CEESA ATHLETICS AND ACTIVITIES HANDBOOK
PRATICAL GUIDE FOR SCHOOLS,
ATHLETIC & ACTIVITIES DIRECTORS AND COACHES

SCHOOL YEAR 2013-2014
(Updated May 2013)

Table of Contents

Part I

Organization and CEESA Rules for Athletics and Activities

Chapter 1
Organization and General Regulations

I. 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. 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

II. 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.

III. 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.

IV. CEESA Middle School Philosophy

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 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 school must do the following:

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 Participating Schools:
RED DIVISION – BUDAPEST, BUCHAREST, ISTANBUL, KIEV, MOSCOW, PRAGUE, WARSAW
BLUE DIVISION – BELGRADE, HELSINKI, LATVIA, NOVA SKOPJE, PSI, SOFIA
GREEN DIVISION – ESTONIA, KRAKOW, TIRANA, VILNIUS, ZAGREB, CYPRUS

Cancellation of Events
In order to eliminate event cancellations the CEESA Directors will honor commitments made when scheduling events. They will do this by:
1. Reviewing carefully with all authorized representatives before, during, and after scheduling direct administrative involvement will be assured.
2. Communicating between Directors and CEESA ED before any event is cancelled.

The CEESA BOD will entertain sanctions if a pattern of cancellation by a member school is repeated

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

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: Junior Varsity Soccer, Varsity Soccer, Varsity Cross-Country
Winter Season: Junior Varsity Basketball, Varsity Basketball, Varsity Swimming
Spring Season: Varsity Tennis, Varsity Softball, Junior Varsity Volleyball, Varsity Volleyball

Activities
Speech and Debate
HOSIC (Hands on Student Involvement Conference)
Knowledge Bowl
Math Team
FTC Robotics
Band / Choir Festival

Middle School:
Athletics
Fall Season: Soccer, Tennis, Cross-Country
Winter Season: Basketball, Swimming
Spring Season: Softball, Volleyball

Activities
Knowledge Bowl
Math Counts
FLL Robotics
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.**
All CEESA High School events shall be inclusive of all High School students fully enrolled at a CEESA school in Grades 9-12. Students are eligible to participate in 4 years of sports/activities in High School. In support of the developmental nature of Junior Varsity athletics, no grade 12 students will be allowed to participate in CEESA Junior Varsity tournaments. CEESA recognizes some students play for a club or represent their home country at the national level. Students must have attended at least 50% of the schools respective practices and not infringe upon said schools sporting philosophy to be eligible to participate in tournaments.

E. **Middle School participation shall be limited to full-time students in grades 6 – 8.**
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.** 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)
Swimming: Total of 14 High School and 14 Middle School students
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
MS Math Counts: 8 students per school (two teams of four)*
HS Math: 6 students per school (2 divisions of 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*
MS/HS Robotics: 10 students per school/Minimum to travel 5*

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.

H. 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 Varsity Basketball** may use three day formats. Due to scheduling concerns, **MS and HS Band/Choir Festivals** 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.

I. 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.

VII.H0STING

Any CEESA school wishing to host a CEESA Sports and/or Activity event must meet the following requirements: meet the minimum facility requirements, be able to accommodate the event format schedule and housing for visiting students to the prescribed numbers in the table below

RED DIVISION SCHOOLS – 4 times per year
BLUE DIVISION SCHOOLS – 2 times per year
GREEN DIVISION SCHOOLS – 1 time per year

VIII. 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.

IX. 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.
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.
F. Host schools must produce and send a copy of the host family list to visiting schools by the Monday before the event.

X.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 Chairperson may elect 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. Commitment lists for the following school year will also be filling in at the Spring Meeting. A school representative must be present to fill in the commitment list.
   Three options are available on the commitment list; Yes, No and Possible. If you select YES you are stating that you have an existing club and plan to attend that event. If you select NO you are stating that you do not have, and do not intend to start that club and will not attend that event. If you select PROBABLE you are stating that at that point you are not planning on attending but you would like to be considered when invitations are sent out. NOTE: A PROBABLE does not guarantee a school a spot in an event. However, host schools should plan the event taking the YES and PROBABLE schools into consideration. A host has the flexibility to increase the number of participants per school should a PROBABLE school cancel their

participation. If a number of schools have been turned down for an event due to the lack of space the committee will consider splitting an event into two sites for the following school year.

9. 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.
10. 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.
c.

XI. Communication

All communication will be sent from host AD/AC to visiting AD/AC. Coaches should not communicate directly with the host AD/AC or Tournament Directors. If they are communicating by email, they have to copy the AD/AC of the host school.

XII.CEESA Executive Board

Chairman: Richard McLeod – Anglo American School of Moscow
Red League Athletics: Jim Matter – American School of Warsaw
Blue League Athletics: Damien Hart - IS Belgrade
Green League Athletics: Deanna Kvaternik – American International School of Zagreb
Activities: Nick DeForest – AIS Vienna and Scott Hibbard – AIS Bucharest

XIII. Common Consequences for 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.**

COMMON EXPECTATIONS
The following guidelines and expectations fulfill the CEESA Sport and Activities Mission Statement. 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. Please see Chapter 2 for further information.

WHO DETERMINES WHETHER A VIOLATION HAS OCCURRED?

All CEESA coaches and sponsors, including the host schools' 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 high school principal.

There are two Levels of infractions: Level I results in sending a student home, Level II discipline is at respective school. The following table outlines the Level I and Level II violations. 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. If there is a repeat of any LEVEL I infraction, the involved student will be excluded for one calendar year from all CEESA events.

LEVEL OF INFRACTION	INFRACTION	CONSEQUENCES
I	Violation of Drug/Alcohol Policy	Principal to Principal Conversation
		Student Suspended for duration of event
		All reasonable efforts to return student at parents' expense.
		Parents are informed
		Violation is recorded, and will be reflected in students record and transcripts
		Student will be suspended for the following CEESA season/activity period
		Student will be ineligible for CEESA Awards
I	Violation of Violent Behavior	Principal to Principal Conversation
		Student Suspended for duration of event
		All reasonable efforts to return student at parents' expense
		Parents are informed
		Violation is recorded, and will be reflected in students record and transcripts
		Student will be suspended for the following CEESA season/activity period
		Student will be ineligible for CEESA Awards
I	Violation of Tobacco Policy	Principal to Principal Conversation
		Student Suspended for duration of event

		All reasonable efforts to return student at parents' expense
		Parents are informed
		Violation is recorded, and will be reflected in students record and transcripts
		Student will be suspended for the following CEESA season/activity period
		Student will be ineligible for CEESA Awards
II	Violation of Curfew and "Off Limits" Policy	AD/AC to AD/AC Conversation
		Principal to Principal Conversation
		Parents informed
		Student Suspended for duration of event, if determined it is a major violation of curfew

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 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.

****

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. (for example, filing in 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 everyday 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.

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.
3) If a student athlete needs to be taken to the hospital, one of the coaches or chaperones must accompany the athlete for assistance. If a prolonged hospital stay is indicated, parents will be responsible for facilitating further care . Chaperone will stay with a student until parents arrival or return home with a student upon release from the hospital.

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. Communication should be between AC/AD and the host AC/ADs or Tournament Directors unless expressly instructed by the host AD/AC (for example in the case of Music festivals). AD/AC should be CC'd on all emails.

3) Rosters provided to the host school will include: age, grade, gender, nationality, important medical and dietary alerts, t-shirt size, and housing preferences. Roster submission deadlines are set by the host school and should be required at no earlier than 4 school weeks before the event and no later than 2 weeks prior.

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.).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.

Host schools do not reserve the right to change rules for tournaments and events at the coaches meeting.

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 respective students host family at curfew time.**

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.

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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.

TOURNAMENT CITIZENSHIP

As athletes, coaches, officials and spectators we all have a role in an athletic event. Together we all have RESPONSIBILITIES to make this event a positive and healthy experience for all!

The athlete:
- Maximizes one's potential in the pursuit of individual and team excellence.
- Perseveres in the face of adversity.
- Wins with modesty and accepts defeat with poise and dignity.
- Respects self, all participants and the sport they participate within.
- Represents his/her school with the highest standard of conduct at all times.

The coach:
- Inspires athletes to compete within the rules of the sport they participate within.
- Teaches the importance of competing fairly regardless of outcome.
- Sets an example for players and spectators in respecting officials.
- Models exemplary conduct at all times.

The official:
- Is impartial, fair and firm in decisions.
- Treats all participants with respect.

The spectator
- Recognizes that the goal of athletic competition is to provide young people with the opportunity for healthy, physical, social and emotional growth.
- Recognizes that spectators as participants have responsibilities for appropriate behavior.
- Does not speak to other participants negatively and disrespectfully.
- Respects decisions made by game officials' and tournament organizers.
- Allows coaches to coach

Part II

CEESA
Athletic and Activity Events and Formats

Chapter 10
CEESA Events

I.   *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

The 1 hour, 15 minute blocking will allow for 16-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.

II.   *Event Formats*

The following are examples of tournaments for 5, 6, 7 and 8 teams

Tournament schedules will be designed based on the following seeding process. These are based on each respective schools placing in the previous year's tournament. For example, in a 6 team tournament BUCH finished 5th they will be #5 in the game schedule.

For tournaments that use "pool play" the following seeding system sets up pool A and B

Pool A: 1, 4, 6, 8
Pool B: 2, 3, 5, 7

For tournaments that take place outdoors, 60 % of tournament games must be completed for the standings to be official

An example of a 5 team tournament

TIME/GAME #		FIELD/COURT 1
9:00	G1	1 vs 2
10:30	G2	3 vs 4
12:00	G3	1 vs 5
13:30	G4	2 vs 4
15:00	G5	2 vs 3
16:30	G6	4 vs 5

TIME/GAME #		FIELD/COURT 1
9:00	G7	3 vs 5
10:30	G8	1 vs 4
12:00	G9	2 vs 5
13:30	G10	1 vs 3

TIME/GAME #		FIELD/COURT 1
9:00	G11	#2 vs #5
10:30	G12	#3 vs #4
12:00	G13	#1 vs WG12
13:30		BREAK
15:00	G14	LG12 vs LG13
16:30	G15	WG12 vs WG11

An example of a 6 team tournament (MS Level)
1st Day

TIME/GAME #	COURT/FIELD ONE	COURT/FIELD TWO
9:00	1 vs 6	3 vs 4
10:30	2 vs 5	No Game
12:00	1 vs 5	4 vs 6
13:30	2 vs 3	No Game
15:00	1 vs 4	No Game
16:30	3 vs 5	2 vs 6

2nd Day

TIME/GAME #	COURT/FIELD ONE	COURT/FIELD TWO
9:00	1 vs 3	4 vs 5
10:30	2 vs 4	3 vs 6
12:00	1 vs 2	5 vs 6
13:30	# 5 vs #6 plays for 5th / 6th place	
15:00	#3 vs #4 plays for 3rd /4th place	
16:30	#1 vs #2 plays for 1st /2nd place	

An example of a 6 team tournament (HS Level)
1st Day

TIME/GAME #	COURT/FIELD ONE	COURT/FIELD TWO
9:00 G1 and G2	1 vs 6	3 vs 4
10:30 G3	2 vs 5	No Game
12:00 G4 and G5	1 vs 5	4 vs 6
13:30 G6	2 vs 3	No Game
15:00 G7 and G8	1 vs 4	3 vs 5

2nd Day

TIME/GAME #	COURT/FIELD ONE	COURT/FIELD TWO
9:00 G9 and G10	2 vs 6	1 vs 3
10:30 G11	4 vs 5	No Game
12:00 G12	2 vs 4	No Game
13:30 G13 and G14	1 vs 2	3 vs 6
15:00 G15 and G16	1 vs 2	5 vs 6

3rd Day

TIME/GAME #	COURT/FIELD ONE	COURT/FIELD TWO
09:00 G17 and G18	#3 v #6	#4 v #5
10:30	No Game	No Game
12:30 G19 and G20	Winner G16 v # 2	Winner G17 v #1
14:00	LG19 v LG20 (3rd /4th place)	LG17 v LG18 (5th / 6th place)
15:30	WG19 v WG20 (1st / 2nd place)	

An example of a 7 team tournament (This is a modified round robin)
1st Day

TIME/GAME #	FIELD/COURT 1	TIME/GAME #		FIELD/COURT 2
9:15 G1	1 vs 7	9:15		
10:45 G2	3 vs 6	10:30		
12:15 G3	2 vs 4	12:15 G4	5 vs 7	
14:15		14:15 G5	1 vs 3	
15:30 G6	4 vs 6	15:30 G7	2 vs 5	
2nd Day TIME/GAME #	FIELD/COURT 1	TIME/GAME #		FIELD/COURT 2
09:00 G8	1 vs 6	09:00 G9	4 vs 7	

10:30 G10	5 vs 3	10:30	
12:00 G11	2 vs 7	12:00	
14:15 G12	5 vs 6	14:15 G13	1 vs 4
15:30 G14	2 vs 3	15:30	

3rd Day	FIELD/COURT 1	TIME/GAME #	FIELD/COURT 2
TIME/GAME #			
9:30 G15	#1 vs #4	09:30 G16	#2 vs #3
11:00 G17	#5 vs #6	11:00	------------------
12:30 G18	LG15 vs LG16 (3rd/4th Place)	12:30 G19	#6 vs #7
14:00 G20	#5 vs #7	14:00	------------------
15:30 G21	WG15 vs WG16 (FINALS)	15:30	

An example of an 8 team tournament (2 pool format)

TIME/GAME #	COURT ONE	RESULTS	TIME/GAME #	COURT TWO	RESULTS
9:15 G1	6 vs 8		9:15 G2	1 vs 4	
10:30 G3	5vs 7		10:30 G4	2 vs 3	
11:45 G5	1 vs 8		11:45 G6	4 vs 6	
13:00 G7	3 vs 5		13:00 G8	2 vs 7	
14:15 G9	1 vs 6		14:15 G10	4 vs 8	
15:30 G11	2 vs 5		15:30 G12	3 vs 7	

TIME/GAME #	COURT ONE	RESULTS	TIME/GAME #	COURT TWO	RESULTS
9:15 G13	A3 vs B2		9:15 G14	A1 vs B4	
10:30 G15	A2 vs B3		10:30 G16	A4 vs B1	
11:45 G17	LG13 vs LG14		11:45 G18	LG15 vs LG16	
13:00 G19	WG13 vs WG14		13:00 G20	WG15 vs WG16	
14:15 G21	5th/6th Place WG17 vs WG18		14:15 G22	7th/8th Place LG17 vs LG18	
15:30 G23	3rd/4th Place LG19 vs LG20				
16:45 G24	1st/2nd Place WG19 vs WG20				

III. Citizenship and Sportsmanship Awards

As athletes, coaches, officials and spectators we all have a role in an athletic event. Together we all have RESPONSIBILITIES to make this event a positive and healthy experience for all! The below responsibilities should be outlined in all tournament/event information and programs.

Participants Responsibilities

The athlete:
- Maximizes one's potential in the pursuit of individual and team excellence.
- Perseveres in the face of adversity.
- Wins with modesty and accepts defeat with poise and dignity.
- Respects self, all participants and the sport they participate within.
- Represents his/her school with the highest standard of conduct at all times.

The coach:
- Inspires athletes to compete within the rules of the sport they participate within.
- Teaches the importance of competing fairly regardless of outcome.
- Sets an example for players and spectators in respecting officials.
- Models exemplary conduct at all times.

The official:
- Is impartial, fair and firm in decisions.

- Treats all participants with respect.

The spectator:
- Recognizes that the goal of athletic competition is to provide young people with the opportunity for healthy, physical, social and emotional growth.
- Recognizes that spectators as participants have responsibilities for appropriate behavior.
- Does not speak to other participants negatively and disrespectfully.
- Respects decisions made by game officials' and tournament organizers.
- Allows coaches to coach

SPORTSMANSHIP AWARD

In every competitive tournament (all sports and MS/HS Math, MS/HS Knowledge Bowl) the host school will present a sportsmanship trophy to the school that demonstrates the best sportsmanship. This trophy shall be the same size as the championship trophy. Host schools also are responsible for their fans but these fans cannot be used as a determining factor in the host school winning this award. Host schools will provide visiting coaches with the sportsmanship and activities rubrics at the beginning of the event and outline in the coaches meeting and opening ceremony the voting and selection procedures for the award. Visiting coaches and teams must clarify sportsmanship scores on rubrics with a brief description of the violating behavior (for scores marked with 1's or 2's)

Who votes?
1. Visiting teams with coaches guidance.
2. Tournament director can have the deciding vote in case of ties

IV.   Trophies and Medals

Permanent trophies will be awarded to First, Second and Third place teams. Medals are awarded to individual players and participants for teams in 1st to 3rd at Varsity Events only.

MS/HS Sports: Trophies for 1st, 2nd, and 3rd place will be awarded
- Basketball   Trophies for 1st, 2nd, and 3rd place teams
- Cross Country Trophies for 1st, 2nd, and 3rd place teams
                 Individual medals for 1st, 2nd and 3rd place
                 Overall Combined 1st place trophy
- Softball   Trophies for 1st, 2nd, and 3rd place teams
- Soccer   Trophies for 1st, 2nd, and 3rd place teams
  Swimming   Trophies for 1st, 2nd, and 3rd place teams at each level (MS Boys, MS Girls/HS Boys, HS Girls)
                 Individual medals for 1st, 2nd and 3rd place in all events and relays
- Tennis   Trophies for 1st, 2nd and 3rd place teams
                 Individual medals for 1st, 2nd, and 3rd place in Singles and Doubles
- Volleyball   Trophies for 1st, 2nd, and 3rd place

MS Activities
- Mathcounts   Trophies for 1st, 2nd, and 3rd place teams
                 Individual Medals for 1st, 2nd, 3rd place
- Knowledge Bowl Trophies for 1st, 2nd, and 3rd place teams
- Speech/Debate Trophies for 1st, 2nd, and 3rd place teams
                 Individual Medals for 1st, 2nd and 3rd Place (Duet Acting, Impromptu, Oral, Original)
- FLL   Trophies provided

HS Activities
- Math   Trophies for 1st, 2nd, and 3rd place teams
                 Individual Medals for 1st, 2nd, 3rd
- Knowledge Bowl Trophies for 1st, 2nd and 3rd place teams
- Speech/Debate Trophies for 1st, 2nd, and 3rd place teams
                 Individual Medals for 1st, 2nd and 3rd Place (Duet Acting, Impromptu, Oral, Original)
- FTC   Trophies provided by FTC

V.   All Tournament Teams

The ALL TOURNAMENT TEAM for CEESA tournaments in the following sports of Basketball, Soccer, Softball, Swimming and Volleyball at the Varsity level only, and is a way of recognizing athletes who performed at the most outstanding level throughout the tournament. The team is based on all around skills, participation and performance. The All Tournament player is someone who is very valuable to his respective teams' overall success based on their: Skill level, Sportsmanship – on and off the field, Teamwork, Coachable and Enthusiasm – love for the game

Players from the respective sport tournaments will be chosen by their own respective coach at the end of competition, the numbers of players to represent each team is based on their teams respective final positions as outlined in the host school's tournament program. Coaches are encouraged to select players based on the above criteria. The numbers for each sport are listed below.

Basketball/Volleyball:	10
Cross Country	12 total (6 boys and 6 girls)
Soccer	15
Softball	14
Swimming	10 total (5 boys and 5 girls)

Students selected to the All Tournament will receive an award deemed credible by the host school (medal, plaque, or t-shirt).

VI. Athletic Rules Committee and Athletics Rules Review Cycle

The Athletic/Sport Rules Committee will be comprised of at least two Athletic Directors (Richard McLeod, Anglo American School of Moscow, and Scott Hibbard, American International School of Bucharest.) from any of the three divisions. The term of this committee will last for two years and in the event a committee member leaves his or her position within their school the incoming Athletic Director of that school will fulfill this responsibility for the remainder of the term.

The duties of the Athletic Rules Committee are:
- Liase with CEESA ADs and coaches about the rules/formats governing the sport that is under review
- Meet prior to both AD/AC meetings to review and discuss individual athletic rules
- Act as the body who is responsible for collecting any athletic rules proposed additions
- Lead the review and discussion of amendments at the September AD/AC meetings on individual rules and any proposals at the AC/AD meetings in March each calendar year.
- Forward any passed athletic rules additions for the CEESA handbook to the AC/AD secretary

The review cycle: Each sport will be closely reviewed based on the timeline below to ensure that the rules/formats that govern individual sports evolve to promote development, meet the needs and foster success four our student-athletes from their CEESA athletics experience.

SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016
SOCCER	CC	SWIMMING	SOFTBALL	VOLLEYBALL
TENNIS	BASKETBALL	SOCCER	CC	SWIMMING
SOFTBALL	VOLLEYBALL	TENNIS	BASKETBALL	SOCCER

SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
TENNIS	BASKETBALL	SOCCER	CC
SOFTBALL	VOLLEYBALL	TENNIS	BASKETBALL
CC	SWIMMING	SOFTBALL	VOLLEYBALL

CEESA
Athletics

Chapter 11
Basketball

RULES

F.I.B.A. (latest edition - 2012)
As of 2010 (proposed 2008) the governing body of basketball, FIBA instituted the following rule changes into use in all international basketball competitions.

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 – 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.
E. A smaller women's basketball (28.5) will be used for all CEESA MS and JV and Varsity Girls tournament games.
F. **The 30 second shot clock rule is in effect Art. 29 Twenty-four seconds** (applies to the 30 second clock)
   If the throw-in is to be administered in the backcourt, if required by the respective rules, the 30 second device shall be reset to 30 seconds.
   If the throw-in is to be administered in the frontcourt, if required by the respective rules, the 30-second device shall be reset as follows:
   - If 15 seconds or more are displayed on the 30-second device at the time the game was stopped, the 30-second device shall not be reset and shall remain the same.
   - If 13 seconds or less are displayed on the 30-second device at the time the game was stopped, the 30-second device shall be reset to 30 seconds.

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

The following is in line with the CEESA MS philosophy of "development of skills" for respective students and sports. The proposal is for **MS Boys and Girls Basketball** effective for the following school year 2011-2012 Defense is to be played half court man to man defense and the playing of zone defense and full court pressing is not allowed, except during the last two minutes of the game (4th quarter only).

The purpose of the ban on zone and full court pressure is threefold:
- It will allow teams/schools to develop players and players skills in a non-threatening environment

- There will be an emphasis on offensive fundamentals and building a team offense
- There will be an emphasis on defensive fundamentals and building a team defense

Good defensive skills can be defined as the following:
- On the ball pressure
- Denial Defense – 1 to 2 passes away
- Help Side Defense

Man to Man defense will be defined in the following ways:
- Once a rebound is secured (regardless of ball or player positioning) transition to defense must be done immediately
- Defensive players must retreat to their defensive basket and take up position on or inside the three point arc.
- Once the ball has been advanced across half court defenders can advance and take defensive positions on their defensive assignments
- Defensive positions will be defined by where the ball is in play or its "point of attack"
- Each player on the defending team will be responsible for defense against one player, so that in judgment of the referee the defense is not sagging into a zone or double-teaming

On the ball defense:
- Defenders covering the "point of attack" can either be in denial or help position.
- No double teaming or trapping of the ball

Off the ball defense:
- Defensive players which are covering players in the area (half of the court) where the ball is not being played should be in the "help" position. Help position is defined by the "man – you – ball" principle

Infractions will be called for the following:
- Pressing or not "getting back" according to the rebound and possession
- Coming out to play defense to soon
- Double teaming/trapping the player in possession of the ball

All infractions will be whistled dead and possession will be given

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. Medical and Dietary Information
E. T-Shirt Size
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

Races will be held for the following divisions MS Girls, MS Boys, HS Girls, and HS Boys.

The Cross Country event will be a three-night tournament.
A longer race on the first day (MS-3.5km, HS 5km)
A shorter race distance on the second day is possible (MS-2.5km, HS 3.5km).

Individual medals will be issued at each of the races, and the team event will be a combination of the points from both days.

The maximum number of participants per school is 12, with a maximum of 6 runners comprising each age/gender team. The 6 (six) finishers (4 scoring runners + 2 bumpers) will comprise the team score.

A team does not have to enter a complete team in order to compete. Schools with less than 4 entries per team are not eligible for team championships; however, their runners may receive individual awards. Host schools may run undeclared runners providing they fall within the age eligibility provisions.

Once team lists have been placed on the score sheets (with the declaration of scorers and non-scorers) absolutely no changes will be allowed for any reason.

Spiked shoes may be worn.

A team's first 4 finishers will constitute the team's score. A team's 5th & 6th runners will displace (bump) all scoring runners from other teams that finish in places behind them. The finishing place points of all runners from schools with less than 5 competitors will be disregarded and the team points re-ranked. Ties in team scoring will be resolved in favor of the team whose fifth runner finishes nearer to first place.

In the case of a divisional tie between two teams after the 2 races, the total scores from the 5th place runner will be used to split the tie. If both teams are still tied then the total scores from the 6th place runner will be used to split the tie.

Awards

First, Second, and Third place permanent trophies will be awarded to the relevant teams after the accumulation of points from both days. Medals will be awarded to the top 3 individuals in each race.

An overall combined team 1st place trophy will be awarded to the team obtaining the best combined places in tall 4 categories (i.e. in a 7 school meet, a 1st place HS boys team finish = 7 points, 4th place HS girls team finish = 4 points; a 1st place MS boys team finish = 7 points, 4th place MS girls team finish = 4 points; team total = 22 points). If after this calculation you still have 2 schools equal for first place then the total team points from all 4 categories will be used to determine the winner.

SCORING

Individual Results

Team	Score	Place
Blue Team	1	1
Independent	n/a	2
Yellow Team	2	3
Yellow Team	3	4
Blue Team	4	5
Yellow Team	5	6
Blue Team	6	7
Independent	n/a	8
Blue Team	7	9
Yellow Team	8	10
Blue Team	9	11
Yellow Team	10	12

Team Scores

Team	Total score	1	2	3	4	Tie breaker
Blue Team	18	1	4	6	7	9 *Wins tie*
Yellow Team	18	2	3	5	8	10

It is the team who scores the lowest total points who becomes the final champions.

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. Medical and Dietary information
        E. T-Shirt Size
        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.

Hosting Guidelines:
1. Mark courses clearly using flour or chalk. Use arrows where students may be confused as to which trail to take. Remember, it may seem easy to you, but students who are running fast will not notice the details of a course unless it is clearly marked. It is better to clearly mark than to have students lost or disqualified because they did not adhere to the exact course.

2. Set up mileage markers. At the minimum set up markers for every 1K. If possible set them for every .5K as well, particularly between 4 and 5K. You wouldn't expect soccer or basketball players to play without knowing the score, and likewise, it helps cross country runners judge when to push when they know where they are on the course.

3. The day before or the morning of the race, walk through the course and remove any large branches or rocks from the path. Yes, it is cross country, but students who are running fast may not notice these obstacles until it is too late. It is better to clear the course as much as possible than to have students with twisted ankles.

4. Allow at least one hour for a course walk through. Too often Athletic Directors assume that a 5K course can be walked through in 30 or 45 minutes. This is never the case. Students often have to run the last part of the course walk through with their coaches so that races can begin on time. Let the coach take the time he or she needs with the students to point out things on the course and discuss running strategies.

5. Consider investing in a GPS device to measure the course.

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: T**he 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.Goal Kicks (MS Level)
C. Goal Kicks (MS Level) will be allowed from the Penalty spot, level with either goal post.
D. Corner Kicks (MS Level) will be allowed from a spot equi-distant form corner and 18 yard box. Host schools are entitled to mark a designate spot for corner kicks.

ROSTERS

Maximum 15 boys / 15 girls with a minimum of 13 players must be submitted two weeks prior to the tournament and include the following information:
A. Name
B. Grade
C. Passport nationality
D. Medical/Dietary Information
E. T-Shirt Size
E. Housing preference

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.
D. Players should refrain from wearing jewelry, scarves, and hats.

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

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. Catchers must use an approved ASA mask, but other catching equipment is optional.
4. There will be a coin flip to determine the "home team" for all games, including the championship game.
5. 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.
6. 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.

STRIKE MODIFICATIONS FOR MS/HS SOFTBALL LEVEL:
-No walks at the MS level
- Walks will be allowed at the HS level
-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. Pitching Distance Girls – 46' Pitching Distance Boys - 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. Medical / Dietary Information
        E. T-Shirt Size
        F. Housing preference

SUBSTITUTION

A softball coach may remove a starting player for a substitute and then return the starter to the lineup once per game. For instance, if a coach has a defensive shortstop who can't swing the bat, he may substitute a pinch-hitter for the shortstop in a crucial scoring opportunity. Then, when the team is finished batting, the coach can return the shortstop to the field to play defense. However, if a coach substitutes for a player twice, the player may not return to the game a second time. Also, once a coach removes a substitute from the lineup, the substitute may not reenter the game

FACILITIES

Two softball fields are recommended.

SPECIAL EQUIPMENT

1. Batting helmets are required while batting and running the bases.

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 two umpires for every game if possible.

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. Dietary and Medical information
E. T-Shirt Size
F. Housing preference.

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.)

EXHIBITION SWIMMERS

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

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 beginning of the meet at the coaches meeting a thorough discussion of the disqualification rules should take place. Coaches and race judges should be in agreement to what constitutes a disqualification. 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).

SCORING
The host school is suggested to use the HyTek Swimming Scoring software for the swim meet.
Http://www.hy-tekltd.com/downloads.html

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. 7 point tiebreak is played at 7-7: The first player to reach seven points with a lead of at least two points is the winner of the tiebreak and the set. The player who would have served the next game had it not been a tiebreaker starts by serving the first point. The opponent then serves on the backhand side for two points and players continue to alternate serving every two points until a winner is determined. There is no limit on the number of points that can be played.
In a traditional tiebreak, after every six points are played the players switch sides. Players do not get a rest during this changeover like they do when changing sides between games in a set.
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 6 girls and 6 boys. Where possible, Athletic Directors are encouraged to field full teams.
A. Name
B. Grade
C. Passport nationality
D. Medical/Dietary Information
E. T-Shirt Size
F. 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.

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.

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 teams at both MS and HS levels may 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. Medical/Dietary Information
E. T-Shirt Size
F. Housing Preference

FACILITIES

Two standard volleyball courts with the proper playing area are the minimum requirements to host the tournament.

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.

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.

Chapter Competition

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.

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 MATHCOUTNS 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 / OFFICALS

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).

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.

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.

D.   Judges Room - 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 / OFFICALS

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
o Calculators
o Notebooks
o Textbooks

Competitors should bring with them
o Pencils, pens
o Eraser
o Ruler
o Compass

Competitors will be provided with
o Scrap paper for working
o Answer sheets (i.e. paper for writing the answers on)
o 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: 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: 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.

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

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 with the team score for a final Written Round 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.
12) In the case of incomplete teams, the TD should create missing individual scores by averaging the individual scores of competing team members.

Head to Head Round
The Head to Head round consists of a Speed section and a Toss Up section.
The Speed section happens first and should consist of 10 questions that all pertain to one specific topic. The Toss-ups section happens second and has questions from different topics. The Toss-up round should consist of 15 Toss-up questions. Correct answers to Speed Round questions are each worth 1 point, correct answers to Toss Up Round questions are each worth 2 points.

Games that follow the 25 question speed/toss-up 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 given 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 (1 point for each Speed Round Question and 2 points for each Toss-up 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)

OFFICALS

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. If the reader makes the mistake of giving out the correct answer for a question after one team has given the wrong answer and before the other team has the opportunity to answer, the question should be eliminated and replaced with the new one.
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.

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 2012)

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: Tournament Director required. Consider additional, separate scorekeeper position. Minimum of 20 officials (2 judges per room), 10-15 student runners and timekeepers. The tournament director should not serve as a judge for events.
- 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 may participate in a maximum of two 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.

Visiting Coaches/Chaperones should be accorded sufficient time to watch their own students events. In practice this means that they judge no more than half the rounds.

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 three preliminary rounds, plus 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 three preliminary rounds and one final round; sometimes, at the Tournament Director's discretion, there will also be a semi-final round.

11) Critique sheets should be made available for participating students/coaches to pick up after each round.

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 and sign 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.

16) Student Code of Conduct: CEESA Tournaments have a code of conduct, decorum and dress. Students are to dress in a "business smart" manner. Clothing is to respect the "can't see down it, up it or through it" principle. Audience response is to be appropriate to the tone and nature of event and participants will maintain a decorum and etiquette that reflect the association's ethos of mutual respect and encouragement. Courteous and respectful behavior is expected from all participants throughout the tournament

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
- Rebuts the arguments of the First Affirmative Speaker
- May present a counter case
- May present one/two arguments

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)
- Rebuts 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)
- Rebuts 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
- Rebuts 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 three times**. At least once on the Affirmative side and once on the Negative. The third round will be decided by the tournament director randomly and the students will be informed before the start of the tournament. 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:
O First Affirmative Constructive (6 minutes)
O Cross-examination (2 minutes)
O First Negative Constructive (6 minutes)
O Cross-examination (2 minutes)
O Second Affirmative Constructive (6 minutes)
O Cross-examination (2 minutes)
O Second Negative Constructive (6 minutes)
O Cross-examination (2 minutes)
O 90 second preparation period
O Negative Rebuttal (2 minutes)
O Affirmative Rebuttal (2 minutes)

Semi-final and Final Rounds:
O First Affirmative Constructive (8 minutes)
O Cross-examination (2 minutes)
O First Negative Constructive (8 minutes)
O Cross-examination (2 minutes)
O Second Affirmative Constructive (8 minutes)
O Cross-examination (2 minutes)
O Second Negative Constructive (8 minutes)
O Cross-examination (2 minutes)
O 90 second preparation period
O First Negative Rebuttal (3 minutes)
O First Affirmative Rebuttal (3 minutes)
O Second Negative Rebuttal (3 minutes)
O 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 9O-second Preparation Break, say "BEGIN".

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

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 three 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.
Round Three: Participants will have a choice between a current event topic and a general or philosophical issue.
Topics for all rounds will be prepared by the host school. In each round the participant will have a choice between two possible subjects. The same choice of topics will be offered to each speaker in a round.
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. As such the reader will be out of sight of the judges, in order to insure that he/she is being judged on use of voice only. This can be accomplished by turning the judges chairs and tables away from the presenter. 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. Timing starts when speaker begins to speak.
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. Timing starts when speaker begins to speak.
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, during the tournament. 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 available.

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 GRADING SCHEME & BALLOT

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

The following is a grading scheme used to evaluate the overall effectiveness of the Debate. 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.

AFFIRMATIVE TEAM _____ & _____ *NEGATIVE TEAM* _____ & _____

AFF	NEG		
	win the	*Please circle the winning team. When the scoring is tight the best team score does not always debate as the final judgment is holistic rather than the sum of the parts.*	

Content

		3	**Organization**: excellently structured arguments that are easy to follow
		2	Well structured arguments that are generally easy to follow
____	____	1	Arguments are presented but lack sufficient organization necessary to follow case
		3	**Strong Arguments**: present strong arguments that extensively cover the topic
		2	Present solid arguments that cover key points of the topic
____	____	1	Present weak arguments that miss key points of the topic
		3	**Evidence**: provide superb documented evidence supported by reputable sources
		2	Provide well documented evidence supported by reliable sources
____	____	1	Provide evidence that is not always supported by documented sources
		3	**Rebuttal**: highly effective, memorable and thought-provoking rebuttal
		2	Effective but not thought-provoking rebuttal
____	____	1	Ineffective and weak rebuttal

Strategy

		3	**Clash**: clash with opposition and get to the heart of the debate
		2	Some clashing with opposition on major differences
____	____	1	Limited clashing with opposition
		3	**Cross Examination:** offer cross examination effectively & responds to cross with ease
		2	Offers some effective cross examination and responds to cross with some difficulty.
____	____	1	Struggle to both offer and respond to cross examination
		3	**Teamwork**: excellent teamwork with both members equally supporting case
		2	Good teamwork but with members not equally supporting case
____	____	1	Limited teamwork with members not supporting team case

Delivery

		3	**Presentation**: excellent formal presentation skills and proper debate etiquette
		2	Good formal presentation skills and proper debate etiquette
____	____	1	Weak formal presentation skills and inappropriate debate etiquette
		3	**Use of Time**: use all time available to present extensive case
		2	Use most of time available to present solid case
____	____	1	Use too little of time available to present a limited case
		3	**Engaging Audience:** audience is engaged and listening through entire debate
		2	Audience is engaged and listening for most of the debate
____	____	1	Audience is listening but not engaged

Total (out of 30)

Judge's Signature: _____

____   ____

{Created on 30 May 2002/Revised 18 Nov 2004, May 2006, Sept 2006, May 2009, May 2010 and Sept 2012}

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

	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

	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

	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

	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

	3	**Clarity**: each word can be clearly heard
	2	Most of the speech is distinct and clear
_____	1	Some parts are hard to hear

	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

	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

	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: _____

ORAL INTERPRETATION - GRADING SCHEME & BALLOT:

The following is a grading scheme used to evaluate the overall effectiveness of the Oral Interpretation. 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.

Reading

          3   **Clarity**: each word can be clearly heard
          2   Most of the speech is distinct and clear
_____   1   Some parts were hard to hear/follow

          3   **Voice**: interesting and enjoyable use of variations in pitch, volume, tone
          2   Reasonable variation in use of pitch, volume
_____   1   Room for much more variation in voice qualities

          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

          3   **Presence**: confident and poised in reading, a sense of enjoying the exercise
          2   Confident, not uncomfortable
_____   1   May be nervous but controlling it

Rendering of Text

          3   **Characterisation**: creates lively and believable narrative and/or characters
          2   Creates a narrative voice and/or characters
_____   1   Reads without developing narrative and/or character

          3   **Understanding:** nuances in descriptions of ideas/events are clear
          2   Shows solid understanding of what is being described
_____   1   Shows limited understanding of what is being described

          3   **Atmosphere:** creates and sustains a tangible atmosphere
          2   Shows awareness of emotional content but missing some subtleties
_____   1   Shows little variation in emotional content

Effectiveness

          3   **Mood:** creates and sustains the mood of the piece effectively
          2   Mood created with reasonable effectiveness
_____   1   Mood intermittent, or not always clear

          3   **Emotion**: evokes and sustains an effective emotional response in listener
          2   Evokes emotional response but not sustained
_____   1   Evokes limited response

          3   **Interpretation**: complete and vivid
          2   The interpretation is clear but not vivid
_____   1   Limited interpretation of text

Total (out of 30)

_____   **Judge's signature_____**

71

Oral Interpretation Critique Sheet

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

	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

	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

	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

	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

	3	**Clarity**: each word can be clearly heard
	2	Most of the speech is distinct and clear
_____	1	Some parts are hard to hear

	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

	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

	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**_____

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
HS HOSIC (Hands-On Student Involvement Conference)

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.

•   Host school will create an on-line forum (e.g. Facebook, Moodle, Wiki site etc) and send the link to all participating schools with the invitation. Participating schools will post their topics and descriptions to prevent duplication. (March 2011)

•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.

HOSIC seminars (March 2011)
- Topic choices should not be taken lightly and should be preapproved by the advisors/coaches.
- The goal of the seminar is to promote thought provoking discussions between the presenters and the audience.
- Each seminar should last at least for 30min. Duration of the seminars will be determined by the host school.
- As a preparation method HOSIC students should be encouraged to perform their seminar to the members of their own school community and use the feedback to further improve their seminar.

- Feedback forms should be provided to participants at the end of each seminar. Forms are to be filled out in the seminar room and given to the presenters.
- All seminars are open to any adult/coach/student interested.

Number of seminar participants should be regulated by the conference organizers bearing in mind that all seminars should be well attended. All seminars should be presented twice throughout 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.

Chapter 25
HS Robotics – First Tech Challenge Robotics Tournament

Rules

From the FIRST Tech Challenge Game Manual (Latest edition)
FIRST (For Inspiration and Recognition of Science and Technology) was founded by inventor Dean Kamen to inspire young people's interest and participation in science and technology. *FIRST* provides the *FIRST* Tech Challenge (FTC) for grades 9-12; ages 14-18* (*May include 8th grade students 13 and older who are prepared to enter a high-school program.)*

All CEESA Schools participating in the FIRST Tech Challenge (FTC) should register their team with FIRST by sending in a 200 euro fee to the FIRST affiliate partner for Eastern Europe, Romania Robotics Education Initiative (RREI) at the American International School of Bucharest. The CEESA school wishing to host the tournament must contact RREI to be approved as an official FIRST Tech Challenge competition. The RREI will provide information on robot competition kit prices, parts availability and ordering instructions along with training on how to run a FIRST Tech Challenge tournament according to FIRST rules. Hosting schools will be required to build the game field and set up scoring and field control systems as described in FIRST documents provided by RREI. Inspire award winners of the CEESA FIRST Tech Challenge tournament will be eligible for advancement to a regional RREI FIRST Tech Challenge tournament. Teams that win the Inspire award at the RREI regional tournament will receive invitations to the FIRST World Championships in St Louis, Missouri, USA in April.

B. General Rules:
The rules for each game year are published by FIRST on the website http://www.usfirst.org. FTC tournament teams compete in an alliances consisting of two teams each. Each year the robots must be programmed to compete in matches with an autonomous (no student driver) round and a teleoperated (student driven) round. The tournament consists of qualification, semi final and final matches with an alliance selection period before the final rounds. Each team will be ranked on the basis of Qualifying Points and Ranking points as described in the current FTC game manual. The order in which teams can invite other teams to form an alliance is determined by Qualifying Points. Ranking points are used as tie breakers when two teams have equal Qualifying Points. The winning alliance is the alliance that wins two out of three of the final matches.

Tournaments will be run using the following team rules;
1) Teams can consist of a maximum of 10 students between the grades of 8 to 12.
2) Students and adult team members and guests must wear safety glasses to protect their eyes while working on the robot, when observing robot building/repair work, and while competing.
3) Any questions for the referees must be brought forward by one student drive team member per team within the time period of two (2) matches following the disputed match.
4) Team members are not allowed onto the playing field for any reason other than to place or retrieve their robots. Inspection of the playing field elements by team members for the express purpose of determining scoring is prohibited.
5) Individuals and Teams that violate rules will be subject to possible team punishments including anywhere from match disqualification up to and including removal from the tournament.
6) The only team representatives permitted in the competition area are the three drive team members who are identified by the drive team badges. These badges are interchangeable within a team.
7) Teams will be guaranteed a minimum of five minutes (5:00) between participating in consecutive matches.
8) Teams are permitted to have 2 drivers and 1 coach (the Drive Team) at the playing field during their scheduled matches. Spectators are not allowed in the competition area at any time and must remain outside of the designated competition area.
9) Only ONE robot will be allowed to compete per team in the *FIRST* Tech Challenge. Though it is expected that teams will make changes to their robot at the competition, a team is limited to only ONE robot.
10) Every robot will be required to pass a full inspection before being cleared to compete. This inspection will ensure that all FTC robot rules and regulations are met. Initial inspections will take place during team registration/practice time.
11) The following types of robot mechanisms and components are NOT allowed:
    a. Those that could potentially damage playing field components.
    b. Those that could potentially damage other competing robots.
    c. Those that contain hazardous materials (e.g. mercury switches).
    d. Those that pose an unnecessary risk of entanglement.
    e. Those that are designed to flip or tip over goals or other robots.
    f. Those that contain sharp edges.
12) At the beginning of any match, the maximum allowed size of a robot is 18" x 18" x 18".
13) Robot construction is constrained by the rules described in the current FTC game manual as published by FIRST.
14) All teams must submit an engineering log that includes a bill of materials list of parts other than Tetrix or Lego.

15) Each team MUST "name" their NXT with their official FTC Team number expanded to four digits with leading zeros (e.g. FTC Team #123 would name their NXT "0123" without quotation marks)
16) Teams MUST install the Samostat system support program onto their NXTs for the competition.

17) Teams MUST install the Program Chooser onto their NXTs for the competition. These programs must be compiled with the appropriate software (either ROBOTC or LabVIEW) as chosen by the team.
18) Robots MUST display their team number (numerals only, e.g. "106")
19) The NXT controller and Samantha WiFi Communication Module MUST be accessible and visible by competition personnel including inspectors, referees, and field control operators.
20) Robots MUST include a mounting device to securely hold one FTC Robot Identification Flag throughout an entire match. Because of the need to clearly identify a Robot's Alliance, the flag MUST be mounted at the top of the Robot and be clearly visible throughout the match.
21) Robot TETRIX power switch MUST be mounted/positioned to be readily accessible and visible to competition personnel. The power switch must be installed according to the TETRIX system documentation (i.e. between the battery and the first HiTechnic DC Motor or Servo Controller)
22) Programming for the *FIRST* Tech Challenge must be done with an approved programming language, using MANDATORY FTC Competition Templates and corresponding firmware. Approved programming languages are:
   a. ROBOTC version 2.03 or later (firmware version 7.98 or later)
   b. LabVIEW Education Edition 2009 SP1 (FTC Software 2011) (NXT Firmware version 1.28 or later)
23) Energy used by *FIRST* Tech Challenge Robots, (i.e., stored at the start of a MATCH), shall come only from the following sources:
   a. Electrical energy derived from the onboard 12V battery, HiTechnic 9-volt Battery Box, or the NXT batteries.
   b. Compressed air stored in the LEGO pneumatic system.
   c. A change in the position of the Robot center of gravity.
   d. Storage achieved by deformation of ROBOT parts. Teams must be very careful when incorporating spring-like mechanisms or other items to store energy on their ROBOT by means of part or material deformation. A Robot may be rejected at inspection if, in the judgment of the inspector, such items are unsafe.
24) Game elements launched by Robots should not be launched with velocity greater than that required to reach a maximum of four (4) feet above the playing field surface, nor travel a horizontal distance greater than ten (10) feet.
25) Robots will connect to the tournament supplied Field Control System (FCS) located at each field. Teams must demonstrate that their robot switches between Autonomous mode and Tele-Op mode correctly using the latest version of the FCS.
26) Teams may create a custom Icon that will be displayed on a monitor during match play. Team Icon designs are required to be in the spirit of Gracious Professionalism (i.e. suitable for family viewing, not offensive, etc.) Instructions for creating a Team Icon are in the Samantha WiFi Communication Module documentation.
27) All team members must participate in interviews conducted by the award judges.

ALL OTHER RULES SPECIFIED IN THE CURRENT FIRST FTC GAME MANUAL MUST BE FOLLOWED.

Awards

In addition to winning points during the competition, the awards represent another positive way for mentors to instill important values like teamwork, creativity, innovation, and the value of the engineering design processes. These judging guidelines are a part of the road map to success.

FIRST TECH CHALLENGE INSPIRE AWARD
This formally judged award is given to the team that truly embodied the 'challenge' of the FTC program. The team that receives this award is chosen by the judges as having best represented a 'role model' *FIRST* Tech Challenge Team. This team is a top contender for all other judging categories and is a strong competitor on the field. The Inspire Award Winner is an inspiration to other teams, acting with **Gracious Professionalism** both on and off the playing field. This team understands how to communicate their experiences and knowledge to other teams, sponsors, and the judges.

ROCKWELL COLLINS INNOVATE AWARD
The Rockwell Collins Innovate Award celebrates a team that not only thinks outside the box, but also has the ingenuity and inventiveness to make their designs come to life. This judged award is given to the team that has the most innovative and creative robot design solution to any or all specific field elements or components in the *FIRST* Tech Challenge game. Elements of this award include elegant design, robustness, and 'out of the box' thinking related to design. This award may address the design of the whole robot, or of a sub-assembly attached to the robot. The creative component must work consistently, but a robot does not have to work all the time during matches to be considered for this award. The team's Engineering Notebook should be marked with journal entries

to show the design of the component(s) and the team's robot in order to be eligible for this award, and entries should describe succinctly how the team arrived at that solution.

FIRST TECH CHALLENGE PTC DESIGN AWARD
This judged award recognizes design elements of the robot that are both functional and aesthetic. All successful robots have innovative design aspects; however, the PTC Design Award is presented to teams that incorporate industrial design elements into their solution. These design elements could simplify the robot's appearance by giving it a clean look, be decorative in nature, or otherwise express the creativity of the team. The winning design should not compromise the practical operation of the robots but compliment its purpose. This award is sponsored by Parametric Technology Corporation (PTC), developers of the CAD tools, Pro/ENGINEER and Mathcad. PTC gives licenses to the FTC student teams for these software products to help them with their designs. Use of these tools is not required to be eligible, however, teams that use them in their design are given extra consideration for this award.

FIRST TECH CHALLENGE MOTIVATE AWARD
This judged award celebrates the team that exemplifies the essence of the *FIRST* Tech Challenge competition through team spirit and enthusiasm. They show their spirit through costumes and fun outfits, a team cheer or outstanding spirit. This team has also made a collective effort to make *FIRST* known throughout their school and community.

FIRST TECH CHALLENGE THINK AWARD
This judged award is given to the team that best reflects the "journey" the team took as they experienced the engineering design process during the build season. The Engineering Notebook is the key reference for judges to help identify the most deserving team. The team's Engineering Notebook should focus on the design and build stage of the team's robot. Journal entries of interest to judges for this award will include those describing the steps, brainstorms, designs, re-designs, successes, and those 'interesting moments' when things weren't going as planned. A team will not be a candidate for this award if they have not completed the section of the Engineering Notebook describing the team's experience.

FIRST TECH CHALLENGE WINNING ALLIANCE AWARD
This award will be given to the winning alliance represented in the final match.

CEESA GRACIOUS PROFESSIONALISM AWARD
This judged award is given to the team whose team members exhibit **Gracious Professionalism** at both the tournament and during the robot build season. This award is given in place of the CEESA sportsmanship award. A description of the FIRST concept of **Gracious Professionalism** is given below.

Judging Process
At the *FIRST* Tech Challenge Championship Tournament events, there will be three parts to the judging process: 1) interview with judges, 2) evaluation of performance, and 3) evaluation of the Engineering Notebook. Each team will have a "fact finding" discussion/interview with a panel of two or three judges. No awards will be determined on the basis of this interview alone. Judges will use the guidelines provided in this section to assess each team.

Teams should present their Engineering Notebooks at the Pit Administration Table during check-in but may be directed otherwise by the tournament officials. The Engineering Notebooks will be provided to the judges prior to the team interviews.

After the judges review the submitted Engineering Notebooks, complete the initial team interviews and evaluate the team and robot performances during matches, they will convene to review their assessments and create a list of top candidates for the various judged awards. Judges may require additional impromptu discussions with teams if necessary. Deliberations are usually completed during the elimination matches. When the judges have finished their deliberations, the Engineering Notebooks will be returned to teams.

Teams are asked to bring their robot to the judge interview. This is the best chance for teams to explain and demonstrate their robot design to the judges in a quiet and relaxed environment.

Contact Information

FIRST
200 Bedford St.
Manchester, NH 03101 U.S.A.
(603) 666-3906 or (800) 871-8326
Fax: (603) 666-3907
Website http://www.usfirst.org

Romania Robotics Education Initiative
Attn: Dean Hester FIRST Affiliate Project Director
American International School of Bucharest
Sos Pipera-Tunari 196
Voluntari, Jud Ilfov
Romania, 077190
40 21 204-4302

Roster

A. Students currently enrolled in 8th, 9th, 10th, 11th or 12th grade are eligible to compete.
B. Each CEESA school can send one team with up to 10 students on a team. The minimum size for a team is 2 students.
C. Rosters for each school team should be turned into the host school no later than 3 days before the tournament.

Facilities

- The host CEESA school is responsible for building and assembling the game field for the tournament.
- The host school will purchase the soft tile field and perimeter fence fom SoftTiles at http://www.andymark.com/ProductDetails.asp?ProductCode=am-0481 and the perimeter fence from AndyMark at http://www.andymark.com/ProductDetails.asp?ProductCode=am-0481.
- The construction of the game field elements (approximately $500 USD) will be paid for by the host school.
- The host school must supply computer network, laptops, audio and projection equipment as described in the Field Setup Guide provided by the RREI.
- The host school assists teams with transporting team robots by informing teams about what host country customs regulations must be followed for teams to bring their robot into the host country as checked airline luggage.

Judges/Referees/Inspectors

- Tournaments require a head referee, judge advisor and field tech advisor that must pass an online certification test administered by FIRST.
- Three referees including the head referee are needed for tournament matches.
- Three judges including the judge advisor are needed to choose the team awards.
- Two inspectors are needed to inspect robot hardware and software.
- The same person may fulfill an inspector and referee role.
- Judges and inspectors should have a computer or engineering background.
- Team coaches should not fulfill roles as inspectors, judges or referees.

Gracious Professionalism

Dr. Woodie Flowers, National Advisor for *FIRST*, speaks about Gracious Professionalism in this way: "The *FIRST* spirit encourages doing high-quality, well informed work in a manner that leaves everyone feeling valued. Gracious Professionalism seems to be a good descriptor for part of the ethos of *FIRST*. It is part of what makes *FIRST* different and wonderful."

Gracious Professionalism can and should mean different things to each of us. It is possible however, to outline some of its meanings:

Gracious attitudes and behaviors are 'win-win.' Gracious folks respect others and let that respect show in their actions. Gracious professionals make a valued contribution in a manner pleasing to others and to themselves as they possess special knowledge and are trusted by society to use that knowledge responsibly.

As Woodie says, "In the long run, Gracious Professionalism is part of pursuing a meaningful life. One can add to society and enjoy the satisfaction of knowing that you have acted with integrity and sensitivity. That's good stuff!"

The *FIRST* Tech Challenge is a student-centered activity that is mentor supported and is about giving students a unique and stimulating experience. We want students to learn the value of teamwork and to respect everyone's ideas and contributions to the team. The *FIRST* Tech Challenge allows high school students to work hand-in-hand with technical professionals to develop a solution to the annual challenge. The students do the majority of the work, but the mentor is there to offer guidance, suggestions, and coaching to keep the students on task and successful. *FIRST* values are about appreciating our differences and learning what those differences add to our lives. *FIRST* programs succeed most fully when team members bring the *FIRST* values they learn back to their communities.

Chapter 26
MS Robotics

The materials for this competition are only available to teams registered with First Lego League (FLL). It is thus imperative that each school registers for their local FLL competition. While it is not required to compete in the FLL event in order to compete at CEESA, CEESA robotics works in conjunction with FLL; the goal is for each school to be participating in both their local FLL tournament and the CEESA tournament. Ideally the CEESA competition will occur after the FLL tournament so that each team has tournament experience before attending CEESA.

In cases where a school does not have a local tournament to attend, the school will need to obtain the necessary materials on their own volition. One way to do this is to contact Hands-on Technology, who provides FLL support for Central and Eastern Europe. Hands-on is not required in any way shape or form to provide these materials and, indeed, may not have them available for teams that are not registered for an official FLL event. CEESA must avoid overburdening Hands-on with requests for non-participant materials, as the relationship between Hands-on and CEESA must remain healthy in order for the CEESA tournament to be viable.

It will be necessary for the host school to register at least one team with FLL and order a minimum of two competition sets as well as building two competition tables.

Format of Event

I. Overview

The robotics competition is centered around the robot game, where teams score points by programming their robot to complete specific missions on the tournament table. The tournament table has lego pieces from the competition set that are arranged on a playing surface that together compose various missions. Teams are challenged to design, build and program robots capable of completing as many missions as possible in two minutes and thirty seconds. Each two minute and thirty second event is called a round. Along with the robot game, teams are judged on their mechanical design, programming and teamwork.

As each year there is a new theme, set of missions and competition set, the competition set and mission rules are released by FLL to all teams worldwide on the same date (usually the last week of August) so that each team has the same amount of time to work on building and programming their robot.

Thursday
1. Student guests and coaches arrive. Host school provides pick up.
2. Students are placed with host families for the evening.
3. Host school transports coaches to lodging.
4. Coaches 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. Round robin robot game scoring and seeding plus practice time
5. Lunch
6. Continuation of round robin robot game scoring and seeding plus practice time
7. Afternoon activity - cultural tours and/or activities
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. First rounds of head to head elimination tournament and judging.
4. Lunch
5. Continuation of head to head elimination tournament and judging.
6. Awards ceremony
7. Post Activity Coaches Meeting
8. Evening Social Event – Provided by Host School
9. Host families pick up student guests

Sunday
1. Guests depart – Host school provides

II. Round Robin Robot Game Scoring and Seeding

As time permits, teams will complete as many rounds as possible. While two teams will complete the robot game at the same time, teams are not competing against each other; seeding is determined by the highest single round score out of all seeding rounds completed. As such it is important that teams be given as many game opportunities to compete as time allows.

Teams should have access to practice tournament tables when they are not completing rounds. Ideally, and if materials allow, this means providing a third table for teams to practice. If materials do not allow, practice will need to take place between games. Regardless, the host school will provide monitors during practice so that all teams have fair access to the practice tables.

General round format
1. Teams are called to appropriate tables.
2. Judges ensure table is set up properly and teams set up their robot.
3. Judges announce start of round.
4. Teams complete missions.
5. Time is called at end of round.
6. Judges count points in conjunction with the team and explain any decisions made.
7. Teams sign off on point total.
8. Table is reset for practice or next round.

III. Head to Head Tournament

For the tournament, teams are seeded according to their highest point total in any one round of the round robin. In the tournament teams are competing against the team on the opposite tournament table. The winner is the team that scores the highest point total. Depending on time availability this tournament may be single or double elimination. In the later rounds especially it is recommended that teams switch tournament tables and compete a second time, with the winner having the highest combined total (while each table is meant to offer the exact same conditions, this is rarely achievable, thus different tables will have different conditions so in fairness each team should be able to compete on both tables.).

General round format
1. Teams are called to appropriate tables.
2. Judges ensure table is set up properly and teams set up their robots.
3. Judges announce start of round.
4. Teams complete missions.
5. Time is called.
6. Judges count points in conjunction with teams and explain any decisions made.
7. Teams sign off on point total.
8. Teams switch tables and compete a second time.

9. Judges count points with teams and explain any decisions made.
10. Teams sign off on point total.
11. Team with highest combined score wins.
12. Table is reset for practice or next round.

Teams that are illuminated early should be offered activities. These activities can easily revolve around the competition, for example: a robot dance competition or a robot penalty kick competition.

Rules

All rules for the robot game are set by FLL. It is impetrative that each team know and understand the rules to the competition before attending CEESA. There are two types of rules: general rules applicable to all robot games, and the rules associated with the year's particular set of missions. The CEESA competition will adhere to the rules set by Hands-on Technology. Each local FLL tournament offers coaches an optional session where missions are outlined and rules are clarified. The host school is required to send one representative to this session.

Tournament table set up: Tournament tables are set up according to the guidelines outlined by Hands-on Technology.

Judging
Teams will be judged in the following area. See attached rubrics for judging criteria. Judging occurs between tournament rounds, thus it is necessary to strictly adhere to the tournament schedule. Judges assess teams based on a team interview and the provided rubrics.
1. Mechanical design
2. Programming
3. Teamwork

NOTE: THE CEESA TOURNAMENT DOES NOT PARTICIPATE IN THE PRESENTATION PORTION OF THE FLL TOURNAMENT.

The following awards will be given at the end of the tournament:
1. Robot performance (winner of head to head tournament)
2. Mechanical design (based on judging)
3. Programming (based on judging)
4. Teamwork (based on judge's observation)
   Additional suggested awards
5. Champions award (summative overall best team)
6. Judge's award (for intangibles such as tenacity or sportsmanship or best rookie team)

The host school will provide judges for each area. It is recommended that pairs of judges work together and interview teams to determine where on the rubric each team performs. Judges should be experienced FLL participants and must be trained and debriefed in advance of the tournament. It is not possible for adult volunteers to show up at the tournament with no training and make fair and informed decisions.

Rosters

Teams are a minimum of 5 students and a maximum of 10 students, as per FLL rules. All participating students must be currently enrolled and attending the middle school which they represent (the FLL age rules and restrictions do not apply to CEESA). Rosters should be sent to the host school 3 weeks before the tournament.

Facilities

There are a variety of places tournaments can take place. Most common is a gymnasium with bleacher seating, though some schools have areas where an audience can view from above, this is the ideal set up. Regardless, all efforts should be made to create the best conditions for audience viewing – FLL is a spectator sport! Tournament tables themselves should be cordoned off from the audience to avoid interference. Lighting is of the utmost importance as it significantly affects light sensors. The best results are with bright florescent lighting close to the competition tables. Regardless of source, the lighting should remain consistent throughout the tournament.

Equipment

Host schools are required to set up a minimum of two competition tables for use in the round robin and tournament. A third table is recommended for practice. Each team should be assigned their own area in which to practice and charge their robots, with access to power and enough table space for lap tops and the robot.

Officials

The tournament is judge heavy. Judges should be experienced FLL participants and must be trained and debriefed in advance of the tournament. It is not possible for adult volunteers to show up at the tournament with no training and make fair and informed decisions. The ideal breakdown of judges is as follows:
- One robot game judge per competition table (two judges total)
- Two judges working in conjunction to interview teams for the mechanics award
- Two judges working in conjunction to interview teams for the programming award
- Two judges working in conjunction to observe teams for the teamwork award (interviews are not necessary, teamwork judges should be observing team interactions throughout the tournament).
- One or two judges to collect and display performance points.

Tournament Director
1. Overall responsibility for planning and running the tournament.
2. Keeping the games and judging on schedule.
3. Displaying up-to-date robot game point results
4. Thoroughly understanding all rules, especially the particulars of each mission so that s/he can uphold the rules of the tournament.
5. The Tournament Director will have the deciding vote on disputes and protests.
6. The Tournament Director's decision is final.

Glossary
Competition set: the Lego pieces obtained from FLL that create the missions robots must complete.
FLL: First Lego League, the NGO that creates and organizes FLL tournaments around the globe.
Mission: A specific action a robot must complete to earn points, for example: move balls from the top of the ring so they touch the table.
Playing surface: the mat provided in the competition set that indicates where mission pieces are placed. Mats also outline competition areas such as the base and provide colored lines for robot navigation using light sensors.
Robot game: the two and a half minute competition where robots are programmed to complete specific missions with missions being worth specific amounts of points. Each two and a half minute competition is referred to as a round.
Tournament table: the 8-foot by 4-foot board where the playing surface and competition set pieces are set up. At competition there are two tables side by side with a shared piece in the middle. The best tournament tables also include a fluorescent light source. See Hands-on Technology for the specs to build an official tournament table.

CEESA
Athletic and Activity Forms

Chapter 26 – 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 respective 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	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

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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 Scott Hibbard at: SHibbard@aisb.ro **within one week after the tournament.**