whole of a team's case, it ought to get a fair amount of time so that it can be properly established. But if there is a point that is fairly trivial, it does not deserve more than a trivial amount of time. Priority of points is important.

Understanding of Issues

Good strategy demonstrates that a debater understands what the important issues are in the debate. It is a waste of time for a speaker to deal with trivial points if crucial arguments are left unanswered. Each speaker should seek to identify, address, clash, and thoroughly analyze the issues inherent in the debate topic. It is possible to have good strategy in identifying the critical issues but poor content because the actual clash is weak. This is especially important during rebuttal speeches wherein each team needs to identify the crucial issues of the debate and bring it back out to a universal level. Rebuttal speeches that concentrate on individual examples probably have missed the point of the debate topic.

Rules governing Definitions

1. The affirmative may define the topic in any way provided that the definition:
 - a) is reasonably close to the plain meaning of the topic
 - b) allows the negative team reasonable room to debate
 - c) is not tautological or truistic
 - d) is otherwise a reasonable definition

2. Squirreling, place-setting and time-setting are not permitted:
 - *squirreling* is the distortion of the definition to enable a team to argue a pre-prepared argument that it wishes to debate regardless of the motion actually set.
 - *place-setting* is the setting of a debate of general application in a particular place.
 - *time-setting* is the setting of a debate of general application in a particular time, past or future
3. The first Negative speaker may challenge the definition(s) only if they do not conform to rules a) and b) above, or if the Affirmative team fails to offer definition(s). If the first Negative speaker challenges the definition, he or she must propose a new definition that conforms to the above rules. If the first Negative does not challenge the definition(s) of the Affirmative team, then the Negative is taken to have accepted them and may not challenge them later unless the Affirmative team significantly alters its original definitions.

Debate Format

The format for all debates will be as follows:

Preliminary Rounds

1. First **Affirmative** Constructive (6 minutes)
2. Second Negative cross examines, first Affirmative responds (2 minutes)
3. First **Negative** Constructive (6 minutes)
4. First Affirmative cross examines, first Negative responds (2 minutes)
5. Second **Affirmative** Constructive (6 minutes)
6. First Negative cross examines, second Affirmative responds (2 minutes)
7. Second **Negative** Constructive (6 minutes)
8. Second Affirmative cross examines, second Negative responds (2 minutes)
9. **90 seconds preparation period**
10. **Negative Rebuttal** (2 minutes)
11. **Affirmative Rebuttal** (2 minutes)

Semi-final and Final Rounds

1. First **Affirmative** Constructive (8 minutes)
2. Second Negative cross examines, first Affirmative responds (2 minutes)
3. First **Negative** Constructive (8 minutes)
4. First Affirmative cross examines, first Negative responds (2 minutes)
5. Second **Affirmative** Constructive (8 minutes)
6. First Negative cross examines, second Affirmative responds (2 minutes)
7. Second **Negative** Constructive (8 minutes)
8. Second Affirmative cross examines, second Negative responds (2 minutes)
9. **90 seconds preparation period**
10. **First Negative Rebuttal** (3 minutes)
11. **First Affirmative Rebuttal** (3 minutes)
12. **Second Negative Rebuttal** (3 minutes)
13. **Second Affirmative Rebuttal** (3 minutes)

Speaker Roles

First Affirmative Constructive (6/8 min)

- Defines the motion
- Sets out the case of the proposition (refers to own and partners' arguments for the debate)
- Presents two/three arguments

Cross Examination: 2N cross-examines – 1A response

The purpose of any cross-examination is to weaken or to destroy the opposing argument by requests for clarification, not by refutation or rebuttal. No new contentions or support for any contentions may be introduced into the debate by the cross examiner. The cross-examiner can gain advantage from new information only by his/her team's introducing it into subsequent constructive or rebuttal speeches.

First Negative Constructive (6/8 min)

- Deals with definition (if necessary)
- Explains important differences between affirmative and negative
- Rebutts the arguments of the First Affirmative Speaker
- May present a counter case
- May present one/two arguments
- Accepts at least one/two Points of Information

Cross examination: 1A cross-examines – 1N responds

Second Affirmative Constructive (6/8 min)

- Brings the debate back to the Affirmative's case (defending the definition(s) if necessary)
- Rebutts arguments given by the First Negative Speaker
- Presents one/two new argument(s)

Cross examination: 1N cross-examines – 1A responds

Second Negative Constructive (6/8 min)

- Brings the debate back to the Negative's case (addressing the definition(s) if necessary)
- Rebutts arguments given by the Second Affirmative Speaker
- Presents one/two new argument(s)

Cross examination: 2A cross-examines – 2N responds

Affirmative Rebuttal (2/3 min.): done by either speaker

- Focuses on the most important issues of the debate as a whole
- First rebuts case of the Negative and then finishes with own case
- No new arguments are presented
- New examples are welcome

Negative Rebuttal (2/3 min) (done by either speaker)

- Focuses on the most important issues of the debate as a whole
- Rebutts case of the Affirmative and then concludes with the case of the Negative
- No new arguments are presented
- New examples are welcome

CONSTRUCTIVE SPEECHES

First Affirmative: It is the duty of the First Affirmative speaker to

- a) present the proposition being debated
- b) define the terms of the proposition from the affirmative point of view
- c) present the case in favor of the proposition.

In debates of policy, the case usually includes the need for a change in the status quo. In all cases, the speaker should summarize and press the negative to reply.

First Negative: The First Negative speaker provides direct clash by debating arguments presented by the First Affirmative speaker. The first negative speaker should:

- a) comment on the terms of the proposition from the negative point of view and may contest the validity of those terms
- b) clearly state the negative position
- c) specifically challenge the contentions of the affirmative's case

In debates of policy, this usually involves contesting the need for a change and supporting the status quo. In all cases, the speaker should summarize and press the Second Affirmative to reply.

Second Affirmative: The Second Affirmative speaker has three primary duties:

- a) re-establish the affirmative position in the debate
- b) refute the major arguments presented by the First Negative speaker
- c) to extend the affirmative arguments and present any remaining constructive materials for the affirmative.

The speaker should end with a brief summary of the affirmative position and press the Second Negative to reply.

Second Negative: The Second Negative speaker replies to arguments made by the Second Affirmative. S/he should:

- a) restate the negative position
- b) rebuild the negative case, refuting the affirmative contentions.

S/he should summarize the entire negative case and press the Affirmative to reply.

REBUTTAL SPEECHES

Following the constructive speeches, a second preparation period is allowed. This is the only time that team members may communicate verbally with each other. At all other times, including between constructive speeches, all communication must be in writing. During the rebuttal speeches, no new contentions by the Affirmative, and no new lines of attack by the Negative, may be introduced into the debate. However, more support, *e.g. another source*, may be given to points previously made.

PRELIMINARY ROUNDS: Either member of the team may deliver the rebuttal.

Negative Rebuttal: The Negative Rebuttal attacks the affirmative case, restates the negative position, and presses the affirmative speaker to reply.

Affirmative Rebuttal: The Affirmative Rebuttal replies to the Negative Rebuttal, summarizes the affirmative case, and urges the acceptance of the proposition.

SEMI-FINAL AND FINAL ROUNDS: Both members of the team must speak in the rebuttals. They may speak in any order they choose.

Negative Rebuttal 1: The first Negative Rebuttal attacks the affirmative case and its claimed advantages and presses the Affirmative to reply.

Affirmative Rebuttal 1: The first Affirmative Rebuttal counters the attack by replying to the First Negative Rebuttal and the Second Negative Constructive. It then presses the Second Negative to reply.

Negative Rebuttal 2: The second Negative Rebuttal replies to the major attacks on the negative case, responds to the First Affirmative Rebuttal, summarizes the major negative arguments against the affirmative case, presses the Affirmative to reply, and urges the audience to reject the Affirmative's proposals.

Affirmative Rebuttal 2: The second Affirmative Rebuttal rebuilds the entire affirmative case by replying directly to the major arguments against it. The speaker summarizes the major affirmative arguments against the negative case and strongly urges the acceptance of the proposition.

Information for debate officials

Tournament Procedures:

1. For the preliminary rounds of Debate, the Tournament Director shall provide a schedule to be made which ensures that **each team debates four times**, twice on the Affirmative side and twice on the Negative. He shall also ensure that:

- a) two teams from one school will not debate against one another until the final
- b) no teams shall debate each other for a second time unless this proves to be unavoidable, with due regard for "a)" above
- c) each team debate as wide a variety of other schools as is possible.

2. During the tournament, the posting of the negative and affirmative sides should be completed in advance. If one round immediately follows another, both may be posted at the same time.

3. For each preliminary round of debate, there will be two judges. For the semi-final and final rounds, there will be three judges. Coaches should not judge any round in which their own team is debating.

4. **Judges may not award ties in debate.** They must give one team the win and the other the loss.

RANKING FOR DEBATE:

The following **formula** should be followed for determining which teams participate in the semi-final and final rounds:

There will be four preliminary rounds. The four teams with the best win-loss record, plus the tied teams, will advance to the quarter-finals. In the absence of tied teams, the four leading teams will advance directly to the semi-finals. In cases where more than four and fewer than eight teams advance, the teams with the best scorings may be advanced directly to the semi-finals. If teams tie for this position, a toss of the coin will determine which team(s) will get a bye in the quarter-finals.

The rules and format above will be observed for all tournaments. All schools should make sure that their teams and coaches are familiar with these rules before preparing for debates. Students should be aware that in various debate rounds they will be asked to debate both for and against the proposition. This should be kept in mind when preparing evidence cards and case outlines. Computers must not be used during the Debate rounds.

INSTRUCTIONS FOR DEBATE TIMERS

The following schedule is used. It is suggested that you check off each item.

Preliminary Rounds:

- First Affirmative Constructive (6 minutes)
- Cross-examination (2 minutes)
- First Negative Constructive (6 minutes)
- Cross-examination (2 minutes)
- Second Affirmative Constructive (6 minutes)
- Cross-examination (2 minutes)
- Second Negative Constructive (6 minutes)
- Cross-examination (2 minutes)
- 90 second preparation period
- Negative Rebuttal (2 minutes)
- Affirmative Rebuttal (2 minutes)

Semi-final and Final Rounds:

- First Affirmative Constructive (8 minutes)
- Cross-examination (2 minutes)
- First Negative Constructive (8 minutes)
- Cross-examination (2 minutes)
- Second Affirmative Constructive (8 minutes)
- Cross-examination (2 minutes)
- Second Negative Constructive (8 minutes)
- Cross-examination (2 minutes)
- 90 second preparation period
- First Negative Rebuttal (3 minutes)
- First Affirmative Rebuttal (3 minutes)
- Second Negative Rebuttal (3 minutes)
- Second Affirmative Rebuttal (3 minutes)

Start Constructive with 6 (8) showing and count down after each minute.

Start cross-examination with 2 showing.

Start Rebuttals with 2 (3) showing.

Ring 'bell' after first minute and before last minute of constructive speech (protected time).

When STOP comes up say "STOP". **The speaker may finish a sentence.** If speaker does more than that you should hold the card above your head, turning it so the judges also see STOP.

At the end of the 90-second Preparation Break, say "BEGIN".

Furniture needs: 1 music stand, 2 double tables, and 4 chairs, paper and pens.

THANK YOU FOR YOUR HELP AND PARTICIPATION!

SPEECH

DUET ACTING

Duet acting is defined as the presentation of an excerpt from a published full-length or one-act play, which does not exceed seven minutes, including an appropriate introduction which must mention the title of the play and the name of the playwright.

Participants should realize that performances in large auditoriums tend to take longer, and also allow for audience reaction. Contestants are expected to **bring a copy of the published script to the tournament. Scripts written for television and film are not permitted.**

The scene must include two characters and must be presented by two contestants. Both actors should contribute in a responsive and interdependent manner. The performance should achieve dramatic coherence. Judicious editing is permitted in order to maintain continuity.

Duet Acting is not intended to be a production. Make-up, costumes, special lighting, and music are not permitted. Speakers should not modify their clothing to suggest characters. Two chairs and a table, usually a school desk, will be provided, but need not be used. No props or other furniture may be used. All lines are to be memorized.

The use of unaccented English will not be a criterion unless the pronunciation and accent interfere with intelligibility.

Scenes lasting over seven minutes will not be penalized but when speakers go over the time they will hear the timer's word "Stop", they should finish their sentence and then stop immediately.

IMPROMPTU SPEAKING

The Impromptu Speaking event consists of two rounds in which each contestant must participate.

Round One: The first round will contain of current event topic, e.g. "*Changing power structures in Europe*" or "*Analyze the effects of television on the future*". **Students should be familiar with major news items from a variety of reputable sources in order to prepare for this round.**

Round Two: The second round will focus on a general or philosophical issue. This may be drawn from a quotation, a proverb, or a one-liner.

Topics for both rounds will be prepared by the host school. In each round the participant will have a choice between two possible subjects.

Speakers may not enter the room until it is their turn to speak, and no one (speaker or member of the audience) may leave the room until the end of the round.

In the final round, the Tournament Director will select two topics, one a current event topic, the other a general or philosophical issue. Each participant will have a choice between the two subjects.

In each round, the speakers will have **90 seconds' preparation** time including the selection of their topic.

They may jot down notes during this time. **They may not confer with anyone or use notes already prepared. They may ask the judge to define a word.** Participants should **use quotations, dates, names,** etc. to show their familiarity with current topics. They must quote their selected topic verbatim at the start. In general, judges should be looking for a **good balance between content and delivery,** and should give equal weighting to each. The use of unaccented English will not be a criterion unless the pronunciation and accent interfere with intelligibility.

Any participant who speaks for less than two minutes or for more than three minutes will not be penalized. In practice, when speakers hear the timer's word 'stop', they should finish their sentence and then stop immediately.

ORAL INTERPRETATION OF LITERATURE

Oral Interpretation is defined as an effective reading using the voice, which may be enhanced by facial expression and appropriate gesture, to bring the passage to life. This event is not "Solo Acting". **Eye contact with the audience as well as visual breaks with the text for special effect, are of course permitted, but the overall impression must be one of a sustained reading.**

The material chosen for Oral Interpretation may come from any published work of literature and from any literary genre. Participants are expected to **bring a copy of the published script to the tournament.** The nature of the reading will be light or serious, according to the decision of the Tournament Director. If decided that for a given tournament Oral Interpretations will be of a serious nature, then Duet Acting selections will be light, and vice versa.

Readings must not exceed six minutes, including an appropriate introduction which must mention the title of the work and the name of the author. No minimum time is set, but very short readings will have difficulty in competing with those near the maximum length. Contestants must realize that readings in auditoriums usually take longer than in smaller rooms and should plan accordingly.

Speakers may stand at a lectern or music stand. Gestures are permitted, but no movement outside of an area of one half square meter is allowed. **Speakers should not modify their clothing to suggest characters.**

The use of unaccented English will not be a criterion unless the pronunciation and accent interfere with intelligibility.

Readings of more than six minutes in length, and/ or failure to comply with any of the above will not be penalized. In practice, when speakers hear the timer's word "Stop", they should finish their sentence and then stop immediately.

ORIGINAL ORATORY

The oration should be an original speech written by the speaker, not exceeding six minutes in length. The speaker must develop a topic with a **clear focus**, which engages the audience. Sources of quoted material should be clearly indicated by the speaker. **The use of notes or text is permitted, but the speech may be memorized.** Speakers may stand at a lectern or music stand.

A speech will be judged equally on both its content and the speaker's delivery.

The use of unaccented English will not be a criterion unless the pronunciation and accent interfere with intelligibility.

Students must not make major modifications to speeches between rounds of the same tournament.

There is no minimum time limit, but very short speeches will have difficulty in competing with those nearer the maximum length. Orators should realize that the presentation of speeches in auditoriums usually takes longer than in smaller rooms and should plan accordingly.

Speeches of more than six minutes in length, and/ or failure to comply with any of the above will not be penalized. In practice, when speakers hear the timer's word "Stop", they should finish their sentence and then stop immediately.

RANKING FOR ALL SPEECH EVENTS

The five speakers with the highest totals as a result of the preliminary rounds, plus ties, will enter the finals. Semi-finals may be held, at the discretion of the Tournament Director. Three judges will judge the finals, and the total of their scorings will determine the final ranking. The highest total-scoring speaker in the finals will be the winner. In case of a tie, the speaker with the highest total in the preliminary rounds will be the winner. If at that point there is still a tie, the tie will not be broken and two first places will be awarded.

INSTRUCTIONS FOR TIMERS OF SPEECH EVENTS

General procedures

Your main job is to keep accurate time for each event and be on time for each event.

You must pick up the judges' envelopes, time cards and stop watches from the tournament office before the round. You must time downwards in each event.

RETURN the sealed ballot immediately to the office after the round along with the time cards and stop watches, unless you are using them for the next round.

Duet acting

SEVEN minute limit, introduction included. **Start with 7 showing**. Count down after each minute. In the last minute there is a 30-SECOND card, then a STOP card. Say "STOP" loudly and clearly. Inform judge of time. Furniture needs : 1 table, 2 chairs.

Impromptu

Start timing after participant opens envelope (90 seconds to select topic and prepare). **After 90 seconds show STOP card. Say "BEGIN"**. Then **start timing down from 3 minutes as above**. Say "STOP" loudly and clearly. Inform judge of time.

Furniture needs: 1 table, 1 chair, 1 music stand, paper and pens.

Oral Interpretation and Original Oratory

SIX minute limit. Start with 6 showing. Count down after each minute as above.

Say "STOP" loudly and clearly.

Inform judge of time

Furniture needs: 1 music stand.

Remember: When speakers hear the timer's word "Stop!" they should finish their sentence and then stop immediately.

GENERAL INSTRUCTIONS TO JUDGES AND COACHES FOR SPEECH AND DEBATE EVENTS

- 1) Judges should base decisions on the overall effectiveness of contestants. In general, they should look out for a good balance between content and delivery. In all cases, judges are expected to complete critique sheets and ballot sheets for each contestant or team that they judge. The critique sheets are intended as a means of offering help to students, who will receive the critique sheets after the tournament has ended. Judges should include constructive remarks whenever possible, and remember that the more specific a comment, the more valuable it is. Students learn little from bland critique sheets. Examples of critique sheets and ballots for all events are included in this handbook.
- 2) Judges should rely on their timekeepers for assistance and ask for help from the Tournament Director if in doubt about a problem. In all events, speakers are allowed to finish their sentence briefly after "Stop!" is called.
- 3) Judges should not speak during an event except in cases of serious breaches of rules or decorum. Judges may confer with each other for clarification of rules, criteria, or technicalities before or during an event, but not for decisions about ranking of participants. Ballots must be filled in and signed by each judge individually, with no conferring about ranking allowed among judges between the end of the last speaker's presentation and the collecting of the envelopes by the timer.
- 4) Workshops to train judges should be offered. (Videos of tournaments need to be made, and then edited to serve as teaching materials with examples of good and bad practice for both judges and students to learn from. A collection of these and other teaching resources should be built up by the Activities Coordinators.)
- 5) Judges must refrain from discussing an event among themselves until all ballots have been submitted to the timers. They may, however, clarify rules, procedures or technicalities by conferring with each other.
- 6) Judges must not make the use of unaccented English a criterion in judging any event, unless the pronunciation and accent interfere with intelligibility.
- 7) Judges must not reveal results of an event to participants. Such information may produce an unfair advantage or disadvantage in morale. Results are posted only at appropriate stages during the tournament.
- 8) Judges must not award ties in debate.
- 9) Judges and coaches must not give any information to contestants about any debate team's arguments.

- 10) Coaches must not give any assistance of any kind to their students during performances.
- 11) Coaches must not discuss with participants any verbal or written comments on performances made by judges until after the awards ceremony.
- 12) Coaches must ensure that evidence presented by participants in Debate and Oratory is genuine, and in the case of the former, that evidence cards are properly presented.

PENALTIES AND DISQUALIFICATIONS

- 1) Judges should be familiar with the rules for participants in each event which they are to judge. Violations of such rules may result in penalties, in warnings, or, in some cases, in disqualification.
- 2) It may happen that a judge feels that a participant should be penalized by a loss in debate or in other events, or that s/he should be disqualified from the tournament. In this event, the judge must consult with the other judges immediately after the round. Should they agree upon a penalty or disqualification, the Tournament Director must be informed and has the right to confirm or overrule the decision of the judge.
- 3) Participants may submit claims in writing to the Tournament Director within one hour, and such claims must not be discussed with other participants. Value-judgments about content and decisions about ranking will not be considered; only claims over technicalities may be submitted. The decision of the Tournament Director is final.

AWARDS

- A. Permanent trophies will be awarded for the first, second, and third places in Debate.
- B. Individual Medals will be awarded for the first, second and third places in Duet Acting (2 medals per Duet Acting pair).
- C. Individual Medals will be awarded for the first, second, and third places in Impromptu Speaking
- D. Individual Medals will be awarded for the first, second, and third places in Oral Interpretation
- E. Individual Medals will be awarded for the first, second, and third places in Original Oratory

EXAMPLES OF BALLOTS AND CRITIQUE SHEETS

For Debate: each judge should get a template of Debate Ballot and 2 critique sheets (Affirmative team critique sheet and Negative team critique sheet).

Debate Critique Sheet

Debate Round No: Room No.

Affirmative Team 1A _____ & 2A _____

Judge's Name:

1A First Affirmative

2A Second Affirmative

Affirmative Rebuttal(s)

General Comments: Affirmative Team

Content

Strategy

Delivery

Debate Critique Sheet

Debate Round No: Room No.

Negative Team 1N _____ **& 2N** _____

Judge's Name:

1N First Negative

2N Second Negative

Negative Rebuttall(s)

General Comments: Negative Team

Content

Strategy

Delivery

Students' Names : _____&_____ Round: _____ Room: _____ Judge's name: _____

DUET ACTING - GRADING SCHEME & BALLOT:

The following is a grading scheme used to evaluate the overall effectiveness of the Duet Acting piece. There are ten criteria with three choices in each. Write one number for each criterion ("3" being the best) for an overall possible score of 30.

Acting Ability

- _____ 3 **Delivery:** fluent and confident with highly effective use of timing, rhythm, pitch, tone
_____ 2 Delivery generally clear with some variation in pitch, volume, rhythm, tone
_____ 1 Difficulties in hearing at some points, limited variation in voice
- _____ 3 **Posture and gesture:** highly effective for scene
_____ 2 Take on different gestures/postures, occasionally inappropriate for scene
_____ 1 Occasional use of gesture, few changes in posture during scene
- _____ 3 **Characterisation:** convincing characters are created and sustained
_____ 2 Characters consistent but perhaps not convincing
_____ 1 Characters not fully convincing, seem to lapse at points
- _____ 3 **Ensemble:** highly effective interaction between characters
_____ 2 Uneven interaction between characters
_____ 1 Limited interaction between characters

Staging

- _____ 3 **Use of space:** highly effective for scene
_____ 2 Some use made of space
_____ 1 Limited use of space
- _____ 3 **Blocking:** highly effective and appropriate movement for scene
_____ 2 Blocking makes sense but not very interesting in itself
_____ 1 Movement rather limited, adds little to the piece

Effect

- _____ 3 **Understanding:** subtleties in the text are captured and praiseworthy
_____ 2 Understand main ideas of text but miss nuances
_____ 1 demonstrate limited understanding of the text
- _____ 3 **Emotional atmosphere:** vividly create and sustain a suitable mood
_____ 2 Create an atmosphere, but may not strongly affect audience
_____ 1 Create a limited sense of atmosphere
- _____ 3 **Fluid pacing** and delivery of scene
_____ 2 No hesitations or awkward pauses
_____ 1 Some hesitation and/or awkwardness at points
- _____ 3 **Ending:** strong and effective
_____ 2 Clear ending, maybe lacking a sense of climax
_____ 1 Piece simply stops

_____ **Total (out of 30)**

Judge's signature: _____

Duet Acting Critique Sheet

Speakers' Names:

Round: Room:

Judge's Name:

Title/Author of Piece:

Please see other page for Grading Scheme. This grading scheme contains descriptors that may be used as a starting point for judgments. You may underline or highlight phrases that apply to the actors as part of the critique; under each category, descriptors are arranged in various criteria. Please add comments on any other relevant aspects and to focus participants on specific aspects of their piece.

Judge's general comments on piece:

Actor A:

Actor B:

Areas for improvement:

Student's Name: _____ Round: _____ Room: _____ Judge's name: _____

IMPROMPTU SPEAKING - GRADING SCHEME & BALLOT:

The following is a grading scheme used to evaluate the overall effectiveness of the Impromptu Speaking. There are ten criteria with three choices in each. Write one number for each criterion ("3" being the best) for an overall possible score of 30.

Content

- | | | |
|-------|---|--|
| _____ | 1 | 3 Introduction: sets a clear direction and states the topic verbatim
2 States the topic but the introduction is without clear direction
1 Introduction lacks depth and clarity of direction |
| _____ | 1 | 3 Focus and clarity: Body of the speech shows strong focus and clarity of thought
2 Body of the speech is somewhat focused and clear
1 Body of the speech lacks focus and clarity |
| _____ | 1 | 3 Examples: highly effective for both topic and audience
2 Some effective examples used
1 Limited use of examples |
| _____ | 1 | 3 Reasoning: argumentation is effective in support of central idea
2 Some reasoning and support of central idea
1 Limited reasoning in support of central idea |
| _____ | 1 | 3 Conclusion reinforces major ideas and leaves audience thinking
2 Conclusion links to main ideas but may not have leave audience thinking
1 The ending is a simple repeat of main ideas |

Delivery

- | | | |
|-------|---|---|
| _____ | 1 | 3 Clarity: each word can be clearly heard
2 Most of the speech is distinct and clear
1 Some parts are hard to hear |
| _____ | 1 | 3 Voice: interesting and enjoyable variations in pitch, volume and tone
2 Reasonable variation in use of pitch, volume and tone
1 Room for much more variation in voice qualities |
| _____ | 1 | 3 Pacing: enjoyable and effective use of pauses, rhythms, varied speed
2 Variation in use of pauses, rhythm, speed; maybe scope for more
1 Some variation in pacing – more would better sustain audience's attention |
| _____ | 1 | 3 Composure: confident and poised in speaking
2 Somewhat confident; maybe nervous but controlling it
1 Demonstrated nervousness |
| _____ | | 3 Engagement: employed effective gestures and eye contact
2 Some gestures used; limited eye contact with audience
1 Few gestures used with little eye contact with audience |

Total (out of 30)

Judge's signature _____

Impromptu Critique Sheet

Speaker Name:

Round:

Room:

Judge's Name:

Theme:

Please see other page for Grading Scheme. This grading scheme contains descriptors that may be used as a starting point for judgments. You may underline or highlight phrases that apply to the speaker as part of the critique; under each category, descriptors are arranged in various criteria. Please add comments on any other relevant aspects and to focus participants on specific aspects of their piece.

Judge's general comments on speech:

Areas for improvement:

Students' Name: _____ Round: _____ Room: _____ Judge's name: _____

Speaker Name:

Round: Room:

Judge's Name:

Title/Author of Piece:

Please see other page for Grading Scheme. This grading scheme contains descriptors that may be used as a starting point for judgments. You may underline or highlight phrases that apply to the speaker as part of the critique; under each category, descriptors are arranged in various criteria. Please add comments on any other relevant aspects and to focus participants on specific aspects of their piece.

Judge's general comments on speech:

Areas for improvement:

Student's Name: _____ Round: _____ Room: _____ Judge's name: _____

ORIGINAL ORATORY - GRADING SCHEME & BALLOT:

The following is a grading scheme used to evaluate the overall effectiveness of the Original Oratory. There are ten criteria with three choices in each. Write one number for each criterion ("3" being the best) for an overall possible score of 30.

Content

- | | | |
|-------|---|---|
| _____ | 1 | 3 Introduction: sets a clear direction and hooks the audience
2 Introduction sets a direction and attempts to hook the audience
1 Introduction lacks depth and clarity of direction |
| _____ | 1 | 3 Focus and clarity: Body of the speech shows strong focus and clarity of thought
2 Body of the speech is somewhat focused and clear
1 Body of the speech lacks focus and clarity |
| _____ | | 3 Examples: highly effective for both topic and audience
2 Some effective examples used
1 Limited use of examples |
| _____ | 1 | 3 Reasoning: argumentation is effective in support of central idea
2 Some reasoning and support of central idea
1 Limited reasoning in support of central idea |
| _____ | 1 | 3 Conclusion reinforces major ideas and leaves audience thinking
2 Conclusion links to main ideas but may not have leave audience thinking
1 The ending is a simple repeat of main ideas |

Delivery

- | | | |
|-------|---|---|
| _____ | 1 | 3 Clarity: each word can be clearly heard
2 Most of the speech is distinct and clear
1 Some parts are hard to hear |
| _____ | 1 | 3 Voice: interesting and enjoyable variations in pitch, volume and tone
2 Reasonable variation in use of pitch, volume and tone
1 Room for much more variation in voice qualities |
| _____ | 1 | 3 Pacing: enjoyable and effective use of pauses, rhythms, varied speed
2 Variation in use of pauses, rhythm, speed; maybe scope for more
1 Some variation in pacing – more would better sustain audience's attention |
| _____ | 1 | 3 Composure: confident and poised in speaking
2 Somewhat confident; maybe nervous but controlling it
1 Demonstrated nervousness |
| _____ | 1 | 3 Engagement: employed effective gestures and eye contact
2 Some gestures used; limited eye contact with audience
1 Few gestures used with little eye contact with audience |

Total (out of 30)

Judge's signature_____

Original Oratory Critique Sheet

Speaker Name:

Round: Room:

Judge's Name:

Title/Subject of Oratory:

Please see other page for Grading Scheme. This grading scheme contains descriptors that may be used as a starting point for judgments. You may underline or highlight phrases that apply to the speaker as part of the critique; under each category, descriptors are arranged in various criteria. Please add comments on any other relevant aspects and to focus participants on specific aspects of their piece.

Judge's general comments on speech:

Areas for improvement:

Chapter 23

HOSIC (Hands-On Student Involvement Conference) for High School

HOSIC is a theme-based, *non-competitive* conference that gives students a forum to explore ideas, practice presentation and interpersonal skills, and take responsibility for their own success. To every extent possible, HOSIC is *for and about students, run by students, with the least possible adult management*. By allowing students to plan, organize, and run this gathering, HOSIC empowers students and encourages them to become involved with their own school, to interact with a wider group of their peers, and to gain skills and confidence to effect change in their own schools and beyond.

The two-day HOSIC conference consists of an extensive schedule of student-led workshops, seminars, and presentations based on the chosen theme, beginning with a keynote speaker, interspersed with student-led activities, and concluding with a closing gathering. Participating schools coaches and teachers are expected to work with their students in developing workshops and providing feedback on their performance. The theme is chosen by the host school's students, with guidance from CEESA principals, host teaching faculty and when possible with CEESA high school students.

HOSIC team members are frequently non-seniors, often students who are not intensely involved in other school activities and sports. HOSIC is a good opportunity for the emerging student leader, the student whose potential is thus far untapped, and the student who wants to grow interpersonal skills and explore issues affecting their lives.

REQUIREMENTS FOR HOSTING HOSIC

- Event will be hosted in rotation, which is planned two years ahead.
- Hosting school should be able to host a minimum of 80 visiting students (number of students from each school is at the discretion of the host school), and every effort made to accommodate CEESA member high school students.
- Will involve students to a great extent in deciding the focus or theme for their hosted conference.
- Teachers, HOSIC coaches, directors and administrators will serve as 'teaching advisors' at every step of planning: to guide and assist students.
- Encourage involvement of the entire high school of the host school: students and teachers, whenever possible.
- Should provide electronic assistance for presentations, sound amplification, large and small group meeting rooms, recreation, social events, etc. to support the student conference.
- Will organize and schedule a cultural experience at some point during the conference.

SAMPLE STEPS FOR HOSIC CONFERENCE DIRECTOR

STEP 1: Choose conference theme and publish to CEESA schools

2006 Prague: Diversity
2007 Vienna: Student Life
2008 Moscow: Decision Making
2009 Warsaw: Global Crime

With two or three ideas as a starting point, ask student groups to propose topics of interest to them. Solicit ideas from faculty and administration. Narrow the selection through discussion in advisory or grade level meetings, and vote on the final three.

This could also be a CEESA-wide process where each school votes on the 3 pre-selected themes. The results would be forwarded to the host school and collated. Thus all schools would have an opportunity to participate in the selection of a theme.

STEP 2: Choose student leaders

Choosing effective student leaders is a critical decision. Student leaders will work directly with the faculty director, Activities Coordinator, and Administration. These students should be creative, responsible, organized self-starters who have the time and commitment to carry out the planning and execution of the event. If a student leader has attended a HOSIC conference in the past, s/he will have a head start on envisioning a successful conference.

Allow students every decision-making opportunity possible, beginning with brainstorming sessions about how the conference will 'look', what they will need to plan, order, anticipate, etc. Student leaders should help create a timeline/action plan and a responsibility flow chart **before school ends**.

Divide responsibilities among student leaders (using the flow chart) such as creative, scheduling, publications, student workers, permissions, social activities, etc.

STEP 3: Begin the search for a keynote speaker.

This is one task that likely rests with the HOSIC director, with considerable input from Administration and the Activities Coordinator. Pooling all of the schools' resources on this would likely garner the very best keynote speaker related to the theme. Student input is welcomed, but they may not have the contacts or awareness necessary to make the best selection. However, if interviewing or communicating otherwise with potential speaker, include students directly in the process. They learn how to ask good questions and deal with professionals.

STEP 4: Weekly planning meetings with Student Leaders

Here is a partial list of what to plan, organize, complete and anticipate:

- ***Timely communication with CEESA schools***
 - Invitation letter from the host school
 - Welcome letter from student leaders
 - Keynote speaker introduction
 - Communication with visiting teams in regard to conference theme, seminar topic/synopsis

- ***Event daily schedule***
 - Start and end times
 - Social activities, ice breakers, etc.
 - Refreshments and meals—when, where, how much, etc
 - Opening and Closing Ceremonies (slide show or video presentations, welcome speeches, keynote speaker etc)
 - Student Social activity for Friday evening
 - Cultural experience

- ***Conference content***
 - Conference schedule: Day 1, Day 2 with seminars' time a location
 - Seminar Catalogue: all seminars/ presentations with title and synopsis
 - Welcome letter, participant packets, name tags, etc.

- ***Conference logistics***
 - Registration of participants
 - Computer access for participants and coaches
 - Coaches' materials, gathering place
 - Safe storage for participants' personal items—bags, coats, etc. (signed classrooms)
 - Student volunteers for ice breakers, social event, registration, setting up and monitoring rooms, help for people who get lost, photographers to record the conference activities
 - Directions around school to guide visitors
 - Student-led tour of school facilities for visitors

- ***Conference promotion and publicity***
 - Choose memorabilia for participants (e.g. T-shirt or other item) and create the design
 - Conference stationery
 - Posters around school
 - Post event CD or video with pictures to all schools

- ***Budget awareness***—staying abreast of the cost of planned activities, food, transportation, memorabilia, etc.

All CEESA rules will apply to this event.

Chapter 24

MS Cultural Arts Festival

General Format of Event:

The host school will develop a theme for the Cultural Arts Festival to show off the diverse culture of their city and country to their guests from far and wide. The Cultural Arts festival covers a two-day period and the host school can share cultural, historical and architectural treasures of their unique city and country. Event organizers are encouraged to think creatively to come up with cultural and art engaging activities for student participants to take part in during the time. The host school can offer a series of hands on workshops for students to learn:

- Dance and song.
- Artistry, puppets
- Field trips to museums, churches, local villages, traditional buildings.
- Painting, sculpture
- Digital video and camera.
- And many more.

Host Schools should have visiting schools prepare some work before they arrive

- Bring craft specific for their country.
- Prepare legends, fairy tails or folklore from their country to perform or share.
- Create historical timelines.
- Compare and contrast what is here and what happened in the host country to your country or city.

Previous Major Themes

- : Prague-Creating Czech Marionettes-script writing, set design, lighting, music, puppet construction detail and puppet movement.
- : Sofia-The traditional Bulgarian celebration of St Georges Day (March 6)
- : Kyiv-An exploration of art, music, and crafts in Ukraine: the hidden jewel of Eastern Europe.
- : Riga –Riga H2O-events and activities will be based upon the idea of water and its historical and cultural significance to Latvia.
- : Zagreb-Zagreb Licitar hearts (gingerbread crafts)
- : St Petersburg-To share the cultural, historical and architectural treasures of one of the most unique cities in Europe.
- : Helsinki-Virtues in Our Culture
- : Tallinn-So small, so great! (modeling of architectural landmarks of the cities)

Rosters

- A. Students currently enrolled in 6th, 7th or 8th grade are eligible to attend the CEESA Middle School Cultural Arts festival.
- B. Each CEESA School can send up to 10 students.

CEESA
Athletic and Activity
Forms

Chapter 25 – Evaluation and Assessment

SPORTSMANSHIP RUBRIC

Score	1	2	3	4
Interaction with opponents	The team and coach were abusive, argumentative and disrespectful.	Some of the team were negative and disrespectful.	Most of the team were respectful and positive the entire team was respectful during all contests, when not directly competing, and at all other times during the tournament.	The team was respectful of all; Complimentary and/or helpful with opponents. In addition to being respectful at all times, team members go out of their way to be helpful to others.
Interaction w/ teammates & own coach	The team members were disrespectful, complaining and whining. They talked back to their coach or ignored instructions.	Some of the team members were respectful of their coach, but some questioned the coaches' instructions, talked back, or ignored instructions. Sometimes at odds with teammates	Each member of the team member was cooperative and respectful to their coach. Each member of the team followed directions and appeared to have a good relationship with the coach.	Each member of the team is clearly cooperative, supportive, encouraging and respectful of the coach. All members of the team followed directions and interacted positively with their coach.
Interaction with officials	The team and / or coach were disrespectful to officials. They argued with officials and / or displayed anger throughout the event.	Some team members were critical of or disrespectful towards the officials.	All team members were respectful to officials. All rules and expectations were followed.	Outstanding sportsmanship was displayed by coaches and team members throughout the event. They were respectful of the rules and the officials.
Away from competition behavior	Loud, abusive, disruptive at some time. Not cooperating with host families and/or school officials.	Loud, disruptive or acting inappropriately at some time.	Polite and respectful at all times.	Extremely respectful and polite; Communicative with host families— an exemplary representatives for their school.

Your team is to fill out one form for each of competing teams (excluding your own). Forms are to be submitted to the host school Activities Coordinator. 1 team = 1 school

Teams being evaluated: _____

Final score: _____

CEESA STUDENT EVALUATION FORM: The Host School will provide the following student evaluation form to All event participants. Students are encouraged to complete and return the Form to the tournament director at the end of the CEESA Event. The purpose of the evaluation form is to help review the event and make suggestions for future planning.

Please complete this evaluation and give it to your advisor/coach.	
School _____ Sponsor/Coach _____	
Name of CEESA Event _____	
Please circle one number in each box. Rating 1 = low, 5 = high	
Did you receive enough information about the event before the trip?	1 2 3 4 5 n/a
How would you rate the facilities used at the host school?	1 2 3 4 5 n/a
Comments _____	
How would you rate the competition level?	1 2 3 4 5 n/a
How would you rate your cultural experience?	1 2 3 4 5 n/a
Comments _____	
How would you rate your host family?	1 2 3 4 5 n/a
Comments _____	
Did you receive enough meals for the duration of the event?	1 2 3 4 5 n/a
Comments _____	
What was your favorite and least favorite part of the event?	
Comments _____	

CEESA Activity Event Report

Host School: _____

Event Name: _____

Dates of Event: _____

Activities Coordinator: _____

Tournament Director: _____

Tournament Director's email: _____

Number of Participants: _____

Participating Schools:

Event results:

Coaches' feedback meeting results:

1. General feelings (plus/ delta)

2. Concerns

3. Suggestions for format, rules and content improvement

4. Recommendations for Handbook editing

Estimated expenditures (optional):

List Expenses	Amount
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total Expenditures:	_____

This report should be sent to the CEESA executive Activities Committee representative
Ms. Elena Plyuta at: elena.plyuta@as.ru within one week after the tournament.